




# PREPARING FOR A LEVEL GEOGRAPHY PART 2: SPECIFIC TASKS

Below are 6 tasks which will prepare you for your  A level in geography. There is one task for each module. Each task is based on part of the specification to give you an idea of the sort of things you might study. The tasks are very flexible, and it is fine to adapt them should you need to do so, for example, producing a PowerPoint instead of a report.

You should aim to complete a minimum of 1 task. If you would like to complete more, then please do so. **YOU DO NOT NEED TO DO THEM ALL!**

When we return to school, we will have a showcase of all your work. In the meantime, please upload photos of your work to teams or send them to our TGGS Instagram page.

**GOOD LUCK AND ENJOY THE WORK!**



# Paper 1: Physical Modules



## Water and Carbon



This is a fieldwork task. Investigate rates of infiltration in your garden and / or local area (make sure you follow government guidelines on social distancing).

You need to investigate the following question:

### DOES INFILTRATION VARY ON DIFFERENT SLOPE ANGLES AND LAND USES?

Task details:

- do some background reading as to why infiltration might vary
- collect data to investigate the question. You can look up ideas on the internet but a simple technique is to get a piece of plastic piping (or a plastic water bottle), hammer it into the ground. Pour 1 litre of water in and then measure how much has infiltrated after 5 minutes. Repeat this on different surfaces (eg soil, grass, woodland) / slopes (steep, gentle, flat) and record your results.
- Present your data in graphs, photos, maps etc
- Describe and explain your results
- What were your main findings - were you able to answer your question?
- How could this investigation be improved?



Sources of information:

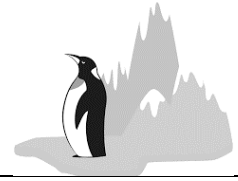
[Blencathra Padlet](#) (enter blencathra\_investigations as a password). This is very detailed but there are a lot of resources to help.

<https://www.rgs.org/schools/teaching-resources/make-your-own-fieldwork-equipment-infiltration/>

<https://www.teachitgeography.co.uk/resources/ks3/fieldwork/environment-atmosphere-and-climate/a-study-of-infiltration/25529>



# Glacial Landscapes



For this module you are expected to study the impacts of climate change on cold environments, focusing on observable changes you can see today and predicted changes that may occur in the future.

## WHAT ARE THE OBSERVABLE CHANGES ON COLD ENVIRONMENTS?

Your task for this option is to produce a film or powerpoint to investigate observable changes we can already see today.

### Task Details:

Your film / powerpoint should focus on the impacts of climate change on cold environments - this can include Polar, Alpine and Tundra environments. The impacts can be on the landscape, people, animals, plants or the environment.

You could include the following:

- Observable changes to glaciers - are they all retreating? How have they changed over the last 100 years?
- Impacts on different industries such as skiing, oil and gas
- Impacts on indigenous people - how might climate change affect traditional economies such as hunting and their way of life?
- Impacts on the permafrost

Some places to try for help!

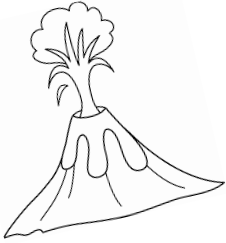
[Impacts on mountains - skiing](#)

[Tundra Biome](#)

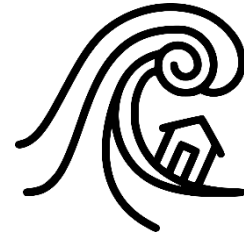
<https://nsidc.org/cryosphere/glaciers/gallery/retreating.html>

<https://earthobservatory.nasa.gov/images/7679/glacial-retreat>





# Natural Hazards



For A level hazards you will study 3 major natural hazards: Tectonic Hazards, Tropical Storms and Wildfires. Your task if you choose this transition work is to investigate and research the Australian wildfires of 2019/2020 and answer the question below.

## WHY WERE THE AUSTRALIAN WILDFIRES OF 2019 SO DEVASTATING?

### Task details:

Choose any media type to present your research - magazine type article, video, booklet, foldable, powerpoint. You must include the following:

- Causes of the wildfires (including different viewpoints)
- Impacts - economic, social, environmental and political
- Management (include preparation and response)
- Response by different stakeholders - local communities, politicians, environmental groups

### Sources of information:

Guardian newspaper

BBC

<https://www.nationalgeographic.com/science/2020/01/extreme-wildfires-reshaping-forests-worldwide-recovery-australia-climate/>

<https://www.rgs.org/schools/teaching-resources/australian-wildfires/what-is-wildfire/>



# Paper 2: Human Modules



## Global Systems & Governance



This module looks at how our world is governed by organisations like the UN and the economic systems that produce our globalised world. You will study areas from Antarctica to Foxconn in China where your phone may have been made.

