A Level Geography

Specification and PLC (Personal Learning Checklist)

AREA OF STUDY: 1: Dynamic Landscapes **Topic 1: Tectonic Processes and Hazards**

What do I need to know?				
EQ1: Why are some locations more at risk from tectonic hazards?				
Key Idea	Detailed content	**PLC**		
		RED	**AMBER**	**GREEN**
1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.	a. Describe and comment on the global distribution and causes of earthquakes, volcanic eruptions and tsunamis.			
	b. Describe and explain the distribution of plate boundaries and contrast divergent, convergent and conservative plate movements (oceanic, continental and combined situations).			
	c. Determine the causes of intra-plate earthquakes, and volcanoes associated with hotspots from mantle plumes.			
1.2 There are Theoretical frameworks that attempt to explain plate movements.	a. Discuss the theory of plate tectonics (earth's internal structure, mantle convection, palaeomagnetism and sea floor spreading, subduction and slab pull).			
	b. Explain the operation of these processes at different margins (destructive, constructive, collision and transform).			
	c. Understand the physical processes impact on the magnitude and type of volcanic eruption, and earthquake magnitude and focal depth (Benioff zone).			
1.3 Physical processes explain the causes of tectonic hazards.	a. Differentiate between the types of earthquake wave (P, S and L).			
	b. Understand that earthquake waves cause crustal fracturing, ground shaking and secondary hazards (liquefaction and landslides).			
	c. Explain how volcanoes cause lava flows, pyroclastic flows, ash falls, gas eruptions, and secondary hazards (lahars, jökulhlaup).			
	d. Explain the cause and formation of a tsunami, using terms subduction zone, sea bed and water column displacement.			
EQ2: Why do some tectonic hazards develop into disasters?				

Key Idea	Detailed content	PLC		
		RED	**AMBER**	**GREEN**
1.4 Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.	a. Define natural hazard.			
	b. Define disaster.			
	c. Understand the importance of vulnerability and community's threshold for resilience.			
	d. Recall the hazard risk equation.			
	e. Understand the Pressure and Release model (PAR) and the complex inter-relationships between the hazard and its wider context.			
	f. Describe and evaluate the social and economic impacts of tectonic hazards on the people, economy and environment of contrasting locations in the developed, emerging and developing world.			
1.5 Tectonic hazard profiles are important to an understanding of Contrasting hazard impacts, vulnerability and resilience.	a. Differentiate between Mercalli, Moment Magnitude Scale (MMS) and Volcanic Explosivity Index (VEI) as ways to measure magnitude and intensity of tectonic hazards.			
	b. Compare and contrast the characteristics of tectonic hazards (magnitude, speed of onset and areal extent, duration, frequency, spatial predictability) through hazard profiles.			
	c. Compare and contrast the characteristics of tectonic hazard events showing severity of social and economic impact in developed, emerging and developing countries.			
1.6 Development and governance are important in understanding disaster impact and vulnerability and resilience.	a. Explain how inequality of access to education, housing, healthcare and income opportunities can influence vulnerability and resilience to tectonic hazards.			
	b. Explain how governance (local and national) and geographical factors (population density, isolation/accessibility, degree of urbanisation) influence vulnerability and a community's resilience to tectonic hazards.			
	c. Compare and contrast hazard events in developed, emerging and developing countries to show the interaction of physical factors and the significance of context in influencing the scale of disaster.			

EQ3: How successful is the management of tectonic hazards and disasters?				
Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.	a. Describe tectonic disaster trends since 1960 (number of deaths, numbers affected, level of economic damage) in the context of overall disaster trends.			
	b. Conduct and quote research into the accuracy and reliability of the data to interpret complex trends.			
	c. Understand that tectonic mega-disasters can have regional or even global significance in terms of economic and human impacts. Research e.g. 2004 Asian tsunami, 2010 Eyafjallajokull eruption in Iceland (global independence) and 2011 Japanese tsunami (energy policy) and others to illustrate this significance.			
	c. Research the Philippines (e.g.) to illustrate this concept.			
1.8 Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards.	a. Understand and explain the role of scientists in predicting and forecasting accuracy, which is dependent on the type and location of the hazard.			
	b. Understand the importance of different stages of the hazard management cycle (response, recovery, mitigation, preparedness) and explain the role of emergency planners.			
	c. Compare areas at differing stages of development using Park's Model to compare the response curve of hazard events.			
1.9 Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness.	a. Evaluate strategies to modify vulnerability and resilience include hi-tech monitoring, prediction, education, community preparedness and adaptation, acknowledging models forecasting disaster impacts with and without modification).			
	b. Evaluate strategies to modify loss (including emergency, short-term and long-term aid) and insurance.			
	c. Comment on the role of NGOs and insurers and the actions of affected communities.			

