

What is Geography?

AQA A Level Geography includes the study of the following topics. These are interlinked, meaning they are synoptic in nature.

Geography in schools has an opportunity for fundamental change. Pupils who study geography should be encouraged to seek explanations about how the world works and to consider alternative future scenarios.

School geography should give opportunities for pupils to apply knowledge and conceptual understanding to new settings, to 'think geographically' about the changing world around them. Pupils should be allowed to develop as true geographers – posing geographical questions about issues that are important to them.

Each topic has an aspect of looking at alternative futures....what does this mean?

Qualification structure

Paper 1 – Physical Geography 40%

Paper 2 – Human Geography 40%

NEA – independent investigation 20%

There will be regular assessments throughout

There is either weeklong residential field trip or a week of day fieldwork

– TBC based on class size



What to expect from the exams



There are two exams, each worth 40% of the overall grade.

Each exam is 2hrs 30 minutes and adds up to a total of 120 marks.

Paper 1: Physical Geography

Paper 2: Human Geography

The exams include the same structure of questions:

- Section A and B topics are made up of questions worth 4, 6, 6, and 20 marks
- Section C topics are made up of questions worth 4, 6, 9, 9 and 20 marks

The remaining 20% of the qualification comes from the Non Examined Assessment (a geographical independent investigation)

A Level Geography - expectations

- To read around the topics being taught – at least 5 hrs per week in addition to homework
- To follow the news as this is geographical in nature and provides you with up-to-date knowledge of different places and processes– but be critical!
- Keep organised and detailed notes
- Complete the homework in depth and on time
- Attend mentoring sessions when available
- Constantly revise what you are studying and attempt additional exam questions.
- Follow the department Twitter account @CG_Geoggers
- To be involved with the department

Changing Places

This section of our specification focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.



"For me, places are articulations of 'natural' and social relations, relations that are not fully contained within the place itself. So, first, places are not closed or bounded - which, politically, lays the ground for critiques of exclusivity. Second, places are not 'given' - they are always in open-ended process. They are in that sense 'events'. Third, they and their identity will always be contested (we could almost talk about local-level struggles for hegemony)."

~DOREEN MASSEY

**DOREEN MASSEY
(GEOGRAPHER)**

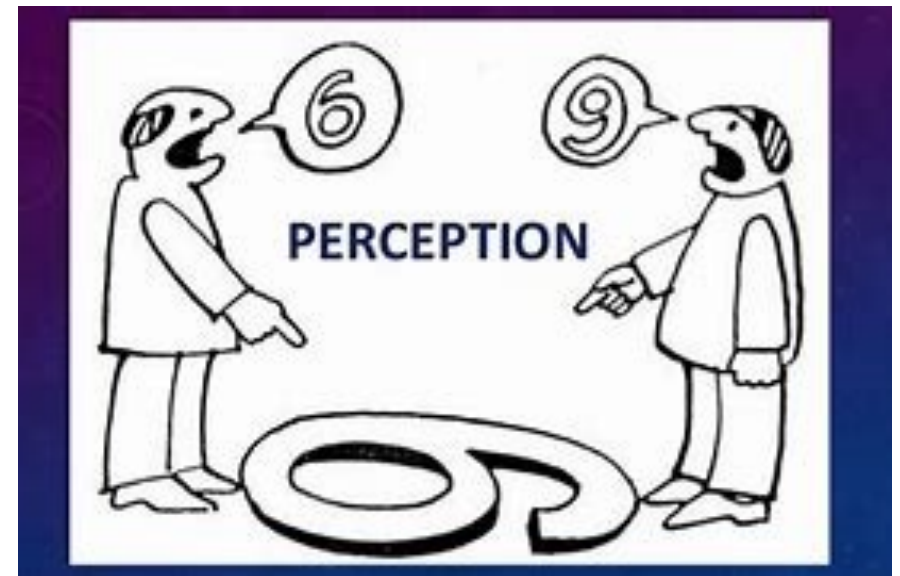
Example 4 mark exam question

Explain why an outsider perspective might give a different sense of place to an insider perspective.

[4 marks]

