

9696 A2 Geography Scheme of Work Contents

Recommended Prior Knowledge:

Of the material already covered in the Human Core for Paper 1, useful background information is provided by sub-sections on *Population-resource relationships* (Human Core 1.3), *Changes in rural settlements* (Human Core 2.2) and *Urban trends and issues in urbanisation* (Human Core 2.3). This especially supports Paper 3 units 1.1 (*Population, Location and Change: Agricultural systems and food production*), 2.1 (*Environmental Management: Sustainable energy supplies*), and 2.3 (*Environmental Management: Environmental degradation*).

General Resources:

Reference should be made to the Resource List provided in the Main syllabus document. In addition to the resource list, the following textbooks contain useful material:

General Texts:

Hart C (Ed)	Geography for A2	Cambridge Advanced Geography	Cambridge University Press (2002)	ISBN 0-521-89349-6
Cook, Hordern, McGahan, Ritson		Geography in Focus	Causeway Press (2000)	ISBN 1-873929-91-9
Skinner, Redfern and Farmer		Complete A-Z geography Handbook	Hodder & Stoughton (2003)	ISBN 0-340-87274-8
Rigg J		Southeast Asia (second edition)	Routledge (2003)	ISBN 0-415-25640-2
Nagle G and Spencer K		Investigating Geography	Hodder & Stoughton (1996)	ISBN 0-340-64367-6
Leat D		Thinking Through Geography	Chris Kington Publishing (2001)	ISBN 1-899857-99-0
Hill M		Advanced Geography Case Studies	Hodder & Stoughton (2002)	ISBN 0-340-71181-7
Flint, C and Flint, D		Urbanisation: Changing environments	Collins Landmark Series (2001)	ISBN 0-00-711427-3
Prosser R		Leisure, Recreation and Tourism	Collins Landmark Series (2001)	ISBN 0-00-326650-8

Websites are subject to change, but the following are particularly useful for this course:

http://www.globaleye.org.uk	Case studies from many countries
http://www.news.bbc.co.uk	Topical news items
http://www.guardian.co.uk	Topical news items
http://www.geographyinthenews.rgs.org	Case studies on topical issues from around the world, with images and factual material
http://www.oxfam.org.uk/coolplanet/milkingit	– farming issues, development and global trade, includes role-play exercises.
http://www.geography.org.uk/index.asp	– the home page of the Geographical Association, with links to many resources
http://www.unicef.org/infobycountry/	- country by country statistics and economic indicators
http://www.cia.gov/cia/publications/factbook/geos/sn.html	gives access to The World Factbook, full of information on every country in the World
http://www.ngfl.gov.uk	
http://www.sln.org.uk/geography/	Useful lesson ideas
http://www.geography.org.uk	The official site of the Geographical Association

<http://www.curriculumpress.co.uk> Geo Factsheets are available online by subscription – highly recommended
<http://www.geo-file.com> Geofiles available on subscription
<http://www.geo-news.co.uk> also by subscription

Other Resources:

Food for thought – Food security in Wadla, Ethiopia, ActionAid, 2004, ISBN 1-872502-89-X
 Oxfam Country Profiles – new additions include booklets on Ethiopia, Indonesia, Pakistan and Peru. From OXFAM, Oxford, UK
 OXFAM (2003) The Challenge Of Globalisation Oxfam, Oxford, UK

UNITS

1	<p>Production, Location and Change: This unit examines the factors that have influenced the location of primary, secondary and tertiary/quaternary industries, the influence of market forces and the current influences for change, including globalisation. A number of theoretical models can be used to demonstrate or to simplify the processes involved. The unit is broken down into the following sub-sections:</p> <ul style="list-style-type: none"> 1.1 Agricultural systems and food production 1.2 The management of agricultural change 1.3 Manufacturing and related service industry 1.4 The management of industrial change
2	<p>Environmental Management: Urbanisation, globalisation and rapid industrialisation, particularly in LEDC countries, have massively increased energy demands throughout the world. This has forced governments, businesses and individuals not only to consider alternative sources to traditional fossil fuels, but also to cope with the environmental consequences, which have an international dimension. The sub-sections are:</p> <ul style="list-style-type: none"> 2.1 Sustainable energy supplies 2.2 The management of energy supply 2.3 Environmental degradation 2.4 The management of a degraded environment
3	<p>Global Interdependence: Modern communication developments, changes in the nature of trade and industrial links and the rise of the tourism industry have caused major changes in global economic patterns and on societies throughout the world. The sub-sections are:</p> <ul style="list-style-type: none"> 3.1 Trade flows and trading patterns 3.2 The management of international trade

	3.3 The development of international tourism 3.4 The management of a tourist destination
4	Economic Transition: This unit differs from unit one in that it examines reasons for change in economic activities, the growth in the influence of transnational corporations and the influence of industrial change in regional economic development. The sub-units are as follows: 4.1 National development 4.2 The globalisation of industrial activity 4.3 Regional development 4.4 The management of development

TEACHING ORDER

There are four units of study available for Paper 3. Students will need to have studied **two** of these in detail. **There should be an emphasis on the case study approach**, taking examples from both LEDC (Less Economically Developed Countries) and MEDC (More Economically Developed Countries) locations. **Where possible case studies should be taken from areas/locations familiar to the candidates. The case studies indicated in the SoW are intended to supplement more local examples.** Human Geography deals with dynamic situations, so examples should focus on developments since 1960, though some historical information may be of use in understanding the background to some of the concepts studied. Where models are used, the emphasis should be on their application to real-life examples rather than on learning theoretical principles.

The order of teaching will depend on the units chosen, as each unit is essentially free-standing, though if units 1 and 4 are chosen, it is recommended that they are tackled in that order.

An equal amount of teaching time should be allocated to each of the two units, though it is envisaged that a proportion of the time in the latter parts of each course should be reserved for revision of topics and case studies. Essay writing practice should be an integral part of each unit as the skill of evaluation is essential for top level marks and therefore practice of essay planning and writing throughout is invaluable. Essay-writing practice under controlled conditions is also useful towards the end of the course, in order to familiarise candidates with types of question, examination techniques and timing of answers. A unit by unit breakdown of content with suggested teaching activities follows:

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