

## Geography (AQA)

### Objectives

The focus of your Summer should be your NEAs. Unless you are completing a glacial study, you should have completed your Proposal Form and had it signed off by your teacher. As a reminder, here are the deadlines for the first half-term back after the Summer:

Week commencing	Students who are collecting glacial data on the Wales fieldtrip.	All other students.
3 June 2024	Two <b>compulsory</b> sessions will be arranged during this time. <b>If you miss either of these then you will not be able to complete a glacial NEA and will need to switch to another idea.</b> <b>S1</b> – Overview of the options for data collection <b>S2</b> – You <u>must</u> bring your completed PF	The deadline for printing and handing in your PF is <b>4pm on Friday 7 June 2024.</b>
10 June 2024		Discuss your PF with one of your teachers.
17 June 2024		The deadline for submitting your CRF is <b>4pm on Friday 5 July 2024.</b>
24 June 2024 <b>EXAM WEEK</b>		Background reading should begin.
1 July 2024		Background reading should begin.
8 July 2024	The deadline for submitting your CRF is <b>4pm on Monday 15 July 2024.</b>	The CRF with teacher comments will be emailed back before summer holiday.
15 July 2024		This is the <b>perfect time to undertake your data collection</b> or part of your data collection if your project involves change over time.
22 July 2024		
29 July 2024		
5 Aug 2024		
12 Aug 2024		
19 Aug 2024		
26 Aug 2024		
2 Sept 2024		
9 Sept 2024		
16 Sept 2024	The CRF with teacher comments will be emailed back to you by this date. You must <u>print this</u> and <u>take it to Wales</u> .	Literature review/started bibliography/ location/introduction/risk assessment deadline <b>Friday 20 September 2024.</b>
23 Sept 2024		
30 Sept 2024	Literature review/started bibliography/ location/introduction/risk assessment deadline <b>Friday 4 October 2024.</b>	Methodology deadline

Beyond this, we want you to reflect on your previous learning and fill-in any gaps there may be in your understanding.

Finally, we would like you to ‘look ahead’ to things that will be studied early in Year 13.

### NEA Tasks

All students should be doing background research into the theory that underpins their NEAs and the location they are exploring. You can then start to *critically* summarise this theory and begin your **literature review**. Also use maps and your research to locate and describe the **location** of your investigation – will any relevant contextual information on it. Alongside this, ensure you are compiling a **bibliography** of all sources you are using (including the date you accessed it, if the source is a webpage). You would be encouraged to put all of these summaries in to one (Word) document which you will eventually add to as it becomes your NEA.

If you are doing a NEA not based around your Snowdonia fieldwork, then you should also use your Summer to **carry-out your research**. Think carefully about how you are recording your data - what tables are effective etc. Consider taking photos and make notes at the time about things that did or did not work as this will make your evaluation more effective. You could then begin to write your **methodology** – remember to be accurate and specific with sampling methods you use; justify every decision you make (why did you collect that specific data and why are you using those specific methods and sampling techniques) and include how you managed all **risks** and the **ethical considerations** you made.

Remember, your NEA contributes 20% of your overall mark.

# Assessment

Remember, after having your CRF signed-off, teachers cannot mark and give feedback on your work. For your reference, the AQA mark scheme for the NEA is given below:

The NEA is marked in 4 sections:

	Max
Area 1: Introduction and preliminary research	10
Area 2: Methods of field investigation	15
Area 3: Methods of critical analysis 20 marks	20
Area 4: Conclusions, evaluation and presentation	15
<b>Total:</b>	<b>60</b>

The grade boundaries fluctuate year-to-year but this will give you a rough indication:

A*	A	B	C	D	E
48	41	35	29	23	18

**Area 1: Introduction and preliminary research**

Level	Level 4	Level 3	Level 2	Level 1	0
Marks	10	9	8	7	6
To define the research question(s) which underpin field investigations.	A research question(s) is <b>effectively identified</b> and is <b>completely</b> referenced to the specification.	A research question(s) is <b>securely identified</b> that is <b>explicitly</b> linked to the specification.	A research question(s) which is <b>partial</b> . Links to the specification are <b>imprecise</b> .	A research question(s) is <b>generalised</b> . Links to the specification are <b>tentative</b> .	Does not meet criteria.
To research relevant literature sources and understand and write up the theoretical or comparative context for a research question.	Well-supported by thorough use of relevant literature sources.  Theoretical and comparative contexts are well-understood and well-stated.	Supported by thorough use of relevant literature sources.  Theoretical and comparative contexts are consistently understood and stated.	Supported by some use of relevant literature sources.  Theoretical and comparative contexts are <b>inconsistently</b> stated.	Limited or basic use of relevant literature sources.  Theoretical and comparative contexts are <b>isolated</b> .	Does not meet criteria.