Perception of Place

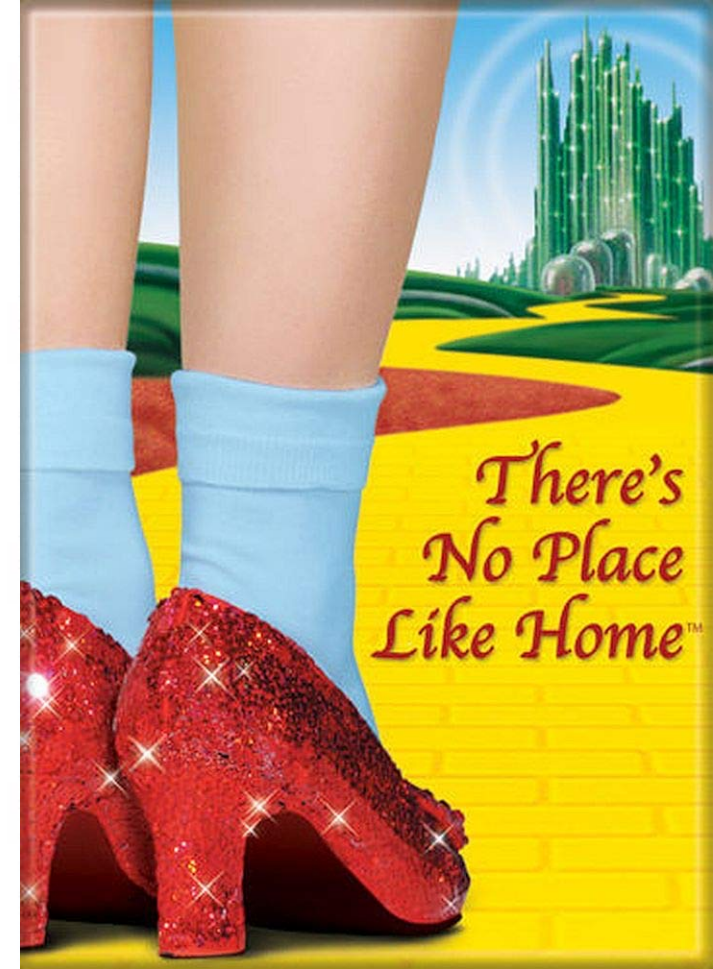
According to Haider, Kotler and Rein (1994), place images are “the sum of beliefs, ideals, and impressions people have toward a certain place.” Shields (1991), on the other hand, regards place images as “the various discrete meanings associated with real places or regions regardless of their character in reality”



Sense of Place

- Sense of place:

- The attachments we have to specific locations and their complex of attributes (our feelings toward them).
- Individual and unique to each of us, though people may share similar regard for specific places.
- Our sense of place shapes the lives and outlooks of people who inhabit them.
- Reinforced by a place's distinctiveness and diminished or lost by a place's placelessness.



When arriving at CG today, did you feel like an insider or outsider?

Insiders vs. Outsiders

Insiders

People who feel like they belong in a certain place and that is their home.



Made in Chelsea vs. Geordie Shore



Outsiders

People who feel out of place in a certain place and that they don't belong.

	INSIDERS	OUTSIDERS
Place of birth		
Status (citizenship)		
Language capability		
Social interactions		
State of mind		

Answer the question

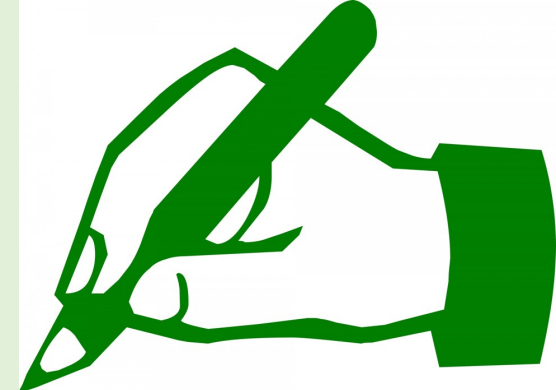
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[4 marks]

Mark scheme

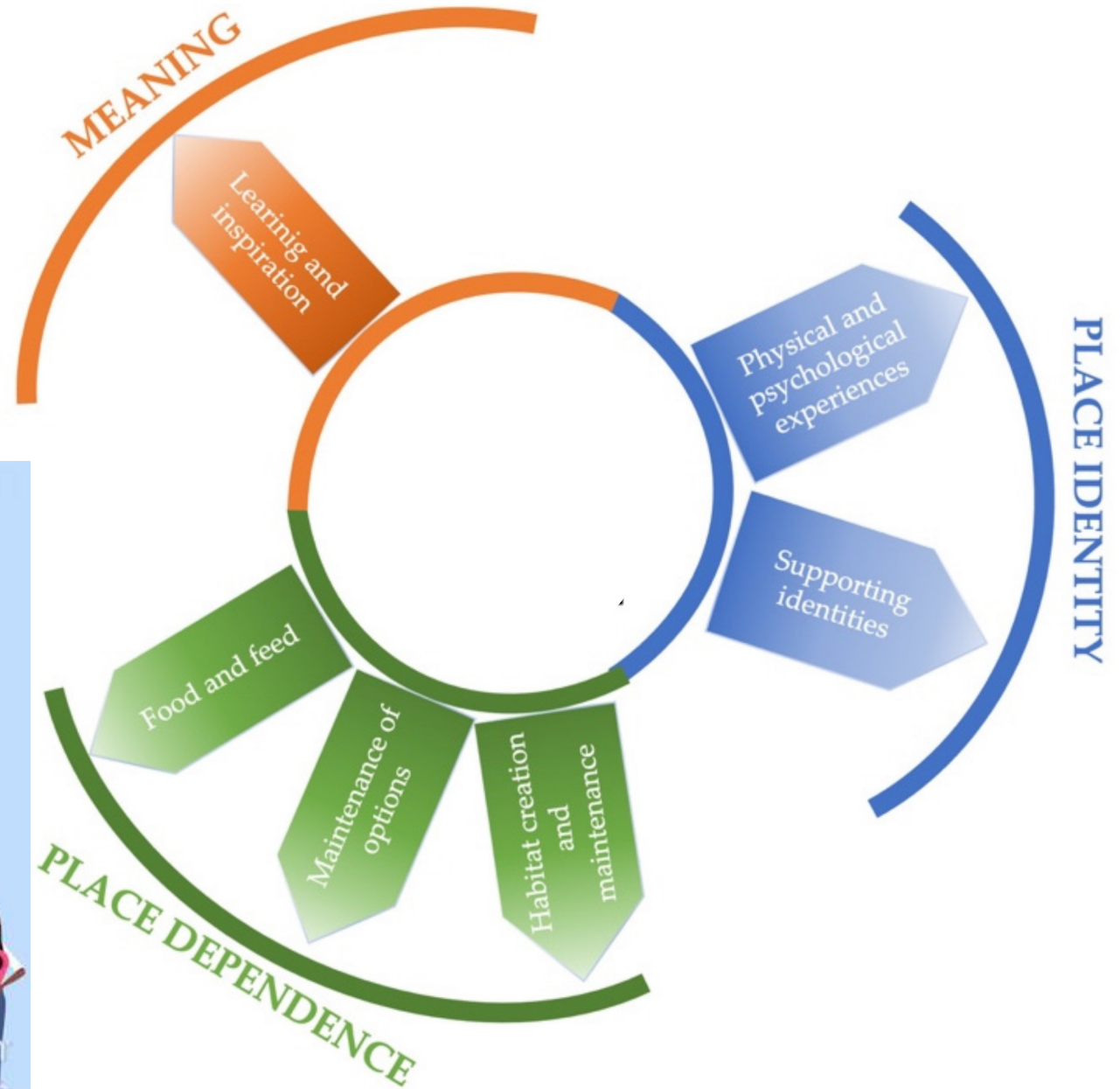
Award one mark each for points of knowledge or understanding.
Allow extra marks for developed points.

