

Summer Work
(Year 11 Induction
Programme)

A level Geography

A Level Geography

This booklet contains a range of activities to support your transition from GCSE to A Level. It will help to develop your knowledge and understanding of some new geographical themes, and will begin to develop some of the vital skills needed for success at A Level.

The list below outlines the tasks, which can be completed in any order.

The extra-curricular activities are optional but will support your studies at A Level, and give you an opportunity to focus on your particular interests within geography.

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At A Level we follow the OCR specification

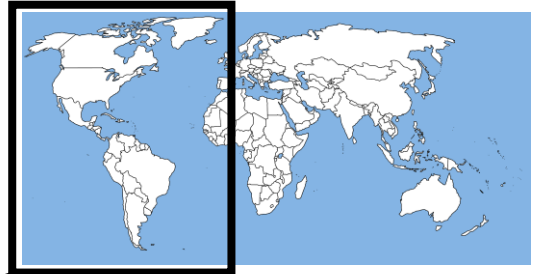
<https://www.ocr.org.uk/Images/223012-specification-accredited-a-level-gce-geography-h481.pdf>

The American continents (North, Central and South)

Task One: Label the listed countries on the map below.

Canada
United States of America
Guatemala
Honduras
Nicaragua
Cost Rica
Panama
Colombia
El Salvador

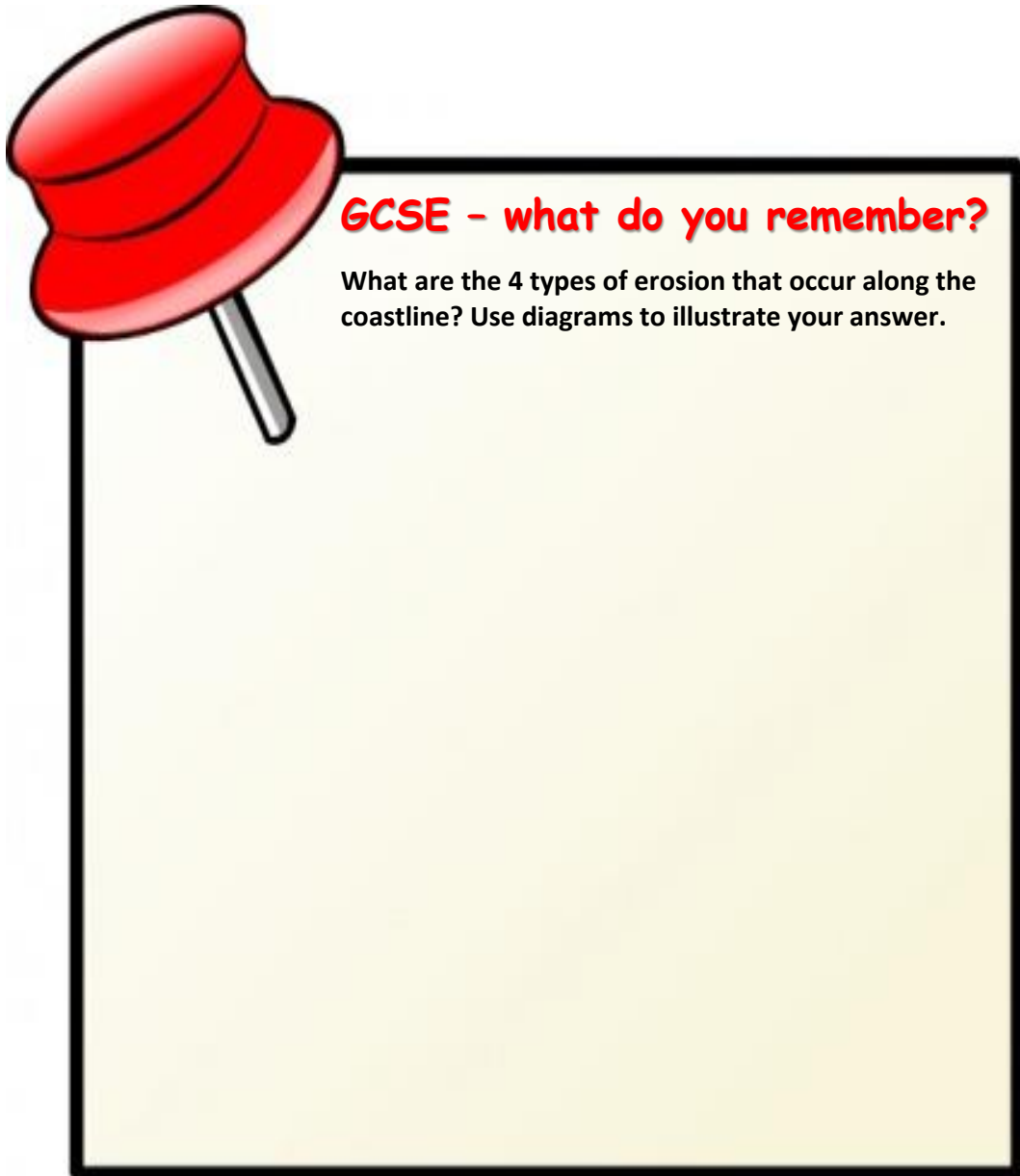
Venezuela
Ecuador
Peru
Chile
Brazil
Argentina
Guyana
French Guiana



