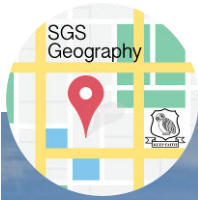


Geography A-Level



Welcome
and Induction Pack
2025/26

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Welcome

Congratulations!

You have successfully completed your GCSE studies and have made the excellent choice to continue your studies with us in Geography.

Miss Man and I are delighted to welcome you into our lessons and into the close-knit community that is the A-Level group. We hope that you will enjoy being part of a small but dedicated group of geographers that are invariably amongst the most friendly and successful groups of students at Sutton Grammar.

So what can you expect this year? Well, we decided to put together this induction pack to prepare you for what lies ahead over the next two years and to inform you as to the variety of resources and opportunities that are open to you. Please read it carefully, as it will introduce you to the course content, the exam papers, the resources and the advice of both staff and students. We hope that it will prove useful.

If you have any questions regarding anything in this booklet or suggestions on how we can improve it, please let me know.

On behalf of the department, I wish you all the best for your studies. With hard work and dedication, you will have an enjoyable and successful time with us and we look forward to working with you.

Mr D. Burgess
Head of Geography

Miss A. Man
Teacher of Geography



A photo of Room 67 (a Geography classroom)

OCR A-Level Course Structure

Exam Board: OCR A Level in Geography (H481)

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> • Landscape Systems • Earth's Life Support Systems • Geographical Skills 	Physical systems (01) 66 marks 1 hour 30 minute written paper	22% of total A level
<ul style="list-style-type: none"> • Changing Spaces; Making Places • Global Connections & Global Governance • Geographical Skills 	Human interactions (02) 66 marks 1 hour 30 minute written paper	22% of total A level
Optionality – study 2 of 5 ** <ul style="list-style-type: none"> • Climate Change • Disease Dilemmas • Exploring Oceans • Future of Food • Hazardous Earth + Geographical Skills	Geographical debates (03)* 108 marks 2 hours 30 minute written paper	36% of total A level
<ul style="list-style-type: none"> • Independent Investigation 	Investigative geography (04)* 60 marks Non-examination assessment (NEA)	20% of total A level

*Indicates inclusion of synoptic assessment.

** Currently we study Hazardous Earth and Future of Food.

OCR A-Level Y12 Course Content Summary

LANDSCAPE SYSTEMS

UNIT 1A (COASTAL LANDSCAPES)

1. How can coastal landscapes be viewed as systems?

- 1.a. Coastal landscapes can be viewed as systems. A conceptual overview of:
the components of coastal landscape systems (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. Potential influences on coastal landscape systems of:
winds (speed, direction and frequency)
waves (wave formation, development and breaking)
tides (tidal cycles and range)
geology (lithology and structure)
global pattern of ocean currents.
- 1.c. Coastal sediment is supplied from a variety of sources. The various sources of coastal sediment:
terrestrial (fluvial deposition, weathering and mass movement, marine erosion, aeolian deposition and longshore drift)
offshore (marine deposition)
human (beach nourishment).

2. How are coastal landforms developed?

- 2.a. Coastal landforms develop due to a variety of geomorphic processes.
- The influence of flows of energy and materials on geomorphic processes (weathering, mass movement, wave, fluvial and aeolian erosion, transportation and deposition).
 - The formation of distinctive landforms, predominantly influenced by erosion (bays, headlands, cliffs, shore platforms, geos, blow holes, caves, arches, stacks, stumps).
 - The formation of distinctive landforms, predominantly influenced by deposition (beaches, spits, on-shore bars, tombolos and salt marshes).
- 2.b. Coastal landforms are inter-related and together make up characteristic landscapes.
- 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.
At least one of the case studies must be from beyond the UK.

3. How do coastal landforms evolve over time as climate changes?

- 3.a. Emergent coastal landscapes form as sea level falls.
- 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 (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.
- 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 (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?

- 4.a. Human activity intentionally causes change within coastal landscape systems.
- 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 the 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.
- 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 and port development or tourist resort
their unintentional impacts on the 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 rates of erosion and deposition
the consequence of these changes on the landscape, such as coastal retreat or protection.

5. 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

UNIT 2.1 CHANGING SPACES, MAKING PLACES

1. What's in a place?

- 1.a. Places are multi-faceted, shaped by shifting flows and connections which change over time.
- 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?

- 2.a. People see, experience and understand place in different ways, this can also change over time.
- 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 time-space compression can alter our sense of place, creating feelings of familiarity or a sense of dislocation.
- 2.b. Places are represented through a variety of contrasting formal and informal agencies.
- 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?

- 3.a. The distribution of resources, wealth and opportunities are not evenly spread within and between places.
- 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.
- 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.
- 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 peoples 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?

- 4.a. Places are influenced by a range of players operating at different scales.
- 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 to include:
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?

- 5.a. Place is produced in a variety of ways at different scales.
- 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.
- 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.
- 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.