For full marks there must be a clear contrast between and outsider
and insider perspectives.
Do not credit opposite points.



- An insider perspective often means you live in the place, whereas an outsider perspective may mean that it is a place you have never visited (1).
- An outsider perspective may mean you live in a place but you feel you don't belong (1) for example a recent immigrant who doesn't understand the culture (1) so this means may feel excluded from that place (1).
- A festival go-er visiting Glastonbury will see it very differently from someone who has lived there for many years (1) their sense of place will be dominated by the festival itself (1) whereas the local resident will know what Glastonbury is like for the rest of the year (1). However someone who lives in the town who becomes homeless due to rising house-prices may also have outsider perspective (1) (d).
- An outsider perspective may mean that your sense of place comes from media representations such as TV programmes (1). This means that your sense of place is determined by the programme makers (1) for example you may think that the East End of London is like Eastenders, high crime rates and large markets on every day (1).
- An outsider perspective may develop because some groups of people feel excluded (1) for example Traveller groups who live on the edge of a rural village (1) are sometimes made to feel unwelcome when the village residents try to have them evicted (1). The villagers themselves may feel that they have a real sense of community which will be very different to how the travellers feel (1).

What is the difference between sense of place and perception of place?



What do you know about Camden Town?



The following pictures are of Camden town, what perception do they give?



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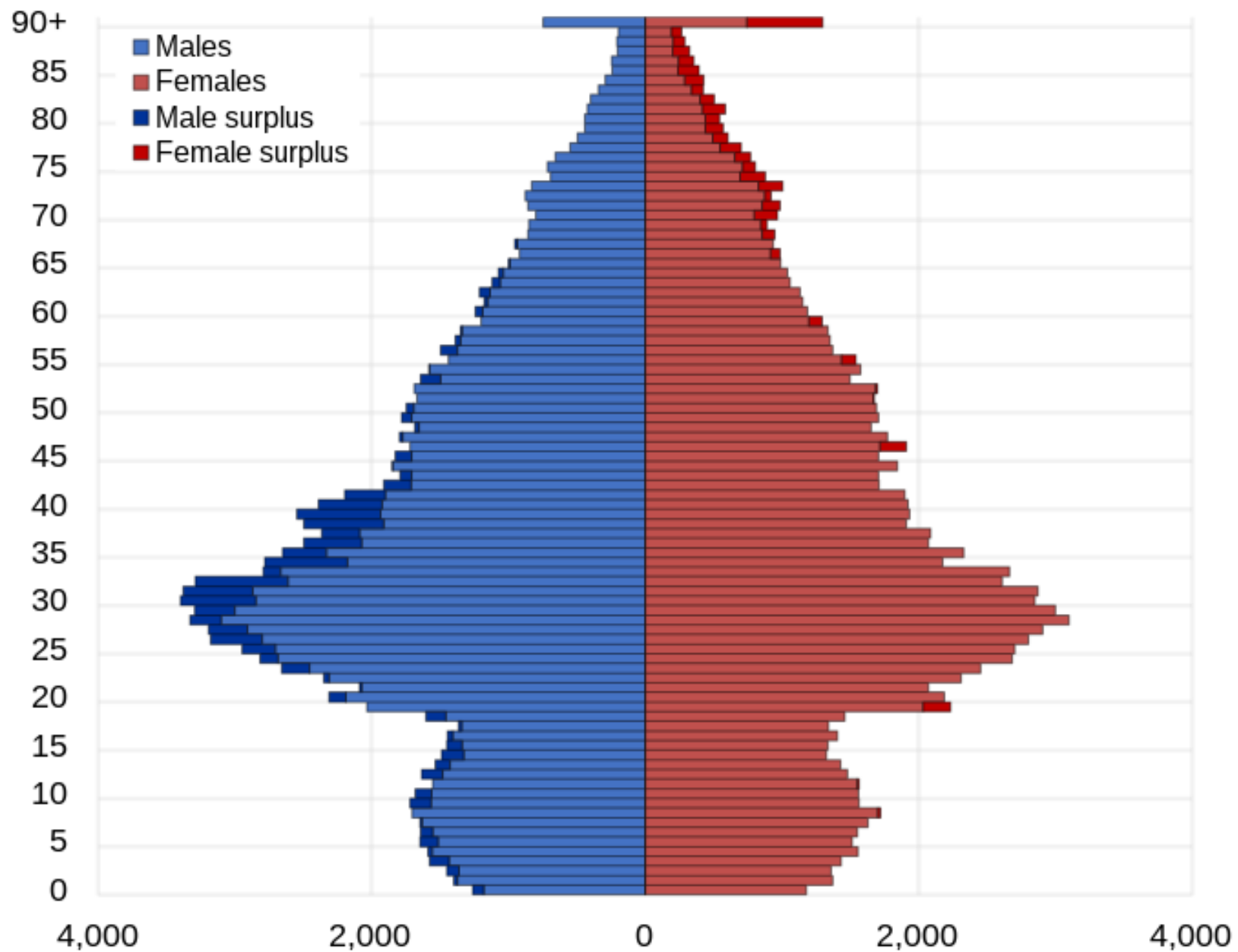
What perception do you have of Camden Town based on the images you have seen?