Geographical Skills for Topic 1			
*Note: These skills are **not** exclusive to the topic areas under which they appear; you will need to be able to apply these skills across any suitable topic area throughout their course of study.*	**PLC**		
	RED	**AMBER**	**GREEN**
Analysis of hazard distribution patterns on world and regional scale **maps**.			
Use of block diagrams to identify key features of different plate boundary settings.			
Analysis of tsunami time-travel **maps** to aid prediction.			
Use of correlation techniques to analyse links between magnitude of events, deaths and damage.			
Statistical analysis of contrasting events of similar magnitude to compare deaths and damage.			
Interrogation of large data sets to assess data reliability and to identify and interpret complex trends.			
Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features.			

NOTES/CASE STUDY INFORMATION:

A Level Geography

Specification and PLC (Personal Learning Checklist)

AREA OF STUDY: Dynamic Places **Topic 3: Globalisation**

What do I need to know?				
EQ1: What are the causes of globalisation and why has it accelerated in recent decades?				
Key Idea	Detailed content	**PLC**		
		RED	**AMBER**	**GREEN**
3.1 Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.	a. Define globalisation to include widening and deepening global connections, interdependence and flows (commodities, capital, information, migrants and tourists).			
	b. Explain how developments in transport and trade in the 19th century (railways, telegraph, steam-ships) accelerated in the 20th century (jet aircraft, containerisation), have contributed to a 'shrinking world'.			
	c. Describe and explain the rapid development in ICT and mobile development in the 21st Century - lowering communication costs and contributing to time-space compression.			
3.2 Political and economic decision making are important factors in the acceleration of globalisation.	a. Discuss how international political and economic organisations (WTO, IMF, World Bank) have contributed to globalisation (through promotion of free trade policies and foreign direct investment).			
	b. Evaluate the roles of national governments in promoting free trade blocs (EU, ASEAN) and through policies (free-market liberalisation, privatisation, encouraging business start-ups).			
	c. Explain and evaluate how special economic zones, government subsidies and attitudes to FDI have contributed to globalisation in to new global regions. (See: China's 1978 Open Door Policy for example).			
3.3 Globalisation has affected some places and organisations more than others.	a. Assess how the degree of globalisation varies by country.			
	b. Understand it can be measured using indicators and indices (AT Kearney index, KOF index).			

	c. Understand the role of TNCs in globalisation - contributing to its spread (global production networks, glocalisation and the development of new markets) and taking advantage of economic liberalisation (outsourcing and offshoring).			
	d. Discuss the reasons (physical, political, economic and environmental why some locations remain largely 'switched off' from globalisation (See: North Korea, Sahel countries as examples).			

EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?				
Key Idea	Detailed content	**PLC**		
		RED	**AMBER**	**GREEN**
3.4 The global shift has created winners and losers for people and the physical environment.	a. Describe the movement of the global economic centre of gravity to Asia via the global shift of manufacturing (e.g. China) and outsourcing of services (e.g. India).			
	b. Explain how this shifts leads to changes in the built environment that can bring benefits (infrastructure investment, waged work, poverty reduction, education and training) but also costs (loss of productive land, unplanned settlements, environmental and resource pressure).			
	c. Evaluate the impacts on health and wellbeing on communities in developing countries have experienced major environmental problems (including air and water pollution, land degradation, over-exploitation of resources, and loss of biodiversity).			
	d. Discuss the social and environmental problems as a result of economic restructuring (dereliction, contamination, depopulation, crime and high unemployment) in some deindustrialised regions in developed countries.			
3.5 The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment.	a. Explain why rural-urban migration and/or natural increase is responsible for the growth of megacities (See: Mumbai, Karachi); rapid urban growth creates social and environmental challenges.			
	b. Explain why international migration has increased in global hub cities and regions and why this has deepened interdependence (elite migration - Russian oligarchs to London and			

