

Geography A Level at Woking College

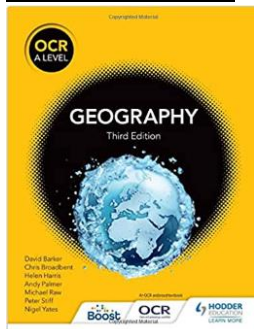


Welcome to Geography A Level at Woking College!

Geography A Level is an exciting, dynamic and ever relevant subject to study. In a world that's facing constant changes and pressures on natural resources, increasing interconnectivity and geopolitical uncertainty, geography is one of the most interesting and topical subjects on offer.

The A Level course will build on your knowledge from GCSE whilst also providing an opportunity to explore brand new topics that you might not have considered to be geography before.

About the course



At Woking College, we follow the **OCR Geography Specification** and study the following topics:

Human

Disease Dilemmas
Changing Spaces; Making Places
Global Migration
Human Rights

Physical

Hazardous Earth
Coastal Landscapes
Carbon & Water Cycles (ELSS)

Even though there is one more human topic, the course is 50% human and 50% physical in terms of the exam. The physical units are larger in the amount of content than the human ones which is why there is one less. On top to the exams, you will also conduct a piece of research on a geographical topic of your choice. This is done in Year 13 and is called the NEA (Non-Examined Assessment).

For more information, you can look at the specification online:

<https://www.ocr.org.uk/qualifications/as-and-a-level/geography-h081-h481-from-2016/>

Summer transition work

The A level course has a balance between physical, human and synoptic geography (this is where you are linking ideas together that are covered in both human and physical geography units).

To help prepare you for the step up we've prepared some tasks to give you an insight in to what the course will be like.

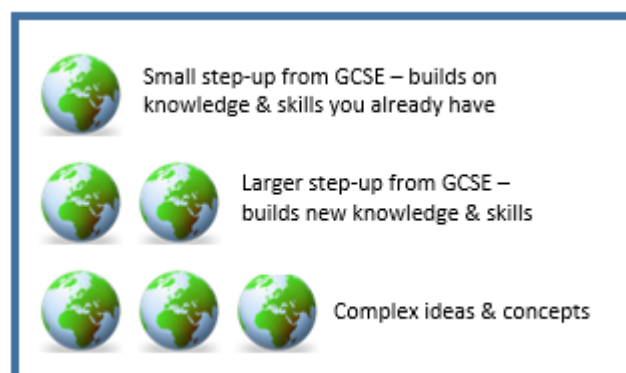
The number of globes indicates the level of difficulty of each task, this will mirror what it will be like over the course. We start with familiar ideas and then build up to the complexity of knowledge and critical thinking.

In Year 12, the first two units we study are 'Migration' and 'Earth's Life Support Systems'. You need to follow the instructions on the next page to complete the tasks ready to hand in at your enrolment interview in September.

An online version of this document (so you can access the hyperlinks) is available on the college website www.woking.ac.uk once there, type in to the search bar 'geography transition work'

If you'd like to get in touch about the enrolment work, ask any questions or find out more about the course, please email Rachael Farrell at rfa@woking.ac.uk

Happy investigating!



MIGRATION

Pick a minimum of one section below and complete all the activities.

1. Flows of money and people

Using the links below and your own research, produce a fact sheet that:

- Defines 'remittances'
- What is the global pattern of where remittances are coming from and going to?
- Suggests the positive and negatives that remittances



Stepping up a level: can you further categorise these positive and negatives in to the following evaluative categories: short term, long term, for the host country, for the source country, socially (for the people) economically, nationally, locally



[IZA World of Labor - The good and the bad in remittance flows](#)
[Economic Impact of Migrants and Remittances - Economics Help](#)
[Interactive World Migration Report 2022 \(iom.int\)](#)

2. Changes to female migration

Changes to migration patterns are studied in key question 2 of the unit. Produce a poster to show:

- How the number of female migrants has changed over time
- Suggest reasons why this change has occurred (categorise these reasons in to social, economic and political)
- Include data, graphs, images



[World Bank blog](#)

[UN Development wallchart](#)

Stepping up a level: Whilst the rise in female migrants is viewed as positive, there is a dark side. Human trafficking and illegal migration are issues for potential female migrants. Add to your poster a mini case study on human trafficking in Laos. Include information on who is most at risk, what countries they are being trafficked to, the conditions they face, what challenges Laos and the international community has in stopping this illegal network



[Human Trafficking in Laos - The Borgen Project](#)

3. Refugees and migration policies

Using the links below and your own research, produce a 500 word discussion based on the statement:

'The UK is right to have a policy sending refugees to Rwanda'

Do some research to find out what the policy is, why the government think it is a good idea and what advantages it brings to the UK before researching the other side of the argument and why so many people have opposed it. Your discussion should be balanced in its arguments for and against the statement but come to a very clear conclusion that states your point of view.