The American continents – physical geography (mountains, rivers and coasts)

Task Two:

- Add the Equator, Tropic of Cancer and Tropic of Capricorn to your map.
- Label the oceans and seas around the American continents (Arctic Ocean, Pacific Ocean, Atlantic Ocean, Caribbean Sea, Gulf of Mexico).
- Draw and label the 2 main rivers – Mississippi and Amazon.
- Shade and label the Rockies and Andes Mountain Ranges



Challenge question:

What role does geology play in the formation of headlands and bays?

The American continents – physical geography (ecosystems of the planet)

Task Three:

Shade in areas of the continents where you would find:

- Tropical rainforest
- Arctic tundra
- How has the flora (plants) and fauna (animals) adapted to these two contrasting environments? Answer below:



GCSE – what do you remember?

What are the benefits and threats to coral reef ecosystems?

**The American continents –
human geography (spaces and places)**

Task Four:

What are the capital cities of the following countries?

- 1. USA
- 2. Canada.....
- 3. Brazil
- 4. Argentina
- 5. Honduras
- 6. Peru
- 7. Chile

d. Label the capital cities to your map.



GCSE – what do you remember?

Cities, megacities and world cities - write a definition for each below and name an example from the American continents.

The American continents – what makes a space a place?

Geographers are interested in how and why places differ from one another. At the heart of a place are people. As they live, work and play in a space it changes to a place. All of us are involved in changing spaces and making places.

Task Five:

Look at the following two images; one named place is Vancouver in Canada and the other named place (over the page) is San Salvador in El Salvador.

Annotate the images to show answers to the following questions:

- What is the influence of physical geography (e.g. altitude, slope angle, aspect) on the named place?
- Who are the people who live here?
- What type of buildings give this space an identity?



Vancouver in Canada

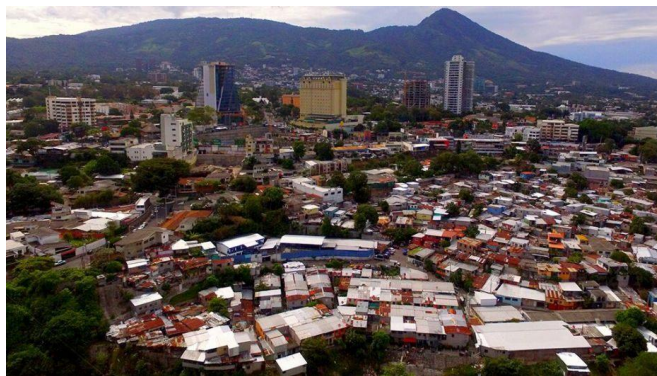
The American continents – what makes a space a place?

Geographers are interested in how and why places differ from one another. At the heart of a place are people. As they live, work and play in a space it changes to a place. All of us are involved in changing spaces and making places.

Task Six:

Annotate the image to show answers to the following questions:

- What is the influence of physical geography (e.g. altitude, slope angle, aspect) on the named place?
- Who are the people who live here?
- What type of buildings give this space an identity?



San Salvador

Task Seven:

Compare and contrast how the physical and human geography influences the places of Vancouver and San Salvador. Write your answer below and remember to use comparison connectives (e.g. whereas, however, although, but, on the other hand).