What other sources of information may give you a particular perception of sense of place?

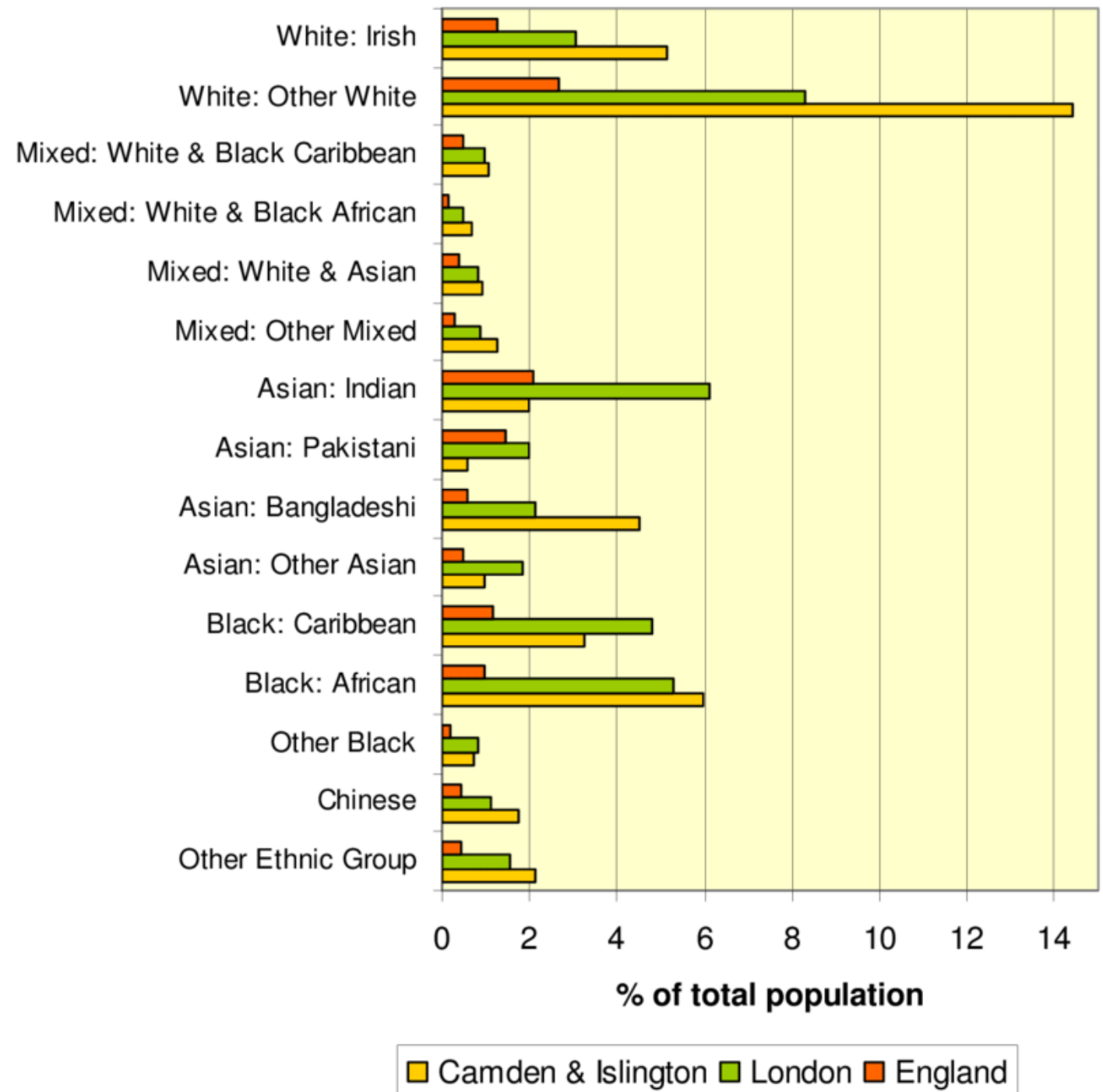


Population data?

