



St John
Bosco
College

6th Form

A level Geography

Transitioning from Year 11 into Year 12

AQA Geography (Exam Board)

How is your Geography A-level structured and assessed?

Component 1: Physical Geography

Section A: Water and the Carbon Cycles

Section B: Coastal Systems and Landscapes

Section C: Hazards

Assessment:

Written exam: 2 hours and 30 minutes

120 Marks

40% of A level

Component 2: Human Geography

Section A: Global Systems and global governance

Section B: Changing Places

Section C: Resource Security

Assessment:

Written exam: 2 hours and 30 minutes

120 Marks

40% of A level

Component 3: Geography Fieldwork Investigation

Students will complete an individual investigation which must include data collected in the field. The fieldwork can be on any aspect of the specification content. It will be 3000-4000 words and counts for 20% of the A Level.

What is a “bridging project”?

The bridging work MUST be completed for each of your courses by the time you start your course. Your work will be assessed in September. The aims of the bridging project are:

- Check you are happy with the course content you will be studying for two years
- Prepare you for study at A-level
- Practice skills you will need to develop as an A-level student

What do you need to do for September?

A Level Geography is a challenging, but very rewarding A Level. In order to progress at A Level Geography you need to develop excellent organisation skills, especially now that all of the A Level exams are at the end of the course.

With that in mind, we have developed 3 tasks for you to complete before the main A Level teaching begins. All tasks are based around your exam specification.

In addition, you should ensure you are ready for the year ahead by organising the following items:

- Essential text books
- Ring binder folder and coloured dividers
- Pencil case with a pen and a spare pen, highlighters and ruler
- Pad of lined paper

A Level Geography involves independent research, including analysing complex ideas using current news sources, journals and your own ideas. You will be expected to continually stay up to date with current case studies across the whole specification. The tasks below have been created to give you an introduction to the first topics we will teach in the course, Water and the Carbon Cycle for Physical Geography (Component 1, Section A) and Changing Places in Human Geography (Component 2, Section B).

Task 1: Physical Geography: Water and the Carbon Cycle

1. Find a diagram of the carbon and water cycles – one each of the diagrams do the following...
2. Define all the key terms on the diagrams
3. How might the temperature affect the water and carbon cycle? (Think about different places in the world – i.e. the tropical rainforest and the Arctic.)
4. Read the following article <https://www.theguardian.com/environment/2011/feb/11/forests-trees-climate> Summarise the key points and explain how this creates climate change – this should be about 2 paragraphs

Task 2: Human Geography: Changing Places

Read the following journal about the concept of a Global sense of place by Doreen Massey.

<https://www.unc.edu/courses/2006spring/geog/021/001/massey.pdf>

This is quite a challenging article –read it slowly. Write notes in the margin next to each paragraph to help you make sense of it. Only when you have read the whole thing, attempt to answer the questions below, as best as you can:

1. What is your understanding of the term 'internationalisation' and is there another term that you could use as a synonym?
2. What main challenges does Massey believe exist due to the internationalisation that we have experienced globally?
3. How do we 'experience' place? In other words, in what ways can we experience this 'sense of place' that Massey discusses?
4. Describe your understanding of the 'time-space compression' concept using examples from literature.⁴

Task 3: Local Area Investigation: Changing Places

As you are aware, this A level requires you to complete an independent piece of fieldwork relating to any aspect of the specification. This is called the NEA (the Non-Exam Assessment).

You are also expected to do research locally for different parts of the topic. For changing places the specification requires the following:

1. **Local place study**, exploring the developing character of a place, local to the home or study centre (i.e. Bolingbroke)
2. **Contrasting place study**, exploring the developing character of a contrasting and distant place

Your Task:

1. **Decide on 2 different places**, a local area to you or your school (e.g. Tooting or Battersea or Wandsworth or even London) and a far-away place of your choosing (e.g. Bristol or Chicago or Manilla). Try to choose 2 case studies of a similar scale (i.e. compare 2 small towns or two major cities rather than trying to compare Tooting to Chicago) The places ALSO need to be different either economically and socially or demographically and culturally
2. Produce an account of **people's lived experience of 'place' in the past and present** in each of your locations.
3. And either:

Describe and compare the **Changing demographic and cultural characteristics of your place**

Or

Describe and compare the **Economic change and social inequalities**

Sources must include qualitative and quantitative data to represent places in the past and present. Suitable data sources could include:

- a. Statistics, such as census data
- b. Maps
- c. Geo-located data
- d. Geospatial data, including geographic information systems (GIS) applications
- e. Photographs
- f. Text, from a varies media
- g. Audio-visual media
- h. Artistic representations
- i. Oral sources, such as interview, reminiscences, songs, etc.