**Area 2: Methods of field investigation**

Level	Level 4	Level 3	Level 2	Level 1	0
Marks	15	14	13	12	11
To observe and record phenomena in the field and devise and justify practical approaches taken in the field including frequency/ timing of observation, sampling, and data collection approaches.	Detailed use of a range of appropriate observational, recording and other data collection approaches including sampling.  Thorough and well-reasoned justification of data collection approaches.	Clear use of appropriate observational, recording and other data collection approaches including sampling.  Explicit justification of data collection approaches.	Intermittent use of appropriate observational, recording and other data collection approaches including sampling.  Some justification of data collection approaches.	Basic use of appropriate observational, recording and other data collection approaches including sampling.  Justification of data collection approaches is <b>tentative</b> .	Does not meet criteria.
To demonstrate practical knowledge and understanding of field methodologies appropriate to the investigation of human and physical processes.	Detailed demonstration of practical knowledge and understanding of field methodologies appropriate to the investigation of human and physical processes.	Clear demonstration of practical knowledge and understanding of field methodologies appropriate to the investigation of human and physical processes.	Intermittent demonstration of practical knowledge and understanding of field methodologies appropriate to the investigation of human and physical processes.	Limited demonstration of practical knowledge and understanding of field methodologies appropriate to the investigation of human and physical processes.	Does not meet criteria.
To implement chosen methodologies to collect data/ information of good quality and relevant to the topic under investigation.	Detailed implementation of chosen methodologies to collect data/ information of good quality and relevant to the topic under investigation.	Clear implementation of chosen methodologies to collect data/ information of good quality and relevant to the topic under investigation.	Partial implementation of chosen methodologies to collect data/ information of good quality and relevant to the topic under investigation.	Limited implementation of chosen methodologies to collect data/ information of good quality and relevant to the topic under investigation.	Does not meet criteria.

**Area 3: Methods of critical analysis**

Level	Level 4	Level 3	Level 2	Level 1	0
Marks	20	19	18	17	16
To demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them.	Effective demonstration of knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results.  Thorough ability to select suitable quantitative or qualitative approaches and to apply them.	Precise demonstration of knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results.  Clear ability to select suitable quantitative or qualitative approaches and to apply them.	Imprecise demonstration of knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results.  Some ability to select suitable quantitative or qualitative approaches and to apply them.	Basic demonstration of knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results.  Basic ability to select suitable quantitative or qualitative approaches and to apply them.	Does not meet criteria.
To demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding.	Thorough ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative.  Complete use of the experience to extend geographical understanding.	Clear ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative.  Secure use of the experience to extend geographical understanding.	Partial ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative.  Inconsistent use of the experience to extend geographical understanding.	Limited ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative.  Tentative use of the experience to extend geographical understanding.	Does not meet criteria.
To apply existing knowledge, theory and concepts to order and understand field observations.	Effective application of existing knowledge, theory and concepts to order and understand field observations.	Focused application of existing knowledge, theory and concepts to order and understand field observations.	Implicit application of existing knowledge, theory and concepts to order and understand field observations.	Tentative application of existing knowledge, theory and concepts to order and understand field observations.	Does not meet criteria.

