



A Level Geography Transition Work

Name:

Welcome to Geography!

“The study of geography is about more than just memorising places on a map. It is about understanding the complexities of the world, appreciating the diversity of cultures that exist across continents. And in the end, it is about using all that knowledge to help bridge divides and bring people together.”

Barack Obama

Welcome! It is fantastic that you are planning to take Geography A Level in September. During the course you will explore a variety of geographical themes that have shaped the surface of our Earth, be it in the natural world or how we as humans interact. The great thing about A Level is that we'll delve into issues in a lot more detail than GCSE.

The following transition tasks are designed to put you in a great starting point for A Level study. They hopefully will also grab your interest in terms of the concepts we study and what is going on in the world around you!

Tasks to complete:

Page:	Task:	Complete?
2	Tectonics research tasks (1.5 hours)	
3-5	Globalisation notes and essay (1.5 hours)	
6-7	<u>Optional further reading:</u> Outline three things you found out about via the links and/or your own research! Bring them to discuss in our initial lessons. ☺	

Please ensure you complete and bring this work to your first Geography lesson in September!

If you have any questions or need any help please email Mrs Twomey-
AAT@churchdownschool.com

Task 1: Tectonics research

Tectonic processes and hazards are not something covered in GCSE but it should be a topic that you will recall from lower down the school. Please follow the instructions below to better understand how volcanoes, earthquakes and tsunamis pose a serious hazard in many parts of the world.

You are expected to use your initiative and organise your answers in a clear and organised manner (titles, sub-titles, etc.). Please do not copy and paste. Record the names of websites/resources you use (see task 5) and if you are unable to draw and scan/photograph your diagrams, please ensure any versions you find online are simple and clear enough to read!

1. Draw a diagram to show the **structure of the Earth** and the main layers. Describe the characteristics of each layer.
2. What is a tectonic plate? What is the difference between **continental** and **oceanic** tectonic plates?
3. Draw four diagrams to show the four main **tectonic plate boundaries**. Describe and explain the processes and hazards (volcanoes? earthquakes? tsunamis?) associated with each:
 - Destructive (convergent) plate boundary
 - Constructive (divergent) plate boundary
 - Collision (convergent) plate boundary
 - Transform (conservative) plate boundary
4. Create a **case study** for an earthquake **or** volcanic eruption of your choice (more recent the better!). Include:
 - Background and causes
 - The impacts on people
 - How people and authorities responded
5. List all the websites, books, etc. that you have used to find out information. What were the strengths and weaknesses of these as sources of information? You could make notes in a table for this.

This work should take no longer than 1.5 hours.

Task 2: Globalisation notes and essay

Globalisation is an important concept that runs through all of Human Geography and A Level is no different. However, you are starting your A Level studies in the years following a global pandemic as well as many other forces challenging the ever-increasing connections across the global economy and society.

Please complete the following tasks to better understand the concept of Globalisation (something you have covered at GCSE)

1. **Read the article ‘Globalisation: what are the causes’** on the following pages. Ensure you understand the key terminology discussed (a glossary is provided) and look up on any you are not sure about. (A pdf can be emailed to you if you have any issues reading this scanned version!) With this knowledge, **answer the four questions at the end of the scanned sheet in full.**
2. Watch the following YouTube video [Why Some Countries Are Thriving Amid Globalization's Decline](#) . I suggest watching it all the way through then again to make notes on **how countries are connected or not because of globalisation** (do not worry if you don't understand everything!).
3. Write a 500-word (guide) essay to answer the following question:

Are all countries connected because of globalisation?

Use your notes and answers from above to structure your essay in **four paragraphs**:

- Introduction – what is globalisation and what has happened in recent years?
- Main arguments – at least a paragraph each to explain why globalisation does connect countries (PEE) and a counterargument suggesting how globalisation does not connect all countries (PEE). Use real examples and evidence (facts/statistics) to support both arguments.
- Conclusion – make a decision about whether you think globalisation does connect all countries. Quote key evidence to help justify this.

This work should take no longer than 1.5 hours.



Globalisation

What are the causes?

Globalisation is much talked about, but what does it mean, and what drives it? Here Emma West explains the basic causes of globalisation and provides some tips for answering exam questions on this topic

What is globalisation? There is no single accepted meaning, but the following definition from the **International Monetary Fund (IMF)** is a useful starting point:

The process through which an increasingly free flow of ideas, people, goods, services and capital leads to the integration of economies and societies.

