

## **A-level Geography work to be completed over summer:**

### **SECTION 1 - For Mr Thacker**

Begin your case study collection

- Buy a set of index cards
- Make notes on the following articles
- Revise them – I will be starting the course expecting that you know these things, have read the news regularly throughout the holiday and have a wider knowledge of the world than the at the end of Y11 as a result.

<https://www.bbc.co.uk/news/business-50069765> - IMF profile article

<https://www.bbc.co.uk/news/world-asia-41174689> - North Korea missile crisis

[Catalonia crisis in 300 words - BBC News](#) - BBC News: Catalan crisis in 300 words

<https://www.bbc.co.uk/news/uk-scotland-scotland-politics-61785553> - Indyref 2

<https://www.bbc.co.uk/news/av/world-asia-56459744> - South China Sea conflict

<https://www.bbc.co.uk/news/articles/cedp3lee059o> - Iran / US conflict

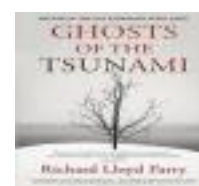
<https://www.bbc.co.uk/news/resources/idt-f92bc043-3893-4688-8937-fd9cad8b0d5b> - Arctic issues

### **Optional wider reading / documentary list for entire A level**

[Prisoners of Geography: Ten maps that tell you everything you need to know about global politics](#). Tim Marshall. 2016. This book explores geo-politics and is a fascinating and easy read.



[Ghosts of the Tsunami: Death and life in Japan's disaster zone](#). Richard Lloyd Parry. 2018. This book explores the earthquake and tsunami that rocked Japan in 2011. What really happened, and why were some people not evacuated to safety?



[Space and Place: The perspective of experience.](#) Yi-Fu Tuan. 2001. The author explores the way people think and feel about space and how they form attachments. Ideal for the changing places unit.



[When the rivers run dry: The global water crisis and how to solve it.](#) Fred Pearce. 2019. This book explores the growing water crisis, from Kent to Kenya. Hope for the future is also offered. A series of case studies are explored.



<https://www.bbc.co.uk/programmes/m002sv0l> - Clash of the Superpowers: America vs China - available on BBC iplayer



## **SECTION 2 - For Mr Cole**

Tasks:

- 1) **Follow the link below and read 'Chapter 1 - An Island Shattered' of Disaster by Choice.**  
<https://books.google.co.uk/books?id=0DLNDwAAQBAJ&printsec=frontcover#v=onepage&q&f=false>
  
- 2) **As you read through the chapter answer the following questions in full sentences (see guidance below):**
  - A) What were the physical causes of Haiti's earthquake (include magnitude and waves here)?
  - B) What human activities and features turned this into an immediate disaster (e.g. building design)?
  - C) Analyse how human activities and features limited the possible responses, exacerbating (to make worse) the disaster?
  - D) Explain at least 2 of the primary (direct result of earthquakes) and secondary (result of the primary impact) impacts of the disaster.
  - E) Analyse how social, economic and political factors hindered the response to the disaster?

- F) In your opinion, did the UN improve Haiti's situation or make it worse? Justify your opinion using data/examples
- G) Analyse how colonialism and Haiti's history contribute to its level of unpreparedness?
- H) To what extent was this disaster and are future disasters in Haiti preventable?

**Option 1:** Create a poster/presentation/model, outlining a proposal to reduce Haiti's vulnerability to future disasters. You should include specific plans (ideas may be based on changes to infrastructure/decision making/prediction capabilities etc.), the resources you may need for your project inc. money and time, and the players inc. individuals, local and international organisations you would need support from.

**Option 2:** Research your own natural disaster within the last 10 years. Create a presentation answering the overall question: 'Was your natural disaster preventable?'. You should include information similar to what you found in task 2 inc. natural and human causes, primary and secondary impacts, responses, any additional contextual information, and some ideas for what could have been done differently.

## **Support Sheet**

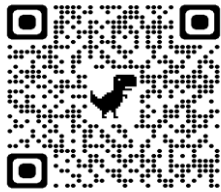
### **Reading task:**

Reading and analysing longer texts for A level is a necessary but difficult task. There are different strategies you can use to breakdown the text and target the information that you are looking for – I have gone through these below. To start with you may choose to split these up and do them over a period of time to break down the workload.

- Print off the text
- Always read the whole text once through before looking at the questions.
- Scan the text a second time, at a faster pace. This time looking at parts that may answer a specific question.
- Once these parts are identified you may choose to mark them in some way that works for you e.g. underline, highlight, box off etc.
- Return to the question that you are attempting to answer, draw links to the question and formulate your response. Then, when ready, write your response.
- After writing response, see if there are parts you have marked that you have not used in your response and whether they could be added.

Questions 3A and 3B should avoid purely stating the causes in a list form. Questions 3F to 3H require justification and development of your thoughts, to answer these adequately at least 5 lines of paper would be required.

Scan the QR codes for some good places to start.



I look forward to seeing what you produce in September.