

Introduction
to Geography
A Level
Epsom



The Course Outline

The **OCR A Level in Geography** has been designed to give you the knowledge, understanding and skills necessary to become engaged global citizens. Through the study of dynamic and contemporary content, you can understand and interact with issues which affect people and places at a range of scales from local to global – and all that is in between.

Components within the OCR A Level in Geography will consist of:

- Physical systems (01)
- Human interactions (02)
- Geographical debates (03)
- Investigative geography (04/05)

Y12 Course Content

Physical Systems

1. How can coastal landscapes be viewed as systems?	
Key Ideas	Content
1.a. Coastal landscapes can be viewed as systems.	<ul style="list-style-type: none">• A conceptual overview of:• the components of coastal landscape systems, including inputs, processes and outputs• the flows of energy and material through coastal systems• sediment cells.
1.b. Coastal landscape systems are influenced by a range of physical factors.	<ul style="list-style-type: none">• Potential influences on coastal landscape systems of:• winds, including speed, direction and frequency• waves, including wave formation, development and breaking• tides, including tidal cycles and range geology, including lithology and structure• global pattern of ocean currents.
1.c. Coastal sediment is supplied from a variety of sources.	<ul style="list-style-type: none">• The various sources of coastal sediment:• terrestrial, including fluvial deposition, weathering and mass movement, marine erosion, aeolian deposition and longshore drift• offshore, including marine deposition• human, including beach nourishment.

2. How are coastal landforms developed?	
Key Ideas	Content
2.a. Coastal landforms develop due to a variety of interconnected climatic and geomorphic processes.	<ul style="list-style-type: none"> The influence of flows of energy and materials on geomorphic processes, including weathering, mass movement, wave, fluvial and aeolian erosion, transportation and deposition. The formation of distinctive landforms, predominantly influenced by erosion, including bays, headlands, cliffs, shore platforms, geos, blow holes, caves, arches, stacks and stumps. The formation of distinctive landforms, predominantly influenced by deposition, including beaches, spits, on-shore bars, tombolos and salt marshes.
2.b. Coastal landforms are inter-related and together make up characteristic landscapes.	<ul style="list-style-type: none"> Case studies of one high energy coastline (such as rocky) and one low energy coastline, such as estuarine, to illustrate: the physical factors which influence the formation of landforms within the landscape system the inter-relationship of a range of landforms within the characteristic landscape system how and why the landscape system changes over time from millennia to seconds, such as cliff collapse in seconds, seasonal changes in beach profile and spit growth over millennia. <p>At least one of the case studies must be from beyond the UK.</p>

3. How do coastal landforms evolve over time as climate changes?	
Key Ideas	Content
3.a. Emergent coastal landscapes form as sea level falls.	<ul style="list-style-type: none"> How landforms in emergent landscapes are influenced by falling sea levels due to a cooling climate, including: climate changes that occurred during a previous time period and the resultant sea level fall the influence of sea level fall and geomorphic processes in shaping landforms, including raised beaches, marine terraces and abandoned cliffs the modification of these landforms by processes associated with present and future climate and sea level changes.
3.b. Submergent coastal landscapes form as sea level rises.	<ul style="list-style-type: none"> How landforms in submergent landscapes are influenced by rising sea level due to a warming climate, including: climate changes that occurred during a previous time period and the resultant sea level rise the influence of sea level rise and geomorphic processes in shaping landforms, including rias, fjords and shingle beaches the modification of these landforms by processes associated with present and future climate and sea level changes.

4. How does human activity cause change within coastal landscape systems?

Key Ideas	Content
4.a. Human activity intentionally causes change within coastal landscape systems.	<ul style="list-style-type: none">• Case study of one coastal landscape that is being managed, including: the management strategy being implemented and the reason for its implementation, such as groyne construction or off-shore dredging• their intentional impacts on processes and flows of material, processes and/or energy through the coastal system, such as their effect on the sediment budget• the effect of these impacts in changing coastal landforms, such as changes in beach profile• the consequence of these changes on the landscape, such as extension of the coastal landscape seawards.
4.b. Economic development unintentionally causes change within coastal landscape systems.	<ul style="list-style-type: none">• Case study of one coastal landscape that is being used by people to illustrate: the economic development taking place and the reasons for it taking place, such as trade routes, port or tourist resort development• their unintentional impacts on processes and flows of material, processes and/or energy through the coastal system, such as disturbance to the sediment cell balance• the effect of these impacts in changing coastal landforms, such as beach profiles• the consequence of these changes on the landscape, such as coastal retreat or protection.

Topic-specific skills:

- observation skills
- measurement and geo-spatial mapping skills
- data manipulation and statistical skills applied to field measurements
- sediment budget calculations
- mass balance calculations.

Human Interactions

1. What's in a place?

Key Ideas	Content
1.a. Places are multi-faceted, shaped by shifting flows and connections which change over time.	<ul style="list-style-type: none">• Case studies of two contrasting place profiles at a local scale, including: their demographic, socio-economic, cultural, political, built and natural characteristics that shape their place identity.• their past and present connections that shape the place identity and embed them in regional, national, international and global scales• how shifting flows of people (such as commuter, migration), resources (such as natural, technology), money and investment (such as EU funding, TNCs) and ideas (such as knowledge economy) have helped shape the demographic, socio-economic and cultural profile of these places over time.

2. How do we understand place?

Key Ideas	Content
2.a. People see, experience and understand place in different ways, this can also change over time.	<ul style="list-style-type: none">• The complexities that exist when trying to define place, including the concept of space versus place.• How and why people perceive places in different ways based on their identity, including age, gender, sexuality, religion and role.• How level of emotional attachment to place can influence people's behaviour and activities in a place.• How the processes of globalisation and time-space compression can influence our sense of place.

2. How do we understand place?

Key Ideas	Content
2.b. Places are represented through a variety of contrasting formal and informal agencies.	<ul style="list-style-type: none">• How informal representations of a place differ through contrasting media such as TV, film, music, art, photography, literature, graffiti and blogs.• Identify how formal and statistical representations of a place, such as census and geospatial data, contrasts with informal representations.

3. How does economic change influence patterns of social inequality in places?

Key Ideas	Content
3.a. The distribution of resources, wealth and opportunities are not evenly spread within and between places.	<ul style="list-style-type: none"> The concept of social inequality and how this can be measured through indices such as housing, healthcare, education, employment and access to services. How and why spatial patterns of social inequalities vary both within and between places.
3.b. Processes of economic change can create opportunities for some while creating and exacerbating social inequality for others.	<ul style="list-style-type: none"> The influence of global connections and globalisation in driving structural economic change in places, such as de-industrialisation and the rise of the service industry. How structural economic change impacts patterns of social opportunities and inequality for people and places. How cyclical economic change (booms and recessions) has varied impacts on social opportunities and inequality. The role of government in reducing, reinforcing and creating patterns of social inequality in places through spending or cuts in key services such as availability and accessibility of education, healthcare, infrastructure and community services.
3.c. Social inequality impacts people and places in different ways.	<ul style="list-style-type: none"> Case studies of two contrasting places to illustrate: the types of evidence of social inequality that can be found there such as housing, environmental quality, crime rates, digital divide the range of factors that influence people's social inequality such as income, gender, age, health, personal mobility, ethnicity and education how social inequality impacts upon people's daily lives in different ways.

4. Who are the players that influence economic change in places?

Key Ideas	Content
4.a. Places are influenced by a range of players operating at different scales.	<ul style="list-style-type: none"> The role of players in driving economic change, including at least one of local and national government, MNCs or international institutions. Case study of one country or region that has been impacted by structural economic change, including: <ul style="list-style-type: none"> socio-economic, demographic, cultural and environmental characteristics of the place before the economic change the economic change/changes that took place and the role of players involved in driving the change socio-economic, demographic, cultural and environmental impacts on people and place.

