

## Paper 2 - Global Systems and Global Governance

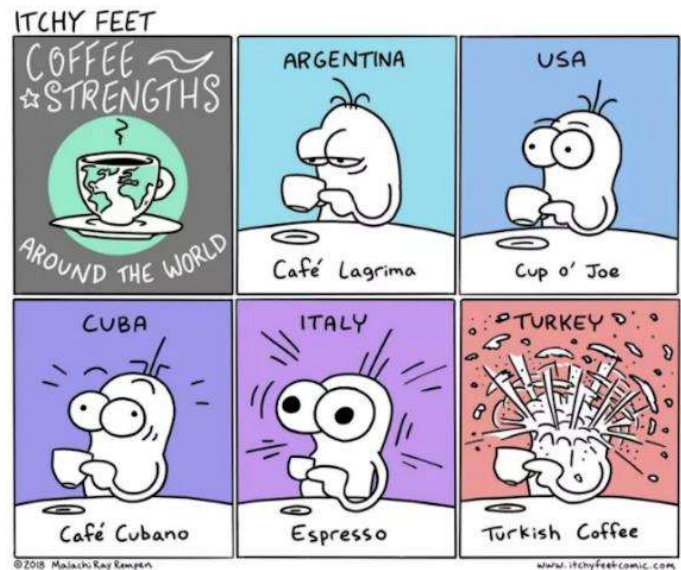
The idea behind this bridging pack is to use the time that you have between now and September to get ahead for your A Level Geography course. You will be studying 3 modules for the Human paper. Answer as many of the questions below as you can.

Sources that might help you:

- The reference library on the Tutor2u Geography website:  
<https://www.tutor2u.net/geography/reference/what-is-globalisation> you can search for other articles
- [http://www.coolgeography.co.uk/advanced/global\\_systems.php](http://www.coolgeography.co.uk/advanced/global_systems.php)
- <https://geography-revision.co.uk/a-level/human/globalisation/> search for the sections on global governance and trade.
- <https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/global-systems-and-governance/>

### Questions/tasks

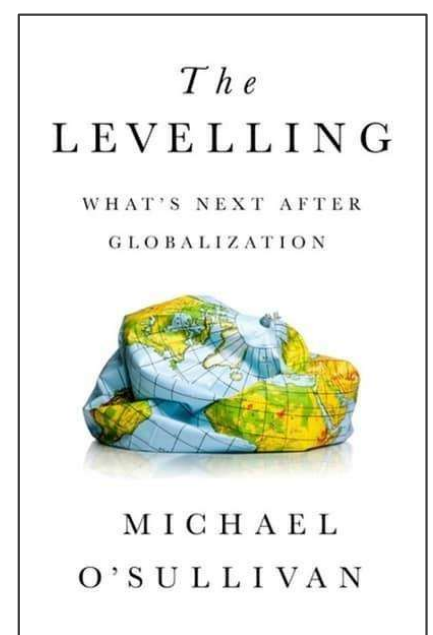
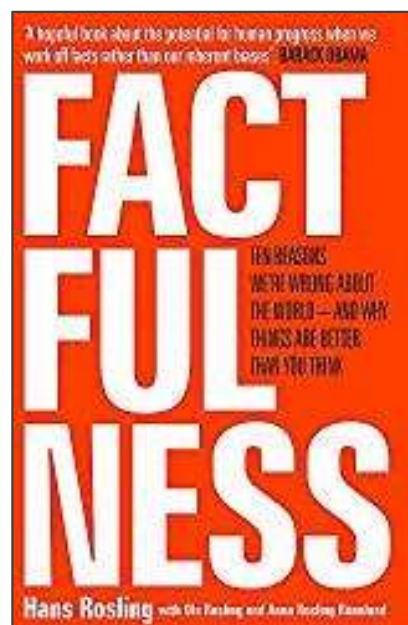
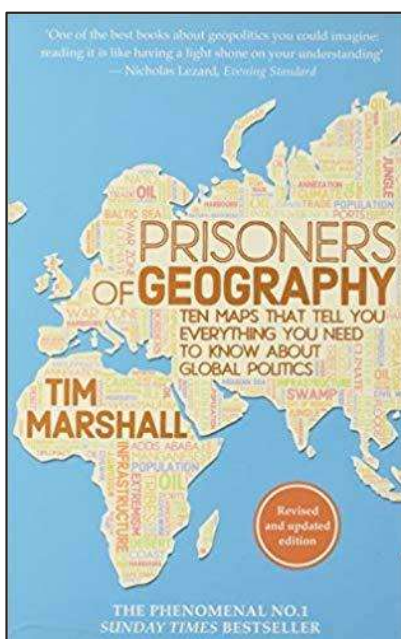
1. What is globalisation?
2. Globalisation refers to a worldwide market. In contrast, glocalisation produces goods that are adapted to local markets. How does the cartoon image on the right illustrate glocalisation?
3. With reference to question 2, take a look at the artist's website for more ideas about glocalisation and perceptions of place (which gives a synoptic link to the Changing Places module too):  
<http://www.itchyfeetcomic.com/> Search for places using the @location hashtags.
4. We study 2 TNCs - Coca Cola and Tata as global companies. Find out some facts about each company (e.g. location of Head Office, value of sales, retail locations globally).
5. How do these two web pages show a world that is connected? What are the 'flows' that connect place both here and in other examples that you can think of?
  - a. [https://www.reddit.com/r/MapPorn/comments/b88cyg/all\\_the\\_underwater\\_fiber\\_optic\\_cables\\_that/?utm\\_content=buffer84b2c&utm\\_medium=social&utm\\_source=twitter.com&utm\\_campaign=buffer](https://www.reddit.com/r/MapPorn/comments/b88cyg/all_the_underwater_fiber_optic_cables_that/?utm_content=buffer84b2c&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)
  - b. <https://www.marinetraffic.com/en/ais/home/centerx:-1.5/centery:50.8/zoom:9>
6. What is the Yamal megaproject and how is it threatening the Nenets (indigenous nomadic reindeer herders)?



