

Geography Summer Preparation Task



Paper 1 – PHYSICAL GEOGRAPHY

Part 1: Plate Tectonics

LO: To build up knowledge of the earth's tectonic plates

To explain plate tectonic theory

To assess the process associated with plate boundaries



1) Knowledge

USING THE TEXTBOOK PAGES AND INFORMATION PROVIDED READ AND MAKE NOTES TO ENABLE YOU TO:

- Learn and explain: the layers of the earth
- Define the following key words: convection current, mid ocean ridge, subduction, palaeomagnetism, Benioff zone

2) Explanation

USING IMAGES TO AID YOU, EXPLAIN THE FOLLOWING PROCESSES AS SIMPLY AS YOU CAN:

- Mantle convection – how and why it occurs
- Slab pull, its impacts on subduction and its physical properties
- What is subduction? Why does subduction zone play a large part in the creation of earthquakes and volcanoes?
- Sea-floor spreading and how is this supported by palaeomagnetism
- Describe what takes place at the following **convergent (destructive) plate boundaries**: 1) oceanic plate meets continental 2) oceanic plate meets oceanic plate 3) continental plate meets continental plate
- Describe what processes take place at **constructive (divergent) margins**
- Describe what processes take place at **conservative margins**

2) Application

USING THE NOTES FROM THE ABOVE TASKS (AND NOTES FROM YOUR WIDER READING - SEE BELOW)

PRACTISE THE FOLLOWING TWO QUESTIONS READY FOR A BASELINE TEST, EARLY IN THE AUTUMN TERM:

N.B. Please see the next page for guidance on exam technique required to answer a 4 mark and 12 mark question

- Explain the processes associated with destructive boundaries (4)
- Assess the physical processes associated with plate margins (12)

3) WIDER READING

At A level you are also expected to engage in wider reading around the subject and supplement your learning with articles and books. At least two 'wider reads' are required. You need to choose 2 from the list below, the induction reading list or of your own choice and produce a summary sheet on this wider piece of reading – what does it tell you about plate tectonics? Come prepared and ready to share.

- Richter 10 by Arthur C. Clarke and Mike McQuay (1996)
- Volcano by James Hamilton (2012)
- http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=22&ved=0ahUKEwj_zHnhPnbAhXjJMAKHUm3DSEQFgiPATAV&url=http%3A%2F%2Fwww.bbc.co.uk%2Fscience%2Fearth%2Fsurface_and_interior%2Fplate_tectonics&usg=AOvVaw10SR2yWJ9_Yw1STROqZPPD
- <http://pubs.usgs.gov/gip/dynamic/understanding.html>
- <https://oceanexplorer.noaa.gov/explorations/05galapagos/background/hotspots/hotspots.html>

Summary notes to include:

- What is the main message?
- What does it tell us about globalisation?
- Top 3 interesting facts

Geography Summer Preparation Task

Paper 2 – HUMAN GEOGRAPHY



KINGS NORTON
GIRLS' SCHOOL & SIXTH FORM



GEOGRAPHY
DEPARTMENT

Part 2: Defining Globalisation

LO: To build up knowledge on the process of globalisation

To explain what is meant by the term 'shrinking world'

To assess *why globalisation varies in width and depth*



1) Knowledge

a) USING THE TEXTBOOK PAGES PROVIDED READ AND MAKE NOTES TO ENABLE YOU TO:

- Learn and explain the theory of a shrinking world
- Define the following key words: Remittance, transnational corporations, GDP, emerging economies, interdependency

2) Explanation

USING THE TEXTBOOK PAGES PROVIDED READ AND MAKE NOTES TO ENABLE YOU TO:

- Explain the key concept globalisation, include economic, social, political, and cultural globalisation and interdependency in your answer.
- Explain how modern globalisation differs from processes of globalisation that were evident before 1940
- Explain why global connectivity is not shared by everyone, include examples in your answer
- What are the different flows and global networks (connections) associated with globalisation?

