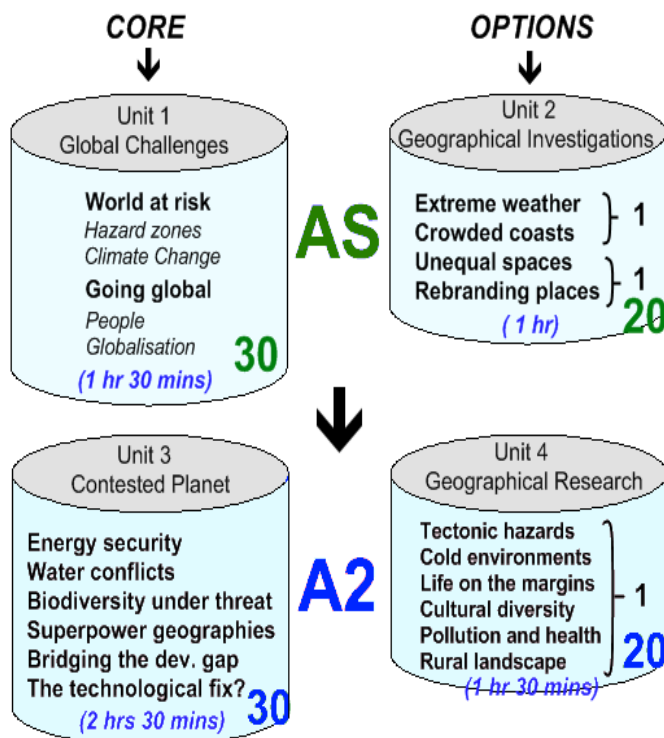




# Year 12 Geography Handbook

- This course will challenge your views of the world and encourage you to explore key local and global issues.
- It encourages you to research and ask searching questions.
- Fieldwork, both the collection and analysing of primary and secondary data, plays a key role in the course
- Not only will you develop your geographical knowledge, understanding and skills but you will develop transferable skills (team work, research, presentation, ability to see many sides of an argument; to name but a few). These will be useful for any further study and the world of work.

### Course structure



At Fortismere we follow Edexcel Geography.

In Unit 2 you will study the options of 'Rebranding Places' and 'Crowded Coasts'

In Unit 4 you will study the option of 'Life on the Margins (The Food Supply Problem)'

## Teaching and assessment schedule 2015-2016

Year	Unit	Teaching and Formal Assessment	Unit	Teaching and Formal Assessment
12	Unit 1 – Global Challenges	Sept – Jan 2016 EXAM = 17 <sup>th</sup> May 2016 60%	Unit 2 – Geographical Investigations	Feb – May 2016 EXAM = 20 <sup>th</sup> May 2016 40%

### How you will be assessed:

<b>UNIT 1 AS</b> <b>Global Challenges</b>  <b>1 hour 30 minutes</b>		<b>Unit 2 AS</b> <b>Geographical Investigations</b>  <b>1 hour and 15 minutes</b>	
Section A 65 marks  <i>Data response resources</i>	Section B 25 marks  <i>Data stimulus resources</i>	Section A Physical options (Extreme Weather OR Crowded Coasts) <i>Data stimulus resources</i>	Section B Human options (Rebranding Places OR Unequal Spaces) <i>Data stimulus resources</i>
Students complete all 6 short answer questions.	Students choose 1 extended writing question from a choice of 4 (parts a and b)	Students complete the question on their chosen option (parts a, b and c)	Students complete the question on their chosen option (parts a, b and c)
<b>Definitions</b> <b>Data identification</b> <b>Description</b> <b>Explanation</b>	<b>Explanation</b>	<b>Description</b> <b>Explanation</b> <b>Application</b>	<b>Description</b> <b>Explanation</b> <b>Application</b>
90 marks		70 marks	
<b>Unit 3 A2</b> <b>Contested Planet</b>  <b>2 hours 30 minutes</b>		<b>Unit 4 A2</b> <b>Geographical Research</b>  <b>1 hour 30 minutes</b>	
Section A 50 marks  <i>Data stimulus resources</i>	Section B 40 marks  <i>Synoptic pre-release resources</i>	Pre-release 'research steer' to help focus final research and revision	
Choice of 2 from 5 extended writing questions (parts a and b)	Linked sequence of enquiry questions. (parts a, b and c)	Students complete the essay question for their chosen option (6 options)	
<b>Explanation</b> <b>Assessment</b>	<b>Explanation</b> <b>Assessment</b>	<b>Discussion</b>	
90 marks		70 marks	