Camden, 2020



Ethnicity?



Crime Statistics

- What perception do these give?

3. St Pancras and Somers Town - 409 reported crimes



📍 This area of Camden had the third highest number of crimes reported in May (Image: Metropolitan Police)

Camden Town - Suggs

What do I think
of Camden
Town?



Sing up tourists, sing

There's a great crowd of tourists and they're coming down the street

Pleased as punch with brand new Doctor Martens on their feet

Past stalls with leather jackets, old bric-a-brac

Indian sunglasses or a Chinese bobble hat

Tramps stare in the window of the local butcher's shop

Like a pack of wild dogs they'd run off with the lot

In Primrose Hill, an angry man his hair standing on end

Shouts and rants in the ear of his imaginary friend

In Camden Town I'll meet you by the underground

In Camden Town we'll walk there as the sun goes down

In Camden Town

In Camden Town you can do anything you want to

A drunken busker hits the pavement, sending hot-dogs in the air

Towards a broken down bus full of people going nowhere

A string of Irish pubs as far as you can see

Greek, Indian, Chinese or would you like a cup of tea?

There's tapas, fracas, alcohol, tobaccos

Bongs, bongo bingo, Portuguese maracas

There's reggae in the jeggae, music everywhere

Every kind of song and dance, Madness in the air

In Camden Town I'll meet you by the underground

In Camden Town we'll walk there as the sun goes down

In Camden Town

The tourists sing

Ooooh, they sing

Ooooh, sing up

Ooooh

And what's my name in invisible game?

The two fat Americans interrupt their stay

They put down their bags, they were clamped and
towed away

There's Turkish cakes, designer fakes, fathers dressed
as nuns

Every kind of music here and the night has just begun

In Camden Town I'll meet you by the underground

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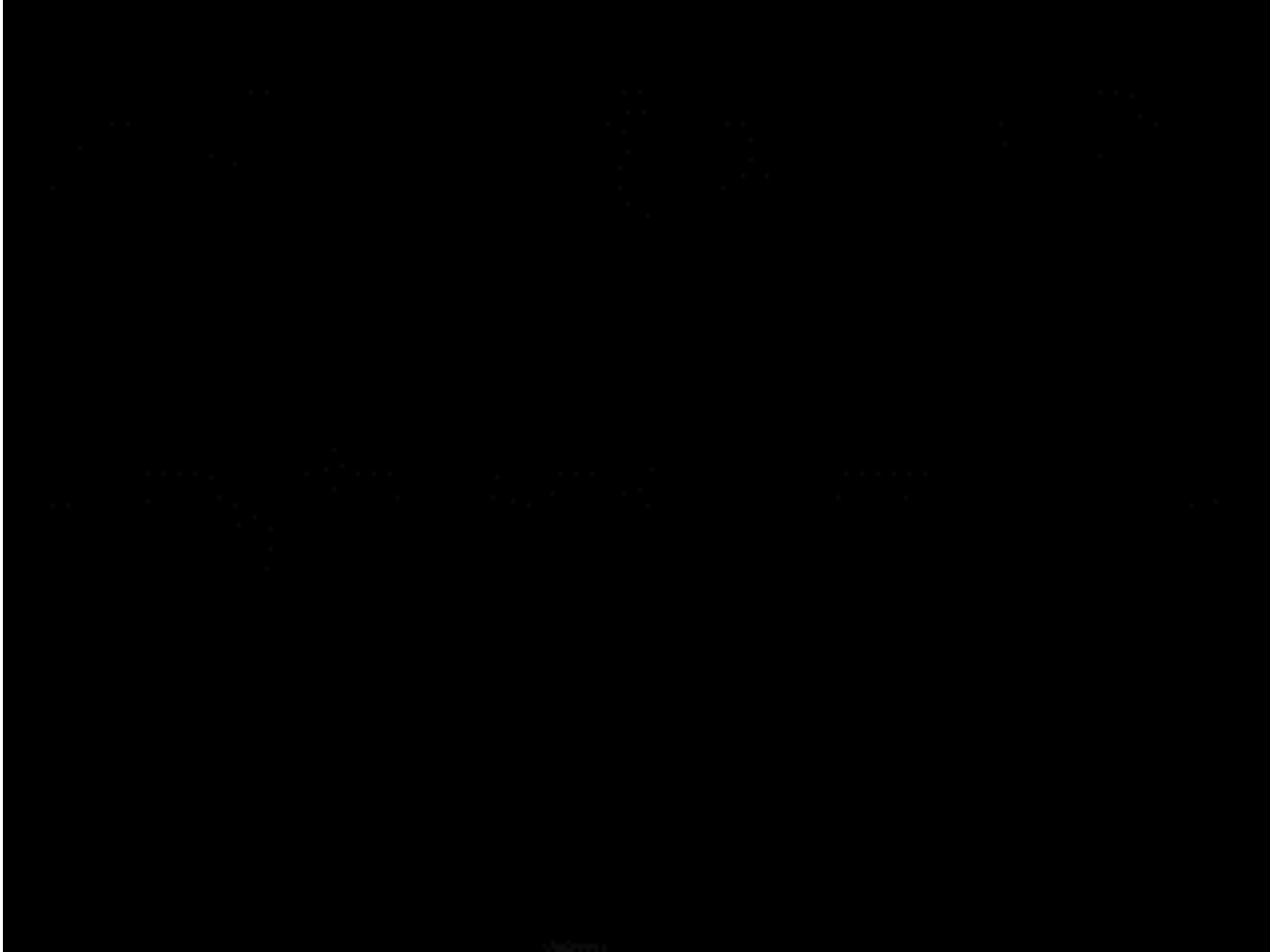
In Camden Town

