

Geography: Y11 into Y12

Objective –

To prepare students finishing their GCSE for the demands of A level Geography.

To specifically focus on the Changing Places unit

To distinguish between location, locale and sense of place in the context of Leicester/Countesthorpe.

What do you need?

- Two folders:
 - Lever arch file that stays at home (mostly)
 - Ring binder to bring current work
- Revision Guide – purchase later in the year.
- Equipment including calculator
- Be organised - date every piece of paper (top left corner); new notes go at the back of the folder.
- Record of work sheet at the front (to be issued).
- Student guide (for my part of the course – WJEC/EDUQAS Geography Changing Places Student Guide by David Burtenshaw Hodder Education **ISBN 9781471864056**)

Component 1: Changing Landscapes and Changing Places

Written examination: 1 hour 45 minutes

20.5% of qualification

Section A: Changing Landscapes

Choice between two themes, **either** Coastal **or** Glaciated Landscapes: two compulsory structured, data response questions and one compulsory extended response question

Section B: Changing Places



Two compulsory structured, data response questions and one compulsory extended response question

Component 2: Global Systems and Global Governance

Written examination: 2 hours

27.5% of qualification

Section A: Global Systems



Water and Carbon Cycles: two compulsory structured, data response questions and one compulsory extended response question

Section B: Global Governance: Change and Challenges Processes and patterns of global migration and global governance of the Earth's oceans: two compulsory structured, data response questions and one compulsory extended response question

Section C: 21st Century Challenges

One compulsory extended response question drawing on both Components 1 and 2 with resource material

Component 3: Contemporary Themes in Geography

Written examination: 2 hours 15 minutes 32% of qualification

Section A: Tectonic Hazards

One compulsory extended response question **Section B: Contemporary Themes in Geography** Four optional themes:

- Ecosystems
- Economic Growth and Challenge: India or China or Development in an African Context
- Energy Challenges and Dilemmas
- Weather and Climate

Two essay questions chosen from these four optional themes

Component 4: Independent Investigation

Non-exam assessment: 3000 to 4000 words 20% of qualification

One written independent investigation, based on the collection of both field data and secondary information

How do we define place?

- The first place you may think of is your home, where you live and where your physical possessions and memories are gathered together. The place where you live is a particular place. However, the meaning of the term place has been hotly debated and varies according to discipline. To those in planning, place may refer to the built environment, artists and writers attempt to evoke place in their work; and to a philosopher, place may be a way of being-in-the-world.
- **Place is a portion of geographic space to which meaning has been given by people.**
- **Broadly speaking, geographers refer to three aspects of place:**

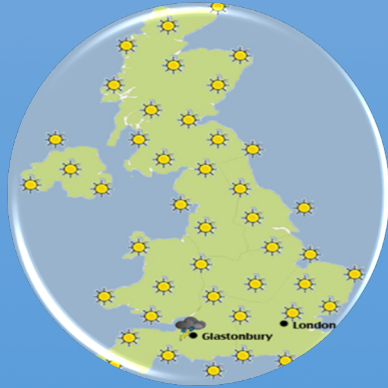
location

locale

sense of place

Activity –

3 descriptions of Glastonbury: Which is locale, location and sense of place?



Glastonbury is in the county of Somerset. It is located 23 miles south of Bristol. Latitude: 51.1456N and Longitude 2.7144W. It is situated at a dry point on the low-lying Somerset Levels.



Glastonbury has its own unique character. It is home to a number of visitor attractions including Glastonbury Abbey and Glastonbury Tor (described by the National Trust as being one of the most spiritual sites in the country.)



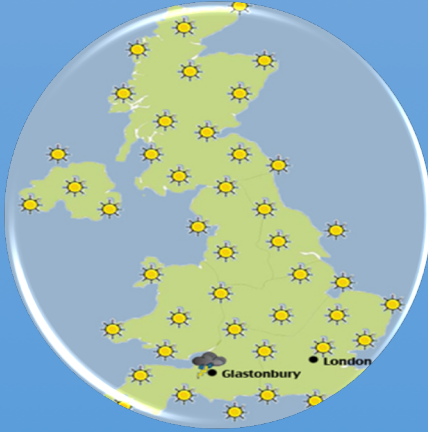
Glastonbury is a place of great spiritual importance for people interested in Paganism, religious connections or the King Arthur affiliation. For others, it evokes emotions about the music festival held there at Worthy Farm.



