

Geography

Summer Independent Learning Year 12- 13 Summer 2023.

| | Task | Completed? |
|-------------------------------------|--|------------|
| Current NEA Area 1 & 2 | 1. Check you have done EVERYTHING on the checklist for the introduction, background information and methodology. Common errors – not fully completing the background information (Geography & key words around your subject, relevant information about your location, possibly other examples that will help explain your findings). | |
| Area 3 Data presentation | 2. Collect your data for your NEA taking care to show accuracy, think about frequency and timings. The less data you collect, the less reliable it will be and harder to present and analyse. Aim for a minimum of 8-12 samples for statistics. If you can get more...brilliant! | |
| | 3. For ONE primary fieldwork method, create a professional looking infographic. Plus, present ONE secondary data source (ie graphs, articles coded and annotated, mapped data...depends on your title). | |
| Retrieval Antarctica | 4. Create revision material on Antarctica and the Global commons | |
| Preview Global Governance | 5. Complete the research tasks on the role of the UN and the Sustainable Development Goals (SDGs | |

Part 1- Current work on NEA

The geography non-exam assessment (**NEA**) for the AQA specification is an independent investigation. It is worth 20% of your overall A Level grade and is a compulsory element of the course. You have started to plan your NEA completing an Introduction, background information and methodology during the summer term at college. This may need improving over the Summer.

Over the summer you are expected to **collect data** for your investigation by conducting **both primary and secondary research** for your approved title. The collection of data can be undertaken at any point during the summer period although it is advised that you complete the data collection sooner rather than later to ensure that you have adequate time to complete your planned methods and if necessary, the opportunity to go back and collect further data if needed. Below is a checklist of tasks that you need to complete ready for your first week back in college at the start of the Autumn term.

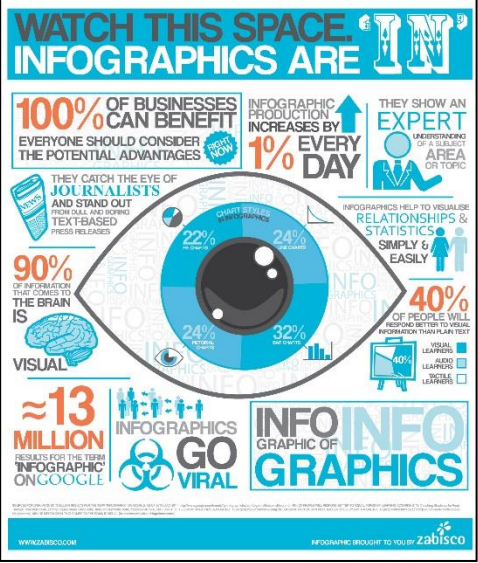
| | |
|--|---|
| <p>Area 1- Introduction & research</p> <p>(10 marks)</p> | <ul style="list-style-type: none"> • Focused investigation title – testable? Why this title? • Clear sub-questions OR aims OR hypotheses? Do these help answer the main title? • Can you measure the title and sub-questions using the fieldwork methods you have chosen? • Justified your questions? Explained your expectations? • Specifically quoted the parts of the specification, including its section number that fit with your title – show selection. Justify your choice of syllabus sections? How/ why does it fit? <p><u>Location</u></p> <ul style="list-style-type: none"> • Clear location of chosen place and survey sites • Justified your location(s) in a detailed way? (Time, distance, land use, geographical context/setting) • At least 3 maps of increasing scales. Maps have clear scales with north arrows? • Annotate maps with relevant information about your place? <p>Background information from other sources & Literature Review</p> <ul style="list-style-type: none"> • Explained and introduced the geography ideas/ keywords/theory/ concepts /models that are relevant to your investigation? • Covered the key theories that you want to use later to help you explain? • Compared these theories/ideas – similarities / differences? • Does your research link to and/or help answer and/or explore your questions/hypotheses? • Have you got the WIDER picture of general geography of this topic area? As well as relevant local information? Why it is important to study? Any gaps in knowledge? • Contrasting examples that are relevant? • Have you clearly referenced within the text for any sources used? Listed these in a bibliography (at the very end of your NEA)? • Is it Harvard reference? Or Oxford? 6 <u>academic</u> resources or more? • Range of different types of sources? • You may include secondary data within here or later in your data presentation and analysis |
| <p>Area 2- Methodology (15 marks)</p> | <ul style="list-style-type: none"> • Site – named clearly and justified your specific sample location(s)? • Sampling - <i>named, explained and justified</i> your sampling method, and made this clear throughout? • Sampling – named sample size and justified it? Is it big enough to be tested using a statistical test (1 per question). • Range of primary methods x 6 • Justified your choice of methods and said how they will help you answer each sub -questions/ aims/ hypotheses. • Is this really clear? Are relevant? • Have you thought about the factors which may affect the collection/ results on the day eg time constraints, equipment or weather conditions? • Have you justified/considered frequency, timing, accuracy, data approaches? • Have you described your methods so that they are able to be repeated by someone else with the detail you have given? Could they use your method to test your hypotheses and get similar results (replicable)? |

