A level Geography Revision Guide

Human Geography (University of Oxford)

GEOGRAPHY

Revision Guidance

Tudor Grange ACADEMY WORCESTER

Contents

Course Details

The geography course you are studying is with AQA and the qualification is made up of three different units. Two of these are exam based and cover concepts and themes in physical and human geography, and the third is a fieldwork investigation which you complete by doing a minimum of 4 days of data collection in the field and then write up your investigation during the two-year A-Level.

You will sit the exams at the end of Year 13, and at present there is no options to take any AS exams. Details of the units you will study are below:

Unit title	Topics	Length / time	Marks	Worth
Paper 1: physical geography	Section A: Water and carbon cycles Section B: Coastal systems and landscapes Section C: Hazards	2 hours 30 mins	120	40%
Paper 2: human geography	Section A: Global systems and global governance Section B: Changing places Section C: Contemporary urban environments	2 hours 30 mins	120	40%
Fieldwork investigation	Individual investigation which must include data collected in the field.	3000-4000 words	60	20%

Exam dates

Tuesday 8th June 2021

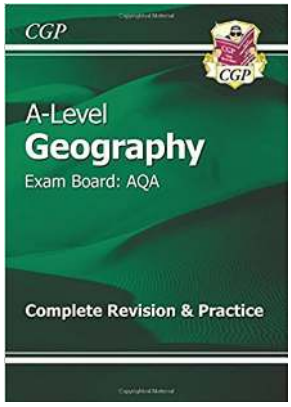
Paper 1: Physical geography
Start time: am
Duration: 2 hours 30 minutes

Wednesday 16th June 2021

Paper 2: Human geography
Start time: pm
Duration: 2 hours 30 minutes

Textbooks and Revision Guides

All books available from online book shops such as Waterstones or Amazon. Kindle editions are available as well.

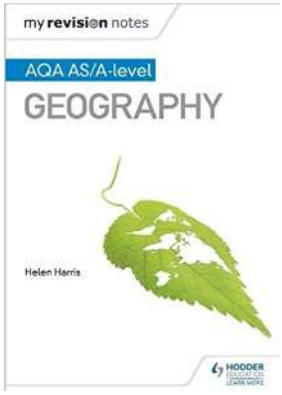


A-Level Geography: AQA Year 1 & 2 Complete Revision & Practice (CGP)

ISBN: 1782946489

Most students will be familiar with CGP revision guides and this one is a good outline of the course and can be used to help you with your revision.

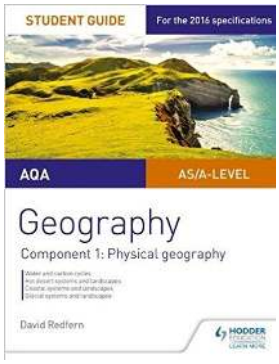
It also includes practice questions which many students find quite useful.



My Revision Notes: AQA AS/A-level Geography

ISBN: 1471886719

Well-structured revision guide that covers the key content and combines with exam style tasks and practical tips for your revision



AQA AS/A-Level Geography Student Guide:

Component 1: Physical Geography
ISBN: 1471864049
Component 2: Human Geography
ISBN: 1471864030
Component 3: Hazards, Population and the environment
ISBN: 1471864186
Component 4: Geographical Skills and Fieldwork
ISBN: 1471864170

These student guides offer a little more detail than regular student guides and can be used to deepen subject knowledge in key areas.

Apps and Websites

Gojimo

This revision app boasts mostly free content and covers GCSE, A level, and more.

It works like this: you pick your subject and your exam board, then you take part in quizzes to test your knowledge. Not only do you get instant feedback, you're also given detailed explanations, so if you go wrong, you can work out why.

At the end of a quiz you're told how many you got right, how long you took and you can review your errors. The app will also track your progress over time so you can identify your best and worst topics for revision.

iMindMap and bubbl.us

A great way to revise is by creating mindmaps on a topic or case study, memorising them and then even sketching them out quickly again in the exam to use them for all my essay questions.