5. How are places created through placemaking processes?

Key Ideas	Content
5.a. Place is produced in a variety of ways at different scales.	<ul style="list-style-type: none"> • The concept of placemaking and how governments and organisations attempt to present places to the wider world to attract inward investment and regeneration. • How architects and planners attempt to create meaningful and authentic places through design, such as places that encourage mixed community use or the 24 hour city. • How local community groups shape the place they live, such as residents associations, heritage associations and social media.
5.b. The placemaking process of rebranding constructs a different place meaning through reimagining and regeneration.	<ul style="list-style-type: none"> • Why places rebrand through reimagining and regeneration to construct a different place meaning. • How a range of strategies can be used to rebrand places, such as sport, art, heritage, retail, architecture and food. These can be used singularly or in conjunction to change a place meaning. • A range of players and their role in placemaking, including government/EU funding, corporate bodies, not for profit organisations and community groups. • How and why some groups of people contest efforts to rebrand a place.
5.c. Making a successful place requires planning and design.	<ul style="list-style-type: none"> • Case study of one place that has undergone rebranding, including: • why the place needed to rebrand • strategy/strategies involved in the rebranding of the place • the role and influence of a range of players involved in the placemaking • how the rebranding has altered people's perception of that place • the relative success of the rebranding.

Topic-specific skills:

- appreciate how qualitative approaches actively create particular place representations
- analysing the impacts of different media on place meanings and perceptions
- the use of geospatial data to present place characteristics
- how quantitative data is used to present place characteristics.

Geographical Debates

1. What are the global patterns of disease and can factors be identified that determine these?

Key Ideas	Content
1.a. Diseases can be classified and their patterns mapped. The spread of diseases is complex and influenced by a number of factors.	<ul style="list-style-type: none"> • How diseases can be classified, including infectious and non-infectious, communicable and noncommunicable, contagious and non-contagious, epidemic, endemic and pandemic. • Patterns of diseases, including global distributions of malaria, HIV, tuberculosis, diabetes and cardio-vascular disease. • Disease diffusion and spread to new areas (Hägerstrand model), including the phases of diffusion, physical and socio-economic barriers.
1.b. There is a relationship between physical factors and the prevalence of disease which can change over time.	<ul style="list-style-type: none"> • Global patterns of temperature, precipitation, relief and water sources and how they affect patterns of disease. • Physical factors can influence vectors of disease such as the prevalence of mosquitoes in warm, humid areas close to water sources. • How seasonal variations influence disease outbreaks such as periods of drought or monsoon rains. • Climate change provides the conditions for emerging infectious diseases to spread to new places and new hosts such as West Nile virus, tsetse fly and tick seasons. • The conditions for zoonotic infectious diseases such as bird flu or rabies to establish and spread from animals to humans.
1.c. Natural hazards can influence the outbreak and spread of disease	<ul style="list-style-type: none"> • Case study of one country which has experienced a natural hazard, such as an earthquake, drought or monsoon rains, and the implications this has on a named disease, such as cholera or typhoid: • geographical area covered by the hazard and its influence on the risk and outbreak of disease • environmental factors affecting the spread of disease such as climate, sanitation, water supply and food • human factors affecting the spread of the disease such as population density, access to clean water, immunisation programmes • impacts of the disease on resident populations • strategies used to minimise the impacts of the disease at national and international scales.

2. Is there a link between disease and levels of economic development?

Key Ideas	Content
2.a. As countries develop economically the frequency of communicable diseases decreases, while the prevalence of noncommunicable diseases rises.	<ul style="list-style-type: none"> • How rising standards of living, including access to food, clean water and sanitation, impact upon susceptibility to disease and influence a country's epidemiological transition. • The reasons why LIDCs have a higher prevalence for communicable diseases (diseases of poverty) and ACs have a higher prevalence for noncommunicable diseases (diseases of affluence). • Case study of one country experiencing air pollution and the impact this has on incidences of cancers (such as lung or bladder). The global and national solutions in dealing with this.

3. How effectively are communicable and noncommunicable diseases dealt with?

Key Ideas	Content
3.a. Communicable diseases have causes and impacts with mitigation and response strategies which have varying levels of success.	<ul style="list-style-type: none"> • Case study of one communicable disease, such as malaria or tuberculosis, at a country scale, either an LIDC or EDC, including: <ul style="list-style-type: none"> • environmental and human causes of the disease • prevalence, incidence and patterns of the disease • socio-economic impacts of the disease • direct and indirect strategies used by government and international agencies to mitigate against the disease and respond to outbreaks.
3.b. Noncommunicable diseases have causes and impacts with mitigation and response strategies which have varying levels of success.	<ul style="list-style-type: none"> • Case study of one noncommunicable disease, such as cardiovascular disease or diabetes, at a country scale, either an AC or EDC, including: <ul style="list-style-type: none"> • social, economic and cultural causes of the disease • prevalence, incidence and patterns of the disease • socio-economic impacts of the disease • direct and indirect strategies used by government and international agencies to mitigate against the disease.

4. How far can diseases be predicted and mitigated against?

Key Ideas	Content
4.a. Increasing global mobility impacts the diffusion of disease and the ability to respond to it, at a variety of scales.	<ul style="list-style-type: none"> • The role of international organisations, such as the World Health Organization, in providing international strategies to combat disease, including predicting diseases, gathering data, research, support programmes and their work with agencies and governments. • Identify a disease outbreak at a global scale, such as H1N1 or SARs, including its rate of spread and patterns of outbreak distribution. • Case study of the role that one NGO has played in dealing with a disease outbreak within one country at national and local level.
4.b. Mitigation strategies to combat global pandemics and overcome physical barriers	<ul style="list-style-type: none"> • Physical barriers, such as relief, natural hazards, excess water, remoteness of communities, have positive and negative effects on mitigation strategies and response efforts in dealing with diseases. • Mitigation strategies used by government and international agencies to combat global pandemics, such as HIV/AIDS, including screening, availability and funding of treatment and education programmes.

5. Can diseases ever be fully eradicated?

Key Ideas	Content
5.a. Nature has provided medicines to treat disease for thousands of years.	<ul style="list-style-type: none">• Medicines from nature, their habitats and conditions for growth including the influence of soil type and climate.• Case study of one medicinal plant, such as rosy periwinkle and opium poppy, including their growing conditions, international trade, medicinal importance for disease and sustainable use.• Conservation issues relating to the international trade in medicinal plants such as endangering species survival, erosion of genetic diversity, threats to the survival of natural ecosystems.
5.b. Top down and bottom up strategies that deal with disease risk and eradication.	<ul style="list-style-type: none">• Case study of the global impact of one pharmaceutical transnational, including scientific breakthroughs made, patents, drug manufacturing and their global flows for distribution.• Strategies for disease eradication at a range of scales, including global and national campaigns.• Impact of grassroots strategies in educating communities and the role of women in combating disease risk.

Y13 Course Content

Physical Systems

1. How important are water and carbon to life on Earth?	
Key Ideas	Content
1.a. Water and carbon support life on Earth and move between the land, oceans and atmosphere.	<ul style="list-style-type: none"> The importance of water in supporting life on the planet, the uses of water for humans, flora and fauna. Carbon is the building block of life on Earth. It is available for use in the natural world and by humans. Water and carbon cycling between the land, oceans and atmosphere through open and closed systems.
1.b. The carbon and water cycles are systems with inputs, outputs and stores.	<ul style="list-style-type: none"> The distribution and size of the major stores in the carbon and water systems, including the atmosphere, oceans, water bodies, ice (cryosphere), soil, vegetation and groundwater. The characteristics of the main inputs and outputs of the water cycle, including precipitation and snowmelt (ablation) and evapotranspiration. The characteristics of the main inputs and outputs of the carbon cycle, including precipitation, photosynthesis, decomposition, weathering (including main forms of chemical weathering) respiration and combustion.
1.c. The carbon and water cycles have distinctive processes and pathways that operate within them.	<ul style="list-style-type: none"> The processes of the water cycle, including evaporation, transpiration, condensation (including formation of clouds), precipitation (including causes of precipitation), interception, ablation, runoff (including overland flow and saturated overland flow), catchment hydrology (including infiltration, percolation, throughflow, groundwater flow and cryospheric processes). The processes of the carbon cycle, including photosynthesis, respiration, decomposition, combustion (including natural and fossil fuel use), natural sequestration in oceans, vegetation, sediments and weathering.

