

Name: _____

Year 11-12 AS Geography Transition Workbook



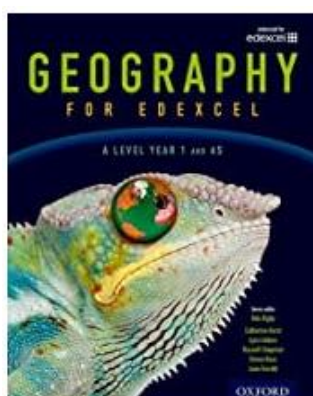
Welcome to A Level Geography:

Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them. Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the great challenges facing the next generation of geographers.

This Transition work is designed to help you to bridge the gap between your GCSE studies and AS/A Level. Preparation is crucial for studying A levels. A levels require you to be an independent learner. Although you have fewer subjects, A levels require different study skills and the volume of work is greater due to the increased demand of depth and detail. The exercises in this booklet will ensure that you are ready for the exciting challenges of becoming an A level student in September.

What you will need to buy before the course:

- 1) A few 'lever-arch' folders. This is for your notes in 'human geography' and 'physical geography', but could also be done by topics.
- 2) A4 notepad, pens etc.
- 3) If possible it would be exceptionally valuable to have a copy of the course textbook:



Geography for Edexcel A Level Year 1 and AS Student Book

by Bob Digby, Lynn Adams, et al. | 1 Jul 2016

★★★★☆ ~ 20

Paperback

Course expectations:

Geography is a highly demanding subject that requires us to 'start as we mean to go on' in order to succeed. These are your teachers' expectations of you:

- 1) Be prepared to do a lot of writing.
- 2) There will be an essay set as homework to complete weekly.
- 3) There must be considerable home learning. Within school we develop our needed for the exam. But at home is where you will learn the detail of the content.
- 4) You need to show resilience and determination, the learning curve is steep and requires a lot of hard work.
- 5) Organisation. Notes, case studies, diagrams and essays will need to be presented neatly in a folder that your teacher will check.
- 6) Manage your time effectively. You will have strict deadlines for essays.
- 7) Enjoy the course!

Course overview:

This booklet contains all the information you need to know before you start your A-Level Geography course in September. Read it carefully and complete all the tasks. This booklet will be checked. Please print and/or attach any work you complete to the booklet.

Content and exams:

Paper 1: Dynamic Landscapes (*Paper code: 8GE0/01)
<i>Written examination: 1 hour and 45 minutes</i> <i>50% of the qualification</i> <i>90 marks</i>
Content overview <ul style="list-style-type: none">• Area of study 1, Topic 1: Tectonic Processes and Hazards• Area of study 1, Topic 2: Landscape Systems, Processes and Change – one sub-topic from either: 2A Glaciated Landscapes and Change or 2B Coastal Landscapes and Change.

*In topic 2 we study coasts.

Paper 2: Dynamic Places (*Paper code: 8GE0/02)
Written examination: 1 hour and 45 minutes 50% of the qualification 90 marks
Content overview <ul style="list-style-type: none"> • Area of study 2, Topic 3: Globalisation • Area of study 2, Topic 4: Shaping Places– one sub-topic from either: 4A Regenerating Places or 4B Diverse Places.

*In topic 4 we study regenerating places

Paper 3 (*Paper code: 9GE0/03)
Written examination: 2 hours and 15 minutes 20% of the qualification 70 marks
Content overview <p>The specification contains three synoptic themes within the compulsory¹ content areas:</p> <ul style="list-style-type: none"> • Players • Attitudes and actions • Futures and uncertainties. <p>The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.</p>

There is a 4-day geography fieldwork trip around halfway through year 12. This is used to complete a 3000-word piece of coursework on a topic of your choice. This is worth 20% of your overall A-Level geography grade.

On the next few pages are all of the PLCs (personalised learning checklists) for year 12, that show exactly what you will be learning...

TECTONIC PROCESSES AND HAZARDS PLC...