6. 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.

GLOBAL CONNECTIONS

UNIT 2 OPTION B GLOBAL MIGRATION

1. What are the contemporary patterns of global migration?

- 1.a. Global migration involves dynamic flows of people between countries, regions and continents.
- 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.
- 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?

- 2.a. Global migration patterns are influenced by a multitude of interrelated factors..
- 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. increasing labour mobility and new international division of labour.
- 2.b. Corridors of migrant flows create interdependence between countries.
- 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?

- 3.a. Global migration creates opportunities and challenges which reflect the unequal power relations between countries.
- 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:
 - 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:
 - 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.

GLOBAL GOVERNANCE

UNIT 2 OPTION C HUMAN RIGHTS

1. What is meant by human rights?

- 1.a. There is global variation in human rights norms.
- 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.
- 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?

- 2.a. The geography of gender inequality is complex and contested.
- 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:
 - 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?

- 3.a. Human rights violations can be a cause and consequence of conflict.
- 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.
- 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?

- 4.a. Global governance of human rights has consequences for citizens and places.
- 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:
the human rights issue/issues
the global governance strategy/strategies used
opportunities for stability, growth and development
challenges of inequality and injustice.

OCR A-Level Y13 Course Content Summary

EARTH'S LIFE SUPPORT SYSTEMS

CARBON CYCLE

1. How important are water and carbon to life on earth?

- 1.a. Water and carbon support life on earth and move between the land, oceans and atmosphere.
- 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.
- 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.
- The processes of the water cycle, including evaporation, transpiration, condensation (including formation of clouds), precipitation (including causes of precipitation), interception, ablation, run-off (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?

- 2.a. It is possible to identify the physical and human factors that affect the water and carbon cycles in a tropical rainforest.
- 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.
- 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?

- 3.a. Human factors can disturb and enhance the natural processes and stores in the water and carbon cycles.
- 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.
- 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?

- 4.a. The two cycles are linked and interdependent.
- 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.
- 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).

5. Topic-specific skills:

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

GEOGRAPHICAL DEBATE 1

UNIT 3.4 FUTURE OF FOOD

1. What is food security and why is it of global significance?

1.a. The concept of food security is complex and patterns of food security varies spatially.

- Defining what it means to be food secure and understanding that the concept of food security is built on three pillars of food access, food availability and food use.
- Current trends in global food security using data such as undernourishment and hunger statistics and the Global Food Security Index.

Index.

- How the pattern of food security is dynamic and varies both between and within countries.

1.b. Food is a precious resource and global food production can be viewed as an interconnected system.

- The physical conditions required for growing food including, air, climate, soil and water.
- How feeding the world is a complex system of growing, processing, transporting and disposing of consumer waste.
- How food production methods vary from intensive to extensive and subsistence to commercial.

1.c. Globalisation is changing the food industry.

- The influence of globalisation on the food industry such as increased demand and global tastes.
- Globalisation of the food industry creates a number of issues including food miles, inequality between TNCs and small suppliers, obesity and price crisis.
- Globalisation of the food industry creates a number of opportunities including technological innovation, short-term food relief and consumer choice.

2. What are the causes of inequality in global food security?

2.a. A number of interrelated factors can influence food security.

- Understand the range of physical factors that affect food security across the globe such as geology, soil, length of growing season.
- The social, economic and political factors affecting food security such as land ownership systems, competition and land grabbing and how these vary from place to place.
- Theoretical positions on food security including Malthusian and Boserupian scenarios.
- Case study of one place to illustrate how human and physical factors are/have combined to cause issues with food security.

3. What are the threats to global food security?

3.a. Risks to food security can be identified to highlight the most vulnerable societies.

- Regions, countries and people whose food security is most at risk across the development spectrum.
- Why issues related to storage or distribution create geographical pinchpoints where food security is at risk, such as the Suez Canal.
- The physical and human causes of desertification and how this changes ecosystems to increase risks to food security.
- Case study of one dryland area including:
 - food security risks and vulnerability are influenced by the specific ecosystem, climate and hydrology
 - worsening factors such as population change, landgrabbing and climate change.

3.b. The food system is vulnerable to shocks that can impact food security.

- How climate change is leading to increasing frequency of extreme weather events such as wild-fire, El-Nino, floods, and drought which can affect food production.
- How water scarcity can exacerbate food production issues.
- How tectonic hazards can influence food production and distribution.
- Case study of one indigenous farming technique in an extreme environment, such as the Arctic, including:
 - the physical conditions of the environment including ecosystems, terrain and climate.
 - food production methods used by indigenous people in the environment
 - threats to the indigenous groups food security.

4. How do food production and security issues impact people and the physical environment?

4.a. Imbalance in the global food system has physical and human impacts.