Definitions:

Location Where is it?	Locale The objective dimension	sense of place The subjective dimension
'Where' a place is, for example the co-ordinates on a map.	Locale, unlike location, takes into account the effect people have on their setting. In terms of locale, a place is shaped by the people, cultures and customs within it.	<p>This refers to the subjective and emotional attachment people have to a place.</p> <p>People develop a sense of place through experience and knowledge of a particular area.</p> <p>This may be completely different when looked at from another's perspective.</p>

ANSWER



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location



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locale



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sense of place

Activity - Is there a place that you are attached to? Use your own knowledge/ research on the tablet to describe your “place”. This may be Countesthorpe or on a wider scale Leicester.

- Physical geography, e.g. altitude, slope angle, aspect, drainage, geology
- Demography, e.g. number of inhabitants, their ages, gender and ethnicity
 - Socio-economic, e.g. employment, income and family status, education
 - Cultural, e.g. religion, local traditions, local clubs and societies
 - Political, e.g. local, regional and national government, local groups such as resident associations
 - Built environment, e.g. age and style of buildings including building materials, density of housing

 **Consider these**

Place:		
location	locale	sense of place

Useful websites:

- <http://www.ons.gov.uk/ons/index.html> to **describe** census data such as population, gender, age structures and level of education.
- <http://www.ukcrimestats.com> or <http://www.crime-statistics.co.uk> to **describe** crime types and levels.
- <http://dclgapps.communities.gov.uk/imd/idmap.html> to **describe** deprivation data and <http://www.localhealth.org.uk> to **describe** health data. <http://home.rm.com/schoolfinder/> to **describe** school types and standards quality.
- <http://www.rightmove.co.uk> or <http://www.zoopla.co.uk> to **describe** house types, prices and availability, and question why certain streets are so expensive.

Homework – Write a 600 word summary (2 sides of A4) of your chosen place. Make sure you refer to location, locale and sense of place. Include evidence to back up your summary e.g. Map of Leicester, quotes form newspaper articles, statistics

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- <http://www.ukcrimestats.com> or <http://www.crime-statistics.co.uk> to **describe** crime types and levels.
- <http://dclgapps.communities.gov.uk/imd/idmap.html> to **describe** deprivation data and <http://www.localhealth.org.uk> to **describe** health data. <http://home.rm.com/schoolfinder/> to **describe** school types and standards quality.
- <http://www.rightmove.co.uk> or <http://www.zoopla.co.uk> to **describe** house types, prices and availability, and question why certain streets are so expensive.

A Level Geography Summer Task

Tectonic Hazards

Tectonic hazards and their management is a major topic on the A Level course.

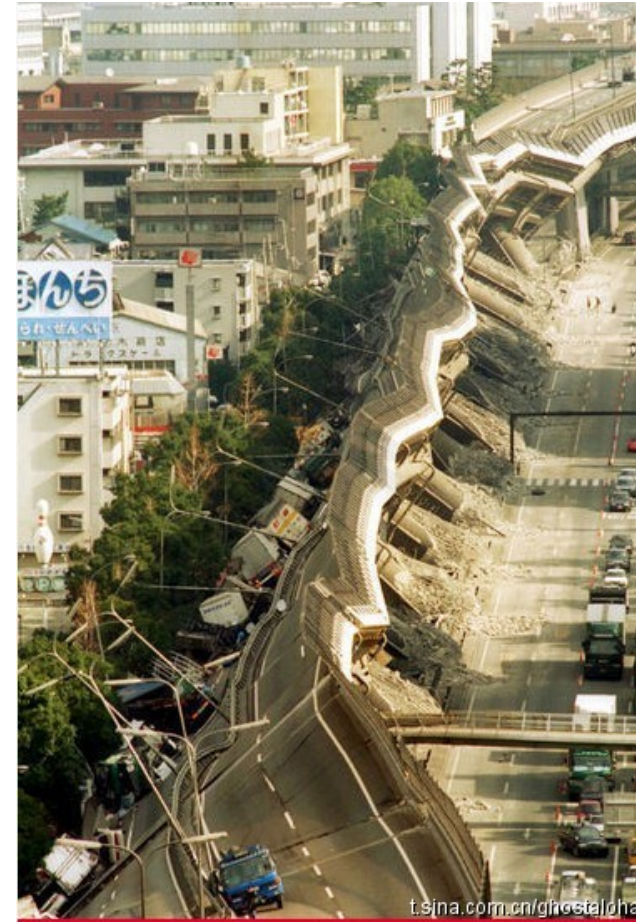


Tectonic hazards - volcanic eruptions, earthquakes and tsunamis - are types of geophysical hazards



The task: Investigate the Japanese earthquake and tsunami that occurred on 11th March 2011

- You should investigate the event, its impacts and the aftermath.
- You can present the work however you want – PowerPoint presentation, poster, essay or report but should limit yourself to the equivalent of about four sides of A4.



