



A Level Geography

Summer Independent Learning Year 12- 13 Summer 2024.

| | Task | Completed? |
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| Current NEA Area 1 & 2 | 1. Check you have done EVERYTHING on the checklist for the introduction, background information and methodology. Common errors – not fully completing the background information (Geography & key words around your subject, relevant information about your location, possibly other examples that will help explain your findings). | |
| Area 3 Data presentation | 2. Collect your data for your NEA taking care to show accuracy, think about frequency and timings. The less data you collect, the less reliable it will be and harder to present and analyse. Aim for a minimum of 8-12 samples for statistics. If you can get more...brilliant! | |
| | 3. Present ONE primary/secondary data source (ie graphs, articles coded and annotated, mapped data...depends on your title). | |
| Retrieval Antarctica | Create a range of revision resources to prepare for your initial assessment on this topic. | |
| Preview Global Governance | Complete the research tasks on the role of the UN and the Sustainable Development Goals (SDGs) | |

Part 1- Current work on NEA

The geography non-exam assessment (**NEA**) for the AQA specification is an independent investigation. It is worth 20% of your overall A Level grade and is a compulsory element of the course. You have started to plan your NEA completing an Introduction, background information and methodology during the summer term at college. This may need improving over the Summer.

Over the summer you are expected to **collect data** for your investigation by conducting **both primary and secondary research** for your approved title. The collection of data can be undertaken at any point during the summer period although it is advised that you complete the data collection sooner rather than later to ensure that you have adequate time to complete your planned methods and if necessary, the opportunity to go back and collect further data if needed. Below is a checklist of tasks that you need to complete ready for your first week back in college at the start of the Autumn term.

Safety. Remember to check the weather and tide conditions, traffic updates if this is appropriate to your investigation. It is expected that all students complete the work with another person and that you inform your Next of Kin where you are going and what time you will return.

Equipment borrowed must be returned the first week back in September.

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| <p>Area 3- Data collection</p> <p><i>Interim NEA Deadline end of first week back</i></p> | <p>YOU MUST COLLECT YOUR PRIMARY DATA IN THE HOLIDAYS.</p> <ul style="list-style-type: none"> • Have you created and printed a data collection booklet? Got a map of your chosen sites? • Have you planned an itinerary for your day? • Make sure your data collection will take place with someone else. • Could do - completed a pilot study to check out the area before you start your data collection? • Have you collected all your data and recorded it carefully so you can use the data to create graphs.... geospatial presentation and complete statistics? • Make sure you have copies of your results in case something happens to them. |
| <p>Area 3 Data presentation & analysis practice</p> <p><i>Interim NEA Deadline end of first week back</i></p> | <p>For ONE fieldwork method:</p> <ul style="list-style-type: none"> • create a professional looking data presentation piece. You could produce an annotated photo, a graph or even an infographic. Try these websites to help you?: https://www.canva.com/create/infographics/ https://www.visme.co/make-infographics/ https://piktochart.com/infographic-maker/ https://youtu.be/eHtZrIb0oWY (Excel graphs help) • Interrogate the data. Patterns, trends, anomalies, reliability, manipulation (range, ratios, calculations). Is your data representative • Interpret your data. What do you think it shows? Explain your ideas using knowledge gained from your introduction literature background. • Answer your sub-question or hypothesis/ statement. How does your collected data answer what you are investigating? |
| <p>Review your NEA work completed so far – can you improve it further?</p> | |
| <p>Review of Area 1- Introduction & research</p> | <ul style="list-style-type: none"> • Focused investigation title – testable? Why this title? • Clear sub-questions OR aims OR hypotheses? Do these help answer the main title? • Can you measure the title and sub-questions using the fieldwork methods you have chosen? • Justified your questions? Explained your expectations? • Specifically quoted the parts of the specification, including its section number that fit with your title – show selection. Justify your choice of syllabus sections? How/ why does it fit? <p><u>Location</u></p> <ul style="list-style-type: none"> • Clear location of chosen place and survey sites • Justified your location(s) in a detailed way? (Time, distance, land use, geographical context/setting) • At least 3 maps of increasing scales. Maps have clear scales with north arrows? • Annotate maps with relevant information about your place? <p>Background information & Literature (well supported by literature)</p> <p>This is one of the most important areas of your investigation. You should be able to talk about the topic you have chosen confidently and in detail. You should also have information on your chosen place (relevant to your investigation) and may have comparative case study examples.</p> <ul style="list-style-type: none"> • Explained and introduced the geography ideas/ keywords/theory/ concepts /models that are relevant to your investigation? That you will use to explain your data. • Compared theories/ideas – similarities / differences? • Make sure your research link to and/or help answer and/or explore your questions/hypotheses. • Have you got the WIDER picture of general geography of this topic area? As well as relevant local information? Why it is important to study? Any gaps in knowledge? • Contrasting examples that are relevant? • Have you clearly referenced within the text for any sources used? Listed these in a bibliography (at the very end of your NEA)? Is it Harvard reference? Or Oxford? 6 <u>academic</u> resources or more? • You may include secondary data within here or later in your data presentation and analysis <p>Remember that there is a guide to referencing and this section on the Geo Resources Team files.</p> |