Browse ITCHY FEET comics by #Subject or @Location

@ Philippines @Africa @Andorra @Antarctica @Argentina @Armenia @Asia @Australia @Austria @Bangladesh @Belgium @Bermuda @Brazil @Cambodia @Canada @Chile @China @Colombia @Cuba @Czech Republic @Denmark @DRC @Dubai @England @Europe @Finland @France @Germany @Greece @HongKong @Iceland @India @Indonesia @Ireland @Israel @Italy @Japan @Liechtenstein @Luxembourg @Madagascar @Malaysia @Mexico @Middle East @Morocco @Nepal @Netherlands @NewZealand @North Africa @North Korea @Norway @Peru @Poland @Portugal @Romania @Russia @San Marino @Scotland @Singapore @Slovakia @Slovenia @South Africa @South America @South Korea @Spain @Sri Lanka @Sweden @Switzerland @Syria @Taiwan @Thailand @Turkey @UK @USA @Venezuela @Vietnam @Wales #Afrikaans #Arabic #Bulgarian #Chinese #Danish #Dutch #English #Esperanto #Europe #Expat Life #Family #Finnish #Food #French #German #Greek #Hebrew #Hindi #Indonesian #Irish #Italian #Japanese #Kazakh #Klingon #Korean #Language Learning #Latvian #Lithuanian #Malay #Norwegian #Polish #Portuguese #Romanian #Russian #Spanish #Swahili #Swedish #Tagalog #Thai #Toki Pona #Travel #Turkish #Vietnamese #Welsh

7. What is China's 'belt and road' initiative? Read this article and make some notes:  
<https://www.theguardian.com/cities/ng-interactive/2018/jul/30/what-china-belt-road-initiative-silk-road-explainer>
8. What is the trade war between the USA and China all about? Read this article and make some notes: <https://www.bbc.co.uk/news/business-45899310>
9. We look at the banana trade later in this module. Use images to show how banana are grown and traded. Try to include some specific locations.
10. What is palm oil and why do some people see it as a problem?
11. The global commons are places that are outside of the political reach of any country. What do you think the four global commons are?
12. We study Antarctica later in the module. Create a fact file about Antarctica. What threats does Antarctica face and how is it governed?
13. Suggested books to read for in preparation for this module:
  - a. Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics - Tim Marshall
  - b. Factfulness: Why Things Are Better Than You Think - Hans Rosling
  - c. The Levelling: What's Next After Globalization - Michael O'Sullivan