Be thorough and in your research and creative in your presentation – go on impress us!

The Haitian Earthquake

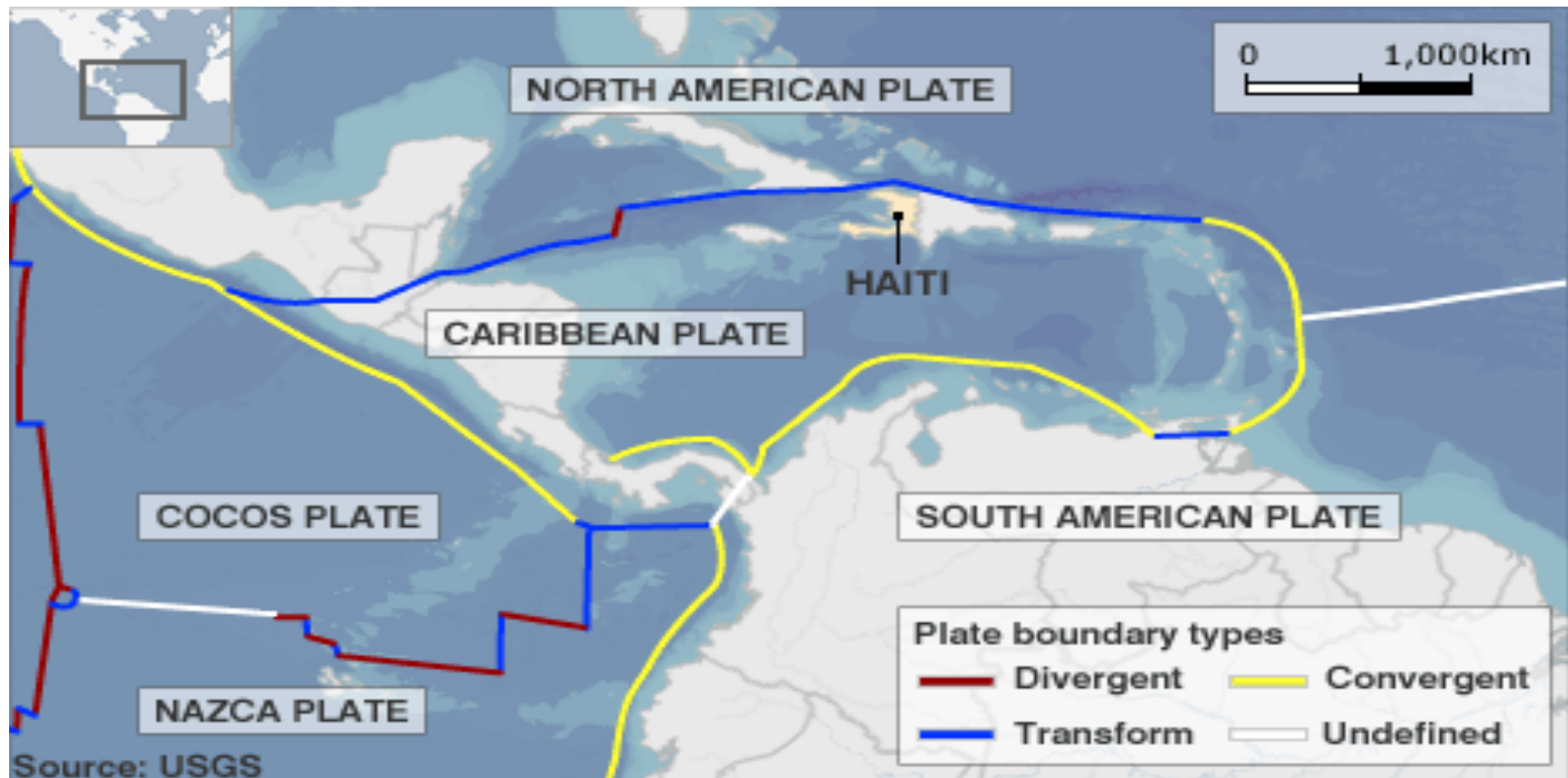
Background

The Republic of Haiti comprises the western three-eighths of the island of Hispaniola, west of the Dominican Republic. It is positioned between the Caribbean Sea and the North Atlantic Ocean. Haiti is slightly smaller than the U.S. state of Maryland.

