



Ormiston Victory Academy

Geography Department

Geography A Level Handbook 2020/2021

Pearson Edexcel

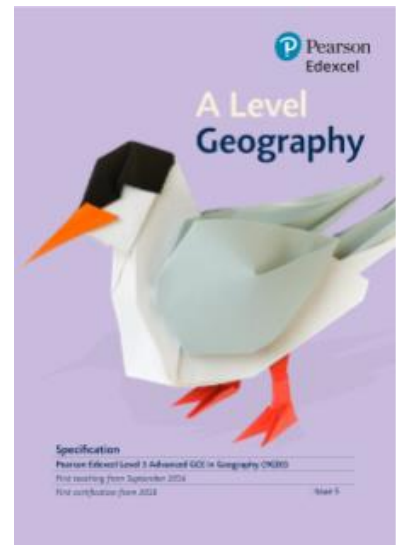
Level 3 Advanced GCE in Geography (9GEO)



The Specification

Link to Specification - Pearson Edexcel Level 3 Advanced GCE in Geography (9GEO)

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/Pearson-Edexcel-GCE-A-level-Geography-specification-issue-5-FINAL.pdf>



Course Structure Overview

Component	Weighting	Marks	Duration	Content
Paper 1	30%	105	2hrs 15min	<ul style="list-style-type: none"> Tectonic Processes and Hazards Landscape Systems, Processes and Change – including sub-topic Coastal Landscapes and Change The Water Cycle and Water Insecurity The Carbon Cycle and Energy Security
Paper 2	30%	105	2hr15min	<ul style="list-style-type: none"> Globalisation Regenerating Places Superpowers Global Development and Connections – including sub-topic Migration, Identity and Sovereignty
Paper 3	20%	70	1hr 45min	<p>A synoptic investigation based on a geographical issue within a place that links to the three synoptic themes and is rooted in two or more of the compulsory content areas</p> <p>The three synoptic themes are:</p> <ul style="list-style-type: none"> Players Attitudes and actions Futures and uncertainties.
NEA	20%	70	Coursework	A written report of 3000 to 4000 words based on the student's choice of subject content.

Exam Structure

	Objective	%	Marks
AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales	34%	119
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues	40%	139
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> investigate geographical questions and issues interpret, analyse and evaluate data and evidence construct arguments and draw conclusions 	26%	92

What does this mean?

- **AO1** – Your knowledge and understanding. What do you actually know about the subject (simple and developed points)
- **AO2** – Application of your knowledge. Apply your knowledge to an argument, using it to support your points and reach conclusions
OR
- Application of source material – use facts and figures from the sources to support your explanation
- **AO3** – Skills (graphs, maps, diagrams, data, statistics etc)

Look out for the AOs on your mark scheme. It is important to know if a question just wants you to demonstrate your knowledge or if it needs you to analyse a source or information

	AO1 marks	AO2 marks	AO3 marks	Total
Paper 1	46	55	4	105
Paper 2	46	55	4	105
Paper 3	19	21	30	70
NEA	8	8	54	70
Total	119	139	92	350

Unit Breakdown - Tectonic Processes and Hazards

Enquiry question 1: Why are some locations more at risk from tectonic hazards?	
Key idea 1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.	1.1a The global distribution and causes of earthquakes, volcanic eruptions and tsunamis. 1.1b The distribution of plate boundaries resulting from divergent, convergent and conservative plate movements (oceanic, continental and combined situations). 1.1c The causes of intra-plate earthquakes, and volcanoes associated with hot spots from mantle plumes.
Key idea 1.2 There are theoretical frameworks that attempt to explain plate movements.	1.2a The theory of plate tectonics and its key elements (the earth's internal structure, mantle convection, palaeomagnetism and sea floor spreading, subduction and slab pull). 1.2b The operation of these processes at different plate margins (destructive, constructive, collision and transform). 1.2c Physical processes impact on the magnitude and type of volcanic eruption, and earthquake magnitude and focal depth (Benioff zone).
Key idea 1.3 Physical Processes explain the causes of tectonic hazards.	1.3a Earthquake waves (P, S and L waves) cause crustal fracturing, ground shaking and secondary hazards (liquefaction and landslides). 1.3b Volcanoes cause lava flows, pyroclastic flows, ash falls, gas eruptions, and secondary hazards (lahars, jökulhlaup). 1.3c Tsunamis can be caused by sub-marine earthquakes at subduction zones as a result of sea-bed and water column displacement.
Enquiry question 2: Why do some tectonic hazards develop into disasters?	
Key idea 1.4 Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.	1.4a Definition of a natural hazard and a disaster, the importance of vulnerability and a community's threshold for resilience, the hazard risk equation. 1.4b The Pressure and Release model (PAR) and the complex inter-relationships between the hazard and its wider context. 1.4c The social and economic impacts of tectonic hazards (volcanic eruptions, earthquakes and tsunamis) on the people, economy and environment of contrasting locations in the developed, emerging and developing world.
Key idea 1.5 Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience.	1.5a The magnitude and intensity of tectonic hazards is measured using different scales (Mercalli, Moment Magnitude Scale (MMS) and Volcanic Explosivity Index (VEI)). 1.5b Comparing the characteristics of earthquakes, volcanoes and tsunamis (magnitude, speed of onset and areal extent, duration, frequency, spatial predictability) through hazard profiles. 1.5c Profiles of earthquake, volcano and tsunami events, showing the severity of social and economic impact in developed, emerging and developing countries.
Key idea 1.6 Development and governance are important in understanding disaster impact and vulnerability and resilience.	1.6a Inequality of access to education, housing, healthcare and income opportunities can influence vulnerability and resilience. 1.6b Governance (P: local and national government) and geographical factors (population density, isolation and accessibility, degree of urbanisation) influence vulnerability and a community's resilience. 1.6c Contrasting hazard events in developed, emerging and developing countries to show the interaction of physical factors and the significance of context in influencing the scale of disaster.

Enquiry question 3: How successful is the management of tectonic hazards and disasters?

<p>Key idea</p> <p>1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.</p>	<p>1.7a Tectonic disaster trends since 1960 (number of deaths, numbers affected, level of economic damage) in the context of overall disaster trends. (6) Research into the accuracy and reliability of the data to interpret complex trends.</p> <p>1.7b Tectonic mega-disasters can have regional or even global significance in terms of economic and human impacts. (ü 2004 Asian tsunami, 2010 Eyjafjallajökull eruption in Iceland (global independence) and 2011 Japanese tsunami (energy policy).)</p> <p>1.7c The concept of a multiple-hazard zone and how linked hydrometeorological hazards sometimes contribute to a tectonic disaster (ü the Philippines).</p>
<p>Key idea</p> <p>1.8 Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards.</p>	<p>1.8a Prediction and forecasting (P: role of scientists) accuracy depend on the type and location of the tectonic hazard.</p> <p>1.8b The importance of different stages in the hazard management cycle (response, recovery, mitigation, preparedness). (P: role of emergency planners)</p> <p>1.8c Use of Park's Model to compare the response curve of hazard events, comparing areas at different stages of development.</p>
<p>Key idea</p> <p>1.9 Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness.</p>	<p>1.9a Strategies to modify the event include land-use zoning, hazard-resistant design and engineering defences, as well as diversion of lava flows. (P: role of planners, engineers) (7)</p> <p>1.9b Strategies to modify vulnerability and resilience include hi-tech monitoring, prediction, education, community preparedness and adaptation. (F: models forecasting disaster impacts with and without modification)</p> <p>1.9c Strategies to modify loss include emergency, short- and longer-term aid and insurance (P: role of NGOs and insurers) and the actions of affected communities themselves</p>