	mass low-wage economic migration (- India to UAE, the Philippines to Saudi Arabia)).			
	c. Examine the economic, social, political and environmental costs and benefits for host and source locations.			
3.6 The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation.	a. Understand that cultural diffusion happens as a result of globalisation. TNCs, global media corporations (P: role of TNCs), tourism and migration create and spread an increasingly 'westernised' global culture which impacts on both the environment and people (see: Changing diets in Asia).			
	b. Understand the spread of a global culture has also led to new awareness of opportunities for disadvantaged groups (see: Paralympic movement) particularly in emerging and developing countries.			
	c. Discuss the impact of cultural erosion (loss of language, traditional food, music, clothes, social relations (see: loss of tribal lifestyles in Papua New Guinea) has resulted in changes to the built and natural environment (de-valuing local and larger-scale ecosystems).			
	d. Understand that concern about cultural impacts, economic and environmental exploitation has led to opposition to globalisation from some groups and discuss reasons.			

EQ3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?				
Key Idea	Detailed content	**PLC**		
		RED	**AMBER**	**GREEN**
3.7 Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality.	a. Contrast economic measures (income per capita, economic sector balance) and social development indicators (Human Development Index (HDI), Gender Inequality Index (GII)) and environmental quality (air pollution indices).			
	b. Describe trends in widening income inequality, globally and nationally (measured using the Gini coefficient).			
	c. Explain how these trends suggest globalisation has created winners and losers for people and physical environments between and within developed, emerging and developing economies.			
	d. Show how contrasting trends in economic development and environmental management			

	between global regions since 1970 indicate differential progress that can be related to the outcomes from globalisation.			
3.8 Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation.	a. Understand why open borders, deregulation and encouragement of FDI created culturally mixed societies and thriving migrant diasporas in some locations, but tensions resulted elsewhere (See: Rise of extremism in Europe, Trans-boundary water conflicts)			
	b. Evaluate the attempts in some locations to control the spread of globalisation by censorship (See: China, North Korea), limiting immigration (See: UK, Japan) and trade protectionism. Refer to role of government and attitudes of pro- and anti-immigration groups).			
	c. Give examples of groups, who seek to retain their cultural identity within countries and seek to retain control of culture and physical resources (See: First Nations in Canada), and others that embrace economic advantages			
3.9 Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.	a. Describe the role of local groups and NGOs in promoting local sourcing (See: transition towns) to increase sustainability. Refer to economic, social and environmental costs and benefits.			
	b. Discuss the role of fair trade and ethical consumption schemes in reducing environmental degradation, the inequalities of global trade and improving working conditions for some people.			
	c. Evaluate the effectiveness of recycling's role in managing resource consumption, referring to product and place. (See: local authorities in UK, local NGOs such as Keep Britain Tidy).			

Geographical Skills for Topic 3			
*Note: These skills are **not** exclusive to the topic areas under which they appear; you will need to be able to apply these skills across any suitable topic area throughout their course of study.*	**PLC**		
	RED	**AMBER**	**GREEN**
Use of proportional flow lines showing networks of flows			
Ranking and scaling data to create indices.			
Analysis of human and physical features on **maps** to understand lack of connectedness.			
Use of population, deprivation and land-use datasets to quantify the impacts of deindustrialisation.			
Use of proportional flow arrows to show global movement migrants from source to host areas			
Interrogation of large data sets to assess data reliability and to identify and interpret complex trends.			
Analysis of global TNC and brand value **datasets** to quantify the influence of western brands			
Critical use of World Bank and United Nations (UN) **data sets** to analyse trends in human and economic development, including the **use of line graphs, bar charts and trend lines.**			
Plotting Lorenz curves and **calculating the Gini Coefficient.**			