## Expectations and Advice

- Arrive to lessons on time and be ready to start learning (pen and paper out)
- If you are going to miss a lesson please let us know via email
- Try not to arrange medical appointments during lessons
- Complete all homework set
- Keep an organised folder of all your lessons notes
- Let your teacher know as soon as possible if you are struggling in any way – we are here to help you
- Read through your class notes on a regular basis
- Ensure that you keep up to date with current affairs
- Try to take an active part in lessons

## Reading

### Core text books

You will be issued with the following core text books:

- Edexcel AS Geography Student Book (Peter Byrne et al)
- AS Geography for Edexcel (Bob Digby et al)

### Consistently good geographically relevant material:

- The Economist
- Geography Review
- Broad sheet newspapers
- The news
- Radio 4
- New Scientist
- National Geographic
- Countryfile

## **Tackling the assessments (writing skills)**

Throughout all of these exams you must ensure that you use as much geographical terminology as possible and that you attention to your spelling, punctuation and grammar.

Any question which asks you to look at two sides of an argument – e.g. positives and negatives – much show balance in the response.

### **Unit 1 – Global Challenges**

#### **Section A**

Section consists of short answer questions ranging from 1-5 marks

These take the form of a range of question types from multiple choices, to using a resource to bringing in named examples.

##### **TOP TIPS:**

- You need to work through these section of the paper quickly
- There is no need to go outside of the lines provided
- It is essential that you get straight to the point of answering the questions – these are not essays in any way
- In the 5 mark answers you often need to being in named examples – this is not a case study it is simply name dropping a place
- Be careful with multiple choice questions – you can easily make a mistake
- Read any resources carefully – especially what numerical values mean
- Also try to develop your points when you answering 4 and 5 mark questions

#### **Section B**

##### **10 mark answers**

These will be a short essay response to a specific resource, but you will also need to bring in your own knowledge.

##### **TOP TIPS:**

- Take time to look at the resource carefully
- Briefly plan your answer
- Define key terms at the start of the question
- Ensure that your answer has a clear structure – three paragraphs/developed points with evidence from the resource and your own supporting knowledge is a good idea
- Do not stray from the question.
- You will not be able to cover all aspects of the resource so either look at three or four aspects (maybe the general pattern, highest/lowest and an anomaly) or group things together like renewable and non-renewable energy

##### **15 mark answers**

These are essay based questions which require detailed information about case studies and examples

**TOP TIPS:**

- Plan your answer
- Have a clear structure as follows:
  - An introduction where you define the key terms
  - A main body – 4 or so paragraphs. Here you will use both case studies and supporting examples. Make sure that you use facts and figures and that it is place specific
  - A conclusion which returns directly to the question

## Unit 2 – Geographical Investigations

### **10 mark resource based answers**

Respond to these in the way that you answer the Unit 1 Section A 10 mark questions

### **10 mark non-resource based answers**

These are very similar to the Unit 1 Section A 15 mark answers but you have less time and marks available.

**TOP TIPS:**

- You will need to bring in at least three case studies/examples
- Three developed paragraphs for these is recommended
- These examples can be from the work covered in class or you can use your field work examples
- You need to ensure that you have a clear structure

### **15 mark field work questions**

These questions are where you write about your field work and research. After the field trip we will ask you to write up your notes as a project so that it is easier to revise from. The question may ask about method, data presentation, data analysis, results and conclusions or limitations.

**TOP TIPS:**

- You must write about both field work and research (three fieldwork and two research is good rule)
- You need to provide specific websites when talking about research
- You need to talk about fieldwork equipment and specific details about your fieldwork collection
- You must stick to the question

# Personalised Checklist

## Unit 1 - Global Challenges

<b>Going Global</b>	Confident	Developing	With Difficulty
<p><b>Globalisation</b> - Globalisation and the links it creates is happening at an ever increasing pace. Whilst some argue that it spreads wealth and power in beneficial ways, there is widespread concern about the way in which globalisation impacts on economies, societies and environments. Many researchers argue that it is creating an unfair world in which rich consumers exploit the world's poorest peoples, who remain unfairly or poorly connected to the wider world. Action to develop a more sustainable approach to these challenges is leading to difficult decisions at a variety of scales from the individual to global markets.</p>			
<p><b>Enquiry question 1: What is globalisation and how is it changing people's lives?</b></p>			
I understand the concept and development of globalisation			
I know and understand the factors that have accelerated globalisation			
I understand the effects of globalisation on population movements.			
<p><b>Enquiry question 2: What are the main groupings of nations and what differences in levels of power and wealth exist?</b></p>			
I know and understand the various ways of classifying nations into global groupings and how these change over time, in response to international trade agreements and changes in wealth and power			
I know at least one TNC case study which illustrates the significance of TNCs in terms of development and the spread of global business and trade.			
<p><b>Enquiry question 3: Why, as places and societies become more interconnected, do some places show extreme wealth and poverty?</b></p>			
I understand that global networks (such as air travel, TNCs, and tourism) create flows of trade, money, workers and information, which 'switch on' some places making them rich and powerful; while others may become 'switched off' and remain poor.			
I know and understand the role of technology (such as communications, air travel and the internet) in a shrinking world.			
I understand why some places are 'winners' (e.g. India and China) as significant producers and consumers, having valuable physical and human resources; whereas others are 'losers' (e.g. many parts of Africa) remain poorly connected.			
<p><b>Population and Migration</b> - One of globalisation's inevitable effects is that people are encouraged to move to escape from poverty or to take advantage of new opportunities. This escalating population migration (both within and between countries) is creating a new population dynamic. The rate of these changes is occurring at all scales, challenging</p>			

individuals, communities and governments. Students will research the growth of megacities and migration relating to EU enlargement, as well as undertaking a brief personal demographic study linking their own roots with the wider global picture.			
<b>Enquiry question 4: How does evidence from personal, local and national sources help us understand the pattern of population change in the UK?</b>			
I am able to analyse population change (family size, population structure, migration, employment and social aspirations) using family histories or records.			
I know and understand how social and economic factors such as 20th century changes in patterns of work and improvements in health, hygiene, nutrition and education have had an impact on UK population and migration.			
I know and understand the economic and social effects of an ageing population e.g. dependency, retirement, health and welfare provision.			
<b>Enquiry question 5: How is migration changing the face of the EU?</b>			
I know the key migrations into Europe at an international scale, and am able to contrast the recent and earlier (postcolonial) flows.			
I have completed and understand the case study of post-accession labour flows from eastern Europe			
I have completed and understand the case study of retirement flows to Mediterranean locations.			
For both of the above case studies I know and understand the economic, social, environmental and political consequences of these movements and the issues and reactions they create			
<b>Enquiry question 6: What is driving the new urbanisation taking place and what are its consequences?</b>			
I know and understand how rural-urban population migration feeds the growth of million and megacities.			
I have completed and understand the cycle of urbanisation in an LEDC megacity			
I have completed and understand the cycle of urbanisation in an MEDC megacity			
I appreciate the diversity of the two megacity case studies above			
I understand issues, and am able to think critically about cities of the future especially in China and India, and whether sustainable urban living is achievable.			
<b>Enquiry question 7: What are the social and environmental consequences of globalisation and can we manage these changes for a better world?</b>			
I know and understand the positives and benefits of globalisation.			
I can think critically about the moral and social consequences of globalisation, such as the exploitation of			

workers or cultures in some countries.			
I am able to weigh up the viability of conservation and green strategies and the difficult decisions individuals, societies, businesses and countries may have to take. I have examples of these.			
I am able to explore the viability of green strategies and ethical purchases to conserve and manage resources to create a more equitable world (such as buying locally or fair trading).			

<b>World at Risk</b>	Confident	Developing	With Difficulty
<b>Global Hazards</b> - Global natural hazards vary in type and distribution and fall into two main categories – hydrometeorological and geophysical. The risks involved can turn hazards into natural disasters. This is especially true where a number of hazards occur together and where the population is already vulnerable – often as a result of high population density or poverty. These multiple hazard hotspots show how – when faced with disaster – the poor lose lives and the rich may lose money.			
<b>Enquiry question 1: What are the main types of physical risks facing the world and how big a threat are they?</b>			
I know the difference between hydro-meteorological hazards (cyclones, droughts and floods); and geophysical hazards (earthquakes, volcanoes and landslides/avalanches).			
I understand the concepts, processes, impacts and terminology for all of the above hydrometeorological and geophysical hazards.			
I understand and can use the disaster-risk equation			
<b>Enquiry question 2: How and why are natural hazards now becoming seen as an increasing global threat?</b>			
I have explored and understand that some types of hazards are increasing in magnitude and frequency, and having greater impacts upon people and their lives (lives, property, infrastructure and GDP.) To do this I have used database information.			
I have explored and understand how natural and human activities are combining to cause increasing disaster scenarios e.g. storms, floods and population change.			
I have examples for the above			
I have an awareness of how and why disasters are affecting more people and causing more damage yet lives are being saved, using examples of hazard events.			
<b>Enquiry question 3: Why are some places more hazardous and disaster-prone than others?</b>			
I have examples of local area (London) risks from natural hazards such as flooding and global warming.			
I know and understand the distribution of the world's			



major natural hazards both hydrometeorological hazards and geophysical hazards.			
I have learnt and understand the causes and impacts of hazards in the two disaster hotspot areas of the California coast and the Philippines.			
I can compare the impact of hazards in both of these areas.			
<b>Climate Change</b> - Climate change is considered by many to be the world's greatest problem (technically a context hazard); and so a chronic, large scale threat to people. Uncertainty about its impact is inevitable as scientists struggle to make firm predictions. It is an unfair world in which the wealthiest countries have emitted most of the greenhouse gases and the poorest ones are most vulnerable to their impacts. This topic poses questions about the causes of global warming, its relationship to long-term climate change, and the direct and indirect impacts that result.			
<b>Enquiry question 4: Is global warming a recent short term phenomenon or should it be seen as part of longer-term climate change?</b>			
I can assess the status of global warming as the world's number one problem.			
I understand that the current phenomenon of global warming should be set in the context of long, medium and short term climate change.			
I understand where we get data from and how to interpret it for the above (short, medium and long term climate change data).			
I understand that causes of climate change may be both natural and human (anthropogenic).			
I understand the role of variations in earth orbit, solar output, cosmic collision and volcanic emissions, as well as enhanced greenhouse gas emissions in terms of the natural causes of climate change.			
I am able to assess whether global warming is something unique or just a medium-term trend in the longer term pattern of climate variations			
<b>Enquiry question 5: What are the impacts of climate change and why should we be concerned?</b>			
I know and understand the case study of environmental and ecological impacts of Arctic warming in the Arctic region			
I know and understand the case study of the complexities of economic impacts across the African continent and how it could lead to disasters for poor people.			
I have an understanding of the causes and impacts of sea level rise. I have supporting examples for this.			
I understand that the impacts of climate change are difficult to predict and emissions scenarios, such as the IPCC model, may vary (from 'business as usual' to sustainable) and could be affected by attempts to manage the impacts of climate			

change.			
I understand the concept of the tipping point			
<b>Enquiry question 6: What are the strategies for dealing with climate change?</b>			
I am able to weigh up mitigation and adaptation strategies using a range of examples of each			
I have an awareness of the complexities of a global agreement such as the Kyoto Protocol and its implications for specific countries.			
I understand and have a range of examples of strategies to reduce the impacts of climate change from a national to an individual level.			
I understand that management is needed at all scales and progress is likely to be incremental.			
<b>Enquiry question 7: How should we tackle the global challenges of increasing risk and vulnerability in a more hazardous world?</b>			
I understand that increasing risk and uncertainty threatens major disruption to people and the environment at a global scale bringing water shortages and food insecurity.			
I am able to weigh up strategies to manage global warming, such as energy efficiency, conservation, decreasing carbon emissions, alternative energy and re-afforestation			
I understand that the solutions to a hazardous world, at all scales, need to focus on the underlying issues of risk and vulnerability.			

## Unit 2 – Geographical Investigations

<b>Crowded Coasts</b>	Confident	Developing	With Difficulty
<p>The coastal zone is one of the most densely populated areas globally because of favourable locational factors, yet it is an area of immense environmental value. This topic allows students to carry out detailed studies of contrasting coastal environments at a local/ small scale, exploring competing and conflicting land uses, and evaluating the pressures created by development. It considers how vulnerable and valuable coastlines face a growing physical risk from rapid coastal erosion and coastal flooding. It provides an overview of coastal management, looking at protection and conservation strategies for the present and the future.</p>			
<p><b>Enquiry question 1: Why is the coastal zone so favoured for development?</b></p>			
I know and understand how physical factors create variety in a range of different coastal environments.			
I know and understand the factors which have led to exponential population growth in some coastal environments (for example - flat land, soil fertility, equable climate, and biodiversity, leads to the potential for fishing, recreation/tourism, industrial and port development and accessibility).			
I know and understand how fieldwork and research can show how these factors have shaped the development and growth of contrasting crowded coasts over time. I have two examples for this – one from the UK and one from another country.			
<p><b>Enquiry question 2: How do various coastal developments create competition and conflict? How can these pressures be resolved?</b></p>			
I know and understand how development leads to patterns of zoning in coastal areas and how competition for space puts pressure on coastal environments.			
I know and understand how fieldwork and research can show the pressures on the coast when development and conservation meet head on including: the overuse of resources, pollution, other developments and the destruction of high-value coastal habitats.			
I know and understand that there are economic benefits and environmental costs to coastal development which influence the success of the development.			
I know and understand that these discussions involve the views of conflicting stakeholders.			
<p><b>Enquiry question 3: How is coastal development increasingly at risk from and vulnerable to physical processes?</b></p>			
I know and understand that the growing level of coastal development faces increasing risks from coastal erosion			
I know and understand that the growing level of coastal			

development faces increasing risks from coastal flooding			
I am able to use primary and secondary sources to investigate and analyse the pace and impacts of coastal erosion/flooding in Pembrokeshire.			
<b>Enquiry question 4: How is coastal management adapting to new ideas and situations?</b>			
I know and understand the spectrum of coastal management strategies (hard engineering to 'do nothing')			
I understand this in relation to Shoreline Management Plans and the degree to which management is cost-effective.			
I am able to use primary and secondary sources to investigate and evaluate: the success of coastal defences along a small stretch of coastline (Pembrokeshire)			
I am able to use primary and secondary sources to investigate and evaluate: the conservation and management of a fragile or outstanding coastline (Stackpole)			
I know and understand the different management strategies for the future include sustainable and integrated approaches such as coastal realignment and Shoreline Management plans (ICZM).			

<b>Rebranding</b>	Confident	Developing	With Difficulty
<p>The rural and urban environment includes a variety of places, some characterised by wealth, opportunity and excitement, others suffering from dereliction, deprivation and fighting to survive. Rebranding involves both re-imagining and regeneration, and includes a wide range of strategies by which places reinvent themselves to provide a more prosperous future. This topic explores why rebranding is necessary (eg spiral of decline, economic readjustment, and social problems) and explores how public/private funding can be used to implement flagship and community projects to improve holistically the environment, social fabric, lifestyle, and economy of places. Rebranding can be achieved by a number of strategies such as diversification of employment, landscape improvement, sports tourism, and the use of innovative and sustainable technology, often in combination.</p>			
<b>Enquiry question 1: What is rebranding and why is it needed in some places?</b>			
I understand how places re-invent and market themselves by regeneration and re-imagining to attract work, residents and visitors.			
I understand and have examples of different places using a variety of means to rebrand.			
I understand why rebranding is needed in some places and the social, economic and environmental processes involved.			
I am able to use primary and secondary sources to investigate these features such as environmental quality,			

photo panoramas, Goad maps, residential quality, neglect and dereliction, housing, employment, health and census data (field work and research)			
<b>Enquiry question 2: Who are the 'rebranding players' and what strategies exist for places to improve themselves?</b>			
I know and understand the role of various players in rebranding - such as public partners, private firms, headline sponsors, capitalists, agencies, not-for-profit organisations and government/EU departments.			
I am able to use primary and secondary information to investigate a range of strategies that have been applied to rural areas (field work and research)			
I am able to use primary and secondary information to investigate a range of strategies that have been applied to urban areas such as: <ul style="list-style-type: none"> <li>• changing the built environment by rebranding of shopping; commercial and residential areas;</li> <li>• promoting city identity;</li> <li>• using sport as a catalyst for change and pump-priming engine</li> <li>• rebranding a declining coastal holiday resort.</li> </ul>			
I have and know a range of example demonstrating the use of legacy facilities, new infrastructure, conservation measures and involving people.			
<b>Enquiry question 3: How successful has rebranding been in the countryside?</b>			
I know and have carried out fieldwork and research into the success of specific examples of ways to implement rural rebranding using contrasting solutions such as: <ul style="list-style-type: none"> <li>• rural tourism – promoted via the media;</li> <li>• rural technology;</li> <li>• adding value locally</li> <li>• rural diversification in the post-productive countryside.</li> </ul>			
<b>Enquiry question 4: How successful have urban areas been in rebranding themselves</b>			
I know and have carried out fieldwork and research, into the success of specific examples of ways to implement urban rebranding using contrasting solutions such as: <ul style="list-style-type: none"> <li>• flagship schemes in city centres, waterfronts, shorelines gentrification of suburbs</li> <li>• heritage and tourism in historic centres</li> <li>• sport and leisure provision.</li> </ul>			

## AS Geography Unit 1 – Global Challenges

### Generic Case Study List

Topic	Case studies	Where to find them
Topic 1 World at Risk		
Global Hazards	Tebua California Coast (essential) Philippines (essential) Boxing Day Tsunami Australian Bush fires London at Risk	Fish pg 6-7 Fish Pg 27-29 Edexcel pages Fish pg 24-26 Excel pages Fish 16-19 Fish 20-21 Fish 22-23
Climate Change	Arctic Africa Dealing with climate change examples Energy conservation examples Bangladesh Indonesia Make sure you watch the last episode of the BBCs Frozen Planet	Fish pg 38-40 and Edexcel 46-47 Fish pg 41-43 and Edexcel 45-46 Fish pg 50-55 Fish pg 56-59 Fish pg 60-61 Fish pg 62-63
Topic 2 Going global		
Globalisation	Disney McDonalds Africa China India Impacts of globalisation Sustainability	Fish pg 66-67 Edexcel pg 83-85 Fish pg 78-81 Fish pg 86-89 and Edexcel 93-94 Fish pg 90-91 Fish pg 122-125 Fish 126-129 Edexcel book Chapter 14 page 123
Population migration	Spain  Post-accession labour flows from Eastern Europe Population change in the UK Ageing population  Retirement flows to Mediterranean locations	Fish pg 94-95 and Edexcel pg 110-112  Fish pg 96-97 and Edexcel pg 108-109 Fish 102-109 Fish 108-109 and Devon DVD notes UK – Spain – all notes from lessons
Cities	Los Angeles Mumbai	Fish pg 110-115 Fish pg 116-121

## **Support in text books:**

### Edexcel Book

The CD-Rom has the following useful sections:

- Study and revision
- Glossary
- Multiple choice questions
- Taking it further – extra information

At the start of every chapter in the book there is a list of key terms which you should now understand?!!

At the end of every chapter there are some exam practice questions – have a go as part of your revision

### Fish book

At the end/beginning of each chapter there is a unit summary this has

- Key words
- Example questions
- 'What do I need to know' checklist

Page 297-301 has a full glossary for units 1 and 2

Last section of the book – how to be successful in exams