



Get off to a 'Flying Start' in

Geography - A Level

Welcome to Flying Start with North Devon College.

We hope that you are excited to join us at North Devon College. We want to help you to focus on your skills for your course with us and so below you will find questions to consider, tasks to complete and some background research to undertake before enrolment.

Please read the instructions and have a go at the activities.

If you get stuck, please see the Frequently Asked Questions (FAQs) section at the end of this document for help.

A quick hello and introduction to the course

Welcome to A Level Geography!

At North Devon College we study the AQA Geography A level course which will allow you to explore a range of exciting topics across the human and physical geography disciplines.

In year one, the topics we study include:

- **Human** – *Changing Places, and Geographical Skills and Fieldwork*
- **Physical** – *Hazards, and Coastal Systems and Landscapes*

In year two, the topics we study include:

- **Human** – *Global Systems, and Global Governance, Population and the Environment*
- **Physical** – *Water and Carbon Cycles, and you will complete the NEA coursework*

A Level Geography is an engaging and thought-provoking course requiring you to be curious and think critically about the world. This course includes topical issues such as climate change and the impact of sea level rise on coastal communities, the success of global governance in protecting vital planetary life support systems and how population growth could threaten sustainable futures.

You will need to have a proactive attitude completing regular reading, note taking and independent study. You'll be expected to keep up with current geographical issues and be ready to contribute thoughtfully to discussions in lessons.

We look forward to meeting you in September!

Claire Goodman

To get you started...

In September you will be starting with Natural Hazards in Physical Geography. This Flying Start will cover some of the key terms, concepts and skills to support you in September. It should take you approximately 2 hours.

Task 1: Define the following general geographical words/terms:

Causes	Challenges	Conflicts	Contrasting
Economic	Environmental	Impacts	Mitigation
Political	Resilience	Response	Sustainable

Then define the following specific to Natural Hazards:

Coastal flooding	Convection currents	Gravitational sliding	Island arc
Liquefaction	Lithosphere	Magnitude	Multi-hazardous environment
Nuées ardentes (Pyroclastic flows)	Ridge push	Seismicity	Slab pull
Storm surge	Tephra	Vulcanicity	Wild fire

Task 2: Using the internet, complete the following case study sheets:

Typhoon Rai
Date:
Category of storm:
Location:
Identify three impacts:
•
•
•
Identify three responses:
•
•
•
How was this tropical storm managed?

Mount Merapi, 2010
Date:
What was the VEI:
Location:
Identify three impacts:
•
•
•
Identify three responses:
•
•
•
How was this volcanic eruption managed?

You may find the following links helpful:

- www.bbc.co.uk/bitesize/guides/z9whg82/revision/4
- www.internetgeography.net/topics/the-2010-eruption-of-mount-merapi/

Task 2: Write an answer (minimum half an A4 page) to discuss the following question.

Assess whether tropical storms or volcanoes are more hazardous. You must include evidence from your case study sheet to support your answer.

You may want to include:

- Efforts to reduce the impacts of the hazard
- Any additional understanding or case study details.

Success Criteria	
Level 1	Brief discussion of the impacts of tropical storms and volcanoes. No case study application.
Level 2	Clear discussion of the impact of tropical storms and volcanoes with case study application. Some mention of techniques to reduce the impacts.
Level 3	Comprehensive discussion of the impacts of tropical storms and volcanoes. Well integrated case study. Detailed reference to techniques to reduce the impacts.

Task 3: Read the following article:

www.bbc.co.uk/future/article/20250512-how-a-concrete-seawall-split-this-japanese-island-village

Consider the following:

1. How does coastal management alter the lived experience for the island of Amami Ōshima?
2. Will the increasing need for coastal defences change our perceptions of the coastal environment?
3. Do we have an over reliance on hard engineering systems for coastal management and should we invest more in soft engineering solutions?

For those who want a bit more...

Task 4: Watch the following time for Geography video:

<https://timeforgeography.co.uk/videos-list/human-geography-research/changing-places-how-do-we-study-place/>

Consider the following ideas:

- Why do places matter?
- Why do Geographers study place?

Additional reading: *The Psychology of Place Attachment* (Chapter 9) by Leila Scannell and Robert

Gifford: https://www.researchgate.net/publication/279718543_The_psychology_of_place_attachment

Frequently Asked Questions (FAQs)

Q: Which textbook do you use?

A: Our textbook is the **Hodder AQA A Level Geography (fifth edition)**. You will need to purchase a copy and there will be a copy in the library

Q: Which revision guide do you recommend?

A: Revision guides are useful course companions. Any AQA A Level Geography revision guide is suitable and which one you go for is based on personal preference. The [CGP guide](#) is a popular choice, as well as the [Hodder My Revision Notes](#).

Q: Will this work be marked and when is it due?

A: This work may not be formally marked but will be discussed during your first classes with us in September. Just bring along what you have completed to your first timetabled sessions.

Q: I am not sure if I have the answers right, what should I do?

A: Don't worry, just have a go at getting something down and bring it along to the lesson where we can talk it through. There is no need to get anxious about the tasks, we are not expecting you to know everything before you arrive but are interested in your ideas and what you have found easy or difficult as it helps us support you right from the beginning.

Q: Do I have to do it?

A: Flying Start is not compulsory; many students find it useful for getting them used to thinking about subjects at the next level. Early classroom sessions will also reflect on the Flying Start activities.