In Camden Town

In Camden Town

In Camden Town

<https://www.youtube.com/watch?v=6CyaEEYeR7w&t=7s>



Sing up tourists, sing

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In Camden Town you can do anything you want to

A drunken busker hits the pavement, sending hot-dogs in the air

Towards a broken down bus full of people going nowhere

What would be the perception of Camden for people that don't know the area?

A string of Irish pubs as far as you can see
Greek, Indian, Chinese or would you like a cup of tea?
There's tapas, fracas, alcohol, tobaccos
Bongs, bongo bingo, Portuguese maracas
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In Camden Town

What do you know about Sheffield?



What perception do you get from these images?



What perception do you get from these images?



Is there a song about Sheffield?

Exam question



<https://www.lyricsondemand.com/p/pulplyrics/wickermanlyrics.html>

Figure 4 shows lyrics from 'Wickerman', a song about Sheffield performed by the band Pulp.

Figure 4

Just behind the station, before you reach the traffic island, a river runs thru' a concrete channel.
I took you there once; I think it was after the Leadmill.
The water was dirty & smelt of industrialisation
Little mesters coughing their lungs up & globules the colour of tomato ketchup.
But it flows. Yeah, it flows.
Underneath the city thru' dirty brickwork conduits
Connecting white witches on the Moor with pre-raphaelites down in Broomhall.
Beneath the old Trebor factory that burnt down in the early seventies.
Leaving an antiquated sweet-shop smell & caverns of nougat & caramel.
Nougat. Yeah, nougat & caramel.
And the river flows on.
Yeah, the river flows on beneath pudgy fifteen-year olds addicted to coffee whitener
And it finally comes above ground again at Forge Dam: the place where we first met.

0 2 . 3

Using **Figure 4** and your own knowledge, assess the usefulness of sources such as this in representing a place.

[6 marks]

Mark scheme

Level 2 (4–6 marks)

AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.

AO2 – Applies knowledge and understanding to the novel situation offering clear analysis and evaluation drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident with clear relevance.

Level 1 (1–3 marks)

AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions, change.

AO2 – Applies limited knowledge and understanding to the novel situation offering basic analysis and evaluation drawn from the context provided. Connections and relationships between different aspects of study are basic with limited relevance.

Notes for answers



The question requires an understanding of how song lyrics represent places, including Sheffield and their usefulness in doing so. For L2 there must be reference to Figure 4.

AO1

- Knowledge and understanding of how qualitative sources can represent places. For example, songs often describe changes in a place or lived experiences.
- Examples of songs used to describe places, for example Dirty Old Town describes Salford in 1949. It describes the old industrial characteristics of the area.
- Examples of other oral sources such as oral reminiscences used to describe places. Radio 4 broadcast oral accounts of life in Park Hill flats in Sheffield describing community life.
- Songs can be very useful in evoking strong images of an area. For example, Dirty Old Town really gives a feel for the industrial pollution, talking of the Salford wind, referring to the sulphurous smell in the area at the time.
- However, songs are based on opinions, and can just represent a snapshot in time. Dirty Old Town no longer describes what Salford is like as there is little manufacturing present in the area today

AO2

- Interpretation of Figure 4 to show how it represents Sheffield as an urban, industrial place. Concrete channels suggest that the river has been altered to serve the area. The 'old Trebor factory' suggests that de-industrialisation may have occurred.
- Interpretation of the song lyrics suggest that the area is suffering due to its past industrialisation. 'Little mesters coughing their lungs up' hints at how air pollution might have caused lung disease in people living in the area. 'Dirty brickwork' also suggests air pollution has caused deposits on buildings.
- Overall the song portrays a negative image of the area in Sheffield. It gives a dark underground image of a neglected area which has physical and social issues.
- Evaluation of the usefulness of the song in representing Sheffield may consider that it does evoke the problems de-industrialisation has caused in areas like Sheffield. However, it is only referring to one area so is just a snapshot.
- The song does consider how places change as it is also useful in conveying the sense of what the area might have been like in the past. The Trebor factory made the air smell of nougat and caramel – this hints at the industrial success in the past.
- This song may be less useful in terms of its accuracy as some of the lyrics are quite dramatic. For example, the images of people coughing up 'globules the colour of tomato ketchup' is quite shocking. There is also a comedic edge such as 'pudgy fifteen year olds addicted to coffee whitener' which is probably not representative of 15 year olds in Sheffield.
- Evaluation of the power of songs in evoking strong personal memories such as the description of the area around the Leadmill. It is very specific and 'draws a map' from memory in your head.
- There may be an overall evaluation of songs such as Wickerman in terms of the usefulness of songs in representing places.

Credit any other valid assessment.



TRANSITION WORK

Contents:

- I. Introduction
- II. Things to read or watch and places to go
- III. Topic based task – photograph analysis
- IV. Topic based task – the big questions

.....

"THE STUDY OF GEOGRAPHY IS ABOUT MORE THAN JUST MEMORIZING PLACES ON A MAP. IT IS ABOUT UNDERSTANDING THE COMPLEXITY OF OUR WORLD, APPRECIATING THE DIVERSITY OF CULTURES THAT EXIST ACROSS CONTINENTS. AND IN THE END, IT'S ABOUT USING ALL THAT KNOWLEDGE TO HELP BRIDGE DIVIDES AND BRING PEOPLE TOGETHER!"

.....

© 2013 Charles



Example Exam Question 1

Explain why an outsider perspective might give a different sense of place to an insider perspective.

[4 marks]

Mark scheme

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Notes for answers

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Camden Town by Suggs

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Notes for answers

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AO2

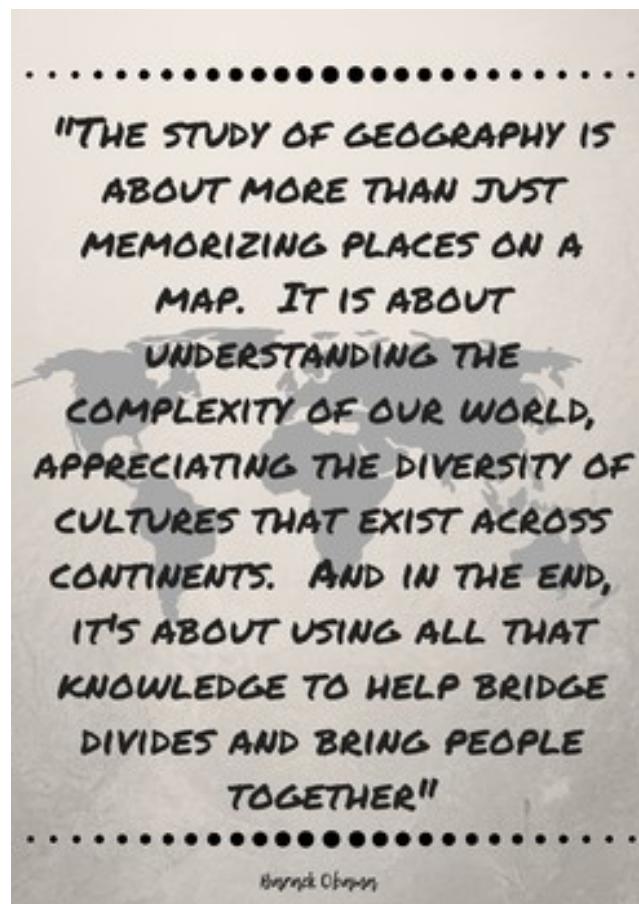
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- Credit any other valid assessment.

GEOGRAPHY

TRANSITION HOMEWORK

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- II. Things to read or watch and places to go
- III. Topic based task – photograph analysis
- IV. Topic based task – the big questions

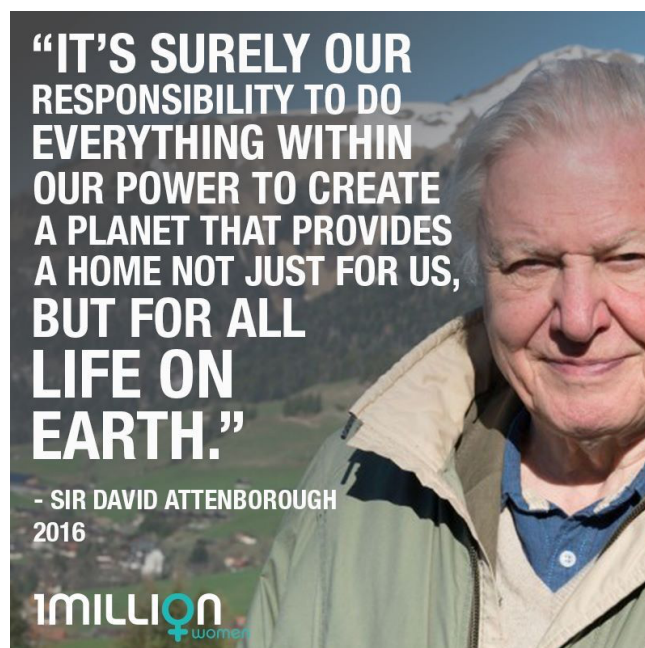
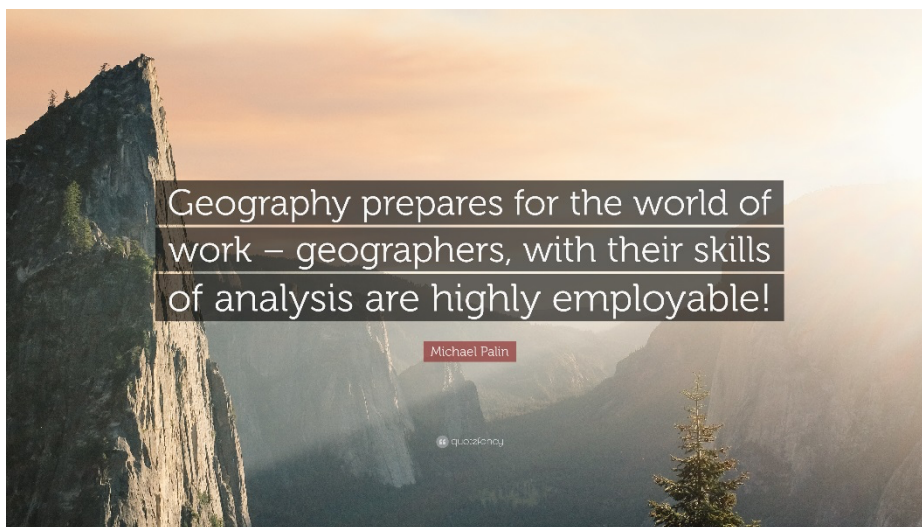