Think carefully about what makes a strong evaluative discussion. Geographical terminology, selective facts and evidence, academic writing (not writing in the first person), using connectives e.g however, furthermore and using evaluative categorisers like changes over time, social/ economic/ political variations, the opinions of different groups of people.

[Rwanda deportation: European Court of Human Rights stops first flight - CNN](#)
['Frankly insulting': Rwanda resents its portrayal in UK asylum row | Rwanda | The Guardian](#)



Earth's Life Support Systems (ELSS)

Pick a minimum of one section below and complete all the activities.

1. Permafrost

Permafrost is a very important store of carbon. Do some research to produce factsheet that:

- Defines permafrost
 - Describes the various kinds of carbon stored in the permafrost and
 - States how much carbon is stored in the permafrost
 - Identifies the environmental and social issues that could result in permafrost melt
- [Thawing permafrost in Alaska presents threats - YouTube](#)
[Permafrost | National Geographic Society](#)
[Wake Up Freak Out](#)
[Permafrost – what is it?](#)



Stepping up: Investigate **oil and gas exploration** in the Alaskan Arctic in the Arctic National Wildlife Refuge, the ANWR. Include the following ideas

- Advantages and disadvantages of these oil exploration? Can you categorise them by SEEP (social, economic, environmental, political)?
- Who are the stakeholders involved and what are their interests?
- How has the Trump presidency affected the rate and extent of drilling in the ANWR?



2. Threats to the biosphere: land use change

Write a factsheet on how our biosphere is threatened by land use change. Make sure to do research to include specific examples and figures. Include information about:

- What is meant by the term 'biosphere'
- How are plants both stores of carbon and water?
- What flows of carbon and water do plants facilitate?
- 3 reasons why land use is changing from plant life to other things



Stepping up: Write a short 300 word report answering the question:

'To what extent is the biosphere the most important store of carbon?'

Write need to assess how important the biosphere is in comparison to oceans, ice and the atmosphere. Do some research about how much carbon each of these stores holds and think about which one is most vulnerable to future changes, which one can still hold more carbon, which store is most relied upon by humans for life and the economy, which store can recover the fastest/ slowest. Make sure to include facts and specific locations as examples



3. How important is water for humans?

Write a 600-word essay based on this real life exam question that was given to students a few years ago:

'Assess the importance of water for humans'

First research and think about the ways in which humans need water to survive. This could be that we need it to drink, we need it for plant growth for food, for hygiene, to regulate the planets temperature to make it hospitable plus anything you can think of. 'Assess' means to rank. You need to rank your ideas from most important to humans down to least and explain why you think this in an essay format. Remember that you need to justify your ranking so make it convincing using good explanations and evidence



Fancy a challenge?

In Year 13 we look at tectonic hazards. This unit has large essays in it that get you to pull apart and critique your geographic knowledge

Write a 3 paragraph essay (arguments for and against) answering one of the questions below.

Either

1. 'Earthquakes are more dangerous than volcanoes.' To what extent do you agree with this statement?

[What Are Earthquake Hazards? | UPSeis | Michigan Tech \(mtu.edu\)](#)

[What are Earthquake Hazards - Primary & Secondary Seismic Hazards | CRMP \(californiarresidentialmitigationprogram.com\)](#)

[Volcanic Hazards | Lava Flows, Lahars, Gases, Pyroclastics \(geology.com\)](#)

[What are the hazards from volcanoes? \(nrcan.gc.ca\)](#)



Seismic (earthquake) events:

Haiti 2010

Nepal 2015

Tohoku, Japan 2011

Christchurch, New Zealand 2011

Volcanic events:

Mount Kilauea, USA 2018,

Tonga 2022

Mount Merapi, Japan 2010

White Island, New Zealand 2019

Or

2. 'The decision to live in tectonically active locations is determined by economic factors.' How far do you agree with this statement?

Consider your response to this statement by clicking on the links below:

- i. [Living with the volcano](#)
- ii. [Why do so many people live near active volcanoes?](#) National Geographic
- iii. [Why do people still live next to volcanoes?](#) The Conversation
- iv. [Why people live in earthquake zones](#)