3) Application

USING THE NOTES FROM THE ABOVE TASKS (AND NOTES FROM YOUR WIDER READING - SEE BELOW)

PRACTISE THE FOLLOWING TWO QUESTIONS READY FOR A BASELINE TEST, EARLY IN THE AUTUMN

TERM:

N.B. Please see separate guidance on exam technique to help you with these 2 command words

- Explain economic globalisation (4)
- Assess *why globalisation varies in width and depth* (12)

4) Wider RESEARCH

You are expected to read outside of lesson and supplement your learning with wider articles, podcasts, viewing and books. At least two 'wider reads' (can include podcasts/films/documentaries) are required. You need to choose 2 from the list below or of your own choice and produce a summary sheet on this wider piece of reading – what does it tell you about globalisation? Come prepared and ready to share.

GLOBALISATION READING LIST – SEE ATTACHED INDUCTION READING LIST

ARTICLES/PODCASTS/FILMS:

- [The world's conflicts are still rooted in geography. Globalisation didn't change much](#)
- <https://www.bbc.co.uk/news/business-37554634>
- [From the archive: Are we really prisoners of geography? – podcast | Geography | The Guardian](#)
- [Globalisation: Global Culture 🎧 - A Level Geography Learning & Revision - REVISE A-Level Geography - A podcast by Seneca Learning | Podcast on Spotify](#)
- [Globalisation: Cultural Erosio...-REVISE A-Level Geography - A podcast by Seneca Learning – Apple Podcasts](#)
- [88765 | TUI Gives you More 1 | 16x9](#)
- [BBC Two - The Chinese Are Coming, Episode 1](#)
- AND MORE:** [Teaching Beyond the Specification- Globalisation — Kate Stockings](#)

Summary notes to include:

- What is the main message?
- What does it tell us about globalisation?
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GUIDANCE ON ANSWERING EXAM QUESTIONS

HOW TO ANSWER A 4 MARK QUESTION IN A LEVEL GEOGRAPHY

MAKE ONE POINT AND DEVELOP THAT POINT THREE TIMES

The 4 mark EXPLAIN(short)	
Make a point then develop this 3 times using connectives. Do not give isolated ideas.	
1	Isolated elements of knowledge and understanding, some of which may be inaccurate and irrelevant. (AO1) Narrow range of geographical ideas, which lack detail. (AO1)
2-3	Knowledge and understanding is mostly relevant and may include some inaccuracies. (AO1) A range of geographical ideas, which are not fully detailed and/or developed. (AO1)
4	Accurate and relevant knowledge and understanding throughout. (AO1) Broad range of geographical ideas, which are detailed and fully developed. (AO1)

HOW TO ANSWER A 12 MARK QUESTION IN A LEVEL GEOGRAPHY

What makes a top mark band A level Geography 12/20mark essay?

e.g. 'Assess the importance of TNCs to globalisation' (12)

Start by 'BUGGING' the question – no time for a full plan!

B – Assess is all about opinion, e.g. Do you agree/disagree, which factor is the most significant/important, how many factors are relevant?

U – Underline the geography and make sense of what the question is asking you

G – Glance at the marks and go – 13mins

Time – 2 mins BUGGING/planning + 13 mins writing = 15 minutes

2 mins BUGGING + 20 mins writing = 22 minutes

Structure:

- Introduction
- 1 PEEEL paragraph
- 2 PEEEL paragraphs
- 3 PEEEL paragraphs (sometimes)
- **4 PEEEL paragraphs**
- **5 PEEEL paragraphs (sometimes)**
- Conclusion

Do

Introduction

- Though you gain few marks for an introduction, they are an important aspect of your essay. Make sense of the question. Restate it in your own words
- Clearly state your opinion. 12 marks is all about opinion - e.g. Do you agree/disagree? To a large/lesser extent...? Start where you plan to end up

Main body

- **P** – make your point (use the resources if its resource based)
- E** – explain it using a RANGE of ideas
- E** – evidence; back up your point e.g. case study detail, be specific, use data
- E** – expand/evaluate and develop argument
- L** – link it back to the question WITH OPINION
- ✓ Use the phrasing of the question throughout
- ✓ Show excellent understanding of concepts
- ✓ Use case study/ies extremely well to support points
- ✓ Include a range of well-developed points
- ✓ Be logical, clear and relevant
- ✓ Ensure clear assessment points throughout (significance of factor)
- ✓ Support your ideas with evidence throughout

Conclusion

- Answer the question
- Strong judgement to end
- No new information introduced – only refer to points already mentioned
- Support your opinion with evidence

Do not

- Sit on the fence
- Make arguments you cannot back up
- 'Case study dump'
- Be general or descriptive