NOTES/CASE STUDY INFORMATION:

A Level Geography

Specification and PLC (Personal Learning Checklist)

AREA OF STUDY: 1: Dynamic Landscapes **Topic 2B: Coastal Landscapes and Change**

What do I need to know?				
Enquiry question 1: Why are coastal landscapes different and what processes cause these differences?				
Key Idea	Detailed content	**PLC**		
		RED	**AMBER**	**GREEN**
2B.1 The coast, and wider littoral zone, has distinctive features and landscapes.	a. Define (and locate) littoral zone, backshore, nearshore and offshore zone.			
	b. Understand the littoral zone includes a range of coastal types and is a dynamic zone of rapid change.			
	c. Understand how coasts can be classified by using longer term criteria such as geology and changes of sea level or shorter term processes such as inputs from rivers, waves and tides.			
	d. Describe characteristics of rocky coasts (high and low relief) result from resistant geology (to the erosive forces of sea, rain and wind), often in a high-energy environment.			
	e. Describe characteristics of coastal plains (sandy and estuarine coasts) found near areas of low relief and result from supply of sediment from different terrestrial and offshore sources, often in a low-energy environment.			
2B.2 Geological structure influences the development of coastal landscapes at a variety of scales	a. Explain how geological structure is responsible for the formation of concordant and discordant coasts.			
	b. Explain how geological structure influences coastal morphology (Dalmatian and Haff type concordant coasts and headlands and bays on discordant coasts).			
	c. Explain how geological structure (jointing, dip, faulting, folding) is an important influence on coastal morphology and erosion rates, and			

	also on the formation of cliff profiles and the occurrence of micro-features, e.g. caves.			
2B.3 Rates of coastal Recession and stability depend on lithology and other factors.	a. Understand that bedrock lithology (igneous, sedimentary, metamorphic) and unconsolidated material geology are important in understanding rates of coastal recession.			
	b. Explain how differential erosion of alternating strata in cliffs (permeable/impermeable, resistant/less resistant) produces complex cliff profiles and influences recession rates.			
	c. Explain how vegetation stabilises sandy coastlines (dune succession and marsh succession).			

Enquiry question 2: How do characteristic coastal landforms contribute to coastal landscapes?				
Key Idea	Detailed content	**PLC**		
		RED	**AMBER**	**GREEN**
2B.4 Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes.	a. Differentiate between constructive/destructive waves.			
	b. Explain how wave type influences beach morphology and profiles at a variety of timescales (daily/longer periods).			
	c. Recall and differentiate between erosion processes (hydraulic action/ corrosion/ abrasion/ attrition).			
	d. Describe how erosion types are influenced by wave type, size and lithology.			
	e. Describe the formation of erosional landforms - wave cut notch, wave cut platform, cliffs, cave-arch-stack-stump.			
2B.5 Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes.	a. Describe/Explain the process of longshore drift and how it affects sediment transport (as well as angle of wave attack, tides and currents).			
	b. Describe the formation of transportation and depositional landforms - beach, recurved and double spits, offshore bars, barrier beaches and bars, tombolos and cuspate forelands - which can be stabilised by vegetation succession.			
	c. Understand the coast as a system using the Sediment Cell concept (sources, transfers and sinks) - including negative and positive feedback - as an example of dynamic equilibrium.			
2B.6 Subaerial processes of mass	a. Define and differentiate between mechanical, chemical and biological weathering.			

movement and weathering influence coastal landforms and contribute to coastal landscapes.	b. Understand why weathering is important in sediment production and influences rates of recession.			
	c. Define and differentiate between blockfall, rotational slumping and landslides (mass movement).			
	d. Understand why it is important on some weak/ complex coasts.			
	e. Describe the formation of mass movement landforms - rotational scars, talus scree slopes, terrace cliff profiles.			