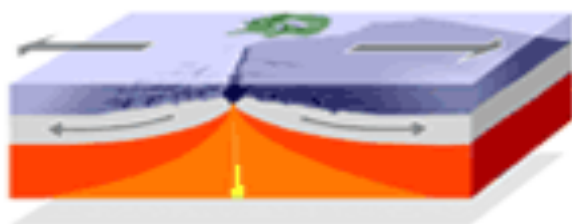
Area:	<i>total: 27,750 sq km; land: 27,560 sq km , water: 190 sq km</i>
Climate:	tropical; semiarid where mountains in east cut off trade winds
Terrain:	mostly rough and mountainous
Natural resources:	bauxite, copper, calcium carbonate, gold, marble, hydropower
Land use:	<i>arable land: 28.3%; permanent crops: 11.61%; other: 60.09% (2001)</i>
Natural hazards:	lies in the middle of the hurricane belt and subject to severe storms from June to October; occasional flooding and earthquakes; periodic droughts
Environment - current issues:	extensive deforestation (much of the remaining forested land is being cleared for agriculture and used as fuel); soil erosion; inadequate supplies of potable water

Maps and images





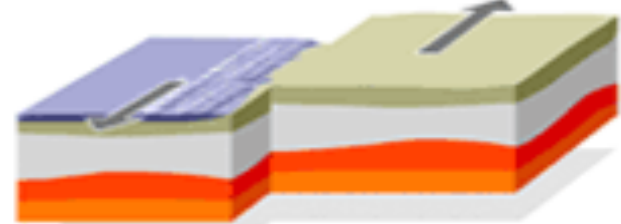
DIVERGENT

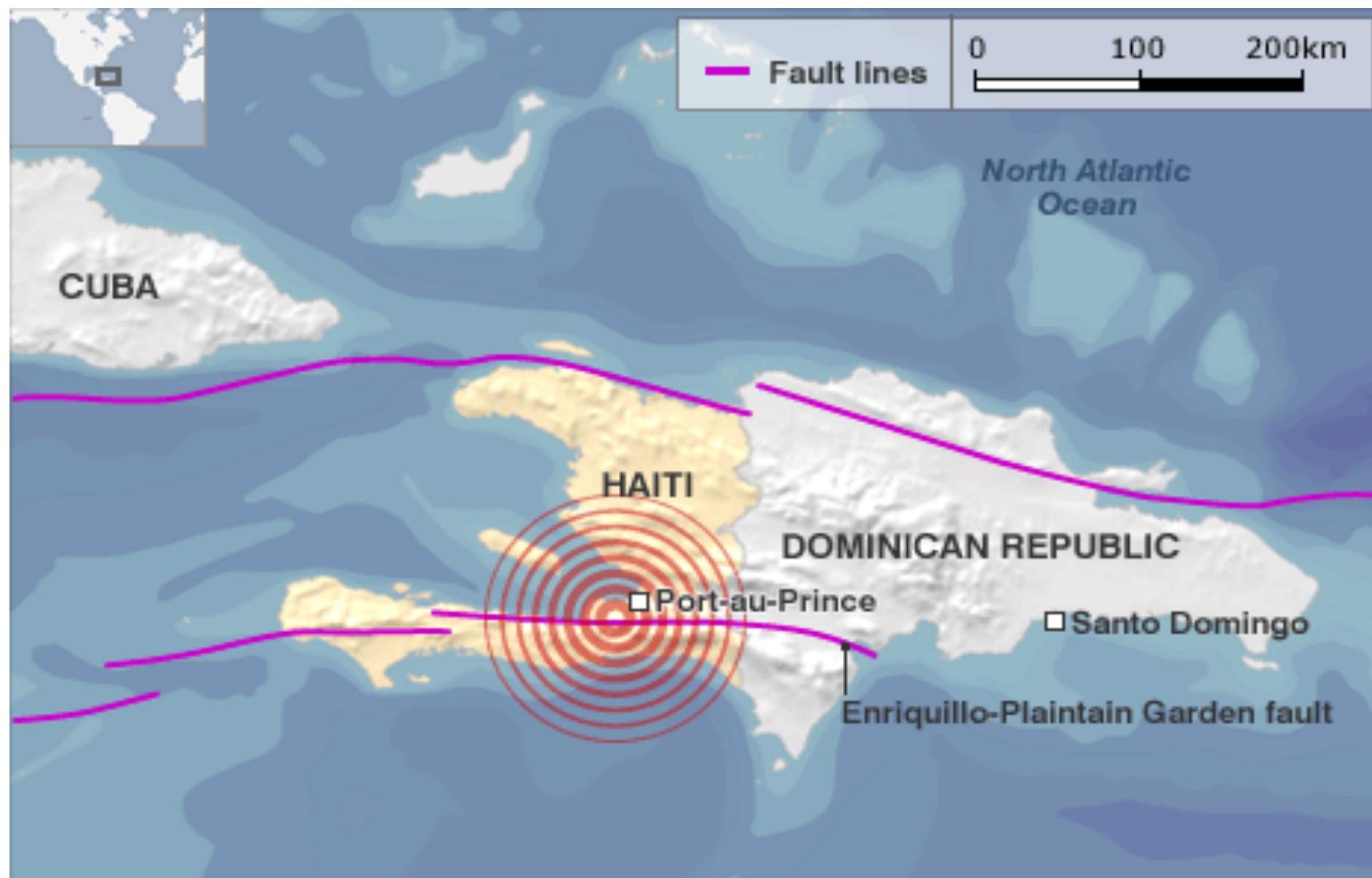


CONVERGENT



TRANSFORM









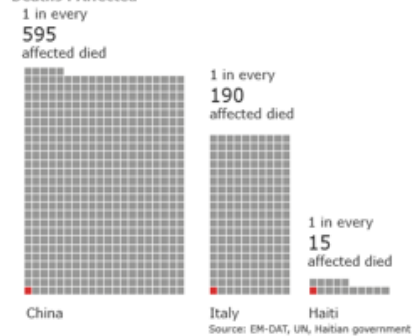
Causes of the earthquake

Physical	Human
<ul style="list-style-type: none">• The North American Plate sliding past the Caribbean Plate at a conservative plate margin. Both plates move in the same direction, but one moves faster than the other. The pressure that was built up because of the friction between the 2 plates was eventually released causing a magnitude 7 earthquake on the Richter Scale, with an epicentre 16 miles West of Port-au-Prince and a shallow focus of 5 miles.• The depth of the earthquake was very shallow, meaning that the energy that was released is very close to the surface. This could be a contributing factor to the intensity and high rating recorded of the Richter scale.• 40 aftershocks were recorded, and around 14 of these were measured to be a 5.0 magnitude or larger on the Richter Scale.	<ul style="list-style-type: none">• Shimon Wdowinski of the University of Miami in Florida has proposed a new theory that earthquakes can be linked to human activity. "Very wet rain events are the trigger. The heavy rain induces thousands of landslides and severe erosion, which removes ground material from the Earth's surface, releasing the stress and encouraging movement along faults."• The epicentre of the quake was only 10 miles (15 km) southwest of the capital Port-au-Prince and just 6.2 miles (10 km) below the Earth's surface.

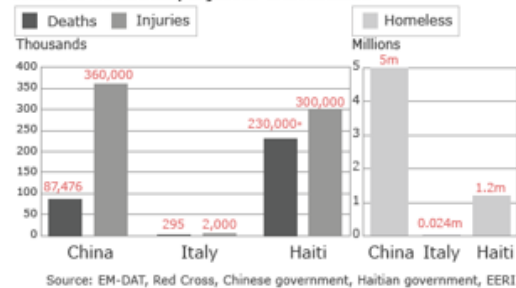
What made the effects of the earthquake worse (Haiti)