Using an app like iMindMap or a web tool like bubbl.us is a quick way to create and share them with friends easily, too. It works the same as it does on paper, but it is more mobile and, arguably, more collaborative.

Quizlet

Quizlet enables you to create their own revision flashcards, as well as to use sets created by others. When you access a set, there are four different modes in which you can use them: cards, learn, match and test.

Get Revising

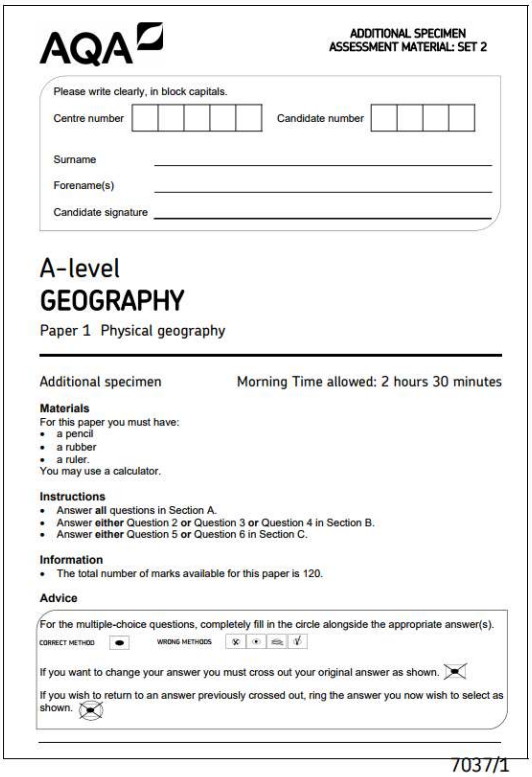
Whatever apps or tools students use (or don't use), being organised about their revision is key. So why not create revision timetables using Get Revising's Study Planner tool?

Geography specific websites

studywise.co.uk/a-level-revision/geography

s-cool.co.uk/a-level/geography

Exam Papers



AQA

ADDITIONAL SPECIMEN ASSESSMENT MATERIAL: SET 2

Please write clearly, in block capitals.

Centre number | Candidate number

Surname

Forename(s)

Candidate signature

A-level
GEOGRAPHY
Paper 1 Physical geography

Additional specimen | Morning Time allowed: 2 hours 30 minutes

Materials
For this paper you must have:
- a pencil
- a rubber
- a ruler.

You may use a calculator.

Instructions
- Answer **all** questions in Section A.
- Answer **either** Question 2 **or** Question 3 **or** Question 4 in Section B.
- Answer **either** Question 5 **or** Question 6 in Section C.

Information
- The total number of marks available for this paper is 120.

Advice

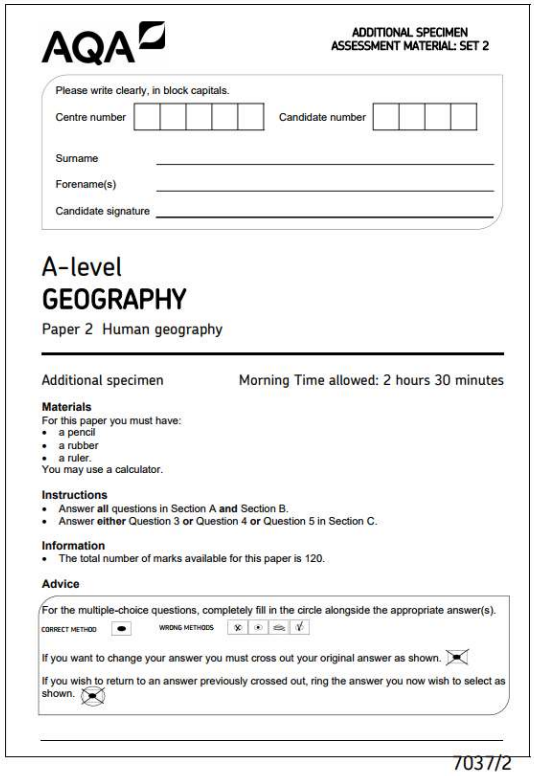
For the multiple-choice questions, completely fill in the circle alongside the appropriate answer(s).