Enquiry question 3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?				
Key Idea	Detailed content	**PLC**		
		RED	**AMBER**	**GREEN**
2B.7 Sea level change influences coasts on different timescales.	a. Understand eustatic and isostatic factors lead to longer term sea level change, as well as tectonics.			
	b. Describe the features associated with emergent coastlines (raised beaches with fossil cliffs).			
	c. Describe the features associated with submergent coastlines (rias, fjords and Dalmation).			
	d. Explain the risk to contemporary coastlines from global warming and tectonic activity.			
2B.8 Rapid coastal retreat causes threats to people at the coast.	a. Explain the physical factors (geological and marine) that lead to rapid coastal recession, as well as the human (dredging, coastal management). (See: Nile Delta, Guinea and California coastline).			
	b. Describe subaerial processes and their influence on the rate of coastal recession.			
	c. Explain the factors (short and long term) that influence the rate of coastal recession (wind direction/fetch, tides, seasons, weather systems and occurrence of storms).			

2B.9 Coastal flooding is a significant and increasing risk for some coastlines.	a. Explain (local) factors that increase flood risk on some low-lying and estuarine coasts (height, degree of subsidence, vegetation removal), as well as the risk from global sea level rise. (See: Bangladesh, the Maldives for examples).			
	b. Evaluate the impacts (short term) of storm surge events causing severe flooding (depressions, tropical cyclones). See: the Philippines, Bangladesh for examples).			
	c. Evaluate the increased risk caused by climate change (frequency and magnitude of storms, sea level rise), refer to mitigation and adaptation.			

Enquiry question 4: How can coastlines be managed to meet the needs of all players?				
Key Idea	Detailed content	**PLC**		
		RED	**AMBER**	**GREEN**
2B.10 Increasing risks of coastal recession and coastal flooding have serious consequences for affected communities.	a. Describe economic losses (housing, businesses, agricultural land, infrastructure) and social losses (relocation, loss of livelihood, amenity value) from coastal recession.			
	b. Evaluate their significance, especially in areas of dense coastal developments (see: Holderness, North Norfolk).			
	c. Evaluate the serious economic and social consequences for coastal communities that coastal flooding and storm surge events can have, in developing and developed countries. (See: Philippines, Bangladesh, Netherlands for illustration).			
	d. Understand why climate change may create environmental refugees. (See: Tuvalu Islands).			
2B.11 There are different approaches to managing the risks associated with coastal recession and flooding.	a. Discuss advantages/disadvantages of hard engineering approaches (groynes, sea walls, rip rap, revetments, offshore breakwaters).			
	b. Discuss advantages/disadvantages of soft engineering approaches (beach nourishment, cliff re-grading and drainage, dune stabilisation).			
	c. Examine local conflicts in (many) countries caused by the implementation of sustainable management of future threats (increased storm events, rising sea levels) - refer to mitigation and adaptation. (See: Maldives, Namibia for illustration).			

2B.12 Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM).	a. Evaluate the sustainable schemes that use holistic ICZM strategies to manage extended areas of coastline - referring to littoral cells.			
	b. Evaluate policy decisions (No Active Intervention, Strategic Realignment and Hold The Line Advance The Line) based on complex judgements (engineering feasibility, environmental sensitivity, land value, political and social reasons). Include reference to Cost Benefit Analysis (CBA) and Environmental Impact Assessment (EIA) used as part of the decision-making process.			
	c. Examine conflict over policy decisions between different players (homeowners, local authorities, environmental pressure groups) with perceived winners and losers in countries at different levels of development (developed and developing or emerging countries). (See: Happisburgh and Chittagong).			

Topic 2B: Geographical Skills (focus on quantitative skills)			
*Note: These skills are **not** exclusive to the topic areas under which they appear; you will need to be able to apply these skills across any suitable topic area throughout their course of study.*	**PLC**		
	RED	**AMBER**	**GREEN**
GIS mapping of the variety of coastal landscapes, both for and beyond the UK.			
Satellite interpretation of a variety of coastlines to attempt to classify them.			
Field sketches of contrasting coastal landscapes.			
Using **measures of central tendency** to classify waves into destructive and constructive wave types.			
Using **student t-test** to investigate changes in pebble size and shape along a drift aligned beach and also across the littoral zone to above the storm beach.			
Map and aerial interpretation of distinctive landforms indicating past of sea level change.			
Use of GIS, aerial photos and maps to calculate recession rates for a variety of temporal rates (annual changes and longer-term changes).			
Interrogation of GIS of management cells to ascertain land use values and develop cost/benefit analysis to inform the choice of coastal management strategy.			
Photo interpretation of a range of approaches to management to assess environmental impact.			
Sand dune or salt marsh **surveys** to assess the impact of succession using an **index of diversity, X^2 (Chi-square** to compare features of the various zones).			