- How attempts to increase food production and security can impact the physical environment including:
 - irrigation and salinisation
 - deforestation and the impacts on biodiversity
 - changing landscapes
 - water quality from agrochemicals.
- Case study of how one physical environment is/has been impacted by food production methods including the specific short- and long-term impacts on the environment.
- How food security issues impacts people including:
 - health issues associated with food shortages
 - health issues associated with food surpluses and poor diet
 - harmful impacts on human health as a result of the increased use of chemicals and pesticides.
- Case studies of two places at contrasting levels of economic development to illustrate the implications of poor food security on the lives of people.

5. Is there hope for the future of food?

5.a. Food is a geopolitical commodity; a number of key players will continue to influence the global food system.

- The opportunities between countries to ensure food security including:
 - agricultural trading policies
 - the role of the World Trade Organization
 - appropriate aid.
- Investigate the role and responsibilities of the following in influencing the global food system:

- agribusiness
- Trans-National Corporations such as Unilever
- food retailers such as Tesco
- fair trade organisations.

5.b. There is a spectrum of strategies that exist to ensure and improve food security.

- Approaches to increasing food security can vary from short term relief to capacity building and long term system redesign.
 - The effectiveness and sustainability of a range of techniques that exist to improve food security from large-scale technological techniques down to small-scale bottom up and appropriate approaches.
- Case studies of two contrasting places at different levels of development and the strategies and techniques that have been used to ensure or improve food security.

GEOGRAPHICAL DEBATE 2

UNIT 3.5 HAZARDOUS EARTH

1. What is the evidence for continental drift and plate tectonics?

1.a. There is a variety of evidence for the theories of continental drift and plate tectonics.

- 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.

- 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?

2.a. There is a variety of volcanic activity and resultant landforms and landscapes.

- 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 supervolcanoes
 - the volcanic explosive index (VEI) measure of assessing volcanic activity.

2.b. Volcanic eruptions generate distinctive hazards.

- 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?

3.a. There is a variety of earthquake activity and resultant landforms and landscapes.

- 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.

- 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?

4.a. There are a range of impacts people experience as a result of volcanic eruptions.

- 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.

- 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?

5.a. There are various strategies to manage hazards from volcanic activity.

- 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.

5.b. There are various strategies to manage hazards from earthquakes.

- 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.

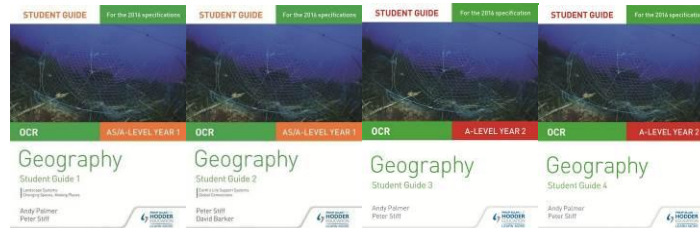
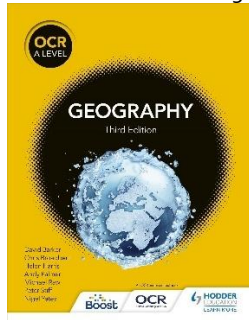
5.c. The exposure of people to risks and their ability to cope with tectonic hazards changes over time.

- 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.

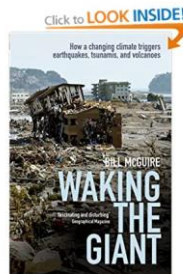
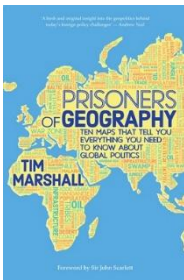
Textbooks and Reading List

Reading is a fundamental requirement for success at A-Level. Much of the reading will be directed by the teachers; however there will also be many resources made available to you to read, which will develop your knowledge and understanding of the course and the wider subject.

The core textbook, which the department provides, is accredited by the OCR exam board, written by Michael Raw (below left). Students are encouraged to purchase Unit Guides (costing £9.99 written by Palmer and Stiff) to supplement their understanding of specifics (below right).



Recommended reading



'Cities are Good For You', Leo Hollis – provides a sometimes controversial view about urban living

Y13: 'Disaster by Choice' by Ilan Kelman – gives a really good introduction to why people live with hazard risk.

Y12: 'Feeding Frenzy: The New Politics of Food' by Paul McMahon – useful for the Future of Food topic.

'Waking the Giant', Bill McGuire – provides excellent context to the studies of tectonic and climatic topics at A2.

'Prisoners of Geography' by Tim Marshall – Geopolitical introduction at its best.

Structuring your notes folder

It is important at A-Level that you write and structure your own notes in a way that best suits you. You will not be given an exercise book and will be expected to keep your notes and resources in an organised folder. Although the way in which you take notes is up to you, here are a few pieces of advice that will enable your folder to become a more valuable revision tool later on.

