

A Level Geography Transition Pack

Coasts

(to go to Mr. Edwards)



Independent Research Tasks

Complete the **tasks** below to help you see the bigger picture of the coasts topic.

1. What effect will sea level rise have on coastlines?

2. <http://www.theguardian.com/environment/sea-level>

<http://www.bgs.ac.uk/discoveringGeology/climateChange/general/coastalErosion.html>

3. Why is Bangladesh so at risk from coastal flooding?

http://www.bbc.co.uk/schools/gcsebitesize/geography/water_rivers/river_flooding_management_rev6.shtml

<http://coolgeography.co.uk/A->

[level/AQA/Year%2012/Rivers_Floods/Flooding/Bangladesh/Bangladesh.htm](http://coolgeography.co.uk/A-level/AQA/Year%2012/Rivers_Floods/Flooding/Bangladesh/Bangladesh.htm)

4. Find two images representing mass movement along the coastline. Annotate them in detail to show what happened, the impacts and why it happened.

A Level Geography Transition Pack

Building your Knowledge and Understanding – Coasts

As we move from GCSE to A-Level we have to build new knowledge on topics while increasing the depth of our understanding. In addition, we look to link and combine ideas to see the bigger geographical picture. Complete these tasks to help build the foundation of understanding for the coast topic.

1. Use GIS (Google Earth) to map two different coastal landscapes in the UK. Add their features and key characteristics.
2. Annotate diagrams to show the different types of erosion and transportation at the coast (**hint: they are rather similar to when you studied rivers at GCSE**)
3. Draw and annotate the formation of a stump
4. Create a map of the sediment cells around the UK
5. Sketch and annotate a recurved spit to show its formation
6. Draw sketches of concordant and discordant coastlines
7. Can you link any of the ideas in task 1 to 6 together to help show the bigger picture?
8. Find the definition for the following words which we will use at the start of this topic.

Term	Definition
<i>Abrasion</i>	
<i>Accretion</i>	
<i>Arch</i>	
<i>Attrition</i>	
<i>Attrition</i>	
<i>Backwash</i>	
<i>Constructive waves</i>	
<i>Concordant geology</i>	
<i>Corrasion</i>	
<i>Corrosion</i>	
<i>Destructive waves</i>	

A Level Geography Transition Pack

<i>Differential erosion</i>	
<i>Discordant geology</i>	
<i>Diurnal range</i>	
<i>Dunes</i>	
<i>High energy coast</i>	
<i>Hydraulic action</i>	
<i>Isostatic</i>	
<i>Longshore drift</i>	
<i>Low energy coast</i>	
<i>Magnitude</i>	
<i>Mass Movement</i>	
<i>Psammosere</i>	
<i>Recession</i>	
<i>Ria</i>	
<i>Saltation</i>	
<i>Sediment cell</i>	
<i>Sediment sink</i>	
<i>Slumping</i>	
<i>Stack</i>	
<i>Subaerial erosion</i>	
<i>Surges</i>	
<i>Swash</i>	
<i>Swell</i>	
<i>Wave cut platform</i>	
<i>Weathering</i>	

A Level Geography Transition Pack

Globalisation

(to go to Mr Pink)

KEY INFORMATION

In the last 30 years, globalisation has taken a front seat in the concepts taught at A level geography. Changes in economy are at the forefront however changes in the environment, culture, demographics and politics of the world are also important and impact on areas at a range of scales.

Key past influences

- Since the discovery of the Americas, world trade and economy began to take shape.
- The colonialism of certain countries enabled the British Empire to control ¼ of the world bringing along British culture.
- The founding of the United Nations after the first world war allowed countries to work together easily.

Continued influences and evolution of globalisation

- Transnational Corporations (TNC): These are top firms with HQs usually in HICs however operate all over the world and are globally recognised (Coca Cola, Disney, Apple).
- Internet and IT: These have allowed design and manufacturing to be faster and easier. Jobs that typically humans would have done are now done online by less people- Allowing many high tech industries to be “footloose” and not reliant on being near by a resource or labour force.
- Transport: Now quicker, more efficient and low cost. The arrival of the 747 in the 1960s has revolutionised trade and movement of people.
- Growth of markets: Increase in urban living means more demand for trade, services and products.

TASK



Spiderman- a comic superhero, has been reimagined for an Indian audience.

1. Research the characteristics of this Spiderman that are Indian rather than American.
2. What is the difference between economic and cultural globalisation? What does this Spiderman represent?

A Level Geography Transition Pack

Global groupings

- Trade blocs: To trade easily between countries, certain agreements have been created. Examples are EU, NAFTA, CARICOM



- Economic groupings: Countries are grouped together based on wealth and power. Example are LICs/HICs (LDC or HDCs), NICs, OPEC and OECD.

TASK

2. What do the acronyms above stand for?

TNCs and Trade aims

- They tend to operate where labour is cheap and regulations are lacking
- To gain government grants from countries that are attracting new business
- They operate inside local trade barriers and avoid tariffs
- They like to be near markets

Positives to TNCs

- Raising living standards – TNCs invest in the economies of many NICs and LICs
- Transfer of technology – south Korean firms e.g. Samsung have learned to design products for foreign markets
- Political stability – investment by TNCs has contributed to economic growth and political stability e.g. China
- Raising environmental awareness – due to large corporate image TNCs do respond to criticism e.g. Starbucks have their sustainability campaign

Negatives to TNCs

- Tax avoidance – many avoid paying full taxed in countries they operate in through concessions, e.g. Starbucks and Amazon
- Limited linkages – FDI does not always help developing nations economies
- Growing global wealth divide – selective investment in certain global areas is creating a widening divide e.g. Southeast Asia vs. sub-Saharan Africa
- Environmental disaster and destruction – example of Bhopal, India disaster in 1984

A Level Geography Transition Pack

TASK

3. Create an annotated photo of either your family car or your living room with the various places where the parts/ features were manufactured.
4. Choose an example of a TNC and create a timeline of events since their foundation as a company. What have been the benefits that the company has brought to the countries involved. Examples could be Nike, Mattel, Disney or Tesco.

Networks and hubs

The term 'global network' refers to links between different countries in the world, this includes – flows of capital, traded goods, services, information (and people). Some areas are well connected i.e. high income areas, others poorly i.e. low income areas.

- A network is a model that shows how places are linked together. E.g. London Underground.
- A global hub is used to describe a place which is especially well connected. Connections between these hubs are called flows and include:
 - ✓ Money- as major capital flows are routed through global stock markets
 - ✓ Raw materials - e.g. food and oil traded between nations
 - ✓ Manufactured goods and services - value of world trade is \$70 trillion
 - ✓ Information - internet has brought real-time communication between distant places
 - ✓ People - movement of people still an issue due to border controls and immigration law

TASK

5. Create a case study of EasyJet- an example of a shrinking world. Include some background information, role of technology and current impact of the company.

Being switched off

- Many countries in the world are unable to access global networks.
- Specific conditions have caused them being switched off.

Physical	Human
<ul style="list-style-type: none">- Poor soil for farming- No coastline puts investors off as trade is harder- Vulnerability to hazards and climate change	<ul style="list-style-type: none">- Low skills of the population- Poor literacy rates- Politically instability- Civil war