2. How do the water and carbon cycles operate in contrasting locations?

Key Ideas	Content
2.a. It is possible to identify the physical and human factors that affect the water and carbon cycles in a tropical rainforest.	<ul style="list-style-type: none">• Case study of a tropical rainforest, including:• water and carbon cycles specific to tropical rainforests, including the rates of flow and distinct stores. How an individual tree through to the rainforest as a whole can influence these cycles• physical factors affecting the flows and stores in the water cycle, including temperature, rock permeability and porosity and relief• physical factors affecting the flows and stores in the carbon cycle, including temperature, vegetation, organic matter in soil and the mineral composition of rocks• for one drainage basin in the tropical rainforest, explore the changes to the flows and stores within the water cycle caused by natural and human factors such as deforestation and farming factors• the impact of human activity, such as deforestation and farming, on carbon flows, soil and nutrient stores• strategies to manage the tropical rainforest such as afforestation and improved agriculture techniques that have positive effects on the water and carbon cycles.
2.b. It is possible to identify the physical and human factors that affect the water and carbon cycles in an Arctic tundra area.	<ul style="list-style-type: none">• Case study of the Arctic tundra, including:• water and carbon cycles specific to Arctic tundra, including the rates of flow and distinct stores• physical factors affecting the flows and stores in the cycles, including temperature, rock permeability and porosity and relief• physical factors affecting the flows and stores in the carbon cycle, including temperature, vegetation, organic matter in soil and the mineral composition of rocks• seasonal changes in the water and carbon cycles in the Arctic tundra• the impact of the developing oil and gas industry on the water and carbon cycles• management strategies used to moderate the impacts of the oil and gas industry.

3. How much change occurs over time in the water and carbon cycles?	
Key Ideas	Content
3.a. Human factors can disturb and enhance the natural processes and stores in the water and carbon cycles.	<ul style="list-style-type: none"> • Dynamic equilibrium in the cycles and the balance between the stores and the flows. • Land use changes, such as growth in urban areas, farming and forestry, as a catalyst for altering the flows and stores in these cycles. • How water extraction, including surface extraction and sub-surface groundwater extraction (including aquifers and artesian basins) impact the flows and stores in these cycles. • The impact of fossil fuel combustion and carbon sequestration on flows and stores of carbon. • Positive and negative feedback loops within and between the water and carbon cycles.
3.b. The pathways and processes which control the cycling of water and carbon vary over time.	<ul style="list-style-type: none"> • Short term changes to the cycles and the significance of these changes, including diurnal and seasonal changes of climate, temperature, sunlight and foliage. • Long term (millions of years) changes in the water and carbon cycles, including changes to stores and flows. • The importance of research and monitoring techniques to identify and record changes to the global water and carbon cycles; reasons why this data is gathered.
4. To what extent are the water and carbon cycles linked?	
Key Ideas	Content
4.a. The two cycles are linked and interdependent.	<ul style="list-style-type: none"> • The ways in which the two cycles link and are interdependent via oceans, atmosphere, cryosphere and vegetation. • How human activities cause changes in the availability of water and carbon (including fossil and terrestrial) stores, such as the use of these as resources. • The impact of long-term climate change on the water and carbon cycles.
4.b. The global implications of water and carbon management.	<ul style="list-style-type: none"> • Global management strategies to protect the carbon cycle as regulator of the Earth's climate, including afforestation, wetland restoration, improving agricultural practices and reducing emissions (including carbon trading and international agreements). • Global management strategies to protect the water cycle including improving forestry techniques, water allocations for domestic, industrial and agricultural use and drainage basin planning (including run-off, surface stores and groundwater).

Topic-specific skills:

- climate graphs
- simple mass balance
- rates of flow
- unit conversions
- analysis and presentation of field data.

Human Interactions

Migration

1. What are the contemporary patterns of global migration?	
Key Ideas	Content
1.a. Global migration involves dynamic flows of people between countries, regions and continents.	<ul style="list-style-type: none">• Current spatial patterns in the numbers, composition and direction of international migrant flows, including examples of both inter-regional and intra-regional.
1.b. Current patterns of international migration are related to global patterns of socio-economic development.	<ul style="list-style-type: none">• The relationship between patterns of international migration and socioeconomic development, using national indices such as 'value of migrant remittances' and 'Human Development Index'.• How global migration can promote stability, growth and development within and between countries through flows of people, money, ideas and technology.• How global migration causes inequalities, conflicts and injustices for people and places through flows of people, money, ideas and technology.
2. Why has migration become increasingly complex?	
Key Ideas	Content
2.a. Global migration patterns are influenced by a multitude of interrelated factors.	<ul style="list-style-type: none">• Changes in the 21st century have increased the complexity of global migration, including:• economic globalisation leading to the emergence of new source areas and host destinations• high concentration of young workers and female migrants• flows in South-South corridors are now equal in magnitude to those in South-North corridors• conflict and persecution have increased numbers of refugees• changes in national immigration and emigration policies• development of distinct corridors of bi-lateral flows.
2.b. Corridors of migrant flows create interdependence between countries.	<ul style="list-style-type: none">• Case study of one EDC to illustrate:• current patterns of immigration and emigration• changes in immigration and emigration over time• economic, political, social and environmental interdependence with countries connected to the EDC by migrant flows• the impact of migration on the EDCs economic development, political stability and social equality.

3. What are the issues associated with unequal flows of global migration?

Key Ideas	Content
3.a. Global migration creates opportunities and challenges which reflect the unequal power relations between countries.	<ul style="list-style-type: none"> • Case study of one AC to show how it influences and drives change in the global migration system. Illustrate economic, political and social factors which explain: <ul style="list-style-type: none"> • patterns of emigration and immigration, migration policies, and interdependence with countries linked to it by migration opportunities, such as labour supply • challenges, such as border issues. • Case study of one LIDC to show how it has limited influence over and restricted response to the global migration system. Illustrate economic, political and social factors which explain: <ul style="list-style-type: none"> • patterns of emigration and immigration, migration policies, and interdependence with countries linked to it by migration opportunities, such as migrant remittances • challenges, such as loss of skilled workers.

Human Rights

1. What is meant by human rights?

Key Ideas	Content
1.a. There is global variation in human rights norms.	<ul style="list-style-type: none"> • Understanding of what is meant by human rights. • Understand the terms of norms, intervention and geopolitics and how they are fundamental in appreciating that human rights are complex issues.
1.b. Patterns of human rights violations are influenced by a range of factors.	<ul style="list-style-type: none"> • Current spatial patterns of human rights issues, including forced labour, maternal mortality rates and capital punishment. • Factors that influence global variations of forced labour, maternal mortality rates and capital punishment.

2. What are the variations in women's rights?

Key Ideas	Content
2.a. The geography of gender inequality is complex and contested.	<ul style="list-style-type: none"> • Economic, political and social factors to explain variation in the patterns of gender inequality, including the challenges of educational opportunity, access to reproductive health services and employment opportunity. • Case study of women's rights in a country to illustrate: <ul style="list-style-type: none"> • the gender inequality issues that are apparent in that country • the consequences of gender inequality on society • evidence of changing norms and strategies to address gender inequality issues.

3. What are the strategies for global governance of human rights?

Key Ideas	Content
3.a. Human rights violations can be a cause and consequence of conflict.	<ul style="list-style-type: none">• How the violation of human rights can be a cause of conflict, such as access to education and discrimination.• How the violation of human rights can be a consequence of conflict and how this can be addressed through geopolitical intervention.• The role of flows of people, money, ideas and technology in geopolitical intervention.
3.b. Global governance of human rights involves cooperation between organisations at scales from global to local, often in partnership.	<ul style="list-style-type: none">• How human rights are promoted and protected by institutions, treaties, laws and norms.• Case study of strategies for global governance of human rights in one area of conflict to illustrate:• contributions and interactions of different organisations at a range of scales from global to local, including the United Nations, a national government and an NGO• consequences of global governance of human rights for local communities.

4. To what extent has intervention in human rights contributed to development?

Key Ideas	Content
4.a. Global governance of human rights has consequences for citizens and places.	<ul style="list-style-type: none">• How the global governance of human rights issues has consequences for citizens and places, including short term effects, such as immediate relief from NGOs, and longer term effects, such as changes in laws.• Case study of the impact of global governance of human rights in an LIDC, including:<ul style="list-style-type: none">• the human rights issue/issues• the global governance strategy/strategies used opportunities for stability, growth and development• challenges of inequality and injustice.

Geographical Debates

1. What is the evidence for continental drift and plate tectonics?	
Key Ideas	Content
1.a. There is a variety of evidence for the theories of continental drift and plate tectonics.	<ul style="list-style-type: none">• Theories of continental drift and plate tectonics including: the basic structure of the Earth including the lithosphere, asthenosphere and the role of convection currents• evidence for sea-floor spreading; paleomagnetism; the age of sea floor rocks• evidence from ancient glaciations• fossil records.
1.b. There are distinctive features and processes at plate boundaries.	<ul style="list-style-type: none">• Earth's crustal features and processes, including:• the global pattern of plates and plate boundaries• the features and processes associated with divergent (constructive) plate boundaries• the features and processes associated with convergent plate boundaries including oceanic-continental, oceanic-oceanic (destructive) and continental-continental (collision) boundaries• the features and processes associated with conservative plate boundaries.

2. What are the main hazards generated by volcanic activity?	
Key Ideas	Content
2.a. There is a variety of volcanic activity and resultant landforms and landscapes.	<ul style="list-style-type: none">• Different types of volcanoes to investigate their causes and features including:• explosive eruptions (higher viscosity magma) located at convergent (destructive) plate boundaries• effusive eruptions (lower viscosity magma) and landforms located at divergent (constructive) plate boundaries• eruptions not at plate boundaries (hot spots) such as the Hawaiian chain and the East African Rift Valley• size and shape of different types of volcanoes, including super-volcanoes• the volcanic explosive index (VEI) measure of assessing volcanic activity.
2.b. Volcanic eruptions generate distinctive hazards.	<ul style="list-style-type: none">• Different types of volcanic eruptions and the different types of hazards they generate including:• lava flows, pyroclastic flows, gas emissions, tephra and ash• lahars and flooding associated with the melting of ice• tsunamis associated with explosive eruption.

3. What are the main hazards generated by seismic activity?

Key Ideas	Content
3.a. There is a variety of earthquake activity and resultant landforms and landscapes.	<ul style="list-style-type: none">• Earthquake characteristics to investigate their causes and features including:• shallow-focus earthquakes• deep-focus earthquakes• the different measures of assessing earthquake magnitude (Richter, moment magnitude scale, modified Mercalli intensity scale)• the effects earthquakes have on landforms and landscapes including the development of escarpments and rift valleys.
3.b. Earthquakes generate distinctive hazards.	<ul style="list-style-type: none">• Hazards generated by earthquakes, including:• ground shaking and ground displacement• liquefaction• landslides and avalanches• tsunamis associated with sea-bed uplift and underwater landslides• flooding.

4. What are the implications of living in tectonically active locations?

Key Ideas	Content
4.a. There are a range of impacts people experience as a result of volcanic eruptions.	<ul style="list-style-type: none">• Case studies of two countries at contrasting levels of economic development to illustrate:• reasons why people choose to live in tectonically active locations• the impacts people experience as a result of volcanic eruptions• economic, environmental and political impacts on the country.
4.b. There are a range of impacts people experience as a result of earthquake activity.	<ul style="list-style-type: none">• Case studies of two countries at contrasting levels of economic development to illustrate:• reasons why people choose to live in tectonically active locations• the impacts people experience as a result of earthquake activity• economic, environmental and political impacts on the country.

5. What measures are available to help people cope with living in tectonically active locations?

Key Ideas	Content
5.a. There are various strategies to manage hazards from volcanic activity.	<ul style="list-style-type: none">• Case studies of two countries at contrasting levels of economic development to illustrate strategies used to cope with volcanic activity including:• attempts to mitigate against the event, such as lava diversion channels• attempts to mitigate against vulnerability such as community preparedness• attempts to mitigate against losses, such as rescue and emergency relief.

<p>5.b. There are various strategies to manage hazards from earthquakes.</p>	<ul style="list-style-type: none"> • Case studies of two countries at contrasting levels of economic development to illustrate strategies used to cope with hazards from earthquakes including: • attempts to mitigate against the event such as land-use zoning • attempts to mitigate against vulnerability such as building design • attempts to mitigate against losses such as insurance.
<p>5.c. The exposure of people to risks and their ability to cope with tectonic hazards changes over time.</p>	<ul style="list-style-type: none"> • How and why have the risks from tectonic hazards changed over time including: • changes in the frequency and impacts of tectonic hazards over time • the degree of risk posed by a hazard and the probability of the hazard event occurring (the disaster risk equation) • possible future strategies to cope with risks from tectonic hazards. • The relationship between disaster and response including the Park model.

Assessment

A Level in Geography (H481)

Component 01 Physical systems

22% of the A Level
1 hour 30 minutes
Written paper
66 marks

This question paper has **two** sections.

- Section A: Questions on Landscape Systems, answering questions on either Option A, B or C.
- Section B: Questions on Earth's Life Support Systems.

A separate Resource Booklet is provided with the question paper.

The component is externally assessed.

Marks associated with geographical skills will be assessed within this component.

Component 02 Human interactions

22% of the A Level
1 hour 30 minutes
Written paper
66 marks

This question paper has **two** sections.

- Section A: Questions on Changing Spaces; Making Places.
- Section B: Questions on Global Connections, answering questions on either Option A or B and Option C or D.

A separate Resource Booklet is provided with the question paper.

The component is externally assessed.

Marks associated with geographical skills will be assessed within this component.

Component 03 Geographical debates

36% of the A Level
2 hour 30 minutes
Written paper
108 marks

This question paper has **three** sections.

- Section A: Short answer and medium length questions on all topics
- Section B: Synoptic questions on all topics
- Section C: Extended response questions on all topics.

Learners answer questions from **two** topics out of Climate Change, Disease Dilemmas, Exploring Oceans, Future of Food and Hazardous Earth.

A separate Resource Booklet is provided with the question paper.

The component is externally assessed.

Marks associated with geographical skills will be assessed within this component.

Component 04/05 Investigative geography

20% of the A Level
Non-exam assessment
60 marks

The independent investigation may relate to any aspect of the specification.

It is a written report with a recommended length of between 3000 and 4000 words.

Learning hours are not specified because the process of writing the report is iterative and independent.

The assessment will be marked by the centre using a marking criteria grid provided by OCR.

This component is internally marked by the centre and externally moderated by OCR.

Exam Information

Like GCSE, ensuring you understand the command words is important to ensuring you answer the question and secure the marks. You will get lots of opportunities to work on this in class but see the OCR command words below:

Command Words	Potential definition
Assess	Weigh up whether a statement is true.
Calculate	Mathematically work out the value of something.
Compare	Describe the similarities and differences of something.
Describe	Set out the characteristics.
Discuss	Bring forward the important points of or set out both sides of an argument/issue/element of content, for and against.
Evaluate	Give your verdict after providing evidence which both agrees with and contradicts an argument.
Examine	Look in close detail and establish the key facts and important issues.
Explain	Set out the causes of something and/or the factors which influence it.
Suggest	Offer an opinion for a particular course of action on an event or issue.
To what extent do you agree	How much you agree with a statement based on the evidence in argument.

These are the key concepts in Geography A Level that run throughout all sections. You will keep referring back to these terms in your work so make sure you have a secure understanding of them.

Causality	Connections between causes (why) and consequences as part of a process. The causes are likely to be quite complex and answers in the synoptic often want you to convey that you understand the complexity of the situation
Systems	Many interacting component parts producing a complex whole e.g. the carbon cycle
Feedback	Positive feedback causing further change and instability to a system or negative feedback returning a system to equilibrium
Inequality	At all scales, differences in opportunity, access to resources or outcomes between different groups.
Identity	The beliefs, perceptions, characteristics that make one group of people different to another. Identity is strongly related to place and can be a strong driver of decisions by some players specifically local groups.
Globalisation	The set of processes leading to a greater international integration, economically, culturally and demographically
Interdependence	Mutual reliance between groups and is strongly linked to globalisation
Mitigation and adaptation	Alternative approaches to management: prevention (mitigation) versus reducing vulnerability (adaptation). These are strongly linked to development, attitudes and perceptions.
Sustainability	Passing the planet and its natural systems and resources to the next generation in a good state as we inherited. This must be considered in terms of economic, social and environmental sustainability and the balance between these.
Risk	The potential and probability of harm/losing something of value
Resilience	The ability of people, communities or place to withstand, absorb, overcome or cope with a change so that impacts are minimised
Thresholds	A tipping point in a system, a critical level beyond which change is inevitable or irreversible

NEA (20%)

In Y12 you will complete a piece of coursework (NEA – Non-Examined Assessment) worth 20% of your grade. You will receive lots of support and guidance to do this! This will come later in the year once you have covered a good amount of the course content.

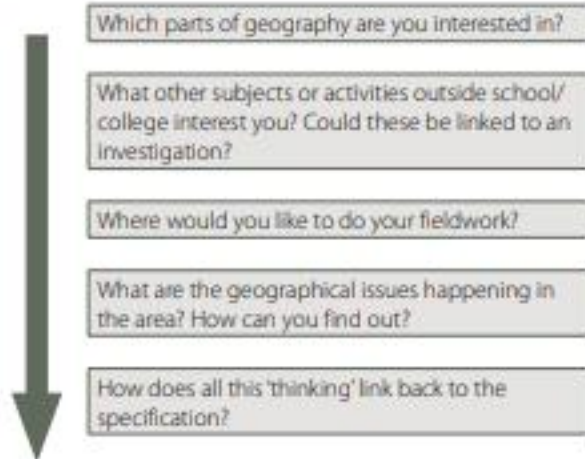
A LEVEL GEOGRAPHY Developing a title for your independent investigation

OCR
Oxford Cambridge and RSA



It is a challenge trying to decide what you would like to investigate, let alone what your title could be!

To help shape your thinking and narrow down a potential focus for investigation....



Student A: Studying biology and geography, interested in a career in conservation. Thinking about investigating carbon in a forest area.



Student B: Loves music and is interested in human geography. Thinking about investigating how music influences people's activities or behaviour in their local town.



Your independent investigation is an opportunity to develop your expertise on a 'real' geographical issue.

Start your reading and thinking = IDEAS

You are trying to find geographical and spatial hooks = what you want to investigate where and why?



Sources	Key questions
Digital news & social media	What is happening in your local area?
Online journals	Has anything been written before about your potential investigation?
Books – (library ecopies)	Are there any key ideas or models which you could explore?

See literature review infographic for source details.

To start shaping your title, you need:

- A spatial context - where is your investigation going to take place?
- A genuine geographical issue – your investigation will go in search of an answer.
- To find an idea that is measurable i.e. you can collect data and information to help answer your question.

Example title: Does perception and use of Shrewsbury high street vary according to gender?

Reflections: Clear spatial context (Shrewsbury) and at an appropriate scale to be 'measurable' (High Street). How will you measure perception and use of the high street? Who will you ask? What will your sample size be? When will you collect the data?

You now have the seed of an idea....

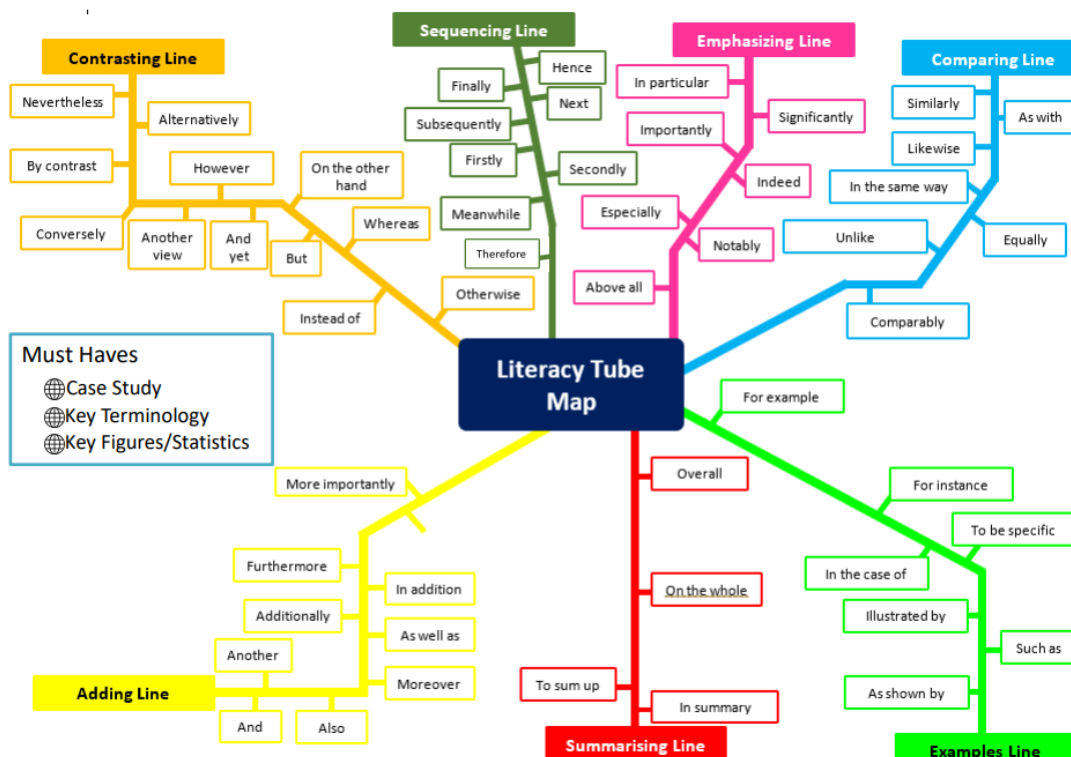


Questioning helps keep your investigation 'manageable' in terms of the scale and amount of data you collect.

Key Words from the specification

Advanced countries (AC)	Countries which share a number of important economic development characteristics including well-developed financial markets, high degrees of financial intermediation and diversified economic structures with rapidly growing service sectors. 'ACs' are as classified by the IMF.
Emerging and developing countries (EDC)	Countries which neither share all the economic development characteristics required to be advanced or are eligible for the Poverty Reduction and Growth Trust. 'EDCs' are as classified by the IMF.
Low-income developing countries (LIDC)	Countries which are eligible for the Poverty Reduction and Growth Trust (PRGT) from the IMF. 'LIDCs' are as classified by the IMF.
Geographical Information System (GIS)	A digital system for capturing, storing, checking and displaying data related to positions on the Earth's surface. GIS can show many different kinds of data on one map, such as streets, buildings, and vegetation. These additional layers enable people to more easily see, analyse and understand patterns and relationships.
Local scale	A local scale can be either local to the learner or another small scale location. A local place may be a locality, neighbourhood or small community, either urban or rural.
Regional scale	A region is an area of land that has common features. These features can be identified by dialect, language, religion, industry or administrative boundaries. Features can also be natural such as climate or landscape.
Primary data	Unmanipulated data, either collected in the field or an untouched dataset.

These are just some of the key words you will learn throughout the course. The language you use will be very important to show that you are a sophisticated Geographer. Please make sure to learn these words and use them when you give answers in class and in your writing. Writing long responses too will need good connectives – see below.



Wider Reading

You have independent study periods in Sixth Form. It will be very important to use these to consolidate your class notes, and revise content. You are also expected to engage in the subject through wider reading, podcasts, audiobooks, societies to get the most out of you're a Level. See the books in the library that are suggested for Geography.

Prisoners of Geography	MARSHALL Tim	320
No is Not Enough: <i>defeating the new shock politics</i>	KLEIN Naomi	330.1
The Bottom Billion	COLLIER Paul	337
Development as Freedom	SEN Amartya	337
This Changes Everything: <i>capitalism vs. the climate</i>	KLEIN Naomi	363.7
An Inconvenient Truth	GORE Al	363.73
The Earth: <i>an intimate history</i>	FORTEY Richard	551.1
The Power of Geography	MARSHALL Tim	551.7
Shadowplay	MARSHALL Tim	551.7
Divided	MARSHALL Tim	551.7
Blood River	BUTCHER Tim	551.7
Turning the Tide on Plastic	SIEGLE Lucy	551.7
The Sixth Extinction	KOLBERT Elizabeth	551.7
Factfulness	ROSLING Hans	551.7
The Almighty Dollar	DAVID Dharshini	551.7
The Looting Machine	BURGIS Tom	551.7
Invisible Women	PEREZ Caroline	551.7
How Bad are Bananas	BERNERS-LEE Mike	551.7
How to Avoid a Climate Disaster	GATES Bill	551.7
Poverty Safari	MCGARVEY Darren	551.7
Love Earth Now	LEUTJEN Cheryl	551.7
The Silk Roads	FRANKOPAN Peter	551.7
The New Silk Roads	FRANKOPAN Peter	551.7
Terra Incognita	GOLDIN Ian	551.7
Why Nations Fail	ACEMOGLU Daron	551.7
The Uninhabitable Earth	WALLACE-WELL David	551.7
Dubai Dreams: <i>in the kingdom of bling</i>	BARRET Raymond	551.7
Peoplequake: <i>mass migration, ageing nations and the coming population crash</i>	PEARCE Fred	551.7
Population 10 Billion: <i>the coming demographic crisis and how to survive it</i>	DORLING Danny	551.7
Powerdown: <i>options and actions for a post-carbon world</i>	HEINBERG Richard	551.7
Soil Not Oil: <i>climate change, peak oil...</i>	SHIVA Vandana	551.7
The Desert Cries: <i>a season of flash floods in a dry land</i>	CHILDS Craig Leland	551.7
The Landgrabbers: <i>the new fight over who owns the earth paperback</i>	PEARCE Fred	551.7
The Planet in a Pebble: <i>a journey into earth's deep core</i>	ZALASIEWICZ Jan	551.7
There is no Such Thing as a Natural Disaster: <i>race, class and Hurricane Katrina</i>	SQUIRES Gregory & HARTMAN Chester	551.7
Too Poor For Peace	BRAINARD Lael	551.7
When a Billion Chinese Jump	WATTS Jonathan	551.7
When the Rivers Run Dry: <i>what happens when our water runs out?</i>	PEARCE Fred	551.7
Worth Dying for: <i>the power and politics of flags</i>	MARSHALL Tim	551.7
Sapiens: <i>a brief history of humankind</i>	HARARI Yuval Noah	909
Great British Journeys	CRANE Nicholas	914.1
A Thousand Splendid Suns	HOSSEINI KHALED	F HOS
The Perfect Storm	JUNGER Sabastian	F JUN
The Constant Gardener	LE CARRE John	F LEC
Small Island	LEVY Andrea	F LEV
The Road to Wigan Pier	ORWELL George	F ORW
Tribes of the Orange Sun	SHILES Gene	F SHI
Notes From a Small Island	BRYSON Bill	T BRY

Wider Reading

The Economist App

Financial Times

Geographical (in library and app)

New Wider World

The GA

Blomberg (business/green)

BBC Earth

The Royal Geographical Society

BBC News

United Nations

World Economic Forum

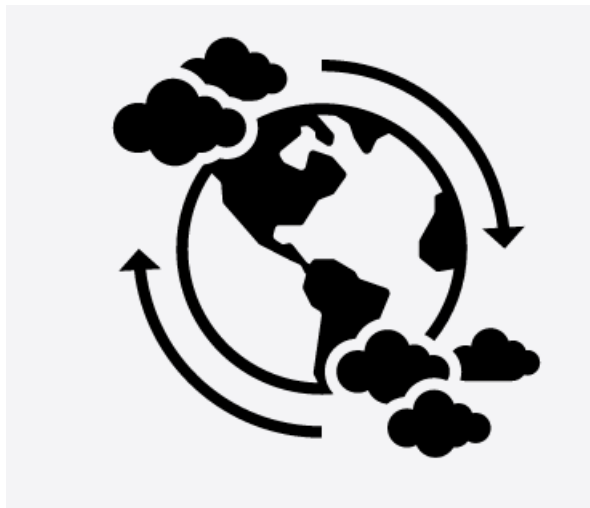
You have access to the apps free of charge (provided by the College) as well as Geography Journals that can be found in the library.

Following news outlets on social media are very useful to keep up to date with current affairs as they provide a snapshot of the articles.

Societies

Each term you can sign up to activities. You can come along to Geography Society to discuss current affairs and debate global events and challenges. There is also Climate Change Society that looks at the latest research and organises raising awareness around the College on climate change.

- Geography Society
- Climate Committee



Quick overview history of the world useful for Geography

Century	UK	World
1 st	43 AD Britain is conquered by the Romans. Previous to this Britain is in the Iron Age and is dominated by small farms and hill forts	Roman Empire has been in existence and dominated Europe India and China both have strong empires and dynasties which make them strong and powerful areas
5 th	Invasion of Britain by the Angles & Saxons – exact dates are unknown. These are Germanic tribes of which there continues to be evidence today. Europe and Britain begin the Middle Ages	
8 th		Islamic golden age – science, economic development and culture flourish across the kingdom which includes parts of Europe, Africa and Asia
9 th		Vikings (from Scandinavia) age in Europe including invasions of Britain
11 th	1066 Norman conquest – William Duke of Normandy becomes King of England after defeating Harold Godwinson at the Battle of Hastings 1086 Domesday Book – the Great Survey of England	1095 Pope Urban II called for the First Crusade
12 th		
13 th	1215 King John signs the Magna Carta	1206 Mongol Empire begins in China and results in one of the largest continuous land empires in the world
14 th	1348 Black Death reaches Britain	1347 Black Death reaches Europe
15 th	1415 Battle of Agincourt 1453 End of the 100 Years War between England and France. France wins. 1455-1483 War of the Roses. The dynastic struggle between the houses of Lancaster and York.	1452 Ottomans conquer Constantinople. Byzantine Empire destroyed. 1492 Christopher Columbus sets sail for Asia and arrives in the Caribbean beginning the Spanish colonisation of South and Central America and parts of North America 1497 Vasco De Gama first European to reach India by sea
16 th	1509 Henry VIII becomes king 1529-1536 Reformation Parliament 1558 Elizabeth I is queen 1585 Shakespeare begins writing 1588 Spanish Armada defeated 1577 Sir Francis Drake circumnavigates the world	Mughal Empire begins in India and expands over a large area of the Indian subcontinent 1517 Protestant reformation begins initiated by Martin Luther in Germany 1521 Cortes conquers the Aztec 1532 Pizarro conquers the Inca







<p>17th</p>	<p>1603 Death of Elizabeth I – James I becomes King of England as well as James VI Scotland uniting England, Scotland and Ireland under one ruler 1604 Gunpowder Plot – English Catholics including Guy Fawkes discovered 1625 Barbados becomes a British colony 1642 English Civil War resulting in beheading of Charles 1 (1649) 1649-1660 Britain is a Republic under Oliver Cromwell 1660 Restoration of the Monarchy – return of Charles II 1665 Last time the plague comes to England 1666 Great Fire of London 1694 Bank of England established</p>	<p>1683 – Battle of Vienna. Ottoman empire at the height of its power.</p>
<p>18th</p>	<p>1721 Sir Robert Walpole becomes the first Prime Minister and is given 10 Downing Street to live in 1746 Scottish Jacobite rebellion crushed at Culloden by the British Army, the last battle on British soil 1760 Approximate start of Industrial Revolution leading to mass migration to cities 1768 James Cook lands in Australia beginning British rule in the South Pacific 1771 'Factory Age' begins with the opening of Britain's first cotton mill 1772 Slavery outlawed in England</p>	<p>1756 British East India Company establish control over Bengal. Beginning of the British Empire in India. 1775 American War of Independence from Britain with Declaration of Independence signed 1776 1789 Start of the French Revolution begins with the storming of the Bastille, moving France from a Monarchy to a Republic and resulting the execution of Louis XVI</p>
<p>19th first half</p>	<p>1801 Act of Union creates the United Kingdom 1801 Britain holds its first modern census 1804 First Steam Locomotive 1804 World population hits 1 billion 1807 Britain abolishes the slave trade 1813 Austen publishes Pride and Prejudice 1825 World's first steam locomotive passenger service begins between Stockton and Darlington 1829 Robert Peel sets up the Metropolitan Police 1833 Factory Act restricts work hours for women and children 1833 State funded education for the poor 1837 Victoria is queen 1837 Dickens publishes Oliver Twist 1838 London-Birmingham line opens and the railway boom starts 1840 Vaccination for the poor is introduced</p>	<p>1803 Start of Napoleonic Wars 1814-1815 Congress of Vienna – aimed to create a long term peace plan for Europe following the French Revolutionary Wars and the Napoleonic Wars 1815 – Battle of Waterloo 1833 Abolition of Slavery Act freed all slaves in the British Empire 1839 Opium Wars with China leading to Hong Kong being ceded to Britain in 1842 with the Treaty of Nanking 1844 first telegraph line Baltimore to Washington 1848 Californian Gold Rush</p>

<p>19th second half</p>	<p>1859 Charles Darwin's 'On the Origin of Species' is published 1863 First part of the London Underground opens 1872 First recognised football match – England v Scotland 1880 Education becomes compulsory for children under ten</p>	<p>1856 First oil refinery in Romania 1861 Abraham Lincoln President of the USA 1861-1865 American Civil War ended with the formation of the Union and end of Slavery 1869 Mendeleev creates Periodic Table 1872 Yellowstone becomes the world's first National Park 1879 Edison tests the light bulb 1884 Berlin Conference saw the beginning of the Scramble for Africa 1885 Louis Pasteur develops the first vaccine 1886 Coca-Cola developed 1896 First modern Olympic games</p>
<p>20th first half</p>	<p>1901 Death of Victoria 1911 National Insurance established 1914 Government of Ireland Act 1918 Limited number of women given the vote for the first time 1926 Australia, New Zealand, Canada and South Africa are recognised as autonomous 1928 Alexandra Fleming discovers penicillin 1936 Edward VIII abdicates leaving George VI as king 1937 Republic of Ireland formed 1940 Churchill becomes prime minister for the first time Decline of the British Empire 1947 India becomes independent and divided into India, East and West Pakistan 1948 Post war Commonwealth migration to Britain begins with the Empire Windrush 1948 National Health Service established 1949 Establishment of The Commonwealth of which the Queen is the head</p>	<p>1912 Titanic sinks 1914 World War 1 1917 Russian Revolution moves Russia from a Monarchy to a Republic under Lenin 1919 Treaty of Versailles signed making Germany pay reparations, disarm and make territorial concessions 1929 Great Depression 1939 World War 2 1940s faster jet engines allow mass air travel 1941 Bombing of Pearl Harbour by Japan brings the USA to the war 1945 Atomic bombing of Hiroshima and Nagasaki by the USA 1945 Yalta Conference establishes the United Nations</p>

<p>20th second half</p>	<p>1952 Elizabeth II become queen 1955 Commercial television starts with the first ITV broadcast 1956 Worsening pollution prompts the passing of the Clean Air Act and Britain switches on its first nuclear power station 1957 Ghana becomes the first British colony in Africa to gain independence 1958 Motorway system opens with the M6 Preston bypass 1973 Britain joins the European Economic Community 1976 Britain is forced to borrow money from the International Monetary Fund the first major western state to do so 1979 Conservative Margaret Thatcher becomes Britain's first female prime minister 1986 Major British industries are privatised including BA, BT and water companies 1992 Channel Tunnel opens, linking London and Paris by rail 1997 Labour wins the general election, with Tony Blair as Prime Minister</p>	<p>Cold war – post war geopolitical tensions between the eastern (e.g. Russia) and western blocs (e.g. USA and UK) 1950 Korean War between the South (supported by USA) and North (supported by China and Soviet Union) 1955 Start of Vietnam War 1962 Cuban Missile Crisis standoff between the USSR and USA 1969 Man lands on the moon 1972 Idi Amin expels Uganda's Asians and many settle in Britain 1979 Soviet-Afghan war begins 1982 Argentina invades the Falklands beginning the Falklands war with Britain 1989 Briton Tim Berners-Lee invents the World Wide Web in Switzerland 1989 Fall of Berlin Wall 1991 Break-up of Soviet Union 1992 Earth Summit Rio de Janeiro 1993 Break-up of Czechoslovakia 1994 Rwanda Genocide 1994 LA earthquake – changed US laws 1995 Kobe earthquake – changed Japanese laws 1997 Britain hands Hong Kong back to China</p>
<p>21st</p>	<p>2005 7/7 Tube bombings 2016 Brexit vote</p>	<p>2001 9/11 World Trade Centre attacks 2001 Invasion of Afghanistan 2001 China joins WTO 2003 Invasion of Iraq 2004 Ten new states join the European Union 2004 Boxing Day Indian Ocean Tsunami 2005 Hurricane Katrina is the USAs costliest hurricane 2005 Kyoto Protocol on measures to control climate change comes into force 2007 Financial crisis 2011 South Sudan becomes a country 2014 Russia annexed Crimea 2015 Paris Climate Talks</p>

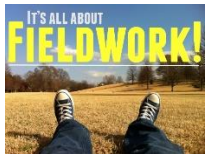
Geography – the window to the world

For those of you interested in taking Geography at A-Level or university or just because you've really loved learning about Geography, this list will continue to develop your interest. There are so many ways to stay engaged. We have compiled a list of our top websites, online newsrooms, podcasts, online courses, journals documentaries, films and even Netflix shows to keep you engaged with geography and develop your geographical understanding ahead of your A Level.

 <p>Books</p>	 <p>Films</p>	 <p>Lectures</p>	 <p>Documentaries</p>	 <p>Podcasts/ Apps/ Social Media</p>	 <p>Websites</p>
<p>Factfulness: Ten Reasons We're Wrong about the World - And Why Things Are Better Than You Think – Hans Rosling <i>et al</i></p> <p>Eruptions that Shook the World - Clive Oppenheimer</p> <p>Unruly Places - Alistair Bonnet</p> <p>On the Map - Simon Garfield</p> <p>The Geography of Bliss: One Grump's Search for the Happiest Places in the World - Eric Weiner</p> <p>Gaia – James Lovelock</p> <p>The Revenge of Gaia – James Lovelock</p> <p>Our Choice – Al Gore</p> <p>Globalization and Its Discontents - Joseph Stiglitz</p> <p>Population 10 Billion – Danny Dorling <i>et al</i></p> <p>Geography: Ideas in Profile – Dany Dorling and Carl Lee</p>	<p>An Inconvenient Truth</p> <p>Into the Inferno</p> <p>Hotel Rwanda</p> <p>The Impossible</p> <p>The Boy who Harnessed the Wind</p> <p>The Full Monty</p> <p>Brassed Off</p> <p>Slumdog Millionaire</p> <p>The Englishman who went up a Hill but came down a Mountain</p> <p>Into the Wild</p> <p>Darfur</p> <p>Invictus</p> <p>The Day After Tomorrow</p> <p>Virunga</p> <p>Twister</p>	<p>RGS online lectures - https://www.rgs.org/geography/online-lectures/</p> <p>Why are earthquakes so hard to predict - https://www.ted.com/talks/jean_baptiste_p_koehl_why_are_earthquakes_so_hard_to_predict/up-next</p> <p>When bad engineering makes a natural disaster worse - https://www.ted.com/talks/peter_haas_when_bad_engineering_makes_a_natural_disaster_even_worse</p> <p>How nationalism and globalism can coexist - https://www.ted.com/talks/wanis_kabbaj_how_nationalism_and_globalism_can_coexist</p> <p>Stuff you should know: Who owns the Oceans? - https://www.iheart.com/podcast/105-stuff-you-should-know-26940277/episode/who-owns-the-oceans-29468332/</p> <p>United Nations learning partnership for Climate Change</p>	<p>Long Way Round – Ewan McGregor and Charley Boorman</p> <p>Encounters at the end of the World</p> <p>Great Barrier Reef – Richard Fitzpatrick</p> <p>Before the Flood – National Geographic and Leonardo Di Caprio</p> <p>Touching the Void – Kevin Macdonald</p> <p>The Endurance: Shackleton's Legendary Antarctic Expedition – George Butler</p> <p>Chasing Coral – Jeff Orlowski</p> <p>America with Simon Reeve - https://www.bbc.co.uk/iplayer/episodes/m00095p0/the-americas-with-simon-reeve</p> <p>Simon Reeve Around the World - https://www.bbc.co.uk/iplayer/group/p06rrnkm</p>	<p>Royal Geographical Society YouTube - https://www.youtube.com/channel/UCGdL1D-WfrXFdlcmnC7EfEg</p> <p>Royal Geographical Society – “Ask the Geographer podcasts” - https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/</p> <p>BBC Costing the Earth https://www.bbc.co.uk/programmes/b006r4wn</p> <p>Is England's North/South divide shifting? https://www.bbc.co.uk/sounds/play/b01dtwls</p> <p>Universal Basic Income: Alaska Style https://www.bbc.co.uk/sounds/play/m000g19m</p> <p>Ethiopia and Eritrea: Rebirth at the border https://www.bbc.co.uk/sounds/play/w3ct0173</p>	<p>Royal Geographical Society - https://www.rgs.org/</p> <p>Geographical Association - https://www.geography.org.uk/</p> <p>British Antarctic Survey - https://www.bas.ac.uk/</p> <p>Geographical - https://geographical.co.uk/</p> <p>National Geographic - https://www.nationalgeographic.com/</p> <p>World Economic Forum - https://www.weforum.org/</p> <p>The Guardian Environment - https://www.theguardian.com/uk/environment</p> <p>Gapminder - https://www.gapminder.org/</p> <p>Dollarstreet - https://www.gapminder.org/dollar-street/matrix</p> <p>IB DP Geography Flipboard magazine - https://flipboard.com/@richard</p>

<p>Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics – Tim Marshall <i>et al</i></p> <p>Divided: Why We're Living in an Age of Walls – Tim Marshal</p> <p>Worth Dying For: The Power and Politics of Flags – Tim Marshal <i>et al</i></p> <p>Guns, Germs and Steel: The Fate of Human Societies – Jared Diamond <i>et al</i></p> <p>No One Is Too Small to Make a Difference – Greta Thunberg</p> <p>The Weather Experiment – Peter Moore</p> <p>Disaster by Choice: How our actions turn natural hazards into catastrophes – Ilan Kelman</p> <p>Adventures in the Anthropocene: A Journey to the Heart of the Planet we Made – Gaia Vince</p> <p>Notes from a Small Island – Bill Bryson <i>et al</i></p> <p>Peoplequake – Fred Pearce</p> <p>The Almighty Dollar – Dharshini David</p> <p>Landmarks - Robert Macfarlane</p> <p>Mountains of the Mind - Robert Macfarlane</p> <p>A History of the World in 12 Maps - Jeremy Brotton</p>		<p>- UN CC: e-Learn – https://unccelearn.org/</p> <p>Geography of World Cultures – Stanford University https://itunes.apple.com/gb/itunes-u/geography-of-world-cultures/id384233929?mt=10</p> <p>Exploring Human's Space- EdX (EPFL) https://www.edx.org/course/exploring-humans-space-an-introduction-to-geograph</p> <p>ChinaX - EdX (Harvard University) https://www.edx.org/course/chinas-political-and-intellectual-foundations-fr-2</p>	<p>Mediterranean with Simon Reeve - https://www.bbc.co.uk/iplayer/episodes/b0bnb6tt/mediterranean-with-simon-reeve</p> <p>Caribbean with Simon Reeve - BBC</p> <p>Greece with Simon Reeve - BBC</p> <p>Russia with Simon Reeve - BBC</p> <p>Frozen Planet – David Attenborough BBC</p> <p>The Blue Planet – David Attenborough BBC</p> <p>Planet Earth – David Attenborough BBC</p> <p>Africa – David Attenborough BBC</p> <p>Seven Worlds, One Planet – David Attenborough BBC</p> <p>Water & Power: A California Heist – Marina Zenovich</p> <p>Britain Underwater: Fighting the Floods https://www.itv.com/hub/britain-underwater-fighting-the-floods/7a0157</p> <p>Joanna Lumley's Hidden Caribbean: Havana to Haiti https://www.itv.com/hub/joanna-lumleys-hidden-caribbean-havana-to-haiti/2a7578</p> <p>When the Immigrants Leave (Dispatches) -</p>	<p>BBC World Service, The Documentary Podcast - https://podcasts.google.com/?feed=aHR0cDovL2ZlZWRzLmZlZWVidXJuZXluY29tL2NvL2p3b3U&ved=0CAAQ4aUDahcKEwiAscqTIMnoAhUAAAAAHQAAAAAQDQ</p> <p>VOX - https://www.vox.com/pages/podcasts</p> <p>Podcasts from Oxford University School of Geography and the Environment – https://podcasts.ox.ac.uk/series/school-geography-and-environment-podcasts</p>	<p>allaway/ib-dp-geography-flipboard-magazine-u0e91ni8z</p> <p>The Conversation: Academic rigour, journalistic flair - http://theconversation.com/uk</p>
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<p>Longitude - Dava Sobel</p> <p>The Happy City - Charles Montgomery</p>			<p>https://www.channel4.com/programmes/dispatches/on-demand/69555-001</p> <p>The world's dirtiest river (Unreported world) - https://www.channel4.com/programmes/unreported-world/on-demand/58399-001</p> <p>Forests of Fear (Unreported World) - https://www.channel4.com/programmes/unreportedworld/on-demand/69224-006</p>		
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Fieldwork:

The Field Studies Council are doing a number of online sessions for live fieldwork: <https://encounteredu.com/live-lessons/fsc-fieldworklive-2020>

Essays and Competitions

The Royal Geographical Society's: Young Geographer of the Year Competition - <https://www.rgs.org/schools/competitions/young-geographer-of-the-year/>

The Young Geographer competition, run by the Royal Geographical Society and Journal 'Geographical', has been running for over 20 years and in 2019 over 15,000 young people took part. This year's Young Geographer of the Year competition gives young people the chance to explore the potential that geography holds. The competition this year is asking young people to explore their wider geographical horizons by providing entries to explore the geography of 'The world beyond my window'. We are more than happy to support your entries.

Lucy Cavendish Essay Prize on Contemporary Issues – University of Cambridge -

https://www.lucy.cam.ac.uk/sites/default/files/inlinefiles/Lucy%20Cavendish%20Essay%20Prize%20in%20Contemporary%20Issues%202020_0.pdf

The Lucy Cavendish Essay gives you the choice of 4 contemporary titles to address in 1000-1500 words. With a cash prize pot of £200 and the lure of digging your teeth into a hot global topic, this isn't an essay to be missed!

The Bank of England & Financial Times School Blog Competition - <https://www.bankofengland.co.uk/education/competitions/ftblog/school-blog-2019-2020>

The Bank of England in partnership with the Financial Times invite school and college students, aged between 16 and 19, to send a blog of up to 500 words on this year's theme: the economy and climate change. Whilst this term's competition has closed, they are released on a termly basis. Keep your eyes peeled! Cash prizes along with your blog featuring on the Bank of England's website.

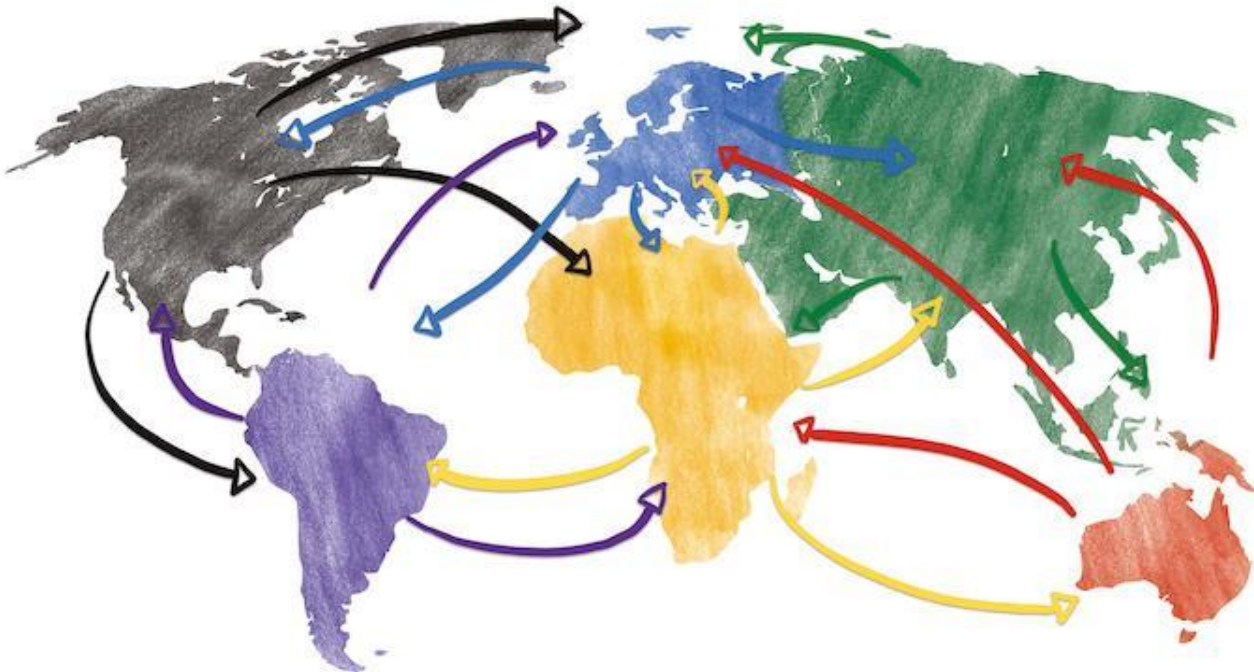
Essay Planning

It is important to plan your essays before you write them. Make sure you listen to your teacher carefully about how to structure your writing. Clear, succinct and well written essays are what enable you to achieve highly in Geography.

Study Periods

In your timetable, you will see study periods. You should make sure to do the following:

- Ensure your class notes are complete
- Complete your prep that you have been set
- Conduct independent studies such as reading, webinars, MOOCS, and online lectures
- Ask your teacher about entering a competition



A Levels require you to study beyond the classroom to achieve the top grades. In addition, Geography is interconnected. The more you read and understand the more you can link together and have excellent understanding of the topics you are studying.