Unit Breakdown -Coastal Landscapes and Change

Enquiry question 1: Why are coastal landscapes different and what processes cause these differences?	
Key idea 2B.1 The coast, and wider littoral zone, has distinctive features and landscapes.	2B.1a The littoral zone consists of backshore, nearshore and offshore zones, includes a wide variety of coastal types and is a dynamic zone of rapid change. 2B.1b Coasts can be classified by using longer-term criteria such as geology and changes of sea level or shorter-term processes such as inputs from rivers, waves and tides. 2B.1bc Rocky coasts (high and low relief) result from resistant geology (to the erosive forces of sea, rain and wind), often in a high-energy environment, whereas coastal plain landscapes (sandy and estuarine coasts) are found near areas of low relief and result from supply of sediment from different terrestrial and offshore sources, often in a low-energy environment.
Key idea 2B.2 Geological structure influences the development of coastal landscapes at a variety of scales.	2B.2a Geological structure is responsible for the formation of concordant and discordant coasts. 2B.2b Geological structure influences coastal morphology: Dalmatian and Haff type concordant coasts and headlands and bays on discordant coasts. 2B.2c Geological structure (jointing, dip, faulting, folding) is an important influence on coastal morphology and erosion rates, and also on the formation of cliff profiles and the occurrence of micro-features, e.g. caves.
Key idea 2B.3 Rates of coastal recession and stability depend on lithology and other factors.	2B.3a Bedrock lithology (igneous, sedimentary, metamorphic) and unconsolidated material geology are important in understanding rates of coastal recession. 2B.3b Differential erosion of alternating strata in cliffs (permeable/ impermeable, resistant/ less resistant) produces complex cliff profiles and influences recession rates. 2B.3c Vegetation is important in stabilising sandy coastlines through marsh successional development in estuarine areas.
Key idea 2B.4 Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes.	2B.4 a Different wave types (constructive/ destructive) influence beach morphology and beach sediment profiles, which vary at a variety of temporal scales from short term (daily) through to longer periods. (4) 2B.4b The importance of erosion processes (hydraulic action, corrosion, abrasion, attrition) and how they are influenced by wave type, size and lithology. 2B.4c Erosion creates distinctive coastal landforms (wave-cut notches; wave-cut platforms, cliffs, the cave-arch-stack-stump sequence).
Enquiry question 2: How do characteristic coastal landforms contribute to coastal landscapes?	
Key idea 2B.5 Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes.	2B.5a Sediment transportation is influenced by the angle of wave attack, tides and currents and the process of longshore drift. 2B.5b Transportation and deposition processes produce distinctive coastal landforms (beaches, recurved and double spits, offshore bars, barrier beaches and bars, tombolos and cusped forelands), which can be stabilised by plant succession. 2B.5c The Sediment Cell concept (sources, transfers and sinks) is important in understanding the coast as a system with both negative and positive feedback; it is an example of dynamic equilibrium.
Key idea 2B.6 Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes.	2B.6 a Weathering (mechanical, chemical, biological) is important in sediment production and influences rates of recession. 2B.6b Mass movement (blockfall, rotational slumping and landslides) is important on some coasts with weak and/or complex geology. 2B.6c Mass movement creates distinctive landforms (rotational scars, talus scree slopes, and terraced cliff profiles).

Enquiry question 3: How do coastal erosion and sea-level change alter the physical characteristics of coastlines and increase risks?

<p>Key idea 2B.7 Sea level change influences coasts on different timescales.</p>	<p>2B.7a Longer-term sea level changes result from a complex interplay of factors both eustatic (ice formation/melting, thermal changes) and isostatic (post-glacial adjustment, subsidence, accretion) and tectonics.</p> <p>2B.7b Sea level change has produced emergent coastlines (raised beaches with fossil cliffs) and submergent coastlines (rias, fjords and Dalmatian).</p> <p>2B.7c Contemporary sea level change from global warming or tectonic activity is a risk to some coastlines.</p>
<p>Key idea 2B.8 Rapid coastal retreat causes threats to people at the coast.</p>	<p>2B.8a Rapid coastal recession is caused by physical factors (geological and marine) but can be influenced by human actions (dredging or coastal management, ü Nile Delta, Guinea and Californian coastlines). (A: actions of different players may alter natural systems)</p> <p>2B.8b Subaerial processes (weather and mass movement) work together to influence rates of coastal recession.</p> <p>2B.8c Rates of recession are not constant and are influenced by different factors both short- and longer-term (wind direction/fetch, tides, seasons, weather systems and occurrence of storms). (7)</p>
<p>Key idea 2B.9 Coastal flooding is a significant and increasing risk for some coastlines.</p>	<p>2B.9a Local factors increase flood risk on some low-lying and estuarine coasts (height, degree of subsidence, vegetation removal); global sea level rise further increases risk (ü Bangladesh, Maldives).</p> <p>2B.9b Storm surge events can cause severe coastal flooding with dramatic short-term impacts (depressions, tropical cyclones) can cause severe coastal flooding (ü the Philippines, Bangladesh).</p> <p>2B.9c Climate change may increase coastal flood risk (frequency and magnitude of storms, sea level rise), but the pace and magnitude of this threat is uncertain. (F: this risk is creating an uncertain future and needs mitigation and adaptation)</p>

Enquiry question 4: How can coastlines be managed to meet the needs of all players?

<p>Key idea 2B.10 Increasing risks of coastal recession and coastal flooding have serious consequences for affected communities.</p>	<p>2B.10a Economic losses (housing, businesses, agricultural land, infrastructure) and social losses (relocation, loss of livelihood, amenity value) from coastal recession can be significant, especially in areas of dense coastal developments (ü Holderness, North Norfolk).</p> <p>2B.10b Coastal flooding and storm surge events can have serious economic and social consequences for coastal communities in both developing and developed countries (ü the Philippines, Bangladesh and the Netherlands).</p> <p>2B.10c Climate change may create environmental refugees in coastal areas (ü Tuvalu Islands).</p>
<p>Key idea 2B.11 There are different approaches to managing the risks associated with coastal recession and flooding.</p>	<p>2B.11a Hard engineering approaches (groynes, sea walls, rip rap, revetments, and offshore breakwaters) are economically costly and directly alter physical processes and systems. (A: actions by different players may have unforeseen consequences)</p> <p>2B.11b Soft engineering approaches (beach nourishment, cliff regrading and drainage, dune stabilisation) attempt to work with physical systems and processes to protect coasts and manage changes in sea level.</p> <p>2B.11c Sustainable management is designed to cope with future threats (increased storm events, rising sea levels) but its implementation can lead to local conflicts in many countries (ü Maldives, Namibia). (F: mitigation and adaptation will both be needed for future stability)</p>
<p>Key idea 2B.12 Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM).</p>	<p>2B.12a Coastal management increasingly uses the concept of littoral cells to manage extended areas of coastline. Throughout the world, countries are developing schemes that are sustainable and use holistic ICZM strategies.</p> <p>2B.12b Policy decisions (No Active Intervention, Strategic Realignment and Hold The Line Advance The Line) are based on complex judgements (engineering feasibility environmental sensitivity, land value, political and social reasons) (7); Cost Benefit Analysis (CBA) and Environmental Impact Assessment (EIA) are used as part of the decision making process.</p> <p>2B.12c Policy decisions can lead to conflicts between different players (homeowners, local authorities, environmental pressure groups) with perceived winners and losers in countries at different levels of development (developed and developing or emerging countries) (ü Hapisburgh and Chittagong). (A: attitudes of differing players may vary)</p>

Unit Breakdown –The Water Cycle and Water Insecurity

Enquiry question 1: What are the processes operating within the hydrological cycle from global to local scale?	
Key idea 5.1 The global hydrological cycle is of enormous importance to life on earth.	5.1a The global hydrological cycle's operation as a closed system (inputs, outputs, stores and flows) driven by solar energy and gravitational potential energy. (1) 5.1b The relative importance and size (percentage contribution) of the water stores (oceans, atmosphere, biosphere, cryosphere, groundwater and surface water) and annual fluxes between atmosphere, ocean and land. 5.1c The global water budget limits water available for human use and water stores have different residence times; some stores are non-renewable (fossil water or cryosphere losses).
Key idea 5.2 The drainage basin is an open system within the global hydrological cycle. water cycle within a drainage basin.	5.2a The hydrological cycle is a system of linked processes: inputs (precipitation patterns and types: orographic, frontal, convectional), flows (interception, infiltration, direct runoff, saturated overland flow, throughflow, percolation, groundwater flow) and outputs (evaporation, transpiration and channel flow). 5.2b Physical factors within drainage basins determine the relative importance of inputs, flows and outputs (climate, soils, vegetation, geology, relief). 5.2c Humans disrupt the drainage basin cycle by accelerating processes (deforestation, changing land use) and creating new water storage reservoirs or by abstracting water (ü Amazonia).
Key idea 5.3 The hydrological cycle influences water budgets and river systems at a local scale.	5.3a Water budgets show the annual balance between inputs (precipitation) and outputs (evapotranspiration) and their impact on soil water availability, and are influenced by climate type (ü tropical, temperate, polar examples). 5.3b River regimes indicate the annual variation in discharge of a river and result from the impact of climate, geology and soils as shown in regimes from contrasting river basins (ü Yukon, Amazon, Indus). 5.3c Storm hydrographs' shape depends on physical features of drainage basins (size, shape, drainage density, rock type, soil, relief and vegetation) as well as human factors (land use and urbanisation) (P: the role of planners in managing land use).
Enquiry question 2: What factors influence the hydrological system over short- and long-term timescales?	
Key idea 5.4 Deficits within the hydrological cycle result from physical processes, but can have significant impacts.	5.4a The causes of drought, both meteorological (short-term precipitation deficit, longer trends, ENSO cycles) and hydrological. 5.4b The contribution human activity makes to the risk of drought: over-abstraction of surface water resources and groundwater aquifers (ü Sahelian drought, Australia). 5.4c The impacts of drought on ecosystem functioning (wetlands, forest stress) and the resilience of these ecosystems.
Key idea 5.5 Surpluses within the hydrological cycle can lead to flooding, with significant impacts for people.	5.5a Meteorological causes of flooding, including intense storms leading to flash flooding, unusually heavy or prolonged rainfall, extreme monsoonal rainfall and snowmelt. 5.5b Human actions that can exacerbate flood risk (changing land use within the river catchment, mismanagement of rivers, using hard engineering systems). 5.5c Damage from flooding has both environmental impacts (soils and ecosystems) and socio-economic impacts (economic activity, infrastructure and settlement) (ü UK flood events 2007 or 2012).
Key idea 5.6 Climate change may have significant impacts on the hydrological cycle globally and locally.	5.6a Climate change affects inputs and outputs within the hydrological cycle: trends in precipitation and evaporation. 5.6b Climate change affects stores and flows, size of snow and glacier mass, reservoirs, lakes, amount of permafrost, soil moisture levels, as well as rates of runoff and stream flow. 5.6c Climate change resulting from short-term oscillations (ENSO cycles) and global warming increase the uncertainty in the system; this causes concerns over the security of water supplies (F: projections of future drought and flood risk).

Enquiry question 3: How does water insecurity occur, and why is it becoming such a global issue for the 21st century?	
Key idea 5.7 There are physical causes and human causes of water insecurity.	<p>5.7a The growing mismatch between water supply and demand has led to a global pattern of water stress (below 1,700 m³ per person) and water scarcity (below 1000 m³ per person).</p> <p>5.7b The causes of water insecurity are physical (ü climate variability, salt water encroachment at coast) as well as human (ü over-abstraction from rivers, lakes and groundwater aquifers, water contamination from agriculture, industrial water pollution).</p> <p>5.7c The finite water resource faces pressure from rising demand (increasing population, improving living standards, industrialisation and agriculture), which is increasingly serious in some locations and is leading to increasing risk of water insecurity (F: projections of future water scarcity).</p>
Key idea 5.8 There are Consequences and risks associated with water insecurity.	<p>5.8a The causes of and global pattern of physical water scarcity and economic scarcity, and why the price of water varies globally.</p> <p>5.8b The importance of water supply for economic development (industry, energy supply, agriculture) and human wellbeing (sanitation, health and food preparation); the environmental and economic problems resulting from inadequate water.</p> <p>5.8c The potential for conflicts to occur between users within a country, and internationally over local and trans-boundary water sources (ü Nile, Mekong) (P: role of different players).</p>
5.9 There are different approaches to managing water supply, some more sustainable than others.	<p>5.9a The pros and cons of the techno-fix of hard engineering schemes to include water transfers, mega dams and desalination plants (ü water transfers in China).</p> <p>5.9b The value of more sustainable schemes of restoration of water supplies and water conservation (smart irrigation, recycling of water) (ü Singapore) (A: contrasting attitudes to water supply).</p> <p>5.9c Integrated drainage basin management for large rivers (ü Nile, Colorado) and water-sharing treaties and frameworks (United Nations Economic Commission for Europe (UNECE) Water Convention, Helsinki and the Water Framework Directive and Hydropower, Berlin) (P: role of players in reducing water conflict risk).</p>



Unit Breakdown –The Carbon Cycle and security

Enquiry question 1: How does the carbon cycle operate to maintain planetary health?	
Key idea 6.1 Most global carbon is locked in terrestrial stores as part of the long-term geological cycle.	6.1a The biogeochemical carbon cycle consists of carbon stores of different sizes (terrestrial, oceans and atmosphere), with annual fluxes between stores of varying size (measured in Pg/Gt) rates and on different timescales. 6.1b Most of the earth's carbon is geological, resulting from the formation of sedimentary carbonate rocks (limestone) in the oceans and biologically derived carbon in shale, coal and other rocks. 6.1c Geological processes release carbon into the atmosphere through volcanic out-gassing at ocean ridges/subduction zones and chemical weathering of rocks.
Key idea 6.2 Biological processes sequester carbon on land and in the oceans on shorter timescales.	6.2a Phytoplankton sequester atmospheric carbon during photosynthesis in surface ocean waters; carbonate shells/tests move into the deep ocean water through the carbonate pump and action of the thermohaline circulation. 6.2b Terrestrial primary producers sequester carbon during photosynthesis; some of this carbon is returned to the atmosphere during respiration by consumer organisms. 6.2c Biological carbon can be stored as dead organic matter in soils, or returned to the atmosphere via biological decomposition over several years.
Key idea 6.3 A balanced carbon cycle is important in sustaining other systems but is increasingly altered by human activities.	6.3a The concentration of atmospheric carbon (carbon dioxide and methane) strongly influences the natural greenhouse effect, which in turn determines the distribution of temperature and precipitation. 6.3b Ocean and terrestrial photosynthesis play an important role in regulation the composition of the atmosphere. Soil health is influenced by stored carbon, which is important for ecosystem productivity. 6.3c The process of fossil fuel combustion has altered the balance of carbon pathways and stores with implications for climate, ecosystems and the hydrological cycle.
Enquiry question 2: What are the consequences for people and the environment of our increasing demand for energy?	
Key idea 6.4 Energy security is a key goal for countries, most relying on fossil fuels. development and physical factors.	6.4a Consumption (per capita and in terms of units of GDP) and energy mix (domestic and foreign, primary and secondary energy, renewable versus non-renewable). 6.4b Access to and consumption of energy resources depends on physical availability, cost, technology, public perception, level of economic development and environmental priorities (ü national comparisons USA versus France). 6.4c Energy players (<i>P: role of TNCs, the Organisation of Petroleum Exporting Countries (OPEC), consumers, governments</i>) have different roles in securing pathways and energy supplies.
Key idea 6.5 Reliance on fossil fuels to drive economic development is still the global norm.	6.5a There is a mismatch between locations of conventional fossil fuel supply (oil, gas, coal) and regions where demand is highest, resulting from physical geography. 6.5b Energy pathways (pipelines, transmission lines, shipping routes, road and rail) are a key aspect of security but can be prone to disruption, especially as conventional fossil fuels deplete (ü Russian gas to Europe). (4) 6.5c The development of unconventional fossil fuel energy resources (tar sands, oil shale, shale gas, deep water oil) has social costs and consequences for the resilience of fragile environments. (ü Canadian tar sands, USA fracking, Brazilian deep-water oil.) (<i>P: role of business in developing reserves, versus environmental groups and affected communities.</i>)

<p>Key idea</p> <p>6.6 There are alternatives to fossil fuels but each has its costs and benefits.</p>	<p>6.6a Renewable and recyclable energy (nuclear power, wind power and solar power) could help decouple fossil fuel from economic growth; these energy sources have costs and benefits economically, socially and environmentally, and in terms of the contribution they can make to energy security. (ü changing UK energy mix)</p> <p>6.6b Biofuels are an alternative energy source that are increasing globally; growth in biofuels however has implications for food supply as well as uncertainty over how ‘carbon neutral’ they are. (ü Biofuels in Brazil). (5).</p> <p>6.6c Radical technologies, including carbon capture and storage and alternative energy sources (hydrogen fuel cells, electric vehicles) could reduce carbon emissions, but uncertainty exists as to how far this is possible.</p>
<p>Enquiry question 3: How are the carbon and water cycles linked to the global climate system?</p>	
<p>Key idea</p> <p>6.7 Biological carbon cycles and the water cycle are threatened by human activity.</p>	<p>6.7a Growing demand for food, fuel and other resources globally has led to contrasting regional trends in land use cover (deforestation, afforestation, conversion of grasslands to farming) affecting terrestrial carbon stores with wider implications for the water cycle and soil health. (6)</p> <p>6.7b Ocean acidification, as a result of its role as a carbon sink, is increasing due to fossil fuel combustion and risks crossing the critical threshold for the health of coral reefs and other marine ecosystems that provide vital ecosystem services.</p> <p>6.7c Climate change resulting from the enhanced greenhouse effect may increase the frequency of drought due to shifting climate belts, which may impact on the health of forests as carbon stores. (ü Amazonian drought events).</p>
<p>Key idea</p> <p>6.8 There are implications for human well-being from the degradation of the water and carbon cycles.</p>	<p>6.8a Forest loss has implications for human well-being, but there is evidence that forest stores are being protected and even expanded, especially in countries of higher levels of development (environmental Kuznets’ curve model). (A: attitudes of global consumers to environmental issues.)</p> <p>6.8b Increased temperatures affect evaporation rates and the quantity of water vapour in the atmosphere with implications for precipitation patterns, river regimes and water stores (cryosphere and drainage basin stores). (ü Arctic) (F: uncertainty of global projections.)</p> <p>6.8c Threats to ocean health pose threats to human well-being, especially in developing regions that depend on marine resources as a food source and for tourism and coastal protection.</p>
<p>Key idea</p> <p>6.9 Further planetary warming risks large-scale release of stored carbon, requiring responses from different players at different scales.</p>	<p>6.9a Future emissions, atmospheric concentration levels and climate warming are uncertain owing to natural factors (the role of carbon sinks), human factors (economic growth, population, energy resources) and feedback mechanisms (carbon release from peatlands and permafrost, and tipping points, including forest dieback and alterations to the thermohaline circulation). (8) (F: uncertainty of global projections.)</p> <p>6.9b Adaptation strategies for a changed climate (water conservation and management, resilient agricultural systems, land use planning, flood-risk management, solar radiation management) have different costs and risks.</p> <p>6.9c Re-balancing the carbon cycle could be achieved through mitigation (carbon taxation, renewable switching, energy efficiency, afforestation, carbon capture and storage), but this requires global-scale agreement and national actions, both of which have proved to be problematic. (A: attitudes of different countries, TNCs and people.)</p>



Unit Breakdown –Globalisation

Enquiry question 1: What are the causes of globalisation and why has it accelerated in recent decades?	
Key idea 3.1 Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.	3.1a Globalisation involves widening and deepening global connections, interdependence and flows (commodities, capital, information, migrants and tourists). 3.1b Developments in transport and trade in the 19th century (railways, telegraph, steam-ships) accelerated in the 20th century (jet aircraft, containerisation), contributing to a 'shrinking world'. 3.1c The 21st century has been dominated by rapid development in ICT and mobile communication (mobile phones, internet, social networking, electronic banking, fibre optics), lowering communication costs and contributing to time-space compression.
Key idea 3.2 Political and economic decision making are important factors in the acceleration of globalisation.	3.2a International political and economic organisations (P: role of World Trade Organization (WTO), International Monetary Fund (IMF), World Bank (WB)) have contributed to globalisation through the promotion of free trade policies and foreign direct investment (FDI). 3.2b National governments are key players in terms of promoting free trade blocs (P: role of European Union (EU), The Association of Southeast Asian Nations (ASEAN)) and through policies (free-market liberalisation, privatisation, encouraging business start-ups) (P: role of governments in economic liberalisation). 3.2c Special economic zones, government subsidies and attitudes to FDI (ü China's 1978 Open Door Policy) have contributed to the spread of globalisation into new global regions (P: role of governments in attracting foreign direct investment (FDI)).
Key idea 3.3 Globalisation has affected some places and organisations more than others.	3.3a Degree of globalisation varies by country and can be measured using indicators and indices (AT Kearney index, KOF index). (2) 3.3b TNCs are important in globalisation (P: role of TNCs), both contributing to its spread (global production networks, glocalisation and the development of new markets), and taking advantage of economic liberalisation (outsourcing and offshoring). 3.3c There are physical, political, economic and environmental reasons why some locations remain largely 'switched off' from globalisation (ü North Korea, Sahel countries). (3)
Enquiry question 2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?	
Key idea 3.4 The global shift has created winners and losers for people and the physical environment.	3.4a The movement of the global economic centre of gravity to Asia via the global shift of manufacturing (ü China) and outsourcing of services (ü India) can lead to changes in the built environment that can bring benefits (infrastructure investment, waged work, poverty reduction, education and training) but also costs (loss of productive land, unplanned settlements, environmental and resource pressure). 3.4b Some communities in developing countries have experienced major environmental problems (including air and water pollution, land degradation, over-exploitation of resources, and loss of biodiversity), which impact on people's health and wellbeing. 3.4c Some deindustrialised regions in developed countries face social and environmental problems as a result of economic restructuring (dereliction, contamination, depopulation, crime and high unemployment). (4)
Key idea 3.5 The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment.	3.5a Rural-urban migration (push and pull factors), and/or natural increase, are responsible for the growth of megacities (ü Mumbai, Karachi); rapid urban growth creates social and environmental challenges. (5) 3.5b International migration has increased in global hub cities and regions, deepening interdependence between regions (elite migration ü Russian oligarchs to London; mass low-wage economic migration ü India to UAE, the Philippines to Saudi Arabia). 3.5c Migration has economic, social, political and environmental costs and benefits for both host and source locations.

<p>Key idea</p> <p>3.6 The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation.</p>	<p>3.6a Cultural diffusion occurs as a result of globalisation; TNCs, global media corporations (P: role of TNCs), tourism and migration create and spread an increasingly 'westernised' global culture, which impacts on both the environment and people (ü changing diets in Asia). The spread of a global culture has also led to new awareness of opportunities for disadvantaged groups (ü Paralympic movement), particularly in emerging and developing countries (P: opportunities for these groups). (6)</p> <p>3.6b In some locations, cultural erosion (loss of language, traditional food, music, clothes, social relations ü loss of tribal lifestyles in Papua New Guinea) has resulted in changes to the built and natural environments (de-valuing local and larger-scale ecosystems).</p> <p>3.6c Concern about cultural impacts, economic and environmental exploitation has led to opposition to globalisation from some groups (A: attitudes of pro- and anti-globalisation groups, environmental movement).</p>
<p>Enquiry question 3: What are the consequences of globalisation for global development and the physical environment, and how should different players respond to its challenges?</p>	
<p>Key idea</p> <p>3.7 Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality.</p>	<p>3.7a Economic measures (both single and composite indices) of development (income per capita, economic sector balance) contrast with those focused on social development (Human Development Index (HDI), Gender Inequality Index (GII)) and environmental quality (air pollution indices). (7)</p> <p>3.7b Trends in widening income inequality, globally and nationally (measured using the Gini Coefficient), suggest globalisation has created winners and losers for people and physical environments between and within developed, emerging and developing economies. (8)</p> <p>3.7c Contrasting trends in economic development and environmental management between global regions since 1970 indicate differential progress that can be related to the outcomes of globalisation.</p>
<p>Key idea</p> <p>3.8 Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation.</p>	<p>3.8a Open borders, deregulation and encouragement of foreign direct investment have created culturally mixed societies and thriving migrant diasporas in some locations, but tensions have resulted elsewhere (ü rise of extremism in Europe, trans-boundary water conflicts).</p> <p>3.8b Attempts have been made in some locations to control the spread of globalisation by censorship (ü China, North Korea), limiting immigration (ü UK, Japan) and trade protectionism (P: role of government) (A: attitudes of pro- and anti-immigration groups).</p> <p>3.8c Some groups seek to retain their cultural identity within countries and seek to retain control of culture and physical resources (ü First Nations in Canada), whereas others embrace the economic advantages of globalisation.</p>
<p>Key idea</p> <p>3.9 Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.</p>	<p>3.9a Local groups and NGOs promote local sourcing (ü transition towns) as one response to globalisation by increasing sustainability (A: actions of local pressure groups); this has economic, social and environmental costs and benefits.</p> <p>3.9b Fair trade and ethical consumption schemes may reduce the environmental degradation and the inequalities of global trade and improve working conditions for some people (A: actions of NGOs and pressure groups).</p> <p>3.9c Recycling has a role in managing resource consumption and ecological footprints, but its use varies by product and place (ü local authorities in the UK, local NGOs such as Keep Britain Tidy) (F: environmental consequences of different patterns of resource consumption).</p>



Unit Breakdown –Regenerating Places

Enquiry question 1: How and why do places vary? An in-depth study of the local place in which you live or study and one contrasting place	
Key idea 4A.1 Economies can be classified in different ways and vary from place to place.	4A.1a Economic activity can be classified by sector (primary, secondary, tertiary and quaternary) and also by type of employment (part-time/ full-time, temporary/ permanent, employed/ self-employed). 4A.1b There are differences in economic activity (employment data and output data) and this is reflected through variation in social factors (health, life expectancy and levels of education). (1) 4A.1c The inequalities in pay levels across economic sectors and in different types of employment are reflected in quality of life indices.
Key idea 4A.2 Places have changed their function and characteristics over time.	4A.2a Over time, places have changed their functions (administrative, commercial, retail and industrial) and demographic characteristics (gentrification, age structure and ethnic composition). 4A.2b Reason for changes in a place might be explained by physical factors, accessibility and connectedness, historical development and the role of local and national planning. (2) 4A.2c Change can be measured using employment trends, demographic changes, land-use changes and levels of deprivation (income deprivation, employment deprivation, health deprivation, crime, quality of the living environment, abandoned and derelict land). (3)
Key idea 4A.3 Past and present connections have shaped the economic and social characteristics of your chosen places.	4A.3a Regional and national influences have shaped the characteristics of your chosen places. These places can be represented in a variety of different forms, giving contrasting images to that presented more formally and statistically. How the lives of students and those of others are affected by this continuity and change, both real and imagined. 4A.3b International and global influences that have shaped your chosen places. These places can be represented in a variety of different forms, giving contrasting images to that presented more formally and statistically. How the lives of students and those of others are affected by this continuity and change, both real and imagined. (<i>P: increasing roles of TNCs and IGOs</i>) 4A.3c Consideration of the way in which economic and social changes in your chosen places have influenced people's identity. (4) (<i>A: attitudes on changes range from cultural erosion to enrichment</i>)
Enquiry question 2: Why might regeneration be needed?	
Key idea 4A.4 Economic and social inequalities change people's perceptions of an area.	4A.4a Successful regions (ü San Francisco Bay Area) have high rates of employment, inward migration (internal and international) and low levels of multiple deprivation but also high property prices and skill shortages in both urban and rural areas. 4A.4b In some regions (ü the Rust Belt, USA) economic restructuring has triggered a spiral of decline, which includes increasing levels of social deprivation (education, health, crime, access to services and living environment) in both deindustrialised urban areas and rural settlements once dominated by primary economic activities. 4A.4c There are priorities for regeneration due to significant variations in both economic and social inequalities (gated communities, 'sink estates', commuter villages, declining rural settlements).
Key idea 4A.5 There are significant variations in the lived experience of places and engagement with them.	4A.5a There are wide variations in levels of engagement in local communities (local and national election turnout, development and support for local community groups). (<i>A: local communities vary in attitudes</i>) 4A.5b Lived experience of, and attachment to, places varies according to age, ethnicity, gender, length of residence (new migrants, students) and levels of deprivation; these in turn impact on levels of engagement. (<i>A: attachment to places influences attitudes</i>) 4A.5c Conflicts can occur among contrasting groups in communities that have different views about the priorities and strategies for regeneration, these have complex causes (lack of political engagement and representation, ethnic tensions, inequality and lack of economic opportunity). (<i>P: players vary in attitudes (A) and may have contrasting approaches (F)</i>)

<p>Key idea</p> <p>4A.6 There are a range of ways to evaluate the need for regeneration.</p>	<p>4A.6a The use of statistical evidence to determine the need for regeneration in your chosen local place.</p> <p>4A.6b Different media can provide contrasting evidence, questioning the need for regeneration in your chosen local place. (ü) (6)</p> <p>4A.6c How different representations of your chosen local place could influence the perceived need for regeneration. (ü) (7)</p>
Enquiry question 3: How is regeneration managed?	
<p>Key idea</p> <p>4A.7 UK government policy decisions play a key role in regeneration.</p>	<p>4A.7a Infrastructure investment (high speed rail, airport development) in order to maintain growth and improve accessibility to regenerate regions. (<i>P: national government facilitates regeneration often in partnerships with charities and developers</i>)</p> <p>4A.7b Rate and type of development (planning laws, house building targets, housing affordability, permission for 'fracking') affecting economic regeneration of both rural and urban regions. (<i>A: government actions may prioritise national over local needs and opinions</i>)</p> <p>4A.7c UK government decisions about international migration and the deregulation of capital markets (ü enabling foreign investment in prime London real estate) have significant impacts on the potential for growth and both direct and indirect investment. (<i>P: government may create open or closed doors policies</i>)</p>
<p>Key idea</p> <p>4A.8 Local government policies aim to represent areas as being attractive for inward investment.</p>	<p>4A.8a Local governments compete to create sympathetic business environments with local plans designating areas for development for a range of domestic and foreign investors (science parks). (<i>A: the actions of local authorities will affect their success</i>)</p> <p>4A.8b Local interest groups (Chambers of Commerce, local preservation societies, trade unions) play a key role in decision making about regeneration; there are often tensions between groups that wish to preserve urban environments and those that seek change. (ü London Olympics 2012) (<i>A: differing attitudes may cause conflicts</i>)</p> <p>4A.8c Urban and rural regeneration strategies include retail-led plans, tourism, leisure and sport (ü London Olympics 2012), public/private rural diversification (ü Powys Regeneration Partnership).</p>
<p>Key idea</p> <p>4A.9 Rebranding attempts to represent areas as being more attractive by changing public perception of them.</p>	<p>4A.9a Rebranding involves re-imaging places using a variety of media to improve the image of both urban and rural locations and make them more attractive for potential investors.</p> <p>4A.9b For UK deindustrialised cities, rebranding can stress the attraction of places, creating specific place identity building on their industrial heritage; this can attract national and international tourists and visitors (ü Glasgow 'Scotland with Style'). (8)</p> <p>4A.9c There are a range of rural rebranding strategies in the post-production countryside based on heritage and literary associations, farm diversification and specialised products, outdoor pursuits and adventure in both accessible and remote areas; these strategies are intended to make these places more attractive to national and international tourists and visitors (ü 'Brontë country', Kielder Forest).</p>
Enquiry question 4: How successful is regeneration?	
<p>Key idea</p> <p>4A.10 The success of regeneration uses a range of measures: economic, demographic, social and environmental.</p>	<p>4A.10a The success of economic regeneration can be assessed using measures of income, poverty and employment (both relative and absolute changes) both within areas and by comparison to other more successful areas.</p> <p>4A.10b Social progress can be measured by reductions in inequalities both between areas and within them; social progress can also be measured by improvements in social measures of deprivation and in demographic changes (improvements in life expectancy and reductions in health deprivation).</p> <p>4A.10c Regeneration is successful if it leads to an improvement in the living environment (levels of pollution reduced, reduction in abandoned and derelict land). (9)</p>
<p>Key idea</p> <p>4A.11 Different urban stakeholders have different criteria for judging the success of urban regeneration.</p>	<p>4A.11a A study of the strategies used in the regeneration of an urban place (ü Salford Quays) and the contested nature of these decisions within local communities. (10) (<i>A: attitudes will include NIMBYism</i>)</p> <p>4A.11b The changes that have taken place as a consequence of national and local strategies can be judged using a range of economic, social, demographic and environmental variables in an urban area. (<i>F: future success depends on past decisions</i>)</p> <p>4A.11c Different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria; their views will depend on the meaning and lived experiences of an urban place and the impact of change on both the reality and the image of that place.</p>
<p>Key idea</p> <p>4A.12 Different rural stakeholders have different criteria for judging the success of rural regeneration. on their lived experience of the area.</p>	<p>4A.12a A study of the strategies used in the restructuring of a rural place (ü North Antrim coast) and the contested nature of these decisions within local communities.</p> <p>4A.12b The changes that have taken place as a consequence of national and local strategies can be judged using a range of economic, social, demographic and environmental variables in a rural area. (<i>F: future success depends on past decisions</i>)</p> <p>4A.12c Different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria; their views will depend on the meaning and lived experiences of a rural place and the impact of change on both the reality and the image of that place.</p>

Unit Breakdown –Superpowers

Enquiry question 1: What are superpowers and how have they changed over time?

Key idea 7.1 Geopolitical power stems from a range of human and physical characteristics of superpowers.	7.1a Superpowers, emerging and regional powers can be defined using contrasting characteristics (economic, political, military, cultural, demographic, and access to natural resources). (1) 7.1b Mechanisms of maintaining power sit on a spectrum from 'hard' to 'soft' power, which vary in their effectiveness. 7.1c The relative importance of these characteristics and mechanisms for maintaining power has changed over time (Mackinder's geostrategic location theory).
Key idea 7.2 Patterns of power change over time and can be uni-, bi- or multi-polar.	7.2a The maintenance of power during the imperial era by direct colonial control (British Empire, multi-polar world 1919–1939). 7.2b Multi-faceted, indirect control (political, economic, military, cultural) including neo-colonial mechanisms, has become more important (Cold War era; emergence of China as a potential rival to the USA's hegemony). (2) 7.2c Different patterns of power bring varying degrees of geopolitical stability and risk.
Key idea 7.3 Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time.	7.3a A number of emerging countries, including Brazil, Russia, India and China (BRIC) and other G20 members, are considered increasingly important to global economic and political systems, as well as a global environment governance (UN Climate Change Conference). 7.3b Each has evolving strengths and weaknesses (economic, political, military, cultural, demographic and environmental) that might inhibit or advance their economic and geopolitical role in the future. 7.3c Development theory (world systems theory, dependency theory, modernisation theory) can be used to help explain changing patterns of power.

Enquiry question 2: What are the impacts of superpowers on the global economy, political systems and the global environment?

Key idea 7.4 Superpowers have a significant influence over the global economic system.	7.4a Superpowers influence the global economy (promoting free trade and capitalism) through a variety of IGOs (World Bank, IMF, WTO, World Economic Forum (WEF)). (3) 7.4b TNCs (public and state-led) are dominant economic forces in the global economy and economic and cultural globalisation in terms of technology (patents) and trade patterns. (P: role of TNCs in maintaining power and wealth) 7.4c Global cultural influence (the arts, food the media) and 'westernisation' are important aspects of power, linked to economic influence and technology.
Key idea 7.5 Superpowers and emerging nations play a key role in international decision making concerning people and the physical environment.	7.5a Superpowers and emerging nations play a key role in global action (crisis response, conflict, climate change). (P: role of powerful countries as 'global police') 7.5b Alliances, both military (North Atlantic Treaty Organisation (NATO), The Australia, New Zealand and United States Security Treaty (ANZUS) and economic (EU, North American Free Trade Agreement (NAFTA), ASEAN) and environmental (IPCC) increase interdependence and are important in geostrategy and global influence. 7.5c The UN (Security Council, International Court of Justice, and peacekeeping missions and climate change conferences) are important to global geopolitical stability. (A: actions and attitudes of global IGOs)

<p>Key idea 7.6 Global concerns about the physical environment are disproportionately influenced by superpower actions.</p>	<p>7.6a Superpower resource demands (food, fossil fuels, and minerals) can cause environmental degradation and their carbon emissions contribute disproportionately to global warming. (4)</p> <p>7.6b There are differences in the willingness to act (USA, EU, China and Russia) to reduce carbon emissions and reach global agreements on environmental issues. (A: attitudes and actions of different countries)</p> <p>7.6c Future growth in middle-class consumption in emerging superpowers has implications for the availability and cost of key resources (rare earths, oil, staple grains and water), as well as for the physical environment.</p>
<p>Enquiry question 3: What spheres of influence are contested by superpowers and what are the implications of this?</p>	
<p>Key idea 7.7 Global influence is contested in a number of different economic, environmental and political spheres.</p>	<p>7.7a Tensions can arise over the acquisition of physical resources (Arctic oil and gas) where ownership is disputed and disagreement exists over exploitation. (A: attitudes and actions in relation to resources)</p> <p>7.7b The global system of intellectual property rights can be undermined by counterfeiting, which strains trade relations and TNC investment</p> <p>7.7c Political spheres of influence can be contested leading to tensions over territory and physical resources (ü South and East China Seas) and in some cases resulting in open conflict (ü Western Russia/Eastern Europe) with implications for people and physical environments..</p>
<p>Key idea 7.8 Developing nations have changing relationships with superpowers with consequences for people and the physical environment.</p>	<p>7.8a Developing economic ties between emerging powers and the developing world (China and African nations) increase interdependence, generate environmental impacts and bring opportunities and challenges. (P: role of emerging powers)</p> <p>7.8b The rising economic importance of certain Asian countries (ü China, India) on the global stage increases the geopolitical influence of the region but also creates political and economic tensions within the region. (5)</p> <p>7.8c Cultural, political, economic and environmental tensions in the Middle East represent an ongoing challenge to superpowers and emerging powers due to complex geopolitical relations combined with the supply of vital energy resources. (A: contrasting cultural ideologies)</p>
<p>Key idea 7.9 Existing superpowers face ongoing economic restructuring, which challenges their power.</p>	<p>7.9a Economic problems (debt, unemployment, economic restructuring, social costs) represent an ongoing challenge to the USA and EU.</p> <p>7.9b The economic costs of maintaining global military power (naval, nuclear, air power, intelligence services) and space exploration are questioned in some existing powers.</p> <p>7.9c The future balance of global power in 2030 and 2050 is uncertain and there are a range of possible outcomes (continued USA dominance, bi-polar and multi-polar structures). (F: uncertainty over future power structures) (6)</p>



Unit Breakdown –Migration Identity and Sovereignty

Enquiry question 1: What are the impacts of globalisation on international migration?	
Key idea 8B.1 Globalisation has led to an increase in migration both within countries and among them.	8B.1a Globalisation has caused extremely significant changes in the global economic system, changing the pattern of demand for labour; this has encouraged both rural-urban migration within countries (ü China) and international migration between countries (ü EU, Schengen). 8B.1b Between 3–4% of the global population live outside their country of birth, but this proportion varies greatly between countries because of different policies relating to international migration and levels of engagement with the global economy (ü Singapore, Japan, Australia). 8B.1c The pattern of international migration is changing and will continue to change because environmental, economic and political events affect both the source areas of many migrants and their destinations; this results in flows of voluntary economic migrants, refugees and asylum seekers.
Key idea 8B.2 The causes of migration are varied, complex and subject to change.	8B.2a Most migrants move for work or to re-join family members; there are other significant causes, including displacement of refugees due to conflict and poverty in their regions of origin (ü migrants crossing the Mediterranean). (2) 8B.2b Economic theory suggests that economic efficiency is maximised when goods (free trade), capital (deregulated financial markets) and labour (open borders) can move freely across international borders but this poses serious challenges for national identity and sovereignty. 8B.2c The movement of labour is unrestricted within many nation states to ensure efficient allocation of resources (ü regional movements in the UK) and the same logic applies for some global regions (ü EU) but does not yet apply at a global level.
Key idea 8B.3 The consequences of international migration are varied and disputed.	8B.3a Migration changes the cultural and ethnic composition of nation states but the rate of assimilation of migrants varies from nation to nation especially when there are distinctive ethnic differences. 8B.3b Migration causes political tensions because of differences in perceptions of the social, economic, cultural and demographic impacts of migration (ü labour flows across the Mexico-US border and between EU states). (3) 8B.3c There are variations in the ability of people to migrate across national borders according to levels of skill and income; and opportunities, including the presence or absence of controls and international borders.
Enquiry question 2: How are nation states defined and how have they evolved in a globalising world?	
Key idea 8B.4 Nation states are highly varied and have very different histories.	8B.4a National sovereign states vary greatly in their ethnic, cultural and linguistic unity (ü Iceland compared to Singapore); this results from their history of population growth, their isolation and the role of migration. (4) 8B.4b Many national borders are a consequence of physical geography and historical development; other borders are a result of colonial history and might not take account of different ethnic or religious groups (ü Iraq, Rwanda), which can lead to problems of sovereignty and legitimacy. 8B.4c There are many contested borders (ü Ukraine, Russia) and not all nation states are universally recognised as such (ü Taiwan), which can lead to both conflict and population movements.
Key idea 8B.5 Nationalism has played a role in the development of the modern world.	8B.5a 19th-century nationalism was important in the development of empires and a source of conflict in Europe and beyond as other nations became part of larger empires (ü British Raj in India). 8B.5b Since 1945, many new nation states have emerged as empires disintegrated (ü 1960s ‘winds of change’ in Africa); this has caused conflicts that were costly in environmental, economic and in human terms (ü Vietnam, Sudan). 8B.5c Patterns of migration between former colonies and the imperial core country are still evident and important in changing the ethnic composition and cultural heterogeneity of those countries. (5)
Key idea 8B.6 Globalisation has led to the deregulation of capital markets and the emergence of new states.	8B.6a Globalisation has encouraged the growth of states that have low-tax regimes which provide havens for the profits for TNCs and homes for wealthy expatriates. 8B.6b Most governments and IGOs have accepted the emergence of tax havens although many NGOs have raised objections. 8B.6c Growing global inequalities have been recognised as a major threat to the sustainability of the global economic system and some governments have promoted alternative models (ü Bolivia, Ecuador). (6)

Enquiry question 3: What are the impacts of global organisations on managing global issues and conflicts?

Key idea 8B.7 Global organisations are not new but have been important in the post-1945 world.	<p>8B.7a The United Nations was the first post-war IGO to be established and has grown in importance; its role in global governance is affected by the different geopolitical visions of members of the Security Council and its multiple functions in managing global environmental, socio-economic and political problems.</p> <p>8B.7b Interventions by the UN through the use of economic sanctions and direct military intervention have been made in defence of human rights but have a mixed record of success (ü Trade embargo Iran, UN forces in Congo).</p> <p>8B.7c Some member states (ü US, UK, Russia) have operated independently of the UN in intervening in ‘failed states’ or to conduct a ‘war on terror’ with profound impacts on geopolitical relations and global stability.</p>
Key idea 8B.8 IGOs established after the Second World War have controlled the rules of world trade and financial flows.	<p>8B.8a The IMF, WB and WTO were established by the WWII allied nations and have been important in maintaining the dominance of ‘western’ capitalism, global economic management and trade policy (free trade).</p> <p>8B.8b Global borrowing rules and trade policies have been especially effective in delivering growth to the developed world, but the impact of Structural Adjustment and HIPC policies on the developing world’s economies and economic sovereignty is disputed (ü Jamaica’s structural adjustment programme).</p> <p>8B.8c Membership of global trade and financial IGOs is almost universal, as a result of the dominance of these organisations, but regional groupings have emerged in the form of trading blocs (ü NAFTA/SEATO) and in some cases (ü EU) there has been a movement to closer political unity.</p>
Key idea 8B.9 IGOs have been formed to manage the environmental problems facing the world, with varying success.	<p>8B.9a These include global environmental issues concerning the quality of the atmosphere (ü Montreal Protocol on Substances that Deplete the Ozone Layer) and biosphere (ü Convention on International Trade in Endangered Species of Wild Fauna and Flora CITES). (7)</p> <p>8B.9b IGOs have been involved in developing laws for managing oceans (ü UN Convention on the Law of the Sea) and international rivers (ü Water Convention, Helsinki) as well as monitoring the state of the environment (ü Millennium Ecosystem Assessment).</p> <p>8B.9c IGO management also includes responsibility for Antarctica as a continent of peace and science (ü Antarctic Treaty System).</p>

Enquiry question 4: What are the threats to national sovereignty in a more globalised world?

Key idea 8B.10 National identity is an elusive and contested concept.	<p>8B.10a Nationalism remains a powerful force; it is reinforced through education, sport and by political parties stressing loyalty to both the institutions and the ideals of nation states.</p> <p>8B.10b Identity and loyalty might be tied to distinctive legal systems, methods of governance, national ‘character’ or even a landscape (ü the English countryside).</p> <p>8B.10c Most countries are multi-national with many contrasting ethnic groups; questions of national identity and loyalty are therefore complex, especially in an era of globalisation.</p>
Key idea 8B.11 There are challenges to national identity.	<p>8B.11a Many UK-based companies are foreign-owned (ü EDF, Jaguar Land Rover), making ‘Made in Britain’ an increasingly complex idea. (8)</p> <p>8B.11b ‘Westernisation’ is often dominated by US cultural values through the operation of large corporations in both retailing and entertainment; this, in turn, promotes a distinctive view of the benefits the dominant capitalist model.</p> <p>8B.11c Ownership of property, land and businesses in countries is increasingly non-national (ü Qatari and Russian property in London, US and Indian ownership of TNCs), which impacts on national identity. (9)</p>
Key idea 8B.12 There are consequences of disunity within nations.	<p>8B.12a There are strong nationalist movements seeking to create independent, smaller states whilst remaining within larger trading groups (ü Catalonia and Scotland in the EU).</p> <p>8B.12b There are significant political tensions in the BRIC and other emerging nations resulting from the uneven pattern of the costs and benefits of globalisation.</p> <p>8B.12c The role of the state is variable and national identity is not always strong, especially in ‘failed states’ where there are stark differences between the politically and economically powerful elite, foreign investment groups and the wider population (ü). (10)</p>

Homework Policy

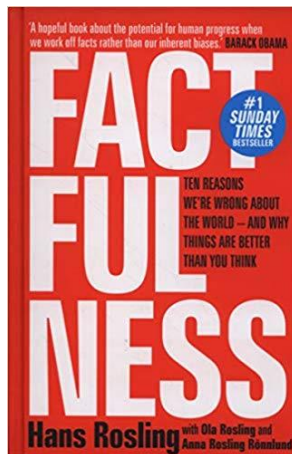
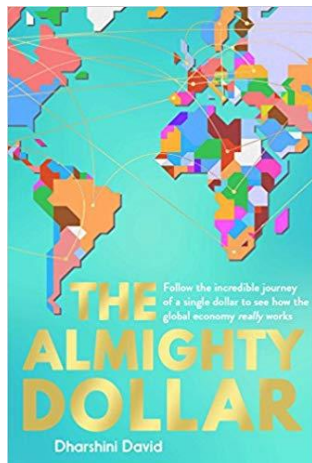
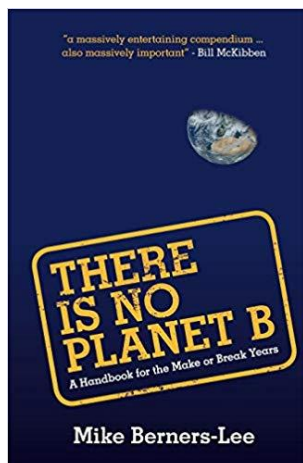
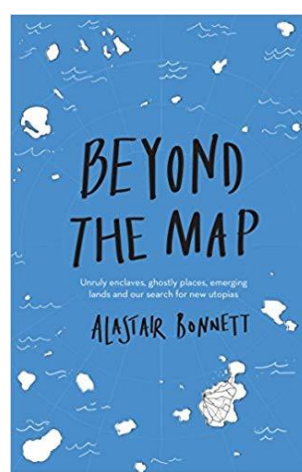
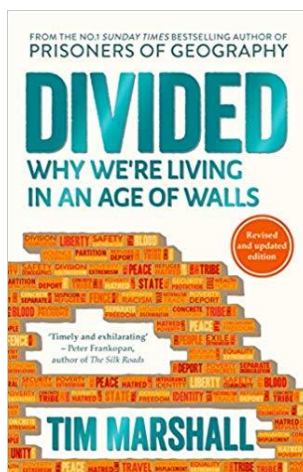
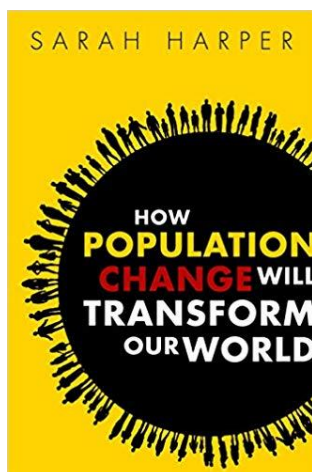
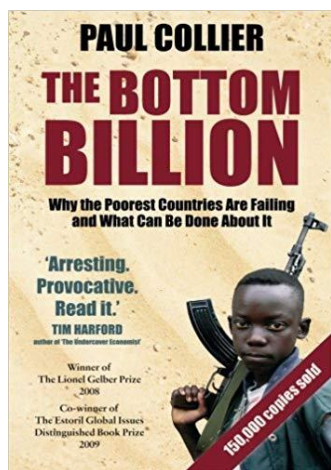
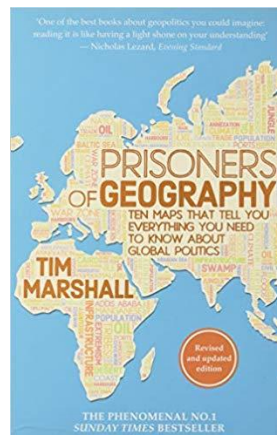
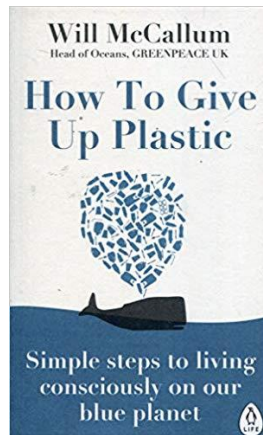
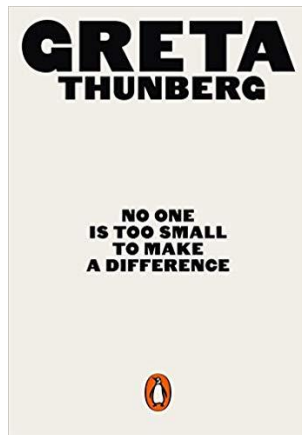
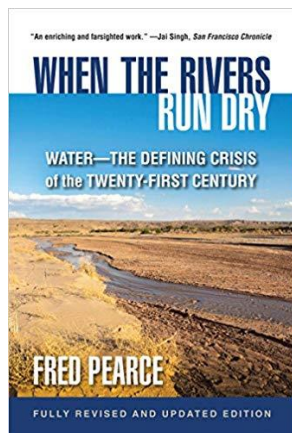
Homework in Geography is focused on exam skills and preparation.

- For each Key idea of the specification you will be required to complete an exam question as homework. This will mean **1 exam question for Paper 1 and 1 exam question for Paper 2 each week.**
- This will ensure that you have completed and received feedback on an exam question for all areas of the course before your final exams. By keeping a record of the marks received you will be able to easily identify areas of the course or types of exam questions that require priority revision.
- All homework has been pre planned and provided for you as a booklet for each side of the course. This must be **brought to every lesson** to enable your teacher to mark your work and provide feedback.
- Each exam question has a generic mark scheme for you to refer to. By repeatedly making use of these mark schemes you should be able to perfect your exam technique.
- Each exam question must be **handwritten and the time taken noted down.** This is to ensure that you are keeping to the time constraints of the real exam and allow us to identify early if you require support in timing
- **If you fail to hand in a completed exam question in the lesson due you will be asked to stay late or return after school to complete the exam question with your teacher.**



Further Reading Books

The best way to prepare yourself for essay writing is to read literature. It will help you to develop and engaging writing style required for the essay questions in your exams. These books should also help to inspire your love for the subject – the most important factor for success in your a-levels!



The cover features a colorful world map with red arrows pointing outwards. The title "THE NEW SILK ROADS" is in large, bold, white letters. Below it, the subtitle "THE PRESENT AND FUTURE OF THE WORLD" is in smaller white text. The author's name "PETER FRANKOPAN" is at the top. A quote from The Sunday Times is at the top.

Further Reading

Name	About	Link
MOOCs with Future Learn	Nature & Environment Courses How is our need for energy and resources shaping the environmental challenges for tomorrow? Explore the natural world, and understand the causes and impact of climate change, with our online environment and biology courses.	https://www.futurelearn.com/courses/categories/nature-and-environment-courses
S-Cool	Revision website with clips and diagrams	https://www.s-cool.co.uk/a-level/geography
Physics and Maths Tutor	Revision website linked to OCR spec	https://www.physicsandmaths-tutor.com/geography-revision/a-level-edexcel/
Time for Geography	Excellent range of short video clips	https://timeforgeography.co.uk/
Barcelona Field studies – Geography in the news	Links to all BBC Geography related articles in one place	https://geographyfieldwork.com/GeographyinthenewsBBC.htm
National Geographic	The latest stories to widen your subject knowledge	https://www.nationalgeographic.com/latest-stories/
BBC	Science and Environment News	https://www.bbc.co.uk/news/science_and_environment
Youtube – National Geographic	High quality videos covering a range of issues	https://www.youtube.com/user/NationalGeographic
The Geographical Association Podcast	Each episode John Lyon will be chatting to a guest from within the Geography community and discussing their work and areas of interest.	https://www.geography.org.uk/GeogPod-The-GAs-Podcast

Extra Curricular Events/Requirements

In the Academy		
Duke of Edinburgh Award	Develop skills using OS maps Enhance your CV with volunteering opportunities	Contact Mr Rogers j.rogers@ormistonvictoryacademy.co.uk
Subject specialist volunteer LTA	Share your love of Geography, gain experience in teaching and cement your base knowledge by volunteering to support in Geography classrooms during your free periods	Contact Mrs Rowe l.rowe@ormistonvictoryacademy.co.uk

Competitions	Details	Link	Deadline
The Royal Geographical Society (with IBG) and the Financial Times are pleased to announce the launch of our School Essay Competition.	What is the geographical story behind a chosen set or sets of data?	https://www.rgs.org/schools/competitions/school-essay-competition/	30/9/20
GA WorldWise international competition	To be announced	https://www.geography.org.uk/GA-WorldWise-international-competition	
The Royal Geographical Society – Young Geographer of the Year	To be announced	https://www.rgs.org/schools/competitions/young-geographer-of-the-year/	
Newnham Essay	To be announced	https://www.newn.cam.ac.uk/admissions/undergraduates/newnham-essay-prizes/	
University of Oxford essay writing competition	To be announced	http://www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/teachers/academic-competitions-schools-and-colleges	
Fitzwilliam Essay competitions	To be announced	https://www.fitz.cam.ac.uk/study-us/undergraduate/opportunities-prospective-applicants/essay-competitions	
Peterhouse Cambridge Essay competitions	To be announced	https://www.pet.cam.ac.uk/essay-prizes	