1. First of all, buy yourself a large lever-arch folder for each half of the course – physical and human.
2. Also buy yourself a smaller ring-binder (or similar) which you can take to geography lessons and which can contain your recent lessons' notes and resources.
3. Write your name clearly on the folder that you will be bringing to school.
4. Decant your notes from the ring-binder to the lever-arch folders after a couple of weeks, when they are no longer needed in lessons.
5. Date and name all sheets/work.
6. Ensure that you hole-punch any sheets that you are given and put them into your folder along with the relevant notes.
7. On a monthly basis, make sure that your notes are in a logical order by checking them against the structure of the course.
8. Supplement your class notes and handouts with printouts and written notes taken from extra reading resources.
9. Over time, read over your notes, colour-code them and highlight them.
10. When revising, try to condense your notes into more manageable bite-size summaries.

Example A Level Exam Paper

LEVEL COMPONENT 1 PHYSICAL SYSTEMS

QUESTION 1a

Explain the influence of sea level rise and geomorphic processes in the formation of rias. [8]

MARK SCHEME FOR QUESTION 1a

Answer	Guidance
<p>Explain the influence of sea level rise and geomorphic processes in the formation of rias.</p> <p>Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the influence of sea level rise and geomorphic processes in the formation of rias (AO1). This will be shown by including well-developed explanations about the influence of sea level rise and geomorphic processes in the formation of rias.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the influence of sea level rise and geomorphic processes in the formation of rias (AO1). This will be shown by including developed explanations about the influence of sea level rise and geomorphic processes in the formation of rias.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the influence of sea level rise and geomorphic processes in the formation of rias (AO1). This will be shown by including simple explanations about the influence of sea level rise and geomorphic processes in the formation of rias.</p> <p>0 marks No response or no response worthy of credit.</p>	<p>Indicative content AO1 – 8 marks Knowledge and understanding of the influence of sea level rise and geomorphic processes in the formation of rias could potentially include:</p> <ul style="list-style-type: none"> • rias are formed as sea level rises in a warming climate • the sea level change that caused the submergence of a river valley may be either eustatic or isostatic • as sea level rises, low-lying coastal environments become submerged and river valleys are drowned to form rias • they typically have gently sloping sides, variable depth and a winding plan form reflecting the original route of the river and its valley, formed by fluvial erosion within the channel and subaerial processes on the valley sides • rejuvenation in river valleys as sea level fell during an earlier, colder period may have resulted in increased valley deepening before submergence occurred • during interglacial periods, when sea levels rose, further deposition would have occurred as the rivers had less surplus energy for erosion • increased water depth in rias is likely to be associated with larger waves and greater wave energy, thereby increasing rates of erosion and further modification.

QUESTION 4b

Explain three benefits of mapping rates of deforestation using Geographical Information Systems (GIS). [3]

MARK SCHEME FOR QUESTION 4b

Answer	Guidance
<p>Explain three benefits of mapping rates of deforestation using Geographical Information Systems (GIS).</p> <p>Can visualise deforestation data at a range of scales providing opportunities to detect and quantify patterns (P)</p> <p>Ability to introduce data layers to understand patterns e.g. type of soil or land use (P)</p> <p>Ability to compute distances, accessibility indicators and establish relationships among the spatial features (P)</p> <p>Analysis can show spatially significant clusters of high values (hot spots) and low values (cold spots) in data (P)</p> <p>Analysis of changes in rates and patterns of deforestation over time and potential factors influencing these which can be mapped such as transport links and / or settlement development (P)</p> <p>Choices of base maps to enhance data understanding, such as satellite imagery (P)</p> <p>Analytical tools allows for data modification to simplify patterns or to focus on specific elements of data (P)</p>	<p>AO3 – 3 marks 3 × 1 (P) for three benefits of mapping rates of deforestation using Geographical Information Systems (GIS)</p>

A LEVEL COMPONENT 2 HUMAN INTERACTIONS

QUESTION 1a

Explain how **one** piece of evidence from Fig. 1 shows this place has been rebranded to construct a new place image. [3]

Fig. 1 – Photograph of part of a city in the UK in 2014



MARK SCHEME FOR QUESTION 1a

Answer	Guidance
<p>Explain how one piece of evidence from Fig. 1 shows this place has been rebranded to construct a new place image.</p> <p>Boat trips are available along the canal (P). This canal was most likely used for industrial purposes in the past (DEV), now it has rebranded to attract tourists to the area, possibly drawing on its heritage (DEV).</p> <p>Restaurants/café culture along the canal side (P). Café culture is a relatively new addition to the UK but part of a rebranding process to create a positive atmosphere where people can meet and enjoy leisure time (DEV). The range of restaurants and cafes creates 'something for everyone,' an inclusive space where people can relax together (DEV).</p> <p>The use of street furniture in the form of hanging baskets and lighting (P). This shows that planners have tried to make the area attractive and encourage people to use the space (DEV). Lighting up the area makes people feel safer at night time and is part of the rebranding process (DEV).</p> <p>Split level/multifunctional in layout (P). Space has been maximised with the canal and walkways below and the road with buildings in the background of the image above (DEV). Making spaces multi-functional is part of the rebranding process and assists in creating the 24 hour city (DEV).</p> <p>Greenery in the form of trees and flowers have been added to the area (P). This is often a strategic move by planners to make the place feel more attractive, it was a technique used historically in industrial times (DEV) and greenery is said to improve mood and health of people who use the area (DEV).</p>	<p>AO2 – 2 marks AO3 – 1 mark</p> <p>1 × 1 (P) for specific evidence interpreted from the resource.</p> <p>2 × 1 (DEV) for drawing conclusions from the specific resource evidence that this place has been rebranded to construct a new place image.</p>