NOTES/CASE STUDIES

A Level Geography

Specification and PLC (Personal Learning Checklist)

AREA OF STUDY: Dynamic Places **Topic 4A: Regenerating Places**

What do I need to know?

EQ1: How and why do places vary?
An in-depth study of the local place in which you live or study and one contrasting place

Key Idea	Detailed content	PLC		
		RED	**AMBER**	**GREEN**
4A.1 Economies can be classified in different ways and vary from place to place.	a. Define each sector of economy activity (primary, secondary, tertiary and quaternary) and know economic activity can also be classified by type of employment (part-time/full-time, temporary/permanent, employed/self-employed.			
	b. Give reasons for differences in economic activity (employment data and output data) which is reflected through variation in social factors (health, life expectancy and levels of education).			
	c. Use quality of life indices to illustrate the inequalities in pay levels across economic sectors and in different types of employment.			
4A.2 Places have changed their function and characteristics over time.	a. Give examples and reasons for changing functions (of places) over time (administrative, commercial, retail and industrial). Refer to physical factors, accessibility and connectedness, historical development and the role of local and national planning.			
	b. Give examples and reasons for changing demographic characteristics (of places) over time (gentrification, age structure and ethnic composition). Refer to physical factors, accessibility and connectedness, historical development and the role of local and national planning.			
	c. Understand how these changes are measured using employment trends, demographic changes, land use changes and levels of deprivation (income deprivation, employment deprivation, health deprivation, crime, quality of the living environment, abandoned and derelict land).			

4A.3 Past and present connections have shaped the economic and social characteristics of your chosen places.	a. Explain how regional and national influences have shaped the characteristics of your chosen places. Remember places can be represented in a variety of different forms (e.g. media, art), giving contrasting images to that presented more formally and statistically. How the lives of students and those of others are affected by this continuity and change, both real and imagined. Refer to roles of TNCs and IGOs.			
	b. Explain how international and global influences have shaped of your chosen places. Remember places can be represented in a variety of different forms (e.g. media, art), giving contrasting images to that presented more formally and statistically. How the lives of students and those of others are affected by this continuity and change, both real and imagined. Refer to roles of TNCs and IGOs.			
	c. Discuss how economic and social changes in your places have influenced people's identity.			

EQ2: Why might regeneration be needed?				
Key Idea	Detailed content	**PLC**		
		RED	**AMBER**	**GREEN**
4A.4 Economic and Social inequalities Changes people's perceptions of an area.	a. What are the benefits of successful regions (See: San Francisco Bay area) (high rates of employment, inward migration (internal and international) and low levels of multiple deprivation) and the disadvantages (high property prices and skill shortages in both urban and rural areas).			
	b. Discuss the negative side to economic restructuring in some regions (See: The Rust Belt, USA) including increasing levels of social deprivation (education, health, crime, access to services and living environment) in both deindustrialised urban areas and rural settlements once dominated by primary economic activities.			
	c. Assess the priorities for regeneration due to significant variations in both economic and social inequalities (gated communities, 'sink estates', commuter villages, declining rural settlements).			
4A.5 There are significant variations in	a. Explain reasons for wide variations in levels of engagement in local communities (local and national election turnout, development and support for local community groups).			

the lived experience of place and engagement with them.	b. Discuss how people's experiences and their attachment to place(s) is affected by age, ethnicity, gender, length of residence (new migrants, students) and levels of deprivation; these in turn impact on levels of engagement.			
	c. Explain why groups in communities have different views about priorities/strategies for regeneration and how these views can lead to conflict (lack of political engagement and representation, ethnic tensions, inequality and lack of economic opportunity).			
4A.6 There is a range of ways to evaluate the need for regeneration.	a. Demonstrate the use of statistical evidence to determine the need for regeneration in your chosen local place.			
	b. Discuss that media can provide contrasting evidence, questioning the need for regeneration in your chosen local place.			
	c. Examine how different representations of your chosen local place could influence the perceived need for regeneration.			