[6 marks]

The American continents – the identity of a place

Different people describe the identity of a place using different words. For example, a student in Birmingham may use the phrase 'great social life' as this is how they view the identity of Birmingham. Yet, a person living in London may describe the identity of Birmingham by using the phrase 'a city in the West Midlands'.

Different people have different words to describe the identity of a place. Use google maps street view to virtually visit Vancouver and San Salvador.

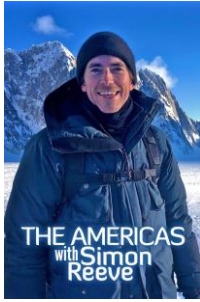
Task eight:

What 3 words would you use to describe the identity of these two cities?

Vancouver

San Salvador

The Americas with Simon Reeve



Task Nine: Using BBC iplayer, watch episode 1 and 5 of 'The Americas with Simon Reeve'. As you watch the videos, add facts/figures to the thought clouds below.

<https://www.bbc.co.uk/iplayer/episode/m00095nt/the-americas-with-simon-reeve-series-1-episode-1>

<https://www.bbc.co.uk/iplayer/episode/m000b8rj/the-americas-with-simon-reeve-series-1-episode-5>

Ten thought cloud shapes, each with a scalloped border, arranged in a scattered pattern across the page. They are intended for students to write down facts and figures from the videos.

Task Ten:

Answer the quiz questions below to check your understanding.

1. What is happening to glaciers in Alaska? Why is this happening?

2. What is the trans-Alaskan pipeline?

3. How are native eskimo people affected by the oil industry in Alaska? (positive and negative)

4. What is Canada's dirty little (not so little) secret?

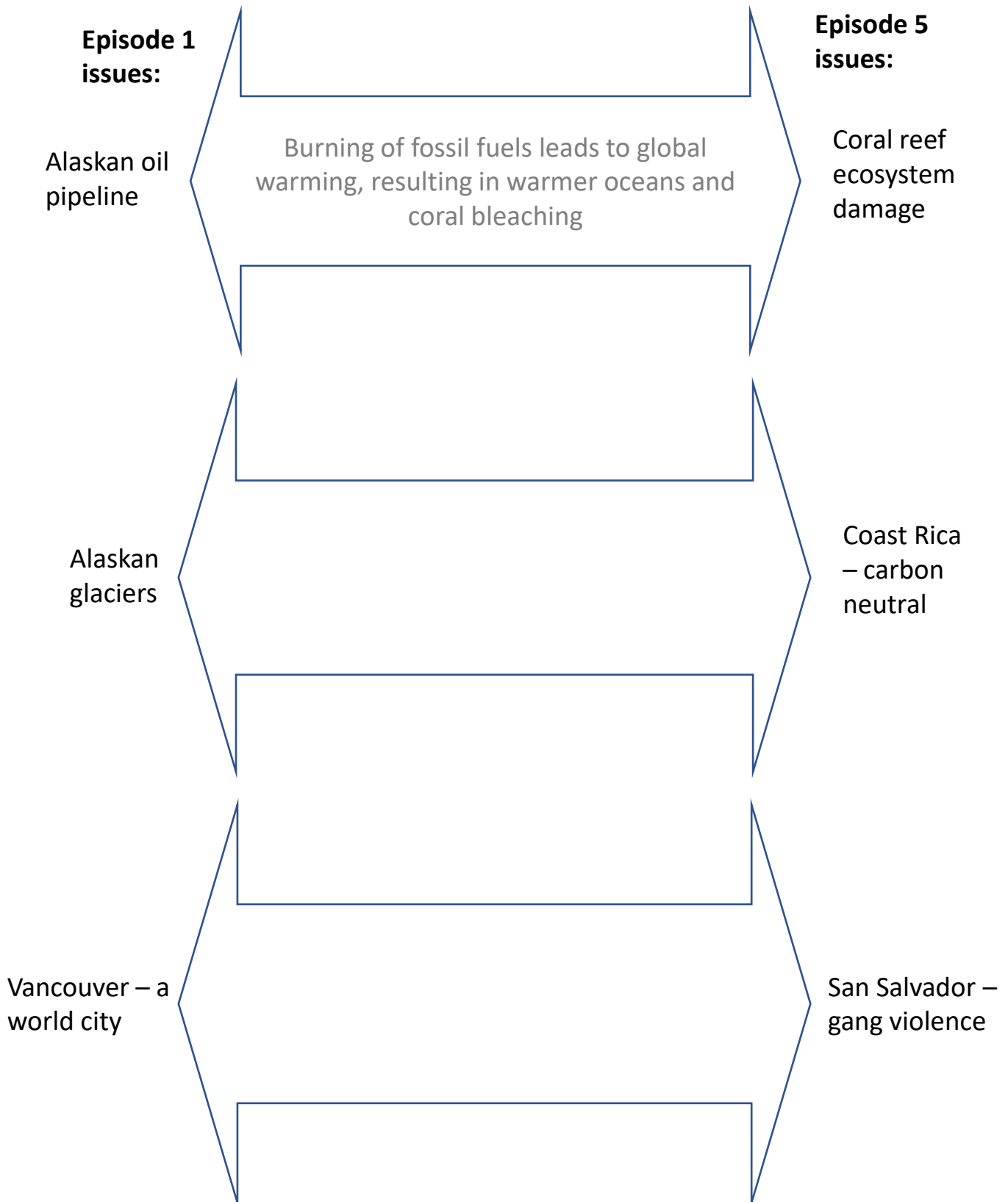
5. What is the social issue featured in Vancouver? Why is this happening?