I. Introduction

It is great that you are considering studying Geography at A Level.

This pack contains a set of tasks and resources to prepare you to start an A Level in Geography. It should be used after you complete your GCSE, throughout the remainder of the summer term and over the summer holidays to ensure you are ready to start your course in September.

The pack will touch on a range of key topic areas and some skills linked to A level Geography: Carbon and Water Cycle, Hazards, Global Governance, Urban Environments, Population and the Environment, Glacial Landscapes, Coastal Landscapes and Changing Places.



II. Things to read or watch and places to go

Things to read or watch

Some good general geography sources:

Geography Review: <https://www.hoddereducation.co.uk/geographyreview>

Geographical: <https://geographical.co.uk/>

Factfulness: Ten Reasons We're Wrong About the World – and Why Things Are Better Than You Think. By Hans Rosling, Ola Rosling, Anna Rosling Rönnlund

Useful websites: <http://www.nationalgeographic.com/> <https://www.atlasobscura.com/>
<https://www.maproomblog.com/> <https://www.directionsmag.com/>
<https://www.polgeonow.com/> <https://isntthatspatial.net/>

More specific articles and lectures that will broaden your geographical knowledge and understanding.

DON'T PANIC — Hans Rosling showing the facts about population

<https://www.youtube.com/watch?v=FACK2knC08E&t=1583s>

Interactive map of coastal map of the UK coastline

<https://www.gov.uk/check-plans-to-stop-coastal-erosion-in-your-area>

Earth Sciences

<https://institutions.newscientist.com/subject/earth/>

How can technology improve a country's vulnerability?

https://www.ted.com/talks/paul_conneally_digital_humanitarianism

Places to go

If you visit any interesting places over the holidays take geographical photographs of the area. Build up a photographic record for the area. It does not need to be a place far from home, it could be in your local area. Consider; what is the physical geography of the area? How is the physical environment influenced by human activity? What geographical investigation could be carried out in this area?

TASK 1: You will be expected to report back to your new class in September on one of the areas listed above. So, when you read an article, remember to jot down a few notes on what you learned from it. If you visit a place, take some photographs and be ready to explain the geography that you have experienced.

III. Topic based task – photograph analysis – THINK!

In Geography it is vital that you learn how to use photographs effectively.

TASK 2: Study the images provided and annotate them to show your knowledge and understanding. Use the prompts to help you.

Physical Geography: glacial landscapes.

Prompts. Think about; glacial processes, glacial features, threats, management, human uses and what might happen in the future?

Past and present ice cover in Alaska



Physical Geography: hazards

Prompts. Think about; tectonic processes, threats, impacts, risks and management.

Mt Agnu. Bali. (Photography by Martina Russell-Smith)



Human Geography: Changing Places

Prompts. Think about; character of place, media representation of place, how and why this area developed, how it has changed over time, the reasons for regeneration and relative success of the regeneration.

London Docklands, London, England



Human Geography: Globalisation

Prompts. Think about; character of place, media representation of place, how might this place link to the global market? How is this place linked to globalisation? Where does this place fit into global governance?

A market place on Mahe, in the Seychelles.



iv. Topic based task – ‘the big questions’

When studying geography it is important to be aware of the ‘big questions’ that impact upon our world today. Below is a set of ‘big questions’ for you to consider.

Question 1. ‘It is a country’s level of economic development that will determine how well it copes with natural hazards.’ Evaluate the validity of this statement.

Question 2. ‘Wars in the future will be fought over water.’ To what extent do you agree with this statement?

Question 3. ‘Globalisation is positive to all.’ To what extent do you agree with this statement?

Question 4. Doreen Massey’s work revolves around the concept of “*a sense of place*”. What do you consider this phrase to mean?

Question 5. ‘Coastal areas in developing countries are more at risk than those in developed countries.’ To what extent do you agree with this statement?

Question 6. Urban areas are better places to live than rural areas. Discuss.

Question 7. How should Antarctica be used by people in the future, if at all?

TASK 3: Read through these seven big questions.

For each one briefly outline what your opinion is on the 'big question'.

Choose **one** of these big questions, expand upon your brief opinion and write your key arguments linked to this issue. Where appropriate use evidence to back up your opinions.