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| <p>Review of Area 2- Methodology</p> | <p>Site – named clearly and justified your specific sample location(s)? Got them marked on a map(s)</p> <p>Sampling - named, explained and justified your sampling method, and made this clear throughout?</p> <p>Sampling – named sample size and justified it? Is it big enough to be tested using a statistical test (1 per question).</p> <p>Range of primary methods x 6</p> <p>Justified your choice of methods and said how they will help you answer each sub -questions/ aims/ hypotheses. Done this in a thorough way?</p> <p>Have you thought about the factors which may affect the collection/ results on the day eg time constraints, equipment or weather conditions?</p> <p>Have you justified/considered frequency, timing, accuracy, data approaches?</p> <p>Have you described your methods so that they are able to be repeated by someone else with the detail you have given? Could they use your method to test your hypotheses and get similar results (replicable)?</p> <p>How can you demonstrate that you have collected good quality data? How will you make sure the results are <u>accurate</u>? Photos? Tables showing detail?</p> <p>Make it clear if it was a group or individual method of collection?</p> <p>Got secondary data too? One per sub-question/ hypothesis so X 3. Made this clear?</p> <p>Used both qualitative and quantitative methods? Made this clear?</p> <p>Accurately used geographical vocabulary throughout?</p> <p>Have you considered the limitations of your methods? (Area 4 evaluation).</p> <p>Have you said how you could reduce these limitations – improvements?</p> <p>Have you considered ethical issues from your methods individually / overall? (Area 4 evaluation).</p> <p>Completed a risk assessment to consider your risks, risks to others and the environment?</p> <p>Remember that there is a guide to referencing and this section on the Geo Resources Team files.</p> |
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Part 2- Retrieval Practice on the Global Commons of Antarctica.

Note, you may be assessed on this

At the start of **Year 13** there will be an **assessment** based on this mini topic, create a range of **revision resources** to prepare you for your initial assessment on this topic.

- Create either flash cards, quizlet cards or vocab lists on the key terms covered in this topic.
- Using your class notes- make Cornell notes of the physical characteristics of Antarctica.
- A mind map of the threats to Antarctica.
- Produce a table or double-sided flash cards which identify the threats and how they are managed.
- Evaluate the role and success of the Antarctic Treaty answering the questions below.

| | | |
|--------------------------------------|----------------------------|---|
| Antarctic treaty system (ATS) | Successes of the ATS | Wider ATS system |
| What is the ATS? | Failures of the ATS | Wider ATS system - Why do they have regular consultancy meetings? ATCM? |
| ATS main aims are? | Future concerns of the ATS | What is the Madrid protocol? Evaluate its success. |

Challenge Questions.

1. What are the global commons and how can they be protected?
2. Why does Antarctica present a unique environment that needs to be protected?
3. What are the key threats to Antarctica and the Southern Ocean?
4. How might these key threats to Antarctica and the Southern Ocean change over time?
5. What is the biggest threat to Antarctica in your opinion? Why?