6. Using video evidence, what 3 words would you use to describe the identity of Vancouver? Does this differ to your previous descriptive words for the identity of Vancouver completed for task eight? If so why?

The Americas with Simon Reeve – synoptic links

Task Eleven:

In geography you need to make connections in your work. Practice this skills now by describing how the issues covered in episode 1 connect to issues covered in episode 5. The first connection is an example to help you.



Human Rights

Human rights violations are, unfortunately, occurring often and in places you don't expect.

Task one:

Look through recent news articles and pick out any that outline human rights violations.

Complete the table below by adding the news headline, the Human Rights Article that is being violated (see link <https://www.un.org/en/universal-declaration-human-rights/index.html>) and a brief explanation.

News Headline Example	Human Rights Article	Explanation
Modern slavery in the UK up 72% this year	Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.	Slavery in the UK is on the rise with many forced to work without pay and in poor conditions. This can be related to drug activity or housework.

Task two:

Watch the following documentary: <https://youtu.be/FNvl6X03XLQ>

This is a BBC Panorama programme about the so-called education and training centres in China where, it is reported, up to 1.8 million people are detained. There is evidence that shows that these are mass detention camps aimed at particular ethnic groups in China. Use the documentary as well as your own research to answer the following questions.

1. Who are the Uyghur people?
2. Under what purpose do Chinese diplomats claim they are in these camps?
3. The true purpose of the camps seems to be different- what is it?
4. Outline the human rights violations taking place- refer to Human Rights article found here <https://www.un.org/en/universal-declaration-human-rights/index.html>

Task three:

Choose a country to represent. As the UN Special Envoy to this country, you must write a report to feedback to the council. Your report must include:

- The human rights issues in your country
- The impact of the violation on citizens (social, economic, political)
- Strategies put in place to manage these issues

The following website will be a good place to start your research:

<https://www.hrw.org/world-report/2019#>

Earthquakes and Economic Development

The Geo Factsheets linked below and provided alongside this booklet, relate to two contrasting earthquake events. One is about the Nepal earthquake in 2015, and the other is about an earthquake that occurred in Italy in 2016.

Task one:

Before you read the articles note down below what you already know about these two countries.

Italy	Nepal

Task two:

The ability to read articles in an active way is a very important skill at A Level. Active reading means fully engaging with the content that you're learning about.

As you read the articles attempt the following:

- Highlight key points (focus on the effects and responses of the hazards – this will be useful for **Task three**)
- Underline key words/new words and define them in the margin
- Put an asterisk (*) next to parts you don't understand so you can come back to them later and complete extra reading/research if necessary.
- Annotate sections with your own opinions, comments or questions.