- Demonstrated that you have collected **good quality data**? How will you make sure the results are accurate? Photos? Tables showing detail?
- Make it clear if it was a group or individual method of collection?
- Got **secondary data** too? X 3. Made this clear?
- Used both **qualitative** and **quantitative** methods? Made this clear?
- Accurately used geographical **vocabulary** throughout?
- Have you considered the **limitations** of your methods? (Area 4 evaluation).
- Have you said how you could reduce these limitations – **improvements**?
- Have you considered **ethical issues** from your methods individually / overall? (Area 4 evaluation).
- Completed a **risk assessment** to consider your risks, risks to others and the environment?

Area 3- Data collection

- Have you created and printed a data collection booklet?
- Have you planned an itinerary for your day?
- Have you completed your risk assessment?
- Make sure your data collection will take place in at least pairs?
- Have you completed a pilot study to check out the area before you start your data collection?
- Have you collected all your data and recorded it carefully so you can use the data to create graphs.... geospatial presentation and complete statistics?
- Make sure you have copies of your results in case something happens to them.

Area 3 Data presentation



WATCH THIS SPACE. INFOGRAPHICS ARE IN

- 100% OF BUSINESSES EVERYONE SHOULD CONSIDER THE POTENTIAL ADVANTAGES
- INFOGRAPHIC PRODUCTION INCREASES BY 1% EVERY DAY
- THEY CATCH THE EYE OF JOURNALISTS AND STAND OUT FROM ALL AND BORN FROM TEXT-BASED PRESS RELEASES
- 90% OF INFORMATION THAT COMES TO THE BRAIN IS VISUAL
- INFOGRAPHICS HELP TO VISUALISE RELATIONSHIPS & STATISTICS SIMPLY & EASILY
- 40% OF PEOPLE WILL RESPOND BETTER TO VISUAL INFORMATION THAN LAR TESTS
- ≈13 MILLION RESULTS FOR THE TERM 'INFOGRAPHIC' ON GOOGLE
- INFOGRAPHICS GO VIRAL
- INFOGRAPHIC: REDUCED TO YOU BY Zabisco

For **ONE fieldwork method**, create a professional looking infographic – see here for ideas.

<https://www.canva.com/create/infographics/>

<https://www.visme.co/make-infographics/>

<https://piktochart.com/infographic-maker/>

Sub question 3: How is the gentrification of the town currently perceived by locals?

Method of data collection: **Questionnaire**

The following information is a summary of the result which I obtained from a questionnaire completed in Aldeburgh on 4th March 2018.

82% of people agreed that Aldeburgh has undergone 'gentrification' in recent years?

What are the main impacts you consider have been made by increased gentrification in the town?

- 8% - Don't know
- 12% - Improved appearance of buildings
- 15% - Improved quality of shops
- 18% - Closure of local services
- 22% - Shortage of parking
- 25% - Inflating house prices

How many of your neighbours permanently live in town?

68% felt there has been **too much** 'gentrification' in Aldeburgh in recent years?

The information gathered from my questionnaire has confirmed that locals feel the town has changed as a result of gentrification, with most 62% feeling that there had been too much change as a result of gentrification in recent years.

In addition, of the choices available to locals when asked what they considered to be the greatest impact of gentrification on the town, the top 3 answers were all negative – with 65% giving a negative response. This all suggest locals have a **negative perception** of gentrification in Aldeburgh.

65% of locals felt that 'a limit on the amount of second-homes within the town' should be enforced by the local council

Part 2- Retrieval Practice on the Global Commons of Antarctica.