This definition is not too long to quote in an examination and it covers three significant elements of globalisation:

- It is a process: 'something that happens'.
- It is a dynamic situation that is evolving.
- It has outcomes. These are characterised by greater integration of places and people in both economic and social terms.

The players in globalisation

Trade blocs

Trade blocs are groupings of countries. Examples of such blocs are the European Union (EU), the North American Free Trade Area (NAFTA) and the Association of South East Asian Nations (ASEAN). Countries within a bloc reach agreements which reduce taxes, tariffs and quotas in trading between

them. This allows much freer trade within the blocs and deepens integration between member states. Figure 1 shows the world's main trading blocs.

The World Trade Organization (WTO)

The WTO has 157 member countries. Its aim is to reduce trade barriers within and between trade blocs and to enforce agreed rules about trading arrangements. Agreement about trade between the blocs has not always been smooth and negotiations are still going on following the Doha Round of talks which started in 2001.

All nations wish to expand their markets overseas, but they want to protect themselves from competition in their own markets. They tend to see the 'walls' of their trade bloc as a way to defend themselves from competition. This is particularly evident in the way NAFTA and the EU restrict certain agricultural imports, such as sugar, in order to protect their own farmers. Despite this protectionism, the WTO has enabled more trade between blocs to occur and it is a key player in determining the terms of trade and thus enhancing globalisation.

GeographyReviewExtras



Download our Powerpoint on the Trans Pacific Partnership (TPP) at www.hoddereducation.co.uk/geographyreviewextras for an update on trading blocs.

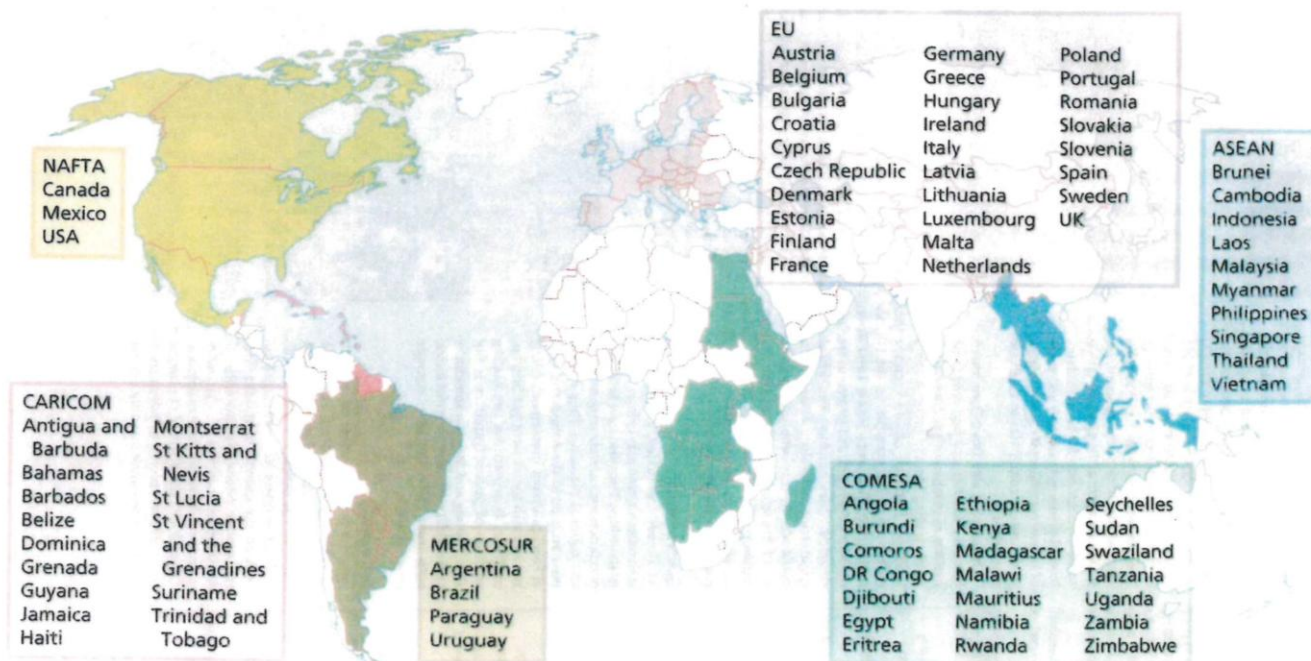


Figure 1 Map showing the main trading blocs

Transnational corporations (TNCs)
Companies such as Nike and Apple have operations in many countries and are one of the main drivers of globalisation. They try to keep costs down by locating manufacturing in countries where labour is less expensive, either by building their own factories in these countries, or by outsourcing manufacturing to local firms. This process has resulted in a global shift of manufacturing activity away from high-income countries (HICs) towards lower-income countries (notably in southeast Asia).