The Italian Earthquake 2016

<https://shireland.sharepoint.com/sites/hubs/Geography/KS5/Shared%20Documents/Paper%2003-%20Geographical%20Debates/Hazardous%20Earth/Hazardous%20Earth%20extra%20reading/358%20The%20Italian%20Earthquake%202016.pdf?CT=1590066154627&OR=ItemsView>

Nepal "Gorkha" Earthquake , 25th April 2015

[https://shireland.sharepoint.com/sites/hubs/Geography/KS5/Shared%20Documents/Paper%2003-%20Geographical%20Debates/Hazardous%20Earth/Hazardous%20Earth%20extra%20reading/336%20Nepal%20"Gorkha"%20earthquake.pdf?CT=1590066103847&OR=ItemsView](https://shireland.sharepoint.com/sites/hubs/Geography/KS5/Shared%20Documents/Paper%2003-%20Geographical%20Debates/Hazardous%20Earth/Hazardous%20Earth%20extra%20reading/336%20Nepal%20)

Earthquakes and Economic Development

Task three:

Note taking is also a very important skill at A Level. Read over the articles again and summarise the key effects of the hazards and the responses to it. Think about how and why the effects and responses are different.

Challenge

Categorise the effects in to social, economic and environmental.

Categorise the responses in to short term and long term.



Italy

Effects

Nepal

Effects



Responses

Responses

Task four:

Use the information you have learnt through reading the articles, and your own knowledge, to answer the exam style question below.

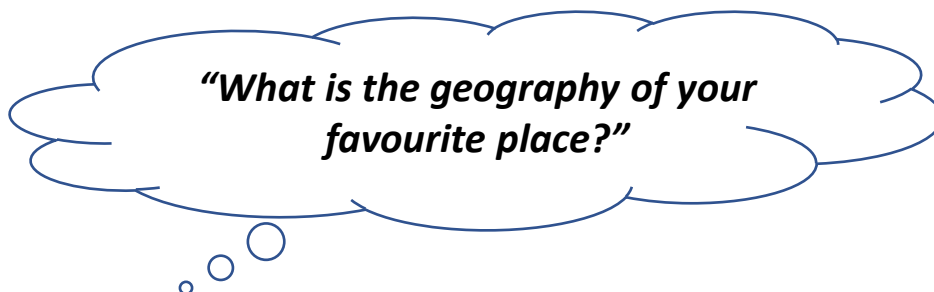
“Economic development has no significance on a country’s ability to cope with earthquakes.”

To what extent do you agree?

You should refer to examples in your answer.

"What is the geography of your favourite place?" Essay writing task

You are to write a 1,500 word essay that responds to the statement below:



'Place' is one of the most important terms used by geographers. Writing about a 'place' invites you to explore the people, processes and connections that make a particular location meaningful to you and to others. Everyone's favourite place is different and unique. It could be somewhere everyday such as a local space, a football stadium or a museum, or somewhere extraordinary such as a holiday destination, a place that holds a special memory, or a place that you have read about or seen in a film. It could be found anywhere and at any scale - local, national or international. You could have real 'lived experiences' of this place, or it could be distant place you have never visited.

In an exploration of your favourite place, you should consider how your favourite place is shaped by local, national and global processes, and what these geographical processes, both physical and human are. This will include the people and connections that make this place meaningful; and the social, cultural, political and environmental geography of your favourite place.

What you are required to do:

- Identify your favourite place and explain clearly why it is your favourite place.
- Write about both the human characteristics (social, cultural, political and economic) and physical characteristics (climate, topography, ecosystems, hazards) of that place. **The best answers will consider how different factors interact and affect each other.**
- 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 activities that make your favourite place meaningful. **The best answers will consider how different people might therefore have different experiences in and opinions on that place.**

You need to research these carefully, using several different sources. As you move from GCSE to A Level you should aim to put increasing weight on developing your own argument. **The best answers will have a deep factual base but they won't stop there, they will use that to put forward an interesting and comprehensive argument which assesses what it is that makes your favourite place so special.**

You could include images, annotated diagrams, infographics and/or maps. If you choose to include these they should be referred to in your writing rather than being there for decoration!

Use the following page to compile your research and plan your essay. Make sure it is written using correct spelling and grammar, and has a clear structure with an introduction, main section and conclusion.

Your final essay should be word processed on a computer.

"What is the geography of your favourite place?" Essay plan

Introduction

- Name and locate place
- Explain why it is your favourite place

Main paragraph 1

- Human characteristics of the place

Main paragraph 2

- Physical characteristics of the place

CHALLENGE

- How are the human and physical characteristic linked? This could be its own paragraph or weaved in to the previous two.

Main paragraph 3

- How and why is your favourite place changing?

Main paragraph 4

- What makes your favourite place meaningful to different people?