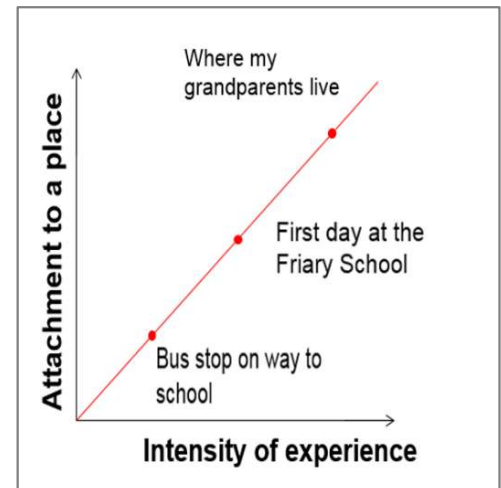
## Paper 2 - Changing Places

The idea behind this bridging pack is to use the time that you have between now and September to get ahead for your A Level Geography course. You will be studying 3 modules for the Human paper. Answer as many of the questions below as you can.

Sources that might help you:

- The reference library on the Tutor2u Geography website:  
<https://www.tutor2u.net/geography/reference/the-concept-of-place> you can search for other articles or use the 'you might also like' suggestions at the bottom of the webpage.
- [http://www.coolgeography.co.uk/advanced/changing\\_places.php](http://www.coolgeography.co.uk/advanced/changing_places.php)
- <https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/changing-places/>

1. The graph to the right shows the relationship between intensity of experience and depth of attachment to a place.
  - a. Add photos to the graph opposite to show some places that you have an attachment to and to what extent that attachment is strong.
  - b. How does our sense of place change as we grow up?



2. The way we understand different places depends on how attached we are to them. Geographer Edward Relph described these different responses to place as insider and outsider perspectives.  
Read this article and explain how it relates to Relph's theory:  
<https://www.derbytelegraph.co.uk/burton/travellers-maurice-lea-park-gresley-3293463>
3. Another way in which geographers think about place is in terms of those that are privately owned and those that are open and accessible to the public. Look at the images below. Do you think they are privately or publicly owned and why?



4. Topophobia describes places that we're afraid of. Topophilia describes places that we love.
  - a. Find two images to illustrate topophobia and topophilia for you.
  - b. Would everyone agree with your opinion on these two places and why?
  - c. Could your perception of this place ever change and, if so, why?
5. The frictional effect of distance is a concept that states that places near to each other have a greater interaction, whereas those that are further apart have less interaction. Time-Space Convergence is the impression that distances between two locations have decreased due to between transport communications. How might these two theories contradict one another?



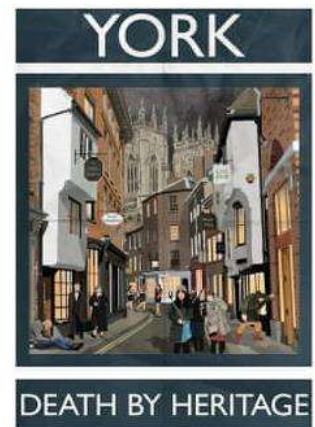
6. The rural:urban continuum shows how rural and urban areas are quite difficult to define and that places often lie in-between.
- How can places move from rural to urban?
  - How can places move from urban to rural? (this one is harder to imagine, but think about abandoned places).



7. Listen to the song 'New York' by Alicia Keys: <https://www.youtube.com/watch?v=BT4RIDI7z3w>
- What is her perception as New York as a place?
  - Try to pick out specific lyrics and explain how you know this.
  - Is her perception realistic or reliable and why?

8. Read this article from the Guardian newspaper: <https://www.theguardian.com/cities/2019/nov/29/rubbish-seaside-a-backhanded-love-letter-to-urban-britain>

- What is the name of the artist who made these postcards?
- Choose one of the postcards and explain what it shows.
- Is this view fair/realistic/useful?