**Area 4: Conclusions, evaluation and presentation**

Level	Level 4	Level 3	Level 2	Level 1	0
Marks	15	14	13	12	11
To show the ability to write up field results clearly and logically, using a range of presentation methods.	Thorough ability to write up field results clearly and logically, using a range of presentation methods.	Clear ability to write up field results clearly and logically, using a range of presentation methods.	Some ability to write up field results clearly and logically, using a range of presentation methods, but with some inconsistency.	Basic ability to write up field results clearly and logically, using a range of presentation methods.	Does not meet criteria.
To evaluate and reflect on fieldwork investigations, explain how the results relate to the wider context and show an understanding of the ethical dimensions of field research.	Effective evaluation and reflection on the fieldwork investigation.  Complete explanation of how the results relate to the wider context(s).  Thorough understanding of the ethical dimensions of field research.	Secure evaluation and reflection on the fieldwork investigation.  Precise explanation of how the results relate to the wider context(s).  Clear understanding of the ethical dimensions of field research.	Partial evaluation and reflection on the fieldwork investigation.  Imprecise explanation of how the results relate to the wider context(s).  Some understanding of the ethical dimensions of field research.	Tentative evaluation and reflection on the fieldwork investigation.  Generalised explanation of how the results relate to the wider context(s).  Limited understanding of the ethical dimensions of field research.	Does not meet criteria.
To demonstrate the ability to write a coherent analysis of fieldwork findings in order to answer a specific geographical question and to do this drawing effectively on evidence and theory to make a well-argued case.	Thorough ability to write a coherent analysis of fieldwork findings in order to answer a specific geographical question.  Draws effectively on evidence and theory to make a well-argued case.	Focused ability to write a coherent analysis of fieldwork findings in order to answer a specific geographical question.  Draws explicitly on evidence and theory to make an argued case.	Partial ability to write a structured analysis of fieldwork findings in order to answer a specific geographical question.  Draws inconsistently on evidence and theory to make a reasoned case.	Basic ability to write an analysis of fieldwork findings in order to answer a specific geographical question.  Draws tentatively on evidence and theory to make an isolated case.	Does not meet criteria.

## PLC

Beyond your NEAs we would like you to consider your Y12 learning. Below is a 'RAG' table to grade how comfortable you are with all the Physical and Human Geography topics studied so far. Go through the table and assess them as 'Red, Amber and Green'. Please do then use your text book and the [reading lists](#) you have been issued with to address gaps in your understanding.

**Red = Not confident I could answer questions on this,**

**Amber (Orange) = Somewhat confident I attempt a partial answer on this,**

**Green = Very confident I could answer questions on this.**

### Physical Geography

#### *Natural Hazards:*

<b>The concept of hazard in a geographical context</b>	<b>RAG rating</b>
Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological).	
Hazard perception and its economic and cultural determinants.	
Characteristic human responses – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing	
Human response relationship to hazard incidence, intensity, magnitude, distribution and level of development.	
The Park model of human response to hazards.	
The Hazard Management Cycle.	

<b>Plate tectonics</b>	<b>RAG rating</b>
Earth structure and internal energy sources.	
Plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection currents and seafloor spreading.	
Destructive, constructive and conservative plate margins.	
Characteristic processes: seismicity and vulcanicity.	
Associated landforms: young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes.	
Magma plumes and their relationship to plate movement.	

<b>Volcanic hazards</b>	<b>RAG rating</b>
The nature of vulcanicity and its relation to plate tectonics: forms of volcanic hazard: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra.	
Spatial distribution, magnitude, frequency, regularity and predictability of hazard events.	
Impacts: primary/secondary, environmental, social, economic, political.	
Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.	
Impacts and human responses as evidenced by a recent volcanic event, e.g. *Pinatubo eruption (1991).	
Impacts and human responses as evidenced by a recent volcanic event, e.g. *Montserrat eruption (1997).	
Impacts and human responses as evidenced by a recent volcanic event, e.g. *Sakurajima eruption (1914/regularly since 1955).	

\*Suggested to revise at least two that you could contrast. You may also have notes on Nevado del Ruiz (1985) or Eyjafjallajökull eruption (2010).

<b>Seismic hazards</b>	<b>RAG rating</b>
The nature of seismicity and its relation to plate tectonics: forms of seismic hazard: earthquakes, shockwaves, tsunamis, liquefaction, landslides.	
Spatial distribution, randomness, magnitude, frequency, regularity, predictability of hazard events.	
Impacts: primary/secondary, environmental, social, economic, political.	
Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.	
Impacts and human responses as evidenced by a recent seismic event, e.g. *Kobe earthquake (1995).	
Impacts and human responses as evidenced by a recent seismic event, e.g. *Christchurch earthquake (2011).	
Impacts and human responses as evidenced by a recent seismic event, e.g. *Indonesia (Boxing Day) earthquake (2004).	

\*Suggested to revise at least two that you could contrast. You may also have notes on Haiti earthquake (2010), Sichuan earthquake (2008) or Bam earthquake (2003).

<b>Storm hazards</b>	<b>RAG rating</b>
The nature of tropical storms and their underlying causes. Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides.	
Spatial distribution, magnitude, frequency, regularity, predictability of hazard events.	
Impacts: primary/secondary, environmental, social, economic, political.	
Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.	
Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world, e.g. *Hurricane Katrina (2005).	
Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world, e.g. *Hurricane Mitch (1998).	
Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world, e.g. *Hurricane Nargis (2008).	
Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world, e.g. *Typhoon Haiyan (2013)	

\*You must revise at least two that you could contrast. You may also have notes on Hurricane Irma (2017) or Hurricane Maria (2017).

<b>Fires in nature</b>	<b>RAG rating</b>
Nature of wildfires. Conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour.	
Causes of fires: natural and human agency.	
Impacts: primary/secondary, environmental, social, economic, political.	
Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.	
Impact and human responses as evidenced by a recent wild fire event, e.g. *Alberta fires (2016).	

\*You may also have notes on Australia fires (2019-20).

<b>Case studies</b>	<b>RAG rating</b>
Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation. E.g. *The Philippines / Haiti / California / Japan	
Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk. (Could be any of your examples from volcanoes, earthquakes, tropical storms or fires).	

\*Only expected to know one.

## Glacial Systems and Landscapes:

<b>Glaciers as natural systems</b>	<b>RAG rating</b>
Systems concepts and their application to the development of glaciated landscapes – inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.	
The concepts of landform and landscape and how related landforms combine to form characteristic landscapes.	

<b>The nature and distribution of cold environments</b>	<b>RAG rating</b>
The global distribution of cold environments.	
Physical characteristics of cold environments. Climate, soils and vegetation (and their interaction).	
The global distribution of past and present cold environments (polar, alpine, glacial and periglacial) and of areas affected by Pleistocene glaciations.	

<b>Systems and processes</b>	<b>RAG rating</b>
Glacial systems including glacial budgets.	
Ablation and accumulation – historical patterns of ice advance and retreat.	
Warm and cold based glaciers: characteristics and development.	
Geomorphological processes: weathering - frost action, nivation; ice movement – internal deformation rotational, compressional, extensional and basal sliding; erosion – plucking, abrasion; transportation and deposition.	
Fluvioglacial processes: meltwater, erosion, transportation and deposition.	
Periglacial features and processes: permafrost, active layer and mass movement.	

<b>Glaciated landscape development</b>	<b>RAG rating</b>
This content must include study of a variety of landscapes from beyond the UK and may also include UK examples.	
Origin and development of glaciated landscapes.	
Erosional and depositional landforms: corries, arêtes, glacial troughs, hanging valleys, truncated spurs, roches moutonnées. Characteristic glaciated landscapes.	
Origin and development of landforms and landscapes of glacial deposition: drumlins, erratics, moraines, till plains. Characteristic glaciated landscapes.	

## Human Geography

### Contemporary Urban Environments:

<b>Urbanisation</b>	<b>RAG rating</b>
Urbanisation and its importance in human affairs.	
Global patterns of urbanisation since 1945.	
Urbanisation, suburbanisation, counter-urbanisation, urban resurgence.	
The emergence of megacities and world cities and their role in global and regional economies.	
Economic, social, technological, political and demographic processes associated with urbanisation and urban growth.	
Urban change: deindustrialisation, decentralisation, rise of service economy.	
Urban policy and regeneration in Britain since 1979.	

\* Dharavi, Mumbai, London. Suburbanisation in LA, Counter-Urbanisation in St Ives, Urban resurgence in Birmingham or the Olympic Park.

<b>Urban Forms</b>	<b>RAG rating</b>
Contemporary characteristics of mega/world cities.	
Urban characteristics in contrasting settings.	
Physical and human factors in urban forms.	
Spatial patterns of land use, economic inequality, social segregation and cultural diversity in contrasting urban areas, and the factors that influence them.	
New urban landscapes: town centre mixed developments, cultural and heritage quarters, fortress developments, gentrified areas, edge cities.	
The concept of the post-modern western city.	

\* *Gateshead postmodernism.*

<b>Social and economic issues associated with urbanisation</b>	<b>RAG rating</b>
Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas.	
Strategies to manage these issues.	

\* *London boroughs, Mumbai.*

	<b>RAG rating</b>
Other contemporary urban environmental issues	
Environmental problems in contrasting urban areas: atmospheric pollution, water pollution and dereliction.	
Strategies to manage these environmental problems.	