Conclusion

- Your final thoughts and comments

The below includes, websites, podcasts, documentaries and even films which provide a great way of staying inspired and engaging with geography.

WEBSITES

- **The Conversation** - we can highly recommend you use this! This you will find is really useful to support many of your A Levels. It provides up to date articles from academics and specialists in the field written in a way that is accessible to all, summarising key points in short but insightful articles. <http://theconversation.com/uk>
- **BBC news** - an excellent source of up to date articles – explore the key headings such as science, as well as the UK, world and other stories. <https://www.bbc.co.uk/news>
- **The Guardian** - again many useful articles and logically ordered. Keep an eye on the Environment, Science, Society, Global Development stories in particular. <https://www.theguardian.com/uk>

DOCUMENTARIES

There are some great geographical documentaries which will help develop your general geographical knowledge and understanding and help you see what an amazing world we live in.

The following are all available to watch on BBC iPlayer

- **David Attenborough Box Sets** – there are 9 amazing boxsets available on iPlayer from David Attenborough exploring our amazing world <https://www.bbc.co.uk/iplayer/group/p06m42d9>
- **The Americas with Simon Reeve** <https://www.bbc.co.uk/iplayer/episodes/m00095p0/theamericas-with-simon-reeve>
- **Simon Reeve around the world** <https://www.bbc.co.uk/iplayer/group/p06rrnkm>
- **Mediterranean with Simon Reeve** <https://www.bbc.co.uk/iplayer/episodes/b0bnb6tt/mediterranean-with-simon-reeve>

The following are all available to watch on Channel 4 – On Demand

- **When the Immigrants Leave** (Dispatches) <https://www.channel4.com/programmes/dispatches/ondemand/69555-001>
- **China's Lonely Hearts** (Unreported World) <https://www.channel4.com/programmes/unreported-world/on-demand/56011-011>
- **The world's dirtiest river** (Unreported world) <https://www.channel4.com/programmes/unreported-world/on-demand/58399-001>
- **Forests of Fear** (Unreported World) <https://www.channel4.com/programmes/unreportedworld/on-demand/69224-006>
- **The World's Dirtiest Air** (Unreported World) <https://www.channel4.com/programmes/unreported-world/on-demand/67193-002>
- **The week Britain Froze** (Dispatches) <https://www.channel4.com/programmes/dispatches/ondemand/66548-007>

PODCASTS

Now is the time to broaden your geographic understanding! Stick your headphones in and listen to some of the following...

Costing the Earth - There are some great podcasts here to pick from on a wide variety of geographical issues. Topics include climate change, carbon, urban greening, deforestation, alternative power, plastics, and many more.

<https://www.bbc.co.uk/programmes/b006r4wn/episodes/player>

Royal Geographical Society "Ask the Geographer" - a fantastic set of podcasts to keep A Level students up-to-date with the latest geographical research – pick out some that interest you and give them a go!

<https://soundcloud.com/rgsibg>

GEOGRAPHICAL FILMS

- **Before the Flood** (PG) – National Geographic. Presented by Leonardo DiCaprio – exploring climate change and looking at what needs to be done today to prevent catastrophic disruption of life on our planet. <https://www.filmsforaction.org/watch/before-the-flood-2016/>
- **The Impossible** (12) – Movie based on real life events of the 2004 Boxing Day tsunami which killed 200,000 people.
- **Slumdog Millionaire** (15) – based on life in the slums of Mumbai
- **Our Planet** (Netflix series) – explores how climate change impacts all living creatures.
- **Mandela: Long Walk to Freedom** (12) – an epic which celebrates the journey of Nelson Mandela from childhood in a rural village through to his election as President of South Africa. This explores what happened in South Africa with regards to apartheid and Black opposition through the eyes of Nelson Mandela.
- **Hotel Rwanda** (12) - the true story of a hotel manager who houses and protects Tutsi refugees – this is a hard-hitting film based on the Rwandan Conflict of the 1990s.
- **The Last King of Scotland** (15) – another hard-hitting story, based on struggles faced by Uganda under the dictatorship of Idi Amin.
- **Into the Wild** (15) – based on the story of a university graduate who gives up all of his material possessions and journeys alone into the Alaskan Wilderness.
- **Lion** (PG) - An Indian man who was separated from his mother at the age of 5 and adopted by an Australian family returns home determined to find his birth family. Highlights the realities of slum life.

