**Summer Work               Geography  A Level**

**Please complete all  sections**

**TASK SECTION 1 -  Exam command words and key concepts.**

**1a) Write a definition** (from a **geographical perspective**) **for these twenty key concepts in A Level geography:**

|  |  |  |  |
| --- | --- | --- | --- |
| Players  Attitudes  Actions  Futures  Sustainability | Uncertainties  Stakeholders  Causality (not casualty)  Systems  Risk | Globalisation  Interdependence  Mitigation  Adaptation  Resilience | Equilibrium  Feedback  Inequality  Representation  Thresholds |

**1b) Command words (aka the ‘instruction words’ on exam papers).**

**Detailed below are the 9 command words for our Edexcel Geography A level**

**Task = Create a ‘game’ or some kind of ‘active learning’ task  of some sort to help you learn and be able to recall the meaning of these command words.**

It could be a ‘matchup key term - definition’ card sort, snap, dominoes etc… Be imaginative!!

**Play your game too!!!!**The better you know the command words the greater your success!!!

Some help / ideas: (USE CTRL click to access these links)

<http://www.toolsforeducators.com/dominoes/>

<http://www.educationworld.com/a_lesson/archives/learninggame.shtml>

<https://www.goconqr.com/en-US/p/2585104-Rivers--Floods-and-Management-Key-Terms-flash_card_decks>

Pinterest also has some great ideas too-    [https://uk.pinterest.com/LearnAsWeGo/**active**-**learning**/](https://uk.pinterest.com/LearnAsWeGo/active-learning/)

**A level Edexcel exam command words:**

|  |  |  |
| --- | --- | --- |
| **Analyse (only used on Paper 3)**  Break something down into individual components/processes and say how each one individually contributes to the question’s theme/topic and how the components/processes work together and interrelate | **Assess**  Use evidence to determine the relative significance of something. Give balanced consideration to all factors and identify which are the most important. | **Calculate**   Produce a numerical answer, showing relevant working. Marks depend on level of complexity or stages required for the calculation |
| **Draw / plot**  Create a graphical representation of geographical information. | **Evaluate**  Measure the value or success of something or a statement, and ultimately provide a balanced and substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data. | **Explain how/why (with a resource)**  Use knowledge and understanding to geographical information to find relevant connections/relationships between resource booklet material and the question. An explanation of something interpreted from a resource is required. |
| **Suggest one or two reasons**  ● ‘Suggest’ is used because students are not expected to have direct knowledge of a place named in a resource, so they can only suggest an explanation ● A suggested explanation requires a justification/exemplification of a point that has been identified. | **Suggest how/ why or**  ● For an unfamiliar scenario (using a resource provided in booklet), provide a reasoned explanation of why something may occur. | **Explain how/why**  Provide a reasoned explanation of how/why something occurs. An explanation requires understanding to be demonstrated through the justification or exemplification of points that have been identified.  The explanation should be sustained, logical and detailed. |

**TASK SECTION 2 Develop your geographical thinking and knowledge.**

You need to be able to look at the world through ‘geographical glasses’, be able to identify geographical issues, assimilate concepts, and interpret and analyse a wide range of information. The key is to be able to be synoptic (make links) and consider the ‘players’ (who are involved) the attitudes and the actions. What are the future implications? Are the outcomes clear or uncertain?

The Edexcel exam board states you need to be able to:

AO1 Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales. Marks weighting for this = 34%

AO2 Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues . Marks weighting for this = 40%

AO3 Use a variety of relevant quantitative, qualitative and fieldwork skills to:  investigate geographical questions and issues  interpret, analyse and evaluate data and evidence  construct arguments and draw conclusions . Marks weighting for this = 26%

Total: 100%

Link to the specification: <http://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/Edexcel-A-Level-Geography-Spec.pdf>

**TASKS TO DO:**

**2a) Watch the news regularly  (BBC, Al Jazeera etc)  , read the papers** (real or online) especially ‘broad sheet’ papers such as The Guardian / The Times etc…. **PLUS international publications too** as these give a very different perspective - such as the *South China Morning Post or the New York Times.*

**2b) Sign up for Quartz Daily Brief and read it at least twice a week (this needs to be a habit you maintain throughout your Geography A Level.** <https://qz.com/emails/daily-brief/>

**2b) Collect (at least) ten articles ( from a range of different sources) that have geographical connections.** and put them in a folder.

**Try to find articles linked to the topics we shall study** (refer to the specification for more detailed info) :

Tectonic Processes and Hazards; Coastal Landscapes and Change ; Physical Systems and Sustainability; Globalisation/Superpowers; Shaping Places;  Regenerating Places or Diverse Places; Global Development and Connections; Health, Human Rights and Intervention or Migration, Identity and Sovereignty.

**2c) Highlight the articles to show the key / interesting information.**

**2d) Write a short ONE paragraph summary of each article**. ( Maybe on a Post It note stuck on the article?)

**TASK SECTION 3 Develop your geographical thinking and data gathering and assimilation skills.**

To help you ‘see’ the geography around you and become more personally aware of how globalised you are I’d like you to do a ‘home survey’ . Research your home / family  to see how globalised you are.

3a) Explore your *WIDER connections=* What item / thing / person / creature  in your home is from the furthest away? **Take a photo of it, print this out and give a bit of information about it.**

3b)Explore your *DEEPER connections*= **HOME SURVEY** Do a food survey, a  gadget survey, and a wardrobe survey of at least **TWENTY THINGS** in your home. Where does your ‘stuff’ come from? What proportion of your possessions / commodities are UK in origin / international in origin?  **You could layout your research like this:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item | Category (food / electrical / clothing / etc | Manufactured  / created / grown in | Company based in  / brand origin |  |
| Merrel trainers | clothing | Vietnam | USA |  |
| Sainsburys Sugar snap peas | food | Zambia | UK |  |
|  |  |  |  |  |

**3c) Summarise your *DEEPER connections* - write a paragraph explaining what your survey revealed.**

**3d) Challenge  = Skill development – interviewing**

Use Skype / telephone to SAFELY ask someone from a different generation *(parents / grandparents?)* their thoughts on globalisation. Do they think the rate of globalisation is increasing? What was it like when they were your age? Briefly write their ideas. Have their thoughts and opinions of globalisation changed since the Covid19 pandemic?