Your task for transition work is very topical! Investigate the role of WHO (World Health Organisation) to answer the following question:

### TO WHAT EXTENT HAS THE WHO RESPONSE TO CORONAVIRUS BEEN EFFECTIVE?

#### Task details:

Produce a written report to answer the question above. You must include at least 3 pieces of evidence to justify your response.

You could include the following:

- Who are WHO? What do they do?
- Why has Coronavirus moved so quickly around the globe?
- What is WHO's role globally and how do they direct each country on what to do about coronavirus transmission?
- What measures did WHO suggest? Have they worked?
- Which countries have followed their advice, and which haven't?
- The impact of WHO in specific countries
- Your own opinion on WHO and coronavirus - could they have done things differently?



Where to look?

The Guardian and BBC websites are a good starting point

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

<https://www.un.org/en/coronavirus>





# Changing Places

This is a research and fieldwork task. At A level you will be studying about how places are represented in different ways such as statistics, media, art, poetry and songs. You will study two places in depth and find out about how they change over time and what it is like to live in these places.

## WHAT IS THE CHARACTER OF MY PLACE?

Your task is to produce a small scrapbook about the place where you live. This might be your village or the part of the town / city you live in.

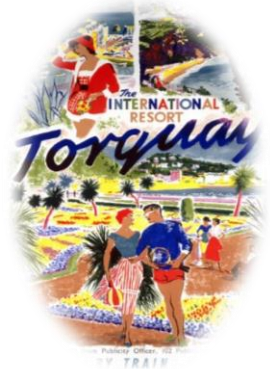
### Task details:

**PART ONE** - produce a photo journey of your place. Walk around (follow social distancing guidelines) your local area for an hour and take a picture every 100 steps. Record any interesting features / information about the points you stop at. Use this to annotate your photos.

**PART TWO** - Find out how your local place has changed over time. Can you find any old photos - see if you can take modern day photos of the same image.

**PART THREE** - What are the characteristics of your place. Find out statistics and census data. Do maps show the characteristics? Do these match your photos?

**PART FOUR** - How is your place represented? Can you find any qualitative data sources eg poems, songs, paintings, newspaper stories, social media (look up your place on Instagram and twitter)



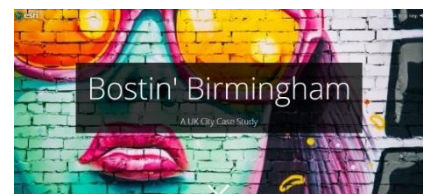
### Helpful information:

This gives you an idea of what a place-study might entail (click on the picture)

<https://www.streetcheck.co.uk/> - statistics by road

Neighbourhood Statistics - search census for your local place

Google is your friend here!





# Contemporary Urban Environments

At A level you will study all things cities! For this task I would like you to focus on inequality in cities by choosing any city in the UK or in the world. You can choose one you have visited or one that you have always wanted to see. Your end product can be any format you choose - video, audio, scrapbook, powerpoint - basically its up to you!

## HOW DIFFERENT IS URBAN LIFE FOR THE RICH AND THE POOR?

Inequality is the gaps between rich and poor and I would like you to investigate how this affects life in your city? What is it like to live there if you are rich? What is life like for the poor?

### Task Details:

This is a very flexible task, but you might want to consider some of the following:

- Patterns of wealth across the city - where do the richer people live? Where are the poor found?
- What determines patterns of inequality? In other words, why do people live where they do?
- How does wealth affect quality or housing and access to employment and services?
- Challenges and opportunities for rich and poor
- What has your city done to tackle the gap between rich and poor?
- The impact of inequality on health. The impact of coronavirus in your city.



Where to look for help?

The Guardian has lots of useful information about cities.

Google is your friend: 'Inequality in .....

Geofactsheets (on sharepoint in the A level folder) - lots of case-studies of cities

<https://www.gapminder.org/dollar-street/matrix> - a website showing the varying levels of wealth around the world, you can compare by all sorts of products e.g. toothbrushes or toys. An interesting site to spend some time on.