QUESTION 4

'Social factors are the most important influences responsible for gender inequalities.' Discuss. [16]

MARK SCHEME FOR QUESTION 4

Answer	Guidance
<p>'Social factors are the most important influences responsible for gender inequalities.' Discuss.</p> <p>AO1</p> <p>Level 3 (6–8 marks) Demonstrates comprehensive knowledge and understanding of factors responsible for gender inequalities, including social factors. The answer should include accurate place-specific detail. Amount of place-specific detail determines credit within the level.</p> <p>Level 2 (3–5 marks) Demonstrates thorough knowledge and understanding of factors responsible for gender inequalities, including social factors. The answer should include some place-specific detail which is partially accurate. Amount of place-specific detail determines credit within the level.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of factors responsible for gender inequalities, including social factors. There is an attempt to include place-specific detail but it is inaccurate.</p> <p>0 marks No response or no response worthy of credit.</p>	<p>Indicative content</p> <p>AO1 – 8 marks Knowledge and understanding of the influence of different factors responsible for gender inequalities, including social factors, could potentially include:</p> <ul style="list-style-type: none"> • social factors, such as lack of access to education, literacy rates, discrimination in access to health care, rates of maternal mortality, sex-selective abortion, forced marriage, female genital mutilation, violence, patriarchy • economic factors, such as discrimination in labour participation, the wages gap, property rights, inheritance, dowry • political factors, such as limited political empowerment through lack of participation in councils and government institutions • environmental factors, such as air and water pollutants which place women and their unborn children at risk
<p>AO2</p> <p>Level 3 (6–8 marks) Demonstrates comprehensive application of knowledge and understanding to provide a clear, developed and convincing analysis that is fully accurate with a detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based, relating to the influence of factors responsible for gender inequalities.</p> <p>Level 2 (3–5 marks) Demonstrates thorough application of knowledge of understanding to provide a clear and developed analysis that shows accuracy with a detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence, relating to the influence of factors responsible for gender inequalities.</p> <p>Level 1 (1–2 marks) Demonstrates basic application of knowledge and understanding with simple analysis that shows limited accuracy with an un-supported evaluation that offers simple conclusions, relating to the influence of factors responsible for gender inequalities.</p> <p>0 marks No response or no response worthy of credit.</p> <p>Quality of extended response Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>	<p>AO2 – 8 marks Application of knowledge and understanding to analyse and evaluate factors responsible for gender inequalities, could potentially include:</p> <ul style="list-style-type: none"> • the influence and relative importance of the differing social factors relative to other factors in causing / exacerbating gender inequalities • the significance of social norms, entrenched in differing cultures, which influence gender inequalities • the importance of variations in enforcement of laws regarding, for example, age of marriage, property rights, equal inheritance, abortion • cause and effect links between the factors and gender inequalities • spatial variation of factors within and between countries.

A LEVEL COMPONENT 3 GEOGRAPHICAL DEBATES

QUESTION 10 (Synoptic question)

Examine how the risks from tectonic hazards affect place making processes. [12]