- - - - X

What do I need to know?				
EQ1: Why are some locations more at risk from tectonic hazards?				
Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.	a. Describe and comment on the global distribution and causes of earthquakes, volcanic eruptions and tsunamis.			
	b. Describe and explain the distribution of plate boundaries and contrast divergent, convergent and conservative plate movements (oceanic, continental and combined situations).			
	c. Determine the causes of intra-plate earthquakes, and volcanoes associated with hotspots from mantle plumes.			
1.2 There are Theoretical frameworks that attempt to explain plate movements.	a. Discuss the theory of plate tectonics (earth's internal structure, mantle convection, palaeomagnetism and sea floor spreading, subduction and slab pull).			
	b. Explain the operation of these processes at different margins (destructive, constructive, collision and transform).			
	c. Understand the physical processes impact on the magnitude and type of volcanic eruption, and earthquake magnitude and focal depth (Benioff zone).			
1.3 Physical processes explain the causes of tectonic hazards.	a. Differentiate between the types of earthquake wave (P, S and L).			
	b. Understand that earthquake waves cause crustal fracturing, ground shaking and secondary hazards (liquefaction and landslides).			
	c. Explain how volcanoes cause lava flows, pyroclastic flows, ash falls, gas eruptions, and secondary hazards (lahars, jökulhlaup).			

	d. Explain the cause and formation of a tsunami, using terms subduction zone, sea bed and water column displacement.			
EQ2: Why do some tectonic hazards develop into disasters?				
Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
1.4 Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.	a. Define natural hazard.			
	b. Define disaster.			
	c. Understand the importance of vulnerability and community's threshold for resilience.			
	d. Recall the hazard risk equation.			
	e. Understand the Pressure and Release model (PAR) and the complex inter-relationships between the hazard and its wider context.			
	f. Describe and evaluate the social and economic impacts of tectonic hazards on the people, economy and environment of contrasting locations in the developed, emerging and developing world.			
1.5 Tectonic hazard profiles are important to an understanding of Contrasting hazard impacts, vulnerability and resilience.	a. Differentiate between Mercalli, Moment Magnitude Scale (MMS) and Volcanic Explosivity Index (VEI) as ways to measure magnitude and intensity of tectonic hazards.			
	b. Compare and contrast the characteristics of tectonic hazards (magnitude, speed of onset and areal extent, duration, frequency, spatial predictability) through hazard profiles.			
	c. Compare and contrast the characteristics of tectonic hazard events showing severity of social and economic impact in developed, emerging and developing countries.			

1.6 Development and governance are important in understanding disaster impact and vulnerability and resilience.	a. Explain how inequality of access to education, housing, healthcare and income opportunities can influence vulnerability and resilience to tectonic hazards.			
	b. Explain how governance (local and national) and geographical factors (population density, isolation/accessibility, degree of urbanisation) influence vulnerability and a community's resilience to tectonic hazards.			
	c. Compare and contrast hazard events in developed, emerging and developing countries to show the interaction of physical factors and the significance of context in influencing the scale of disaster.			

EQ3: How successful is the management of tectonic hazards and disasters?				
Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.	a. Describe tectonic disaster trends since 1960 (number of deaths, numbers affected, level of economic damage) in the context of overall disaster trends.			
	b. Conduct and quote research into the accuracy and reliability of the data to interpret complex trends.			
	c. Understand that tectonic mega-disasters can have regional or even global significance in terms of economic and human impacts. Research e.g. 2004 Asian tsunami, 2010 Eyafjallajokull eruption in Iceland (global independence) and 2011 Japanese tsunami (energy policy) and others to illustrate this significance.			
	c. Research the Philippines (e.g.) to illustrate this concept.			
1.8 Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards.	a. Understand and explain the role of scientists in predicting and forecasting accuracy, which is dependent on the type and location of the hazard.			
	b. Understand the importance of different stages of the hazard management cycle (response, recovery, mitigation, preparedness) and explain the role of emergency planners.			

	c. Compare areas at differing stages of development using Park's Model to compare the response curve of hazard events.			
1.9 Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness.	a. Evaluate strategies to modify vulnerability and resilience include hi-tech monitoring, prediction, education, community preparedness and adaptation, acknowledging models forecasting disaster impacts with and without modification).			
	b. Evaluate strategies to modify loss (including emergency, short-term and long-term aid) and insurance.			
	c. Comment on the role of NGOs and insurers and the actions of affected communities.			