EQ3: How is regeneration managed?				
Key Idea	Detailed content	**PLC**		
		RED	**AMBER**	**GREEN**
4A.7 UK Government policy decisions play a key role in regeneration.	a. Explain how infrastructure investment is needed to maintain growth and improve accessibility to regenerate regions (high speed rail, airport development). Refer to national government in partnerships with charities and developers.			
	b. Understand that rate and type of development (planning laws, house building targets, housing affordability, permission for 'fracking') affects economic regeneration of both rural and urban regions.			
	c. Understand how potential for growth and direct and indirect investment is affected by UK government decisions about international migration and the deregulation of capital markets. (See: foreign investment in London real estate).			

4A.8 Local government policies aim to represent areas as being attractive for inward investment.	a. Explain, with examples, how local governments compete to create sympathetic business environments with local plans designating areas for development for a range of domestic and foreign investors (Science Parks).			
	b. Describe the roles of local interest groups (Chambers of Commerce, local preservation societies, trade unions) in regeneration decision making.			
	c. Discuss the tensions between these groups - those that wish to preserve urban environments and those that seek change. (See: London 2012).			
4A.9 Rebranding attempts to represent areas as being more attractive by changing public perception of them.	a. Describe different urban and rural regeneration strategies - to include retail-led plans, tourism, leisure and sport. (See: London 2012) Public/private rural diversification. (See: Powys Regeneration Partnership).			
	b. Describe the process of rebranding, to include re-imaging places using a variety of media to improve the image of both urban and rural locations and make them more attractive for potential investors.			
	c. Understand how rebranding can stress the attraction of UK deindustrialised cities - creating specific place identity - building on their industrial heritage. Thus attracting visitors. (See: Glasgow 'Scotland with Style'.			
	d. Describe and explain rural rebranding strategies (based on heritage and literary associations, farm diversification and specialised products, outdoor pursuits and adventure in both accessible and remote areas). (See: Bronte country, Kielder Forest).			

EQ4: How successful is regeneration?				
Key Idea	Detailed content	**PLC**		
		RED	**AMBER**	**GREEN**
4A.10 The success of Regeneration uses a range of measures: economic, demographic, social and environmental.	a. Assess the success of economic regeneration, using measures of income, poverty and employment (both relative and absolute changes) both within areas and by comparison to other more successful areas.			
	b. Assess the social progress made by using reductions in inequalities both between areas and within them as indicators; social progress can also be measured by improvements in social measures of deprivation and in demographic changes (improvements in life expectancy and reductions in health deprivation), as indicators.			

	c. Evaluate the success of regeneration on the understanding that it must lead to an improvement in the living environment (levels of pollution reduced, reduction in abandoned and derelict land).			
4A.11 Different urban Stakeholders have different criteria for judging the success of urban regeneration.	a. CASE STUDY: e.g. Salford Quays - Describe the strategies used in the regeneration of an urban place. Evaluate the (contested) decisions within local communities. Refer to NIMBYism.			
	b. Describe and explain the changes that have taken place as a result of national and local strategies in an urban area.			
	c. Discuss these changes using a range of economic, social, demographic and environmental variables in an urban area.			
	d. Understand that different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria; their views will depend on the meaning and lived experiences of an urban place and the impact of change on the reality/image of that place.			
4A.12 Different rural stakeholders have different criteria for judging the success of rural regeneration.	a. CASE STUDY: e.g. North Antrim Coast - Describe the strategies used in the restructuring of a rural place. Evaluate the (contested) decisions within local communities. Refer to NIMBYism.			
	b. Describe and explain the changes that have taken place as a result of national and local strategies in the rural area.			
	c. Discuss these changes using a range of economic, social, demographic and environmental variables in a rural area.			
	d. Understand that different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria; their views will depend on the meaning and lived experiences of an urban place and the impact of change on the reality/image of that place.			