At the start of **Year 13** there will be an **assessment** based on this mini topic, create a range of **revision resources** to prepare you for your initial assessment on this topic.

- Create either flash cards, quizlet cards or vocab lists on the key terms covered in this topic.
- Using your class notes- make Cornell notes of the physical characteristics of Antarctica.
- A mind map of the threats to Antarctica.
- Produce a table or double-sided flash cards which identify the threats and how they are managed.
 - Evaluate the role of the Antarctic treaty answering the questions below.

| Antarctic treaty system (ATS) | Antarctic Treaty 1959 | Wider ATS system |
|-------------------------------|-------------------------------------|--|
| What is ATS? | What was formally decided in 1959? | Why do they have regular consultancy meetings? ATCM? |
| ATS main aims are? | How has the treaty been successful? | What is the Madrid protocol? Evaluate its success. |

Challenge Questions.

1. What are the global commons and how can they be protected?
2. Why does Antarctica present a unique environment that needs to be protected?
3. How are the key threats to Antarctica likely to change over time?
4. How successful has the Antarctic Treaty System been in protecting Antarctica from its many threats?

Key vocabulary – Research these terms and write a concise definition in your own words. Give an example too.

| Keyword | Definition | Example |
|---------------------------------|------------|---------|
| Global commons | | |
| Global Governance | | |
| Phytoplankton | | |
| Zooplankton | | |
| IPCC | | |
| Environmental Impact Assessment | | |
| NGO | | |
| IGO | | |
| Moratorium | | |

Wider reading: find out more about globalisation? <https://www.watfordgrammarschoolforgirls.org.uk/wp-content/uploads/2020/07/243-Measuring-globalisation.pdf>

Part 3- Preview topic on Global Governance

Research the following content on Global Governance in preparation for studying this in year 13.

- 1) Who is the UN?
- 2) Why was it set up?
- 3) The UN acts as a form of global governance through its several organisations. These organisations govern different issues on a global scale. Below are some examples research them to find out what their main aims are.

| | | | |
|------------------|------------------|--------------------------------|--------|
| General assembly | Security council | International court of Justice | UNESCO |
| | | | |

- 4) From your research find 5 ways that the UN promotes growth and stability and 5 ways that the UN furthers inequality.

| | |
|------------------------------|--|
| Promote growth and stability | Exacerbating Inequalities and Injustices |
| | |

- 5) Define the term sustainable development
- 6) What the main aim of the United Nations Development Programme (UNDP)
- 7) What were the millennium development goals? How were they successful?
- 8) Explain the aim of the new Sustainable development goals.



Useful websites

- <https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/AQA/Global-Systems-and-Global-Governance/Case-Studies/Global%20Systems%20and%20Governance%20-%20UN%20Case%20Study%20.pdf>
- <https://www.jkgeography.com/sustainable-development-goals.html>
- <https://en.unesco.org/themes/education/sdgs/material>

SUSTAINABLE DEVELOPMENT GOALS

Sustainable Development Goals and tangible actions they can take on them in their community.

SUSTAINABLE DEVELOPMENT GOALS

What:

The Sustainable Development Goals are 17 unique goals set out by UN member states to help tackle some of the biggest causes of POVERTY, INJUSTICE and DAMAGE to our planet. Their predecessors were the Millennium Development Goals established in 2000.

THE MILLENNIUM DEVELOPMENT GOALS



The Millennium Development Goals were established in the year 2000 and finished in 2015. They focused only on developing countries.



1 SUCCESSES - More than 1 billion people have been lifted out of extreme poverty since 1990.

Failures - 795 million people still undernourished.



2 SUCCESSES - Enrolment in primary education in developing regions reached 91 per cent in 2015, up from 83 per cent in 2000.

Failures - In 2015, 57 million children of primary school age were out of school.



3 SUCCESSES - Developing countries as a whole have achieved the target to eliminate gender disparity in primary, secondary and tertiary education.

Failures - Women continue to experience significant gaps in terms of poverty, labour market and wages, as well as participation in private and public decision-making.



4 SUCCESSES - Between 1990 and 2015, the global under-five mortality rate has declined by more than half, dropping from 90 to 43 deaths per 1000 live births.

Failures - Every day in 2015, 16,000 children under five continue to die, mostly from preventable causes.



5 SUCCESSES - Since 1990, the maternal mortality ratio has been cut nearly in half, and most of the reduction occurred since 2000.

Failures - After years of slow progress, only half of pregnant women receive the recommended amount of antenatal care.



6 SUCCESSES - New HIV infections fell by approximately 40 per cent between 2000 and 2013.

Failures - In 2014, there were roughly 2 million new HIV infections, 220,000 of which were among children. Most of these children live in sub-Saharan Africa and were infected via their HIV-positive mothers during pregnancy, childbirth or breastfeeding.



7 SUCCESSES - Between 1990 and 2015, 2.6 billion people gained access to improved drinking water sources.

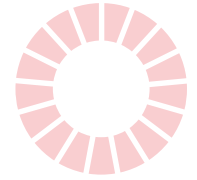
Failures - Between 1990 and 2012, global emissions of carbon dioxide increased by over 50 per cent.



8 SUCCESSES - In 2013, the debt burden of developing countries was 3.1 per cent, a major improvement over the 2000 figure of 12.0 per cent.

Failures - In 2014, bilateral aid to least developed countries (LDCs) fell 16 per cent terms, reaching \$25 billion.

SUSTAINABLE DEVELOPMENT GOALS



WHAT DOES 'SUSTAINABLE DEVELOPMENT' MEAN?

Sustainable Development means meeting the needs of the present generation, without compromising the needs for the future.

Sustainable Development can also be defined by the 5 P's and keeping them in harmony with each other. i.e. the quest for prosperity does not disrupt our planet's resources for future generations.



When:

The Sustainable Development Goals were established in 2015 and will run up to 2030

Who:

The SDGs are designed with both developing and developed countries in mind and are to be seen as universal goals to be achieved worldwide

Why:

- **795 MILLION** hungry
- More than **1 BILLION** people live on a dollar a day
- **1.3 BILLION** tons of food are wasted every year
- **375 MILLION** people are affected by climate change related disasters every year

SUSTAINABLE DEVELOPMENT GOALS



Ending poverty in all forms everywhere. **825 million people currently living on \$1.25 a day.**



End hunger and improve nutrition worldwide. **90 million children are dangerously underweight.**



Ensure healthy lives for all. **22 million people currently are not accessing essential medicines to treat HIV/AIDS.**



Ensure everyone has access to quality education. **Conflict and war means that many children are missing out years of their education.**



Achieve gender equality between women and men; making sure girls and women have the same access to rights and opportunities as boys and men. **Some girls are denied access to education simply because they are girls. This drastically limits their future potential to earn a living.**



Ensure clean water and sanitation. **2.4 billion people don't have access to proper toilet facilities leading to the spread of disease.**



Making renewable energy sources (solar, wind etc) available for all. **The world is too reliant on fossil fuels as energy sources leading to the detriment of the environment.**



Supporting economic growth and creation of jobs. **More than 204 million people are unemployed worldwide.**



Build long lasting infrastructure, sustainable industries and develop innovative technologies. **Half the world's population live in cities and need mass transport and energy sources. This goal focuses on how to achieve this but through using renewable energy so the environment is not damaged to meet human need.**



Reduce inequality in and amongst countries. **The richest 10% of people in the world earn up to 40% of the world's global income.**



Making cities safe and sustainable. By 2050 there will be 6.5 billion people living in urban areas. **This goal focuses on making sure that cities have affordable housing and adequate public transport to deal with this demand.**



Ensuring responsible consumption. **In Ireland we waste one million tons of food a year while 795 million people go hungry. This also has negative impacts on the environment and economy.**



Take urgent action to combat climate change and its impacts. **Global warming is wreaking havoc on developing countries who have contributed very little to climate change. Countries like Ireland need to look at their consumption of fossil fuels urgently.**



Conserve and sustainably use oceans, seas and marine resources. **There is an estimated 13,000 of plastic litter to be found on every square kilometre of the ocean.**



Sustainably manage forests and combat desertification. **Deforestation is leading to the loss of trees crucial to combatting climate change and also the extinction of many species. Desertification is leading to a loss of land for poor farming communities.**



Promote peaceful and inclusive societies. **Many people live in unstable countries where violence and conflict are regular occurrences. This impacts greatly the development of countries.**



Global Partnership for the S.D.Gs. **Making sure countries work together by promoting investment and working on policies to support the least developed countries.**