MARK SCHEME FOR QUESTION 10

Answer	Guidance
<p>Examine how the risks from tectonic hazards affect place making processes. Level 4 (10–12 marks)</p> <p>Demonstrates comprehensive knowledge and understanding of risks from tectonic hazards and place making processes (AO1). Demonstrates comprehensive application of knowledge and understanding to provide clear, developed and convincing analysis that is fully accurate of how the risks from tectonic hazards affect place making processes (AO2). This will be shown by including well-developed ideas about risks from tectonic hazards and place making processes. There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>Level 3 (7–9 marks)</p> <p>Demonstrates thorough knowledge and understanding of risks from tectonic hazards and place making processes (AO1). Demonstrates thorough application of knowledge and understanding to provide clear and developed analysis that shows accuracy of how the risks from tectonic hazards affect place making processes (AO2). This will be shown by including well-developed ideas about either risks from tectonic hazards or place making processes and developed ideas for the other focus. There are clear attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.</p>	<p>Indicative content AO1 – 6 marks</p> <p>Knowledge and understanding of the risks from tectonic hazards and place making processes could potentially include:</p> <ul style="list-style-type: none"> • changes in the frequency and impacts of tectonic hazards over time • degree of risk posed by a hazard and the probability of the hazard event occurring • reasons why people choose to live in tectonically active locations • future strategies to cope with risks from tectonic hazards • how governments and organisations attempt to present places to the wider world to attract inward investment and regeneration • why places rebrand through reimagining and regeneration to construct a different place meaning • range of strategies can be used to rebrand places such as art, heritage and architecture. These can be used to change a place meaning • range of players and their role in placemaking such as governments, not for profit or community groups
<p>Level 2 (4–6 marks)</p> <p>Demonstrates reasonable knowledge and understanding of risks from tectonic hazards and place making processes (AO1). Demonstrates reasonable application of knowledge and understanding to provide sound analysis that shows some accuracy of how the risks from tectonic hazards affect place making processes (AO2). This will be shown by including developed ideas about either risks from tectonic hazards or place making processes and simple ideas for the other focus. There are some attempts to make synoptic links between content from different parts of the course of study but these are not always relevant.</p> <p>Level 1 (1–3 marks)</p> <p>Demonstrates basic knowledge and understanding of risks from tectonic hazards and place making processes (AO1). Demonstrates basic application of knowledge and understanding to provide simple analysis that shows limited accuracy of how the risks from tectonic hazards affect place making processes (AO2). This will be shown by including simple ideas about risks from tectonic hazards and place making processes. There are limited attempts to make synoptic links between content from different parts of the course of study.</p> <p>0 marks</p> <p>No response or no response worthy of credit.</p>	<p>AO2 – 6 marks</p> <p>Application of knowledge and understanding to analyse how the risks from tectonic hazards affect place making processes could potentially include:</p> <ul style="list-style-type: none"> • places prone to tectonic hazards such as California have a variety of strategies to mitigate against the risks, which creates a particular place meaning and enables communities to live with the risks • regeneration following a tectonic event such as the Christchurch earthquake can be more about rebuilding what was there to preserve the place meaning • where places are considered or perceived to be 'riskier' due to the frequency of tectonic hazards it can be challenging for players to encourage inward investment for regeneration • there can be a time lapse between tectonic hazards occurring and the regeneration of places such as the Montserrat eruption. The government are working with a number of not for profit organisations as they are looking to re-establish communities in the south of the Island. The complexities of the place making processes have included where it is safe for communities to establish themselves, what the physical buildings will look like and be organised, how the communities will reimagine themselves to create a different place meaning • role of players in tectonically hazardous areas and in place making processes are key to mitigating against the risks, encouraging investment, rebranding and reimagining. These players act as gatekeepers influencing the degree to which the risks are dealt with in place making processes.

QUESTION 12

'Physical factors influence climate change more than human factors.' Discuss. [33]

MARK SCHEME FOR QUESTION 12

Answer	Guidance
<p>'Physical factors influence climate change more than human factors.' Discuss.</p> <p>AO1 Level 4 (7–9 marks) Demonstrates comprehensive knowledge and understanding of physical and human factors that influence climate change.</p> <p>Level 3 (5–6 marks) Demonstrates thorough knowledge and understanding of physical and human factors that influence climate change.</p> <p>Level 2 (3–4 marks) Demonstrates reasonable knowledge and understanding of physical and human factors that influence climate change.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of physical and human factors that influence climate change.</p> <p>0 marks No response or no response worthy of credit.</p> <p>AO2 Level 4 (19–24 marks) Demonstrates comprehensive application of knowledge and understanding to provide a clear, developed and convincing analysis that is fully accurate of how physical and human factors influence climate change.</p> <p>Demonstrates comprehensive application of knowledge and understanding to provide a detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based as to whether physical factors influence climate change more than human factors. Relevant concepts are authoritatively discussed.</p> <p>Level 3 (13–18 marks) Demonstrates thorough application of knowledge and understanding to provide a clear and developed analysis that shows accuracy of how physical and human factors influence climate change.</p> <p>Demonstrates thorough application of knowledge and understanding to provide a detailed evaluation that offers generally secure judgements, with some link between rational conclusions as to whether physical factors influence climate change more than human factors. Relevant concepts are discussed but this may lack some authority.</p>	<p>Indicative content AO1 – 9 marks</p> <p>Knowledge and understanding of physical and human factors that influence climate change could potentially include:</p> <ul style="list-style-type: none"> physical / natural factors influencing climate change include tectonic events such as volcanic eruptions; cyclic changes in the earth's orbit and axis / Milankovitch cycles; variation in sunspot activity / solar energy; role of El Niño / La Niña in context of extreme events human / anthropogenic factors influencing climate change include levels of CO₂ directly linked to combustion of fossil fuels; increases in CH₄ due to increasing numbers of livestock, increased acreage of rice padi; deforestation; and draining of wetlands long term dynamism e.g. gradual cooling over the past 100 million years – fossil records of changing distribution of plants and animals ice ages and interglacials of the past 2.5 million years – ice core evidence of CO₂ and oxygen isotope concentrations during our current interglacial i.e. the last 10,000 years, especially the last 1,000 years - tree rings and pollen sequences; historical records such as diaries, paintings, harvest records short-term recent changes e.g. last 150 years – instrumental records of air and ocean temperatures and changes in intensity and frequency of weather events such as tropical storms. <p>AO2 – 24 marks Application of knowledge and understanding to analyse and evaluate whether physical factors influence climate change more than human factors could potentially include:</p> <ul style="list-style-type: none"> glacial and inter-glacial climatic changes which were natural events the greenhouse effect which is a natural occurrence but it has been enhanced especially after industrialisation in the 19th century the effects of negative and positive feedback in the earth- atmosphere system whereby the damaging effects of positive feedback may lead to a tipping point at which climate change becomes rapid and irreversible, and where negative feedback may lead to global dimming role of the IPCC (Intergovernmental Panel on Climate Change) and other scientific organisations such as NOAA (National Oceanographic and Aeronautical Administration) in advancing knowledge and understanding of changes
<p>Level 2 (7–12 marks) Demonstrates reasonable application of knowledge and understanding to provide a sound analysis that shows some accuracy of how physical and human factors influence climate change.</p> <p>Demonstrates reasonable application of knowledge and understanding to provide a sound evaluation that offers generalised judgements and conclusions, with limited use of evidence as to whether physical factors influence climate change more than human factors. Concepts are discussed but their use lacks precision.</p> <p>Level 1 (1–26 marks) Demonstrates basic application of knowledge and understanding to provide a simple analysis that shows</p>	<ul style="list-style-type: none"> the existence of a sceptical scientific point of view which includes arguments about accuracy of data, reliability of past data and places emphasis on natural processes such as variations in solar activity and frequency of volcanic eruptions the role of political factors in the assessment of climate change such as the view from governments relying on fossil fuels to support development e.g. China, USA and Australia data from ice cores only go back so far in time; tree ring and pollen data is regional not global recording of data has improved e.g. quality of instruments such as thermometers, so how accurate and reliable are the data from the past.