- Haiti is a poor country with lax building standards and high population density, which makes buildings more likely to crumble. The population of Port au Prince was estimated to be 897,859, with a population density of 24,912 per square mile. In comparison, New York's population density is 10,236.
- 72.1% of the population live on less than \$2 per day, meaning that most were unable to afford well-constructed homes and instead lived in shanty towns, which were close to the epicentre of the earthquake.
- The economic stability and level of development within Haiti was extremely poor, in 2009 their GDP was recorded to be \$6.55bn. This means that even before the earthquake, basic human needs such as access to safe drinking water and healthcare facilities were absent in some areas. Instead, the country's government was accused of being corrupt and mis-spending money which entered the nation, in the form of aid from NGOs and other more developed countries. Therefore, the country was unable to cope with the devastating effects of the earthquake, as it lacked the financial capability to invest in aid programmes, rescue operations and military intervention.
- A largely primary sector of employment dominated the country prior to the earthquake, with a few members of the population engaging in the secondary, manufacturing industry. Two thirds of the country were dependent on agriculture, and lived from small scale subsistence farming. Despite this, agriculture only accounted for around 28% of the country's GDP. This meant that independent and family financial security was low, as these were often low paid jobs which were subject to climatic conditions and the demand from multi-national companies such as
- The dense population in Port au Prince, the country's capital and worst effected city, made rescue efforts very difficult when they began to be carried out. Amongst all of the rubble (which was a significant amount due to the poor infrastructure), there were simply too many people which needed to be rescued in a very narrow time period. Many people were left to die, as the emergency services simply could not reach them in time.
- As a result of stagnant, unclean water sources, Cholera was allowed to spread following the earthquake. More than 250 people died as a direct result of the outbreak, and a further 3,000 were infected. These numbers were intensified due to the poor sanitary conditions before the earthquake, so the country could already have been housing the potential for cholera to spread before the earthquake struck, which brought about the ideal conditions for the disease to thrive.