9. Watch this 18 minute TED talk about place representation:

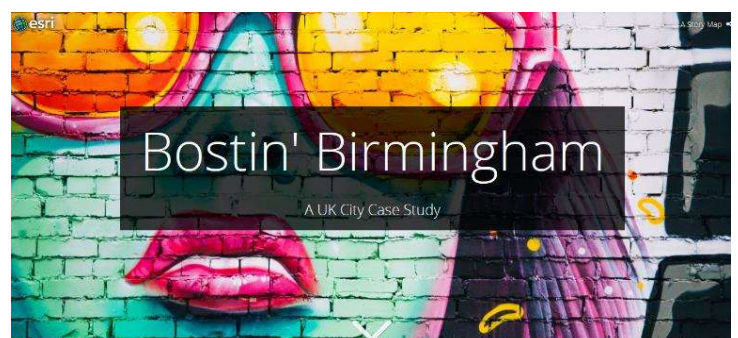
[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story/up-next?language=ky](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/up-next?language=ky)

What is the message that the presenter is trying to give?

10. Create a fact file about Detroit in the USA. Include things like a location map and a timeline of events that have affected the city.
11. Almost all places that you visit are designed to manipulate your attitudes/feelings/behaviours. A good example of this is the school, where the posters on the walls are designed to inspire and motivate you to work harder. Think of one example of place manipulation and explain how it works.
12. Place studies. You will need to carry out two place studies (exploring the developing character of a place) as part of this course. They will help you to answer the 20 mark questions (the longest questions) in this section of the Human paper.

You will study a near place (local area) and a distant place. Gather some information about your local area that you can use during your near place study. You could use maps, census data, photographs (past and present) or anything else that you think would be useful to show how the place has changed over time.

Have a look at this brilliant case study of Birmingham, which has been created by ESRI (click on the image for the hyperlink). It will give you some ideas about how to carry out place studies.



## Paper 2 - Population and the Environment

The idea behind this bridging pack is to use the time that you have between now and September to get ahead for your A Level Geography course. You will be studying 3 modules for the Human paper. Answer as many of the questions below as you can.

Sources that might help you:

- <https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/population-and-environment/>
- <https://geography-revision.co.uk/a-level/human/world-population-growth/>



1. What is the current global population?
2. What are the three most populous countries in the world?
3. Read this article about what different children around the world eat over the course of one week:  
<https://www.boredpanda.com/kids-surrounded-weekly-diet-photos-daily-bread-gregg-segal/> Choose two contrasting images and try to think of reasons why they are so different.
4. Read this article from February 2020:  
<https://www.bbc.co.uk/news/world-africa-51348517> How can unforeseen factors threaten agricultural productivity?
5. Read this article: <https://www.theguardian.com/sustainable-business/2015/aug/13/food-growing-underwater-sea-pods-nemos-garden-italy> Is this method of food production sustainable?
6. Epidemiological transition refers to the changes in the pattern of mortality and morbidity as a country experiences social and economic development. It states that:
  - a. LICs experience more communicable diseases (infectious diseases)
  - b. HICs experience more non-communicable diseases (non-infectious diseases)Give examples of diseases that are communicable and non-communicable.



7. Read the article 'What do the people of the world die from?':

<https://www.bbc.co.uk/news/health-47371078> Does it support the idea of epidemiological transition?



8. Listen to this podcast called 'the Long and Short of Life Expectancy':

<https://www.bbc.co.uk/sounds/play/m00088mh> Make notes.

9. You will study two diseases as part of this course: Malaria and coronary heart disease. Create two fact files about these diseases. Include things like a prevalence map (shows where the disease is most common), causes and consequences.



10. Research the aims of the following three organisations:

- DfID
- WHO
- Bill and Melinda Gates Foundation

Who funds these causes and what specific things have they managed to achieve?

11. Research the IPAT equation. What is it and what does it show?

12. Additional reading idea: The Limits to Growth (1972). This is a book and so would take some time to read. It isn't essential, but it would be good background to this course if you're able to read any of it.

13. Research the Rapa Nui people of Easter Island. Where is Easter Island? What happened to these people and how does it relate to this course?



14. Watch this documentary:

<https://www.gapminder.org/videos/dont-panic-the-facts-about-population/> It's 58 minutes long but it's really useful for this course. Hans Rosling (the presenter) is an expert on population and so well worth watching!

15. Later in the module you will need to know the difference between climate change and ozone depletion. Make notes to show the difference between the two.

16. Read this article: <https://time.com/5523805/china-aging-population-working-age/> Why do countries need to manage population change?

17. Throughout this unit, we will look at the following places as our case studies:

- China and Bangladesh (factors affecting population change)
- Japan (ageing population, population decline and population projections).
- Hackney (relationship between place and health)

Create fact files for each of these places (location maps, current populations, current issues etc).



## **Paper 1 physical Geography Bridging tasks**

## Coastal landscapes

*This topic also develops your knowledge from GCSE. Use the information below, your own knowledge AND additional research to complete the tasks below. This website might be a good starting point:*

<https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/coastal-systems-landscapes/>

The Jurassic Coastline in Dorset is one of the most famous stretches of coastline in terms of landforms and features.

- Your task is to research this stretch of coastline to create a case study. You will need to include photos and annotated maps to identify the different features along this stretch of coastline and start to explain how and why the different landforms are created.



**Exam question:** Explain the relationship between geology and coastal form along the Dorset Coastline (6 marks)

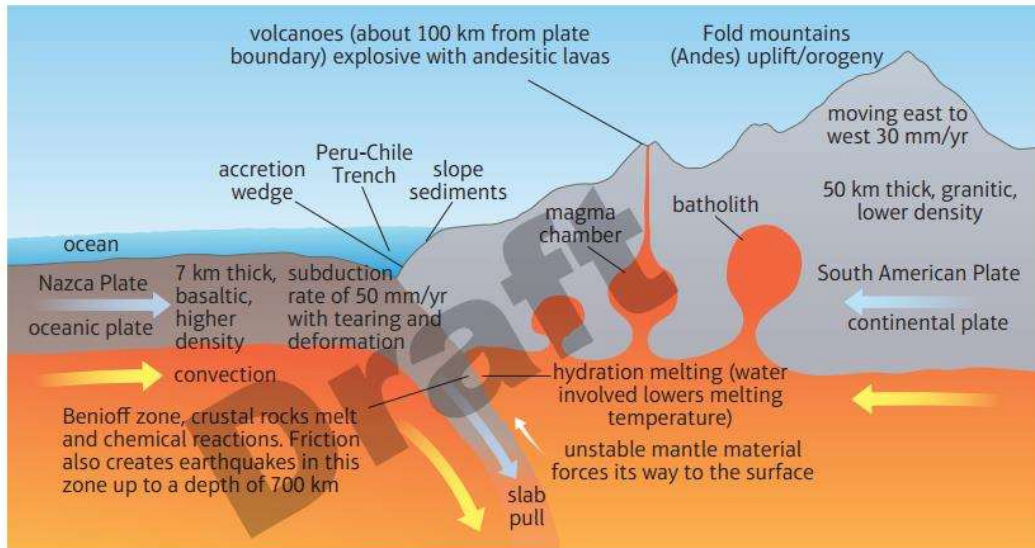
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## Tectonic Hazards

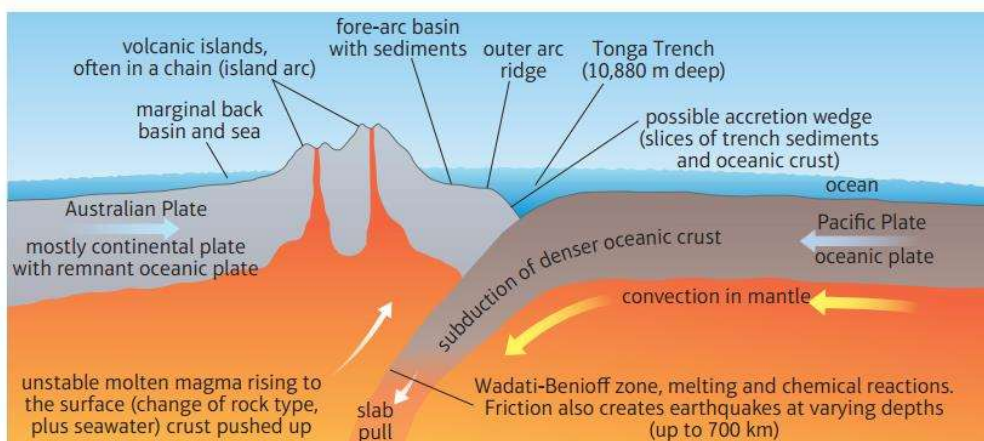
This topic develops your knowledge from GCSE. Use the information below, your own knowledge AND additional research to complete the tasks below. This website might be a good starting point:

<https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/hazards/>

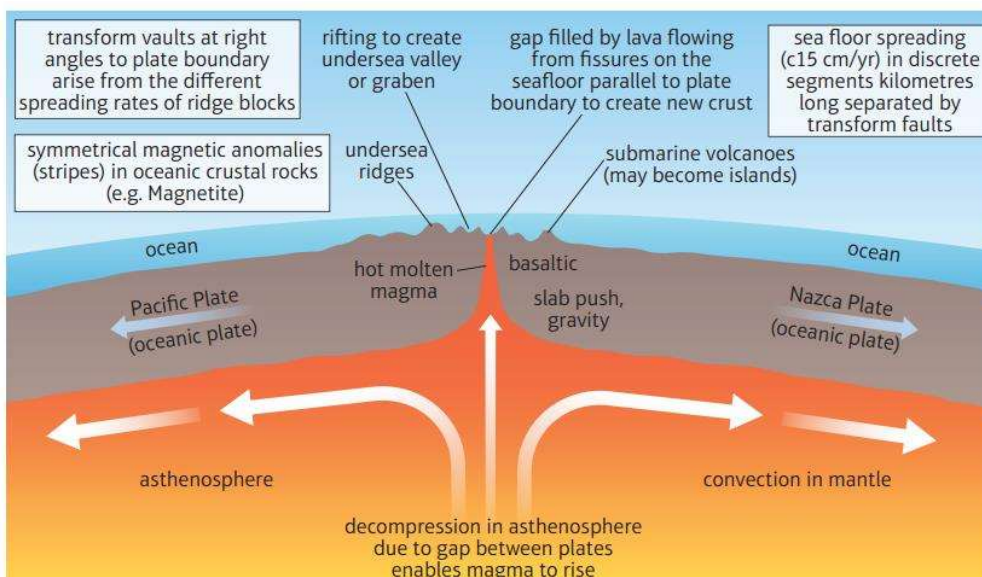
### Plate boundaries:



**Figure 1.5:** Destructive (convergent) plate boundary.

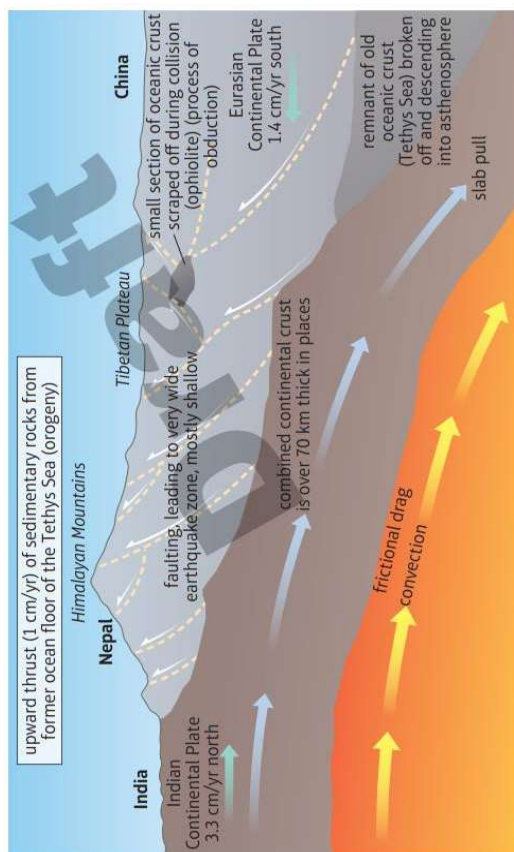


**Figure 1.6:** Destructive (convergent) plate boundary (island arc).

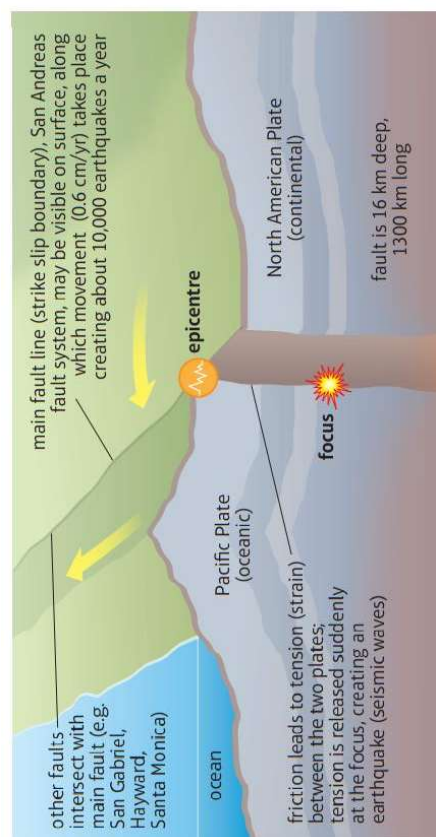


**Figure 1.7:** Constructive (divergent) plate boundary.





**Figure 1.8:** Collision (convergent) plate boundary.



**Figure 1.9:** Transform (conservative) plate boundary.

1. For each plate boundary identify the different tectonic hazards to be found and the key features.

Plate boundary	Earthquakes and/or volcanoes	Key features (direction of plate margin, type of plate,
Destructive		
Constructive		
Collision		
Transform (Conservative)		

2 - Explain the cause of earthquakes at constructive plate margins (4)

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3 - Explain the cause of volcanoes at destructive plate margins (4)

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4 - Explain why earthquakes and volcanoes are often located in similar locations (6)

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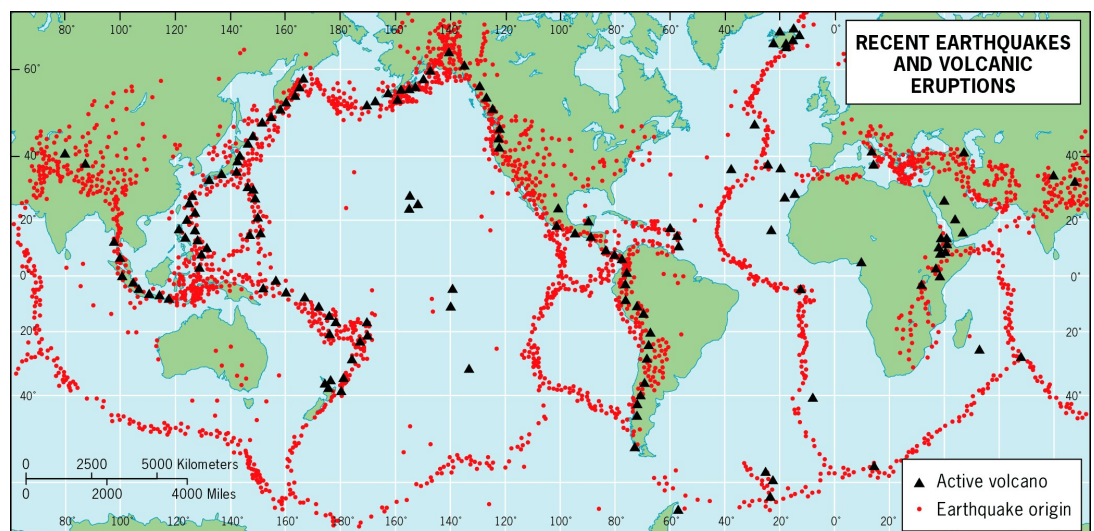
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5 – Research to find out what the Parks Model is. What does this model show?

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6 - Case Study – Research

Complete research into one of the following hazards and produce a comprehensive case study with photographs and maps to support your research:

- **Volcanic Eruption – Eyjafjallajokull, Iceland 2011**
- **Earthquake – Christchurch, New Zealand 2010 and 2011**

For either hazard identify the cause, impacts (Social, Economic and Environmental) and Management of the hazard.