However, there are other factors involved in the location of labour, such as level of

skill in the workforce, efficiency, willingness to work long hours and levels of unionisation. You should consider these as well when answering questions about globalisation, to give your examination answers greater balance. For example, English is widely spoken in India and there is a large pool of university graduates in the country. These factors have been crucial in TNCs outsourcing 'back office' functions to locations such as Bangalore. Other considerations include the cost of land, level of planning regulation and range of incentives offered by governments to encourage companies to establish themselves.

Investment also flows from lower-income countries into higher-income nations as companies site themselves inside trading blocs in order to avoid tariffs and quotas, and to increase their global reach. For example, in the UK, the Indian TNC Tata owns Jaguar Land Rover, the 'Tetley' tea brand, and numerous steel and chemical outlets and has also established an engineering technology centre in the West Midlands. At the same time a reshoring trend has emerged: companies that had moved production overseas, often to China, are starting to relocate back to the UK. An example is Hornby toys.

Glossary

Foreign direct investment (FDI)
Investment from one country into another by companies rather than governments. It involves establishing operations or acquiring tangible assets, including stakes in other businesses.

Global shift
The changing geographical location of the world's manufacturing industry.

Globalisation
The process of global brands being adapted for a local market, but still retaining something of their original identity. McDonald's is a popular example.

International Monetary Fund (IMF)
An organization of 188 countries with its HQ in Washington, DC. Its mission is to foster global monetary cooperation, secure financial stability, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty around the world.

Outsourcing
Buying goods or services from an outside supplier, often overseas.

Quota
A limited quantity of a particular product or substance that can be imported or exported within a set time period.

Reshoring
Bringing outsourced personnel and services back to the location from which they were originally offshored.

Tariff
A tax imposed on imported goods and services. Tariffs are used to restrict trade, as they increase the price of imported items, making them more expensive to consumers.

Tax
A compulsory contribution to state revenue, levied by the government.

Trade bloc
An agreement between regions or countries to reduce barriers to trade between them.

Transnational corporation (TNC)
A company with operations in many countries.

Further reading

The World Trade Organization: www.wto.org

A summary of information about trading blocs from Economics Online: www.economicsonline.co.uk/global_economics/trading_blocs.html

BBC article 'Why companies are 'reshoring' back to Britain': www.bbc.co.uk/news/business-26235707

Factors and use examples to illustrate how they influence the process. This column has outlined several distinct causes of globalisation which could be used as a structure. However, it is also important to recognise that no single factor is a cause by itself. Rather, a mixture of powerful economic and technological circumstances combine to allow 'deepening and tightening' of global connections. It is a good idea to comment on the varying importance of the different factors in different places, showing that you understand that the process is complex.

It is essential to read the command words in the questions carefully — it is easy to write about impacts instead of causes. However in the case of globalisation there is wonderful scope to show that the initial impacts of globalisation can in fact become the factors that continue to develop it. For example, one of the impacts of TNCs investing in new locations is the creation of jobs. This can result in raised disposable incomes. This then creates a demand for consumer goods which (as already mentioned above) helps to stimulate global demand and trade. Similarly developments in air transport have led to an increase in foreign travel which then leads to greater social awareness and therefore 'interconnectedness'. Don't shy away from making these points where appropriate. The examiner will appreciate them.

Questions for discussion

1 Can you define globalisation?

2 What are the most important drivers of globalisation?

3 Can you identify economic, social and technological factors influencing globalisation?

4 Why are some places more integrated in the global economy than others?

rise of global brands is a highly visible aspect of globalisation. Companies invest significant sums of money in developing their brand identity so that they are instantly recognisable around the world. Some brands are kept the same wherever the product is sold, e.g. Coca Cola, but companies also adapt their brands to fit local markets, a process known as *glocalisation*.

HICs remain the core markets for consumer goods, but as other countries experience economic growth, new consumer markets emerge, for example those in Brazil and China where disposable incomes have been rising.

The media

Development of communications technology has made the world seem smaller. Digital communication means that large media corporations such as the BBC and NewsCorp can receive information about events more immediately, frequently and from a much wider range of places. We are also exposed to an ever increasing range of cultural influences through film, music and literature, all of which support greater integration.

Writing exam answers on this topic

It is important to understand that the drivers of globalisation are varied. Good answers will be able to identify a balanced range of

considerably. Larger cargoes can be carried and the mechanisation of the process has made it more efficient and cost effective.