<p>limited accuracy of how physical and human factors influence climate change.</p> <p>Demonstrates basic application of knowledge and understanding to provide an un-supported evaluation that offers simple conclusions as to whether physical factors influence climate change more than human factors. Concepts are not discussed or are so inaccurately.</p> <p>0 marks</p> <p>No response or no response worthy of credit.</p> <p>Quality of extended response Level 4</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 3</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 2</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Level 1</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>	
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A Level Fieldwork, Fieldtrip and Independent Investigation



In March of Year 12, we are planning on returning to Spain to prepare for your Independent Investigation. In Year 13, you will have to complete an estimated 4000-word, fieldwork-based project investigating a topic related to the course. The title of your project must be independently formulated and written up; however you are allowed help in collecting data.

Because of the independent nature of this, it is no longer feasible for the department to work on fieldwork as a single group. Instead, we will use the fieldtrip as an opportunity to teach you how to conduct fieldwork effectively and then you will work on your coursework in your own time during the Summer Holidays and through Year 13, with tutorial-style meetings with staff. Late submission of coursework may lead to a loss in marks or withdrawal from the course.

The timetable of our A-Level fieldwork is to spend three nights in Platja D'Aro, Costa Brava, close to the beach and not far from Girona where we'll study urban rebranding. This will allow for a variety of fieldwork possibilities and training. The cost of the trip will be in the region of £500. This is a comparable price to our previous UK-based fieldwork. Any issues regarding payment for this trip can be referred to the Headmaster, who has been very sympathetic to families' financial situation in the past. More details will be provided shortly.

The trip allows you to conduct the essential fieldwork that you need for the OCR Independent Investigation.

On the trip, it is vitally important that you work hard to prepare for your Investigation; however, we are also sure that you will have a great time. The trip allows you all to eat great local food, spend time with your friends working in the glorious Spanish (or Catalan!) sunshine and to enjoy some free time and sightseeing together.

UCAS and University Destinations

Geographers from Sutton Grammar have attended some of the finest universities in the UK in recent years and we hope that you will be able to follow in their footsteps. Geography is a highly-valued and exciting university course, featuring much important research on a wide variety of very significant topics ranging from population issues to climate change.

Since 2008, 10 students have studied Geography or Land Economy at Oxbridge, which may be something you aspire to. They are:

Matt King	2008	Hertford College, Oxford
Josh Coulson	2009	St Edmund Hall, Oxford
Josh Manhire	2010	Hertford College, Oxford
David Crowhurst	2012	Keble College, Oxford
Daniel Crenol	2013	Homerton College, Cambridge
Taran Glasson	2015	Robinson College, Cambridge
James Stevens	2015	St. Catherine's College, Cambridge
William Haslam	2016	Emmanuel College, Cambridge
James Hudson	2017	Trinity Hall, Cambridge
Ryan Wu	2024	(Land Economy), Cambridge

The department prepares the Oxbridge candidates (and any other students that require practice) thoroughly with a series of mock interviews before Christmas. You should be reading lots about geography in preparation.