CORRECT METHOD | WRONG METHODS

If you want to change your answer you must cross out your original answer as shown.

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown.

7037/1



AQA

ADDITIONAL SPECIMEN ASSESSMENT MATERIAL: SET 2

Please write clearly, in block capitals.

Centre number | Candidate number

Surname

Forename(s)

Candidate signature

A-level
GEOGRAPHY
Paper 2 Human geography

Additional specimen | Morning Time allowed: 2 hours 30 minutes

Materials
For this paper you must have:
- a pencil
- a rubber
- a ruler.

You may use a calculator.

Instructions
- Answer **all** questions in Section A **and** Section B.
- Answer **either** Question 3 **or** Question 4 **or** Question 5 in Section C.

Information
- The total number of marks available for this paper is 120.

Advice

For the multiple-choice questions, completely fill in the circle alongside the appropriate answer(s).

CORRECT METHOD | WRONG METHODS

If you want to change your answer you must cross out your original answer as shown.

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown.

7037/2

Materials

For both papers you must have:

- a pencil
- a rubber
- a ruler

N.B. Calculators are allowed, so make sure you bring one into the exam with you.

Instructions

Answer questions using a black pen.

Paper 1: Physical geography

Answer **ALL** questions in Section A
Answer **Question 3** (Coastal systems and landscapes) in Section B
Answer **Question 5** (Hazards) in Section C

Paper 2: Human geography

Answer **ALL** questions in Section A and B
Answer **Question 3** (Contemporary Urban Environments) in Section C

What do I need to revise?

Water and carbon cycles

Theme	Content
3.1.1.1 Water and carbon cycles as natural systems	Systems in physical geography: systems concepts and their application to the water and carbon cycles inputs – outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.
3.1.1.2 The water cycle	Global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere. Processes driving change in the magnitude of these stores over time and space, including flows and transfers: evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes at hill slope, drainage basin and global scales with reference to varying timescales involved. Drainage basins as open systems – inputs and outputs, to include precipitation, evapotranspiration and runoff; stores and flows, to include interception, surface, soil water, groundwater and channel storage; stemflow, infiltration overland flow, and channel flow. Concept of water balance. Runoff variation and the flood hydrograph. Changes in the water cycle over time to include natural variation including storm events, seasonal changes and human impact including farming practices, land use change and water abstraction.
3.1.1.3 The carbon cycle	Global distribution, and size of major stores of carbon – lithosphere, hydrosphere, cryosphere biosphere, atmosphere. Factors driving change in the magnitude of these stores over time and space, including flows and transfers at plant, sere and continental scales. Photosynthesis, respiration, decomposition, combustion, carbon sequestration in oceans and sediments, weathering. Changes in the carbon cycle over time, to include natural variation (including wild fires, volcanic activity) and human impact (including hydrocarbon fuel extraction and burning, farming practices, deforestation, land use changes). The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate.
3.1.1.4 Water, carbon, climate and life on Earth	The key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate. The relationship between the water cycle and carbon cycle in the atmosphere. The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth. Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change.
3.1.1.5 Quantitative and qualitative skills	Students must engage with a range of quantitative and relevant qualitative skills, within the theme water and carbon cycles. Students must specifically understand simple mass balance, unit conversions and the analysis and presentation of field data.
3.1.1.6 Case studies	Case study of a tropical rainforest setting to illustrate and analyse key themes in water and carbon cycles and their relationship to environmental change and human activity. Case study of a river catchment(s) at a local scale to illustrate and analyse the key themes above, engage with field data and consider the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding.

