

## A Level Geography

### Summer Independent Learning Year 12- 13 Summer 2025

	Task	Completed?
<b>Current</b> NEA Area 1 & 2	1. Check you have done EVERYTHING on the <b>checklist</b> 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. <b>Collect your data</b> 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. Present <b>ONE primary/secondary</b> data source (ie graphs, articles coded and annotated, mapped data...depends on your title).	
<b>Retrieval</b> Antarctica	Create a range of <b>revision resources</b> to prepare for your initial assessment on this topic.	
<b>Preview</b> Global Governance	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.

Area 3- Data collection	<p>YOU MUST COLLECT YOUR PRIMARY DATA IN THE HOLIDAYS.</p> <ul style="list-style-type: none"> <li>• Have you created and printed a data collection booklet? Got a map of your chosen sites?</li> <li>• Have you planned an itinerary for your day?</li> <li>• Make sure your data collection will take place with someone else.</li> <li>• Could do - completed a pilot study to check out the area before you start your data collection?</li> <li>• Have you collected all your data and recorded it carefully so you can use the data to create graphs.... geospatial presentation and complete statistics?</li> <li>• Make sure you have copies of your results in case something happens to them.</li> </ul>
Area 3 Data presentation	<p>For <b>ONE fieldwork method</b>, create a professional looking data presentation. You could produce an annotated photo or infographic using the websites below.</p> <p><a href="https://www.canva.com/create/infographics/">https://www.canva.com/create/infographics/</a>  <a href="https://www.visme.co/make-infographics/">https://www.visme.co/make-infographics/</a>  <a href="https://piktochart.com/infographic-maker/">https://piktochart.com/infographic-maker/</a></p>
<p>Review of Area 1- Introduction &amp; research</p> <p>(10 marks)</p>	<ul style="list-style-type: none"> <li>• Focused investigation title – testable? Why this title?</li> <li>• Clear sub-questions OR aims OR hypotheses? Do these help answer the main title?</li> <li>• Can you measure the title and sub-questions using the fieldwork methods you have chosen?</li> <li>• <b>Justified</b> your questions? Explained your expectations?</li> <li>• <b>Specifically quoted the parts of the specification, including its section number that fit with your title</b> – show selection. Justify your choice of syllabus sections? How/ why does it fit?</li> </ul> <p><u>Location</u></p> <ul style="list-style-type: none"> <li>• Clear location of chosen place and survey sites</li> <li>• Justified your location(s) in a detailed way? (Time, distance, land use, geographical context/setting)</li> <li>• At least 3 maps of increasing scales. Maps have clear scales with north arrows?</li> <li>• Annotate maps with relevant information about your place?</li> </ul> <p><b>Background information &amp; Literature (well supported by literature)</b></p> <ul style="list-style-type: none"> <li>• Explained and introduced the geography ideas/ keywords/theory/ concepts /models that are relevant to your investigation? That you will use to explain your data.</li> <li>• Compared theories/ideas – similarities / differences?</li> <li>• Make sure your research link to and/or help answer and/or explore your questions/hypotheses.</li> <li>• 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?</li> <li>• Contrasting examples that are relevant?</li> <li>• 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?</li> <li>• You may include secondary data within here or later in your data presentation and analysis</li> </ul>

Review of Area 2- Methodology (15 marks)	<p><b>Site</b> – named clearly and justified your specific sample <b>location(s)</b>? Got them marked on a map(s)</p> <p><b>Sampling</b> - <i>named, explained</i> and <i>justified</i> your <b>sampling</b> method, and made this clear throughout?</p> <p><b>Sampling</b> – named sample size and justified it? Is it big enough to be tested using a statistical test (1 per question).</p> <p><b>Range of primary methods x 6</b></p> <p><b>Justified</b> your choice of <b>methods</b> and said how they will help you answer each sub - questions/ aims/ hypotheses. Done this in a thorough way?</p> <p>Have you thought about the <b>factors</b> which may affect the collection/ results on the day eg time constraints, equipment or weather conditions?</p> <p>Have you justified/considered <b>frequency, timing, accuracy</b>, data approaches?</p> <p>Have you described your methods so that they are able to <b>be repeated</b> by someone else with the detail you have given? Could they use your method to test your hypotheses and get similar results (replicable)?</p> <p>How can you demonstrate that you have collected <b>good quality data</b>? How will you make sure the results are <u>accurate</u>? Photos? Tables showing detail?</p> <p>Make it clear if it was a group or individual method of collection?</p> <p>Got <b>secondary data</b> too? One per sub-question/ hypothesis so X 3. Made this clear?</p> <p>Used both <b>qualitative</b> and <b>quantitative</b> methods? Made this clear?</p> <p>Accurately used geographical <b>vocabulary</b> throughout?</p> <p>Have you considered the <b>limitations</b> of your methods? (Area 4 evaluation).</p> <p>Have you said how you could reduce these limitations – <b>improvements</b>?</p> <p>Have you considered <b>ethical issues</b> from your methods individually / overall? (Area 4 evaluation).</p> <p>Completed a <b>risk assessment</b> to consider your risks, risks to others and the environment?</p>
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### 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>