COASTAL LANDSCAPES AND CHANGE PLC...

- - - - X

What do I need to know?				
Enquiry question 1: Why are coastal landscapes different and what processes cause these differences?				
Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
2B.1 The coast, and wider littoral zone, has distinctive features and landscapes.	a. Define (and locate) littoral zone, backshore, nearshore and offshore zone.			
	b. Understand the littoral zone includes a range of coastal types and is a dynamic zone of rapid change.			
	c. Understand how coasts can be classified by using longer term criteria such as geology and changes of sea level or shorter term processes such as inputs from rivers, waves and tides.			
	d. Describe characteristics of rocky coasts (high and low relief) result from resistant geology (to the erosive forces of sea, rain and wind), often in a high-energy environment.			

	e. Describe characteristics of coastal plains (sandy and estuarine coasts) found near areas of low relief and result from supply of sediment from different terrestrial and offshore sources, often in a low-energy environment.			
2B.2 Geological structure influences the development of coastal landscapes at a variety of scales	a. Explain how geological structure is responsible for the formation of concordant and discordant coasts.			
	b. Explain how geological structure influences coastal morphology (Dalmatian and Haff type concordant coasts and headlands and bays on discordant coasts).			
	c. Explain how geological structure (jointing, dip, faulting, folding) is an important influence on coastal morphology and erosion rates, and also on the formation of cliff profiles and the occurrence of micro-features, e.g. caves.			
2B.3 Rates of coastal Recession and stability depend on lithology and other factors.	a. Understand that bedrock lithology (igneous, sedimentary, metamorphic) and unconsolidated material geology are important in understanding rates of coastal recession.			
	b. Explain how differential erosion of alternating strata in cliffs (permeable/impermeable, resistant/less resistant) produces complex cliff profiles and influences recession rates.			
	c. Explain how vegetation stabilises sandy coastlines (dune succession and marsh succession).			

Enquiry question 2: How do characteristic coastal landforms contribute to coastal landscapes?				
Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
2B.4 Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes.	a. Differentiate between constructive/destructive waves.			
	b. Explain how wave type influences beach morphology and profiles at a variety of timescales (daily/longer periods).			
	c. Recall and differentiate between erosion processes (hydraulic action/ corrosion/ abrasion/ attrition).			

	d. Describe how erosion types are influenced by wave type, size and lithology.			
	e. Describe the formation of erosional landforms - wave cut notch, wave cut platform, cliffs, cave-arch-stack-stump.			
2B.5 Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes.	a. Describe/Explain the process of longshore drift and how it affects sediment transport (as well as angle of wave attack, tides and currents).			
	b. Describe the formation of transportation and depositional landforms - beach, recurved and double spits, offshore bars, barrier beaches and bars, tombolos and cusped forelands - which can be stabilised by vegetation succession.			
	c. Understand the coast as a system using the Sediment Cell concept (sources, transfers and sinks) - including negative and positive feedback - as an example of dynamic equilibrium.			
2B.6 Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes.	a. Define and differentiate between mechanical, chemical and biological weathering.			
	b. Understand why weathering is important in sediment production and influences rates of recession.			
	c. Define and differentiate between blockfall, rotational slumping and landslides (mass movement).			
	d. Understand why it is important on some weak/complex coasts.			
	e. Describe the formation of mass movement landforms - rotational scars, talus scree slopes, terrace cliff profiles.			

Enquiry question 3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?

Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
	a. Understand eustatic and isostatic factors lead to longer term sea level change, as well as tectonics.			

2B.7 Sea level change influences coasts on different timescales.	b. Describe the features associated with emergent coastlines (raised beaches with fossil cliffs).			
	c. Describe the features associated with submergent coastlines (rias, fjords and Dalmation).			
	d. Explain the risk to contemporary coastlines from global warming and tectonic activity.			
2B.8 Rapid coastal retreat causes threats to people at the coast.	a. Explain the physical factors (geological and marine) that lead to rapid coastal recession, as well as the human (dredging, coastal management). (See: Nile Delta, Guinea and California coastline).			
	b. Describe subaerial processes and their influence on the rate of coastal recession.			
	c. Explain the factors (short and long term) that influence the rate of coastal recession (wind direction/fetch, tides, seasons, weather systems and occurrence of storms).			
2B.9 Coastal flooding is a significant and increasing risk for some coastlines.	a. Explain (local) factors that increase flood risk on some low-lying and estuarine coasts (height, degree of subsidence, vegetation removal), as well as the risk from global sea level rise. (See: Bangladesh, the Maldives for examples).			
	b. Evaluate the impacts (short term) of storm surge events causing severe flooding (depressions, tropical cyclones). See: the Philippines, Bangladesh for examples).			
	c. Evaluate the increased risk caused by climate change (frequency and magnitude of storms, sea level rise), refer to mitigation and adaptation.			

Enquiry question 4: How can coastlines be managed to meet the needs of all players?

Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
2B.10 Increasing risks of coastal recession and coastal flooding have serious consequences	a. Describe economic losses (housing, businesses, agricultural land, infrastructure) and social losses (relocation, loss of livelihood, amenity value) from coastal recession.			

for affected communities.	b. Evaluate their significance, especially in areas of dense coastal developments (see: Holderness, North Norfolk).			
	c. Evaluate the serious economic and social consequences for coastal communities that coastal flooding and storm surge events can have, in developing and developed countries. (See: Philippines, Bangladesh, Netherlands for illustration).			
	d. Understand why climate change may create environmental refugees. (See: Tuvalu Islands).			
2B.11 There are different approaches to managing the risks associated with coastal recession and flooding.	a. Discuss advantages/disadvantages of hard engineering approaches (groynes, sea walls, rip rap, revetments, offshore breakwaters).			
	b. Discuss advantages/disadvantages of soft engineering approaches (beach nourishment, cliff re-grading and drainage, dune stabilisation).			
	c. Examine local conflicts in (many) countries caused by the implementation of sustainable management of future threats (increased storm events, rising sea levels) - refer to mitigation and adaptation. (See: Maldives, Namibia for illustration).			
2B.12 Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM).	a. Evaluate the sustainable schemes that use holistic ICZM strategies to manage extended areas of coastline - referring to littoral cells.			
	b. Evaluate policy decisions (No Active Intervention, Strategic Realignment and Hold The Line Advance The Line) based on complex judgements (engineering feasibility, environmental sensitivity, land value, political and social reasons). Include reference to Cost Benefit Analysis (CBA) and Environmental Impact Assessment (EIA) used as part of the decision-making process.			
	c. Examine conflict over policy decisions between different players (homeowners, local authorities, environmental pressure groups) with perceived winners and losers in countries at different levels of development (developed and developing or emerging countries). (See: Hapisburgh and Chittagong).			

GLOBALISATION PLC...

----- X

What do I need to know?

EQ1: What are the causes of globalisation and why has it accelerated in recent decades?

Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
3.1 Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.	a. Define globalisation to include widening and deepening global connections, interdependence and flows (commodities, capital, information, migrants and tourists).			
	b. Explain how developments in transport and trade in the 19th century (railways, telegraph, steam-ships) accelerated in the 20th century (jet aircraft, containerisation), have contributed to a 'shrinking world'.			
	c. Describe and explain the rapid development in ICT and mobile development in the 21st Century - lowering communication costs and contributing to time-space compression.			
3.2 Political and economic decision making are important factors in the acceleration of globalisation.	a. Discuss how international political and economic organisations (WTO, IMF, World Bank) have contributed to globalisation (through promotion of free trade policies and foreign direct investment).			
	b. Evaluate the roles of national governments in promoting free trade blocs (EU, ASEAN) and through policies (free-market liberalisation, privatisation, encouraging business start-ups).			
	c. Explain and evaluate how special economic zones, government subsidies and attitudes to FDI have contributed to globalisation in to new global regions. (See: China's 1978 Open Door Policy for example).			
3.3 Globalisation has	a. Assess how the degree of globalisation varies by country.			

affected some places and organisations more than others.	b. Understand it can be measured using indicators and indices (AT Kearney index, KOF index).			
	c. Understand the role of TNCs in globalisation - contributing to its spread (global production networks, glocalisation and the development of new markets) and taking advantage of economic liberalisation (outsourcing and offshoring).			
	d. Discuss the reasons (physical, political, economic and environmental) why some locations remain largely 'switched off' from globalisation (See: North Korea, Sahel countries as examples).			

EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?

Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
3.4 The global shift has created winners and losers for people and the physical environment.	a. Describe the movement of the global economic centre of gravity to Asia via the global shift of manufacturing (e.g. China) and outsourcing of services (e.g. India).			
	b. Explain how this shift leads to changes in the built environment that can bring benefits (infrastructure investment, waged work, poverty reduction, education and training) but also costs (loss of productive land, unplanned settlements, environmental and resource pressure).			
	c. Evaluate the impacts on health and wellbeing on communities in developing countries have experienced major environmental problems (including air and water pollution, land degradation, over-exploitation of resources, and loss of biodiversity).			
	d. Discuss the social and environmental problems as a result of economic restructuring (dereliction, contamination, depopulation, crime and high unemployment) in some deindustrialised regions in developed countries.			
	a. Explain why rural-urban migration and/or natural increase is responsible for the growth of megacities (See:			

3.5 The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment.	Mumbai, Karachi); rapid urban growth creates social and environmental challenges.			
	b. Explain why international migration has increased in global hub cities and regions and why this has deepened interdependence (elite migration - Russian oligarchs to London and mass low-wage economic migration (- India to UAE, the Philippines to Saudi Arabia)).			
	c. Examine the economic, social, political and environmental costs and benefits for host and source locations.			
3.6 The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation.	a. Understand that cultural diffusion happens as a result of globalisation. TNCs, global media corporations (P: role of TNCs), tourism and migration create and spread an increasingly 'westernised' global culture which impacts on both the environment and people (see: Changing diets in Asia).			
	b. Understand the spread of a global culture has also led to new awareness of opportunities for disadvantaged groups (see: Paralympic movement) particularly in emerging and developing countries.			
	c. Discuss the impact of cultural erosion (loss of language, traditional food, music, clothes, social relations (see: loss of tribal lifestyles in Papua New Guinea) has resulted in changes to the built and natural environment (de-valuing local and larger-scale ecosystems).			
	d. Understand that concern about cultural impacts, economic and environmental exploitation has led to opposition to globalisation from some groups and discuss reasons.			

EQ3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?

Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
3.7 Globalisation has	a. Contrast economic measures (income per capita, economic sector balance) and social development indicators (Human Development Index (HDI), Gender			

led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality.	Inequality Index (GII)) and environmental quality (air pollution indices).			
	b. Describe trends in widening income inequality, globally and nationally (measured using the Gini coefficient).			
	c. Explain how these trends suggest globalisation has created winners and losers for people and physical environments between and within developed, emerging and developing economies.			
	d. Show how contrasting trends in economic development and environmental management between global regions since 1970 indicate differential progress that can be related to the outcomes from globalisation.			
3.8 Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation.	a. Understand why open borders, deregulation and encouragement of FDI created culturally mixed societies and thriving migrant diasporas in some locations, but tensions resulted elsewhere (See: Rise of extremism in Europe, Trans-boundary water conflicts)			
	b. Evaluate the attempts in some locations to control the spread of globalisation by censorship (See: China, North Korea), limiting immigration (See: UK, Japan) and trade protectionism. Refer to role of government and attitudes of pro- and anti-immigration groups).			
	c. Give examples of groups, who seek to retain their cultural identity within countries and seek to retain control of culture and physical resources (See: First Nations in Canada), and others that embrace economic advantages			
3.9 Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.	a. Describe the role of local groups and NGOs in promoting local sourcing (See: transition towns) to increase sustainability. Refer to economic, social and environmental costs and benefits.			
	b. Discuss the role of fair trade and ethical consumption schemes in reducing environmental degradation, the inequalities of global trade and improving working conditions for some people.			
	c. Evaluate the effectiveness of recycling's role in managing resource consumption, referring to product and place. (See: local authorities in UK, local NGOs such as Keep Britain Tidy).			

REGENERATING PLACES PLC...

----- X

What do I need to know?				
EQ1: How and why do places vary?				
An in-depth study of the local place in which you live or study and one contrasting place				
Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
4A.1 Economies can be classified in different ways and vary from place to place.	a. Define each sector of economy activity (primary, secondary, tertiary and quaternary) and know economic activity can also be classified by type of employment (part-time/full-time, temporary/permanent, employed/self-employed).			
	b. Give reasons for differences in economic activity (employment data and output data) which is reflected through variation in social factors (health, life expectancy and levels of education).			
	c. Use quality of life indices to illustrate the inequalities in pay levels across economic sectors and in different types of employment.			
4A.2 Places have changed their function and characteristics over time.	a. Give examples and reasons for changing functions (of places) over time (administrative, commercial, retail and industrial). Refer to physical factors, accessibility and connectedness, historical development and the role of local and national planning.			
	b. Give examples and reasons for changing demographic characteristics (of places) over time (gentrification, age structure and ethnic composition). Refer to physical factors, accessibility and connectedness, historical development and the role of local and national planning.			
	c. Understand how these changes are measured using employment trends, demographic changes, land use changes and levels of deprivation (income deprivation, employment deprivation, health deprivation, crime, quality of the living environment, abandoned and derelict land).			

<p>4A.3 Past and present connections have shaped the economic and social characteristics of your chosen places.</p>	<p>a. Explain how regional and national influences have shaped the characteristics of your chosen places. Remember places can be represented in a variety of different forms (e.g. media, art), giving contrasting images to that presented more formally and statistically. How the lives of students and those of others are affected by this continuity and change, both real and imagined. Refer to roles of TNCs and IGOs.</p>			
	<p>b. Explain how international and global influences have shaped of your chosen places. Remember places can be represented in a variety of different forms (e.g. media, art), giving contrasting images to that presented more formally and statistically. How the lives of students and those of others are affected by this continuity and change, both real and imagined. Refer to roles of TNCs and IGOs.</p>			
	<p>c. Discuss how economic and social changes in your places have influenced people's identity.</p>			

EQ2: Why might regeneration be needed?

Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
<p>4A.4 Economic and Social inequalities</p> <p>Changes people's perceptions of an area.</p>	<p>a. What are the benefits of successful regions (See: San Francisco Bay area) (high rates of employment, inward migration (internal and international) and low levels of multiple deprivation) and the disadvantages (high property prices and skill shortages in both urban and rural areas).</p>			
	<p>b. Discuss the negative side to economic restructuring in some regions (See: The Rust Belt, USA) including increasing levels of social deprivation (education, health, crime, access to services and living environment) in both deindustrialised urban areas and rural settlements once dominated by primary economic activities.</p>			
	<p>c. Assess the priorities for regeneration due to significant variations in both economic and social inequalities (gated communities, 'sink estates', commuter villages, declining rural settlements).</p>			

4A.5 There are significant variations in the lived experience of place and engagement with them.	a. Explain reasons for wide variations in levels of engagement in local communities (local and national election turnout, development and support for local community groups).			
	b. Discuss how people's experiences and their attachment to place(s) is affected by age, ethnicity, gender, length of residence (new migrants, students) and levels of deprivation; these in turn impact on levels of engagement.			
	c. Explain why groups in communities have different views about priorities/strategies for regeneration and how these views can lead to conflict (lack of political engagement and representation, ethnic tensions, inequality and lack of economic opportunity).			
4A.6 There is a range of ways to evaluate the need for regeneration.	a. Demonstrate the use of statistical evidence to determine the need for regeneration in your chosen local place.			
	b. Discuss that media can provide contrasting evidence, questioning the need for regeneration in your chosen local place.			
	c. Examine how different representations of your chosen local place could influence the perceived need for regeneration.			

EQ3: How is regeneration managed?

Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
4A.7 UK Government policy decisions play a key role in regeneration.	a. Explain how infrastructure investment is needed to maintain growth and improve accessibility to regenerate regions (high speed rail, airport development). Refer to national government in partnerships with charities and developers.			
	b. Understand that rate and type of development (planning laws, house building targets, housing affordability, permission for 'fracking') affects economic regeneration of both rural and urban regions.			
	c. Understand how potential for growth and direct and indirect investment is affected by UK government decisions about international migration and the			

	deregulation of capital markets. (See: foreign investment in London real estate).			
4A.8 Local government policies aim to represent areas as being attractive for inward investment.	a. Explain, with examples, how local governments compete to create sympathetic business environments with local plans designating areas for development for a range of domestic and foreign investors (Science Parks).			
	b. Describe the roles of local interest groups (Chambers of Commerce, local preservation societies, trade unions) in regeneration decision making.			
	c. Discuss the tensions between these groups - those that wish to preserve urban environments and those that seek change. (See: London 2012).			
4A.9 Rebranding attempts to represent areas as being more attractive by changing public perception of them.	a. Describe different urban and rural regeneration strategies - to include retail-led plans, tourism, leisure and sport. (See: London 2012) Public/private rural diversification. (See: Powys Regeneration Partnership).			
	b. Describe the process of rebranding, to include re-imaging places using a variety of media to improve the image of both urban and rural locations and make them more attractive for potential investors.			
	c. Understand how rebranding can stress the attraction of UK deindustrialised cities - creating specific place identity - building on their industrial heritage. Thus attracting visitors. (See: Glasgow 'Scotland with Style'.			
	d. Describe and explain rural rebranding strategies (based on heritage and literary associations, farm diversification and specialised products, outdoor pursuits and adventure in both accessible and remote areas). (See: Bronte country, Kielder Forest).			

EQ4: How successful is regeneration?				
Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
4A.10 The success of Regeneration uses a range of measures: economic, demographic,	a. Assess the success of economic regeneration, using measures of income, poverty and employment (both relative and absolute changes) both within areas and by comparison to other more successful areas.			

social and environmental.	b. Assess the social progress made by using reductions in inequalities both between areas and within them as indicators; social progress can also be measured by improvements in social measures of deprivation and in demographic changes (improvements in life expectancy and reductions in health deprivation), as indicators.			
	c. Evaluate the success of regeneration on the understanding that it must lead to an improvement in the living environment (levels of pollution reduced, reduction in abandoned and derelict land).			
4A.11 Different urban Stakeholders have different criteria for judging the success of urban regeneration.	a. CASE STUDY: e.g. Salford Quays - Describe the strategies used in the regeneration of an urban place. Evaluate the (contested) decisions within local communities. Refer to NIMBYism.			
	b. Describe and explain the changes that have taken place as a result of national and local strategies in an urban area.			
	c. Discuss these changes using a range of economic, social, demographic and environmental variables in an urban area.			
	d. Understand that different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria; their views will depend on the meaning and lived experiences of an urban place and the impact of change on the reality/image of that place.			
4A.12 Different rural stakeholders have different criteria for judging the success of rural regeneration.	a. CASE STUDY: e.g. North Antrim Coast - Describe the strategies used in the restructuring of a rural place. Evaluate the (contested) decisions within local communities. Refer to NIMBYism.			
	b. Describe and explain the changes that have taken place as a result of national and local strategies in the rural area.			
	c. Discuss these changes using a range of economic, social, demographic and environmental variables in a rural area.			
	d. Understand that different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria; their views will depend on the meaning and lived experiences of an urban place and the impact of change on the reality/image of that place.			

Tasks you need to complete:

Task 1:

- 1) Go through the PLC and highlight keywords you do not know.
- 2) Put these keywords into the table below and research them.
- 3) Write your own definition for the keyword.

[illegible]

[illegible]

Task 2:

'Place' is one of the most important terms used by geographers, allowing an exploration of the people, processes and connections that make a particular space meaningful.

Before completing the work below please read the paragraph in the following article:

http://people.uwec.edu/kaldjian/1Courses/GEOG401/401Readings/Thinking_Geographically_Jackson_2006.pdf pg.199 (Space & Place)

The task is to complete a 1,500 word essay on your favourite place.

You must adhere to the following criteria:

- 1) Excellent attention to spelling, punctuation and grammar*
 - 2) Use of accurate geographical terminology throughout*
 - 3) Clearly labelled and appropriately acknowledged sources, including diagrams, maps, photographs or other images*
 - 4) Accurate use of symbols, scales and keys, where appropriate*
 - 5) Use of original examples, independent research and personal memories, such as photographs, interviews and newspaper articles*
-
- Discuss the relationships and connections between the social, cultural, political and environmental geography of your favourite place
 - Consider how your favourite place is changing, the processes behind these changes, and any potential challenges that it may be facing Discuss the people and/or activities that make your favourite place meaningful
 - Examine how your experience of your favourite place may differ from other peoples' Discuss the links and interconnectivity between your favourite place, the local and the global

Task 3: Create a case study for the Japan earthquake 2011.

You must include:

- What happened? – Include background on what actually happened, with some facts and figures.
- When did it happen? – Include an idea of the date that the case study happened and if possible the time of day.
- Where did it happen? – The geographical setting is very important, name the location, the country and a map to show the location.
- Why did it happen? – What causes the case study incident to occur? What natural systems were interacting with human activity?
- Who was affected by it happening? – Which people were affected? How many were affected? Can you say something about the wealth of the people affected? What did the affected people do about the situation? What management strategies were put in place to reduce the impacts of the case study incident while it was happening and what could be done to reduce the impacts of any future incident?

Task 4: Attempt the exam questions below. Think about the command word and what the question is really asking you.

Describe what happens at a convergent plate boundary (4)

Explain the global distribution of tectonic hazards (6)

Define global shift (1)

Suggest one reason why labour costs are significantly cheaper in Bangladesh (3)

Explain how globalisation may result in exploitation of the environment in developing countries (6)

Reading list:

Year of Study	Topic	Suggested Reading
12	Tectonics	<p>Brian Cox—Plate tectonics https://www.bbc.co.uk/programmes/topics/Plate_tectonics</p> <p>Plate Tectonics: An Insider's History of the Modern Theory of the Earth—Naomi Oreskes https://www.goodreads.com/book/show/479493.Plate_Tectonics</p> <p>Tectonics of the planet Earth https://www.youtube.com/watch?v=Kg_UBLFUpYQ</p>
12	Coasts	<p>Blue Planet—David Attenborough https://www.bbc.co.uk/iplayer/episode/b0074mn1/the-blue-planet-8-coasts</p> <p>Jurassic coast (Old Harry) - Dorset coasts https://www.tripadvisor.co.uk/Attraction_Review-g186266-d3710292-Reviews-Old_Harry_Rocks-Swanage_Isle_of_Purbeck_Dorset_England.html</p> <p>Notes from a small island—Bill Bryson https://www.amazon.co.uk/Notes-Small-Island-Journey-Through/dp/1784161195</p>

Year of Study	Topic	Suggested Reading
12	Globalisation	<p>A History of Globalisation—BBC https://www.bbc.co.uk/programmes/p03l8f8l</p> <p>The Winners and Losers of Globalisation (200)0 https://www.youtube.com/watch?v=nK_YNzoHUIU</p> <p>The Globalization Paradox: Democracy and the Future of the World Economy - Dani Rodrik https://www.amazon.co.uk/Globalization-Paradox-Dani-Rodrik/dp/019965252X</p>
13	Carbon cycle	<p>An inconvenient truth—Al Gore https://www.imdb.com/title/tt0497116/</p> <p>BBC Climate Change https://www.bbc.co.uk/search?q=climate+change</p> <p>Six Degrees: Our Future on a Hotter Planet—Mark Lynas https://www.amazon.co.uk/Six-Degrees-Future-Hotter-Planet/dp/0007209053</p>
13	Superpowers	<p>Prisoners of Geography—Tim Marshall https://www.amazon.co.uk/Prisoners-Geography-Everything-Global-Politics/dp/1783961414</p> <p>China BBC https://www.bbc.co.uk/news/world/asia/china</p> <p>A Contest for Supremacy: China, America, and the Struggle for Mastery in Asia—Aaron Friedberg https://www.goodreads.com/book/show/9742347-a-contest-for-supremacy</p>

13	Migration	<p>Migration BBC</p> <p>https://www.bbc.co.uk/news/topics/cz4pr2gdg1et/migration</p> <p>BBC Panorama - The Truth About Immigration in the UK</p> <p>https://www.youtube.com/watch?v=xUgm4XeLHF4</p> <p>Of Mice and Men—John Steinbeck</p> <p>https://www.amazon.co.uk/Mice-Men-Penguin-Red-Classics/dp/0141023570</p>
----	-----------	---