Developments in air travel have also enhanced globalisation. Larger and faster aircraft have increased capacity and reduced travelling times, in effect shrinking distance.

Consumers

All products need a market and the growth of consumer demand around the world has contributed to globalisation. Products are not only manufactured in many countries, but they are marketed and sold in them too. The

Information and money can flow 'virtually' around the globe but raw materials, components and finished products must still be physically transported from place to place. Here too, globalisation has gained momentum due to developments in technology. In January 2015 the world's largest container ship sailed from China to the UK. The *MSC Oscar* is 396 m long and has a capacity of 19,224 standard containers.

This is an extreme example, but ships routinely carry loads of over 9,000 containers. Containerisation, which started to develop in the 1960s, has reduced the cost of shipping

Jaguar Land Rover is one of the UK companies owned by Tata



Further reading

The World Trade Organization: www.wto.org

A summary of information about trading blocs from Economics Online: www.economicsonline.co.uk/global_economics/trading_blocs.html

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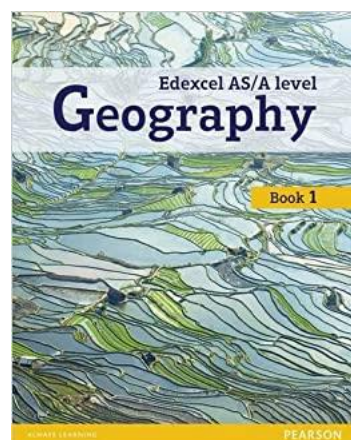
4 Why are some places more integrated in the global economy than others?

Emma West is a geography teacher living in Kingston upon Thames.

The Geography A Level course and further reading/links

We study the **Edexcel A Level specification**, which can be found here:
<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>

The text book we primarily use during Year 12 is '**Edexcel AS/A Level Geography: Book 1**', published by Pearson (ISBN 978-1292139623). It can be easily purchased online (and 2nd hand!) from various websites, but please let me know if this is an issue.



There is a second textbook we use for the Year 13 topics along with some excellent revision guides/resources that can be discussed and purchased later.

The physical and human topics we cover are:

Tectonic Processes and Hazards	Globalisation
Coastal Landscapes and Change	Regenerating Places
The Water Cycle and Water Insecurity	Superpowers
The Carbon Cycle and Energy Security	Health, Human Rights and Intervention

Current affairs and the news are full of Geography day in day out. What we study will change constantly so we always recommend students to follow/subscribe to news outlets such as the BBC or the Guardian which have specific sections on the environment, etc. In addition, there is an abundance of films, books, documentaries, social media handles, websites, YouTube channels, dramas and some incredible immersive online experiences that will help you to explore the world of Geography.

Browse the links below...

Story maps, online GIS that helps you to explore a variety of topics and issues:
<https://www.esri.com/en-us/arcgis/products/arcgis-storymaps/stories/>

Online tours of famous landmarks:
<https://artsandculture.google.com/project/street-view>

'Time for Geography': <https://timeforgeography.co.uk/>

GEO – Geography Education Online: <https://geographyeducationonline.org/>

Can't go wrong with the articles and images in National Geographic:
<https://www.nationalgeographic.com/>

The New Internationalist, looking at global and social issues: <https://newint.org/>

NASA's Earth Observatory: <https://earthobservatory.nasa.gov/>

Everything weather and climate related: <https://www.metoffice.gov.uk/>

Discover more about geology and the world below our feet at the British Geological Survey (BGS) website <https://www.bgs.ac.uk/> and in particular their 'Geology of Britain viewer':

<https://www.bgs.ac.uk/discoveringGeology/geologyOfBritain/viewer.html>

Want to learn more? Info about Geography at university and also A Level recommended reading/books according to topic (scroll down for human/physical reading lists): <https://www.geography.org.uk/Student-guidance>. You can also become a member.

You can also learn more about the world, expeditions and a host of opportunities for young people at the Royal Geographical Society: <https://www.rgs.org/>. You can also become a member.

Maps, glorious maps can be explored in a variety of ways; obviously Google Maps and Google Earth we use day in day out but here are some other useful sites:

- We are subscribed to Digimaps for Schools and you can log on at <https://digimapforschools.edina.ac.uk> using the username **GL32RB** and password **cronds0852**
- Similarly this is free to explore the UK also: <https://maps.nls.uk/geo/explore/side-by-side/>

Still want more?! This is a specific link to how you can prepare further for A Level Geography - <https://www.geography.org.uk/Preparing-for-A-level-geography>