Key vocabulary – Research these terms and write a concise definition in your own words. Give an example too.

| Keyword | Definition | Example |
|---------------------------------|-------------------|----------------|
| Global commons | | |
| Global Governance | | |
| Phytoplankton | | |
| Zooplankton | | |
| Krill | | |
| IPCC | | |
| Environmental Impact Assessment | | |
| NGO | | |
| IGO | | |
| Moratorium | | |

Wider reading: find out more about globalisation? <https://www.watfordgrammarschoolforgirls.org.uk/wp-content/uploads/2020/07/243-Measuring-globalisation.pdf>

Part 3- Preview topic on Global Governance Note you may be assessed on this

Research the following content on Global Governance in preparation for studying this in year 13.

- 1) Who is the United Nations (UN)?
- 2) Why was it set up?
- 3) The UN implements many examples of global governance through its many organisations. These organisations govern different issues on a global scale. They also have many local scale examples such as vaccinations programmes by the World Health Organisation (WHO). Below are some examples of UN organisations. Research them to find out what their main aims are and what they do.

| | | | |
|------------------|---------------------|--------------------------------|--------|
| General assembly | UN Security council | International court of Justice | UNESCO |
| | | | |

- 4) From your research list 5 ways that the UN promotes growth and stability...
- 5) ...And 5 ways that the UN furthers inequality.

| | |
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| Promote growth and stability | Exacerbating Inequalities and Injustices |
| | |

- 6) What does the United Nations Development Programme (UNDP) do? How has it supported Antarctica?
- 7) What were the Millennium Development Goals (MDG)? Give one way they were successful and one way they did not meet their goals.

SUSTAINABLE DEVELOPMENT GOALS



- 8) Explain the aim of the new Sustainable Development Goals (SDG).
- 9) Choose one SDG to research further. What is its focus? What are the challenges in trying to achieve this? How successful do YOU think it will be? What is your evidence?

Useful websites for your

<https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/AQA/Global-Systems-and-Global-Governance/Case-Studies/Global%20Systems%20and%20Governance%20-%20UN%20Case%20Study%20.pdf>
<https://www.jkgeography.com/sustainable-development-goals.html>
<https://en.unesco.org/themes/education/sdgs/material>

Going Beyond your A Level

Further reading & watching – totally optional but part of being a geographer!

- <https://www.bbc.co.uk/iplayer/episode/m001l5ms/our-changing-planet-series-2-episode-1>
- <https://www.bbc.co.uk/iplayer/group/p06rrnmk> Travel the world with Simon Reeve
- <https://www.netflix.com/gb/title/81410405> White Island (Netflix)
- <https://www.itv.com/watch/the-crossing/10a2269/10a2269a0001> The Crossing
- <https://www.bbc.co.uk/iplayer/episode/p090xz9z/i-am-greta>. I am Greta (2021)
- <https://www.esriuk.com/en-gb/map-gallery/70-years-of-imagery> London over time
- <https://storymaps.arcgis.com/stories/046e2391f3de4cf5a2ad235a8637c3b9> Careers in GIS
- https://www.ted.com/talks/danny_dorling_maps_that_show_us_who_we_are_not_just_where_we_are?language=en&subtitle=en Maps tell us who we are
- Watch Race Across the World on iPlayer
- Dorling, D. (2015) Inequality and the 1% - Verso
- Marshall, T. (2018) Divided: Why We're Living in an Age of Walls, Elliot and Thompson Ltd
- Marshall, T. (2015) Prisoners of Geography, Elliot and Thompson Ltd
- Thunberg, G. (2019). No One Is Too Small to Make a Difference – Penguin

Watch the news / read a news website. What is going on in the world? Read The Guardian Newspaper? The Conversation newsletter?

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Careers in Geography and beyond?

<https://timeforgeography.co.uk/video-collections/geography-geoscience-careers/>

<https://storymaps.arcgis.com/stories/046e2391f3de4cf5a2ad235a8637c3b9> Careers in GIS

Check out our Careers Channel on the Geo Resources Team.

Competition Time

Do you need something different to put on your Personal Statement? Join our Geo Resources Group in September. Start researching ideas for an competition entry to the Royal Geographical Society Young Geographer of the Year.

<https://www.rgs.org/schools/competitions/young-geographer-of-the-year/2024-competition>



The winners and highly commended students were celebrated at an awards ceremony at the Society in London on Friday 8 December 2023, where they listened to a talk from Tom Heap on *39 ways to save the planet*. Abi Coggon from New College Doncaster achieved 'Highly Commended' in 2023