Theme	Content
3.1.3.1 Coasts as natural systems	Systems in physical geography: systems concepts and their application to the development of coastal landscapes – inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium. The concepts of landform and landscape and how related landforms combine to form characteristic landscapes.
3.1.3.2 Systems and processes	Sources of energy in coastal environments: winds, waves (constructive and destructive), currents and tides. Low energy and high energy coasts. Sediment sources, cells and budgets. Geomorphological processes: weathering, mass movement, erosion, transportation and deposition. Distinctively coastal processes: marine: erosion – hydraulic action, wave quarrying, corrasion/abrasion, cavitation, solution, attrition; transportation: traction, suspension (longshore/littoral drift) and deposition; sub-aerial weathering, mass movement and runoff.
3.1.3.3 Coastal landscape development	This content must include study of a variety of landscapes from beyond the United Kingdom (UK) but may also include UK examples. Origin and development of landforms and landscapes of coastal erosion: cliffs and wave cut platforms, cliff profile features including caves, arches and stacks; factors and processes in their development. Origin and development of landforms and landscapes of coastal deposition. Beaches, simple and compound spits, tombolos, offshore bars, barrier beaches and islands and sand dunes; factors and processes in their development. Estuarine mudflat/saltmarsh environments and associated landscapes; factors and processes in their development. Eustatic, isostatic and tectonic sea level change: major changes in sea level in the last 10,000 years. Coastlines of emergence and submergence. Origin and development of associated landforms: raised beaches, marine platforms; rias, fjords, Dalmatian coasts. Recent and predicted climatic change and potential impact on coasts. The relationship between process, time, landforms and landscapes in coastal settings.
3.1.3.4 Coastal management	Human intervention in coastal landscapes. Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management.
3.1.3.5 Quantitative and qualitative skills	Students must engage with a range of quantitative and relevant qualitative skills, within the theme landscape systems. These should include observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements.
3.1.3.6 Case studies	Case study(ies) of coastal environment(s) at a local scale to illustrate and analyse fundamental coastal processes, their landscape outcomes as set out above and engage with field data and challenges represented in their sustainable management. Case study of a contrasting coastal landscape beyond the UK to illustrate and analyse how it presents risks and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation.

Coastal systems & landscapes

Hazards

Theme	Content
3.1.5.1 The concept of hazard in a geographical context	Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological). Hazard perception and its economic and cultural determinants. Characteristic human responses – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing – and their relationship to hazard incidence, intensity, magnitude, distribution and level of development. The Park model of human response to hazards. The Hazard Management Cycle.
3.1.5.2 Plate tectonics	Earth structure and internal energy sources. Plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection currents and seafloor spreading. Destructive, constructive and conservative plate margins. Characteristic processes: seismicity and vulcanicity. Associated landforms: young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes. Magma plumes and their relationship to plate movement.
3.1.5.3 Volcanic hazards	The nature of vulcanicity and its relation to plate tectonics: forms of volcanic hazard: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra. Spatial distribution, magnitude, frequency, regularity and predictability of hazard events. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. Impacts and human responses as evidenced by a recent volcanic event.
3.1.5.4 Seismic hazards	The nature of seismicity and its relation to plate tectonics: forms of seismic hazard: earthquakes, shockwaves, tsunamis, liquefaction, landslides. Spatial distribution, randomness, magnitude, frequency, regularity, predictability of hazard events. Impacts: primary/secondary; environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. Impacts and human responses as evidenced by a recent seismic event.
3.1.5.5 Storm hazards	The nature of tropical storms and their underlying causes. Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides. Spatial distribution, magnitude, frequency, regularity, predictability of hazard events. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.
3.1.5.6 Fires in nature	Nature of wildfires. Conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. Causes of fires: natural and human agency. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. Impact and human responses as evidenced by a recent wild fire event.
3.1.5.7 Case studies	Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how

	human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation. Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk

Global systems and global governance

Theme	Content
3.2.1.1 Globalisation	Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption. Factors in globalisation: the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements.
3.2.1.2 Global systems	Form and nature of economic, political, social and environmental interdependence in the contemporary world. Issues associated with interdependence including how: • unequal flows of people, money, ideas and technology within global systems can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places • unequal power relations enable some states to drive global systems to their own advantage and to directly influence geopolitical events, while others are only able to respond or resist in a more constrained way.
3.2.1.3 International trade and access to markets	Global features and trends in the volume and pattern of international trade and investment associated with globalisation. Trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia and Latin America. Differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being. The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns, with a detailed reference to a specified TNC and its impacts on those countries in which it operates. World trade in at least one food commodity or one manufacturing product. Analysis and assessment of the geographical consequences of global systems to specifically consider how international trade and variable access to markets underly and impacts on students' and other people's lives across the globe.
3.2.1.4 Global governance	The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems. Issues associated with attempts at global governance, including how: • agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices • interactions between the local, regional, national, international and global scales are fundamental to understanding global governance.
3.2.1.5 The 'global commons'	The concept of the ‘global commons’. The rights of all to the benefits of the global commons. Acknowledgement that the rights of all people to sustainable development must also acknowledge the need to protect the global commons.
3.2.1.5.1 Antarctica as a global common	An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerability to global economic pressures and environmental change. Threats to Antarctica arising from: • climate change • fishing and whaling • the search for mineral resources • tourism and scientific research. Critical appraisal of the developing governance of Antarctica. International government

	organisations to include United Nations (UN) agencies such as United Nations Environment Programme (UNEP) and the International Whaling Commission. The Antarctic Treaty (1959), the Protocol on Environmental Protection to the Antarctic Treaty (1991); IWC Whaling Moratorium (1982) – their purpose, scope and systems for inspection and enforcement. The role of NGOs in monitoring threats and enhancing protection of Antarctica. Analysis and assessment of the geographical consequences of global governance for citizens and places in Antarctica and elsewhere to specifically consider how global governance underlies and impacts on students' and other people's lives across the globe.
3.2.1.6 Globalisation critique	The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.
3.2.1.7 Quantitative and qualitative skills	Students must engage with quantitative and qualitative approaches across the theme as a whole.

Changing Places

Theme	Content

3.2.2.1 The nature and importance of places	The concept of place and the importance of place in human life and experience. Insider and outsider perspectives on place. Categories of place: • near places and far places • experienced places and media places. Factors contributing to the character of places: • Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics. • Exogenous: relationships with other places.
3.2.2.2 Changing places – relationships, connections, meaning and representation	In relation to the local place within which students live or study and then at least one further contrasting place and encompassing local, regional, national, international and global scales: • the ways in which the following factors: relationships and connections, meaning and representation, affect continuity and change in the nature of places and our understanding of place and • the ways in which students' own lives and those of others are affected by continuity and change in the nature of places and our understanding of place.
3.2.2.2.1 Relationships and connections	The impact of relationships and connections on people and place with a particular focus on: **either** changing demographic and cultural characteristics **or** economic change and social inequalities. • How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales from local to global. • The characteristics and impacts of external forces operating at different scales from local to global, including either government policies or the decisions of multinational corporations or the impacts of international or global institutions. • How past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales.
3.2.2.2.2 Meaning and representation	The importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present. • How humans perceive, engage with and form attachments to places and how they present and represent the world to others, including the way in which everyday place meanings are bound up with different identities, perspectives and experiences. • How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions. • How places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (eg film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically such as cartography and census data. • How both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings.
3.2.2.3 Quantitative and qualitative skills	Students must engage with a range of quantitative and qualitative approaches across the theme as a whole. Quantitative data, including the use of geospatial data, must be used to investigate and present place characteristics, particular weight must be given to qualitative approaches involved in representing place, and to analysing critically the impacts of different media on place meanings and perceptions. The use of different types of data should allow the development of critical perspectives on the data categories and approaches.

3.2.2.4 Place studies	Local place study exploring the developing character of a place local to the home or study centre. Contrasting place study exploring the developing character of a contrasting and distant place. Place studies must apply the knowledge acquired through engagement with prescribed specification content and thereby further enhance understanding of the way students' own lives and those of others are affected by continuity and change in the nature of places. Sources must include qualitative and quantitative data to represent places in the past and present. Both place studies must focus equally on: • people's lived experience of the place in the past and at present and **either** • changing demographic and cultural characteristics **or** • economic change and social inequalities. Suitable data sources could include: • statistics, such as census data • maps • geo-located data • geospatial data, including geographic information systems (GIS) applications • photographs • text, from varied media • audio-visual media • artistic representations • oral sources, such as interviews, reminiscences, songs etc.