\* *China and London*

<b>Urban Climate</b>	<b>RAG rating</b>
The impact of urban forms and processes on local climate and weather.	
Urban temperatures: the urban heat island effect.	
Precipitation: frequency and intensity.	
Fogs and thunderstorms in urban environments.	
Wind: the effects of urban structures and layout on wind speed, direction and frequency.	
Air quality: particulate and photo-chemical pollution.	
Pollution reduction policies.	

\* *London's fog.*

	<b>RAG rating</b>
Urban drainage	
Urban precipitation, surfaces and catchment characteristics; impacts on drainage basin storage areas; urban water cycle: water movement through urban catchments as measured by hydrographs.	
Issues associated with catchment management in urban areas.	
The development of sustainable urban drainage systems (SUDS).	
River restoration and conservation in damaged urban catchments with reference to a specific project.	
Reasons for and aims of the project; attitudes and contributions of parties involved; project activities and evaluation of project outcomes.	

\* *Lamb's dove SUDs, River Skerne restoration.*

	<b>RAG rating</b>
Urban waste and its disposal	
Urban physical waste generation: sources of waste - industrial and commercial activity, personal consumption.	
Relation of waste components and waste streams to economic characteristics, lifestyles and attitudes.	
The environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, incineration, burial, submergence and trade.	
Comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area.	

\* *Semakau Island, Singapore. Waste in Mumbai, Amsterdam AEB incineration plant.*

Sustainable urban development	<b>RAG rating</b>
Impact of urban areas on local and global environments.	
Ecological footprint of major urban areas.	
Dimensions of sustainability: natural, physical, social and economic. Nature and features of sustainable cities.	
Concept of liveability.	
Contemporary opportunities and challenges in developing more sustainable cities.	
Strategies for developing more sustainable cities.	

\* *Copenhagen. BedZed.*

<b>Case studies</b>	<b>RAG rating</b>
<p><b>Case studies</b> of two contrasting urban areas to illustrate and analyse key themes set out above, to include:</p> <ul style="list-style-type: none"> <li>• patterns of economic and social well-being</li> <li>• the nature and impact of physical environmental conditions</li> </ul> <p>with particular reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations.</p> <p style="text-align: center;"><b>MUMBAI AND LONDON</b></p>	

*Changing Places:*

The nature and importance of places	<b>RAG rating</b>
The concept of place and the importance of place in human life and experience.	
Insider and outsider perspectives on place.	
Categories of place: near places and far places and experienced places and media places.	
<p>Factors contributing to the character of places:</p> <ul style="list-style-type: none"> <li>• Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics.</li> <li>• Exogenous: relationships with other places.</li> </ul>	

\* *Brick lane (experienced place), Milton Keynes (near place), Llandudno (far place)*

Changing places – relationships, connections, meaning and representation	<b>RAG rating</b>
<p>In relation to the local place within which students live or study and then at least one further contrasting place and encompassing local, regional, national, international and global scales:</p> <ul style="list-style-type: none"> <li>• the ways in which the following factors: relationships and connections, meaning and representation, affect continuity and change in the nature of places and our understanding of place</li> <li>• the ways in which students’ own lives and those of others are affected by continuity and change in the nature of places and our understanding of place.</li> </ul>	

<b>Relationships and connections</b>	RAG rating
The impact of relationships and connections on people and place.	
How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales from local to global.	
The characteristics and impacts of external forces operating at different scales from local to global, including either government policies or the decisions of transnational corporations or the impacts of international or global institutions.	
How past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales.	

\* *Brick lane. Tower Hamlets.*

<b>Meaning and representation</b>	RAG rating
The importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present.	
How humans perceive, engage with and form attachments to places and how they present and represent the world to others, including the way in which everyday place meanings are bound up with different identities, perspectives and experiences.	
How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions.	
How both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings.	

### **PLC – Looking ahead**

If you would like to look ahead, then the best things for you to do would be to research:

- Periglacial processes and landforms (consider patterned ground, ice wedges, pingos, blockfields, solifluction lobes, terracettes, thermokarst.)
- Research how Milton Keynes is represented in local and national media. Consider – is it positive? Accurate? Representative of your lived experience?

Once again, your textbook and the [reading lists](#) you have been given are the best place to start with this.

Have a good Summer and we look forward to seeing you in Year 13!