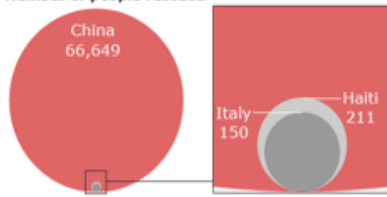
Deaths : Affected



Number of deaths, injuries & homeless

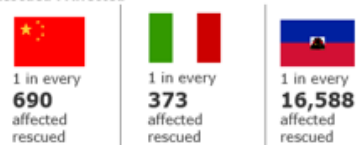


Number of people rescued

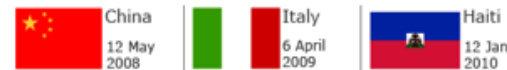


Source: UN, Italian government, Chinese government

Rescued : Affected



Source: UN, Italian government, Chinese government, EM-DAT



Magnitude

Amount of energy released by quake

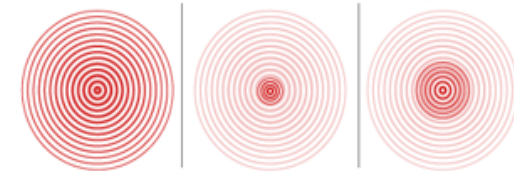
7.9

6.3

7.0

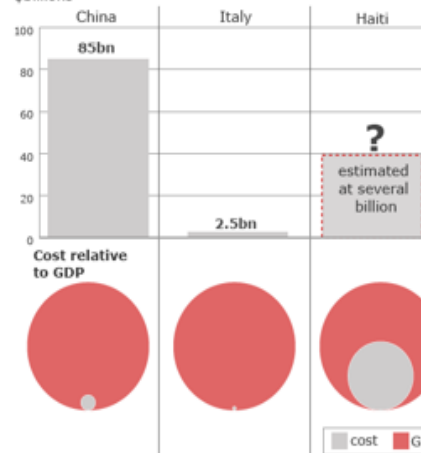
Amplitude

Each step in magnitude = 10 times increase in amplitude (amount ground moves)



Source: USGS

Economic cost



*The cost shown here is \$2bn

Source: EM-DAT, World Bank

Responses

Short Term

\$100 million in aid given by the USA and \$330 million by the European Union

810,000 people placed in aid camps

115,000 tents and 1,000,000+ tarpaulin shelters provided

Healthcare supplies provided to limit disease

Lack of immediate aid through poor planning, management and access meant that people had to try and rescue each other

4.3 million people provided with food rations in the weeks following the earthquake

Long Term

98% of the rubble on the roads hadn't been cleared restricting aid access

1 million people still without houses after 1 year so still have to live in aid camps

Support for people without jobs, which equates to nearly 70% of the population, through cash/food-for-work projects

Temporary schools created and new teachers trainee

Water and sanitation eventually supplied for 1.7 million people



The Haitian Earthquake 2010

How can you decide why so many people died?

Were human or physical factors more to blame?

Starter

- What do you already know about tectonic activity?
- What causes earthquakes and volcanoes?



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Background

The Haitian earthquake occurred on January 12, 2010, with a magnitude of 7.3. Over 220,000 people killed and another 300,000 were injured. It is estimated that around 3 million people in total were affected. There was no early warning as the earthquake wasn't predicted.



<http://www.youtube.com/watch?v=4-a261PjBmc> (4.47)

Your task:

- Use the information provided to decide:
 - Why did so many people die as a result of the earthquake?
 - Were human or physical factors more to blame for the death toll?

You have a 'magic minute' to present your decisions

Plenary

- Presentations
- Overall, what is our class decision?