Geographical Skills for Topic 4A (focus on qualitative approaches)			
*Note: These skills are **not** exclusive to the topic areas under which they appear; you will need to be able to apply these skills across any suitable topic area throughout their course of study.*	**PLC**		
	RED	**AMBER**	**GREEN**
Use of GIS to represent data about place characteristics.			
Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities.			
Use of Index of Multiple Deprivation (IMD) database to understand variations in levels and types of deprivation.			
Investigation of social media to understand how people relate to the places where they live.			
Testing of the strength of relationships through the use of **scatter graphs and Spearman's rank correlation.**			
Use of different newspaper sources to understand conflicting views about plans for regeneration.			
Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place.			
Exploration of discursive/creative media sources to find out how place identity has been used as part of rebranding.			
The interpretation of photographic and map evidence showing 'before and after' cross-sections of regenerated urban and rural places.			
Interrogation of blog entries and other social media to understand different views of the success of regeneration projects			

NOTES/CASE STUDY INFORMATION:

A Level Geography

Specification and PLC (Personal Learning Checklist)

AREA OF STUDY: 3 -Physical Systems and Sustainability **Topic 5: The Water Cycle and Water Insecurity**

What do I need to know?		☺	😐	☹
EQ1: What are the processes operating within the hydrological cycle from global to local scale?				
5.1 The global hydrological cycle is of enormous importance to life on earth	Explain how the global hydrological cycle operates as a closed system (inputs, outputs, stores and flows) and is driven by solar energy and gravitational potential energy.			
	Explain the relative importance and size of the water stores (oceans, atmosphere, biosphere, cryosphere, groundwater and surface water) and annual fluxes between atmosphere, ocean and land.			
	Explain how the global water budget limits water available for human use and water stores have different residence times; some stores are non-renewable (fossil water or cryosphere losses).			
5.2 The drainage basin is an open system within the global	Explain how the hydrological cycle is a system of linked processes; inputs (including precipitation patterns and types; orographic, frontal, convectional) flows (infiltration, direct run-off, saturated overland flow, throughflow, percolation, groundwater flow) and outputs (evaporation, transpiration and channel flow).			

hydrological cycle				
	Explain how physical factors within the drainage basin determine the relative importance of inputs, flows and outputs (climate, soils, vegetation, geology, relief).			
	Explain how humans can disrupt the drainage basin cycle by accelerating processes (deforestation, changing land use) and creating new water storage reservoirs or by abstracting water eg Amazonia.			
5.3 The hydrological cycle influences water budgets and river systems at a local scale	Explain how water budgets show the annual balance between inputs and outputs and their impact on soil water availability and are influenced by climate type eg Barrow, Alaska (polar), Cairo, Egypt (hot desert) and Southern England (temperate).			
	Explain how river regimes indicate the annual variation of discharge of a river and result from the impact of climate, geology and soils as shown in regimes from contrasting river basins. Eg Yukon, Indus, Amazon.			
	Explain how a storm hydrograph's shape depends on physical features of drainage basins (size, shape, drainage density, rock type, soil, relief and vegetation) as well as human factors (land use and urbanisation).			

EQ2: What factors influence the hydrological system over short- and long-term scales?				
5.4 Deficits within the hydrological cycle results from physical processes but can have significant impacts	Explain the causes of drought, both meteorological (short-term precipitation deficit, longer trends ENSO cycles) and hydrological.			
	Explain the contribution that human activity makes to the risk of drought: over abstraction of surface water resources and ground water aquifers eg Sahelian drought and Australian.			
	Explain the impacts of drought on ecosystem functioning (wetlands, forest stress) and the resilience of these ecosystems.			
5.5 Surpluses within the hydrological cycle can lead to flooding, with significant impacts for people	Explain the meteorological causes of flooding, including intense storms leading to flash flooding, unusually heavy or prