


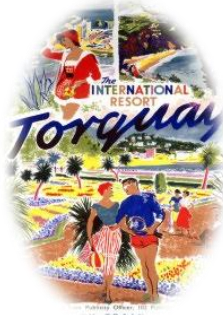


Preparing For A level Geography - Optional tasks



Below are 6 optional tasks which will prepare you for your  A level in geography. There is one task for each module. Each task is based on part of the specification to give you an idea of the sort of things you might study. The tasks are very flexible, and it is fine to adapt them should you need to do so, for example, producing a PowerPoint instead of a report. You could select one area which interests you to help you prepare.

When we return to school, we will have a showcase of all your work. In the meantime, please upload photos of your work to teams or send them to our TGGS Instagram page.



Paper 1: Physical Modules



Water and Carbon



This is a **fieldwork task**. Investigate rates of infiltration in your garden and / or local area (make sure you follow government guidelines on social distancing).

You need to investigate the following question:

Does infiltration vary on different slope angles and land uses?

Task details:

- do some background reading as to why infiltration might vary
- collect data to investigate the question. You can look up ideas on the internet but a simple technique is to get a piece of plastic piping (or a plastic water bottle), hammer it into the ground. Pour 1 litre of water in and then measure how much has infiltrated after 5 minutes. Repeat this on different surfaces (eg soil, grass, woodland) / slopes (steep, gentle, flat) and record your results.
- Present your data in graphs, photos, maps etc
- Describe and explain your results
- What were your main findings – were you able to answer your question?
- How could this investigation be improved?

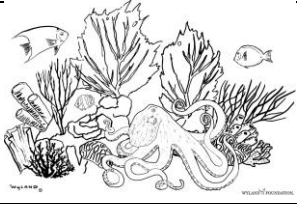


Sources of information:

[Blencathra Padlet](#) (enter blencathra_investigations as a password). This is very detailed but there are a lot of resources to help.

<https://www.rgs.org/schools/teaching-resources/make-your-own-fieldwork-equipment-infiltration/>

<https://www.teachitgeography.co.uk/resources/ks3/fieldwork/environment-atmosphere-and-climate/a-study-of-infiltration/25529>



Coastal Landscapes



For this module you are expected to study the impacts of climate change on coastal environments, focusing on recent and predicted changes that may occur in the future.

What are the impacts of climate change on our coasts?

Your task for this option is to produce a film or powerpoint to investigate the impacts of climate change on coastlines.

Task Details:

Your film / powerpoint should focus on the impacts of recent and predicted climate change on coastal environments – you should consider at least two different coastlines around the world.

You could include the following:

- Increased risks of sea-level rise, coastal flooding and erosion
- Impacts on people and the economy of the area affected
- Impacts on ecosystems such as coral reefs
- Strategies used to try and manage sea-level rise

Where to look for help?

The Guardian has lots of useful information about sea-level rise

Geofactsheet 29 on sharepoint in the A level folder

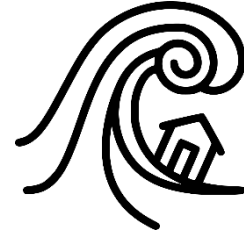
Google is your friend! Try predicted sea-level rise in

Good examples: Maldives, Holderness coastline, Thames estuary, Great Barrier Reef





Natural Hazards



For A level hazards you will study 3 major natural hazards: Tectonic Hazards, Tropical Storms and Wildfires. Your task if you choose this transition work is to investigate and research the Australian wildfires of 2019/2020 and answer the question below.

Why were the Australian wildfires of 2019 so devastating?

Task details:

Choose any media type to present your research – magazine type article, video, booklet, foldable, powerpoint. You must include the following:

- Causes of the wildfires (including different viewpoints)
- Impacts – economic, social, environmental and political
- Management (include preparation and response)
- Response by different stakeholders – local communities, politicians, environmental groups



Sources of information:

Guardian newspaper

BBC

<https://www.nationalgeographic.com/science/2020/01/extreme-wildfires-reshaping-forests-worldwide-recovery-australia-climate/>

<https://www.rgs.org/schools/teaching-resources/australian-wildfires/what-is-wildfire/>

Paper 2: Human ModuLes



GLobaL Systems & Governance



United Nations

This module looks at how our world is governed by organisations like the UN and the economic systems that produce our globalised world. You will study areas from Antarctica to Foxconn in China where your phone may have been made.

Your task for transition work is very topical! Investigate the role of WHO (World Health Organisation) to answer the following question:

To what extent has the w.h.o response to coronavirus been effective?

Task details:

Produce a written report to answer the question above. You must include at least 3 pieces of evidence to justify your response.

You could include the following:

- Who are WHO? What do they do?
- Why has Coronavirus moved so quickly around the globe?
- What is WHO's role globally and how do they direct each country on what to do about coronavirus transmission?
- What measures did WHO suggest? Have they worked?
- Which countries have followed their advice, and which haven't?
- The impact of WHO in specific countries
- Your own opinion on WHO and coronavirus – could they have done things differently?



Where to look?

The Guardian and BBC websites are a good starting point

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

<https://www.un.org/en/coronavirus>



Changing PLaces

This is a **research and fieldwork task**. At A level you will be studying about how places are represented in different ways such as statistics, media, art, poetry and songs. You will study two places in depth and find out about how they change over time and what it is like to live in these places.

What is the character of my place?

Your task is to produce a small scrapbook about the place where you live. This might be your village or the part of the town / city you live in.

Task details:

Part One – produce a photo journey of your place. Walk around (follow social distancing guidelines) your local area for an hour and take a picture every 100 steps. Record any interesting features / information about the points you stop at. Use this to annotate your photos.

Part Two – Find out how your local place has changed over time. Can you find any old photos – see if you can take modern day photos of the same image.

Part Three – What are the characteristics of your place. Find out statistics and census data. Do maps show the characteristics? Do these match your photos?

Part Four – How is your place represented? Can you find any qualitative data sources eg poems, songs, paintings, newspaper stories, social media (look up your place on Instagram and twitter)



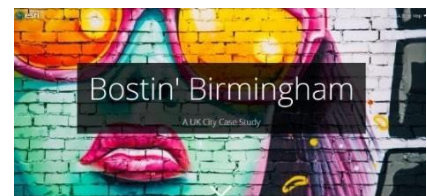
Helpful information:

This gives you an idea of what a place-study might entail (click on the picture)

<https://www.streetcheck.co.uk/> - statistics by road

Neighbourhood Statistics – search census for your local place

Google is your friend here!





Population & Environment

At A level you will study all things people! For this task I would like you to focus on strategies used by countries around the world to reduce population growth. Your end product can be any format you choose – video, audio, scrapbook, powerpoint – basically its up to you!

How successful are countries at reducing population growth?

The world's population currently stands at 7.7 billion and the planet cannot simply support so many people. Especially as much of the growth is taking place in LICs. Your task is choose 3 different countries and find out how they have tried to reduce their population growth. I would like you to evaluate how successful they have been.

Task Details:

This is a very flexible task, but you might want to consider some of the following:

- Why is the population growing so fast?
- What impacts does overpopulation have on the countries?
- What strategies have been used
- Challenges and opportunities of the strategies used.
- What are the successes and failures?
- The impact of the strategy on the people.



Where to look for help?

The Guardian has lots of useful information about cities.

Google is your friend: 'Population policy in.....'

Geofactsheets (on sharepoint in the A level folder)

Try these countries: China, Thailand, Singapore, India (focus on Kerala)