Students from the department have also recently attended the following top 30 universities amongst others to study geography or related courses. Half of the current Year 13 Geography class will be pursuing Geography or Geography-related degrees at universities such as:

Durham University
University of Bristol
Exeter University
London School of Economics
Southampton University
Loughborough University
University of Nottingham
University of Birmingham
University of Sheffield
Cardiff University

If you would like any advice regarding university study or applications to Oxbridge or other universities through UCAS, please speak to your teachers.

Geography-related Careers

The skills you use in your geographical studies make you of potential interest to a wide range of employers. The close link between the subject and the world around us makes for a long and varied list of related careers for example working with development or aid agencies, environmental work, using Geographical Information Systems, working for the census office and in tourism and recreation. However, most of these areas involve only one part of the broad subject of Geography. Statistics show that compared with other subjects, Geographers are among the most employable. Many of those leaving university with a Geography degree enter three fields of employment: administration and management; marketing; or financial work. This is presumably because Geographers possess the abilities and skills that employers look for.

What sort of people do employers want and what do Geography courses provide?

Employers want people with good communication skills. Geography courses include a wide range of written and oral skills - writing essays, projects and oral presentations.

Employers want people who can work in a team. Fieldwork is an essential component of Geography courses and is an ideal setting in which to develop teamwork and leadership skills.

Employers want people who can manage themselves. The preparation of a GCSE or A Level investigation fosters such skills.

Employers want people who can analyse their work. Geographical Investigations test hypotheses and involve analysis.

Employers want people who are numerate and literate. Geographers are used to manipulating and interpreting data and preparing reports and these encourage conciseness and clarity in the use of language.

Employers want people who are spatially aware. Geographers use maps all the time. Mapping has witnessed a revolution in recent years by harnessing remote sensing from satellites, and the development of geographic information systems, which are increasingly used in Geography lessons.

Employers want people who are environmentally and socially aware. Geographers understand the links between places and people. They can look at complex systems in a straightforward way.

What are the advantages of studying Geography?

Geographers are taught a wide-ranging combination of skills drawing in ideas from many sources. This ability to view issues from a wider perspective is appropriate for working in many different areas. The nature of peoples' working lives is changing. It is less likely that someone will spend all of their life in one company or organisation (the so-called job for life). If your career path is to be varied, you will need to develop transferable skills and you will need to be flexible. Geography fosters these qualities and provides a firm base for life-long learning.

Geography and your future: sources of further information

Your first port of call should be your school or college careers room or Library for resources. These may be filed within the Careers Library Classification Index (CLCI). Any Geography related material should be found under abbreviation QOL – Earth and Environmental Sciences. Look out for resources produced by the Geographical Association and the RGS-IBG, such as Exploring the World of Work: Geography and Careers.

Extract taken from a Royal Geographical Society leaflet, written by:

Patrick Talbot: Head of Careers, Hampton School

Judith Mansell: Education Officer Royal Geographical Society (with IBG)

Past student advice

"Keep reading to reinforce what you have learnt from the lesson."

(Sam Higgs)

"You need to work at a good pace throughout the year, as there is a slight rush to finish [otherwise]"

(Harry Turney)

"Revise throughout the year and keep tidy notes, so you don't have to learn it all at the end, amongst your other subjects"

(Nick Suchy)

"Having someone who has been through Y12; just having a chat for 10 minutes about the course and how to work effectively would be of great benefit."

(Tyree Storey)

"File your case studies in the area of work they provide evidence for and keep physical and human geography separately. [Also] write full notes in lessons, then write these in short form with only essentials for revision purposes."

(Lewis Clarke)

"Read something relevant [such as] The Economist, Financial Times or sometimes National Geographic"

(Dexter Berridge)

"Make your revision notes as you go along, e.g. note down teacher's hints/presentation content etc."

(Manmeet Narula)

"[Ensure you] make fieldwork notes"

(Alex Landless)

"Join the RGS"

(Jacob Tidy)

"Ensure you understand when the topics are taught, because it is much harder to learn at the end."

(Daniel Crenol)

"See the back of 'Hitchhiker's Guide to the Galaxy': DON'T PANIC"

(Dexter Berridge)


Year 11 into Year 12 Geography Transition Task

As you get ready for Year 12 Geography, we've got a simple but important task to help you stay sharp and start thinking like an A-Level geographer.

 **Your Task:** Keep an eye out for Geography in the news over the summer - especially stories linked to **Coasts** and **Migration**, which are the first topics we'll cover in Year 12.

 **What to Do:**

- Find and save **news articles, videos, or podcasts** that relate to Coasts or Migration.
- You can save them in any format you like - screenshots, links, printed copies, or notes.
- **Highlight key themes** or ideas in each one. Think about how they link to what you already know or raise new questions.

 **Bring It With You:** Please bring your collection to your **first Geography lesson in Year 12**. We'll use it to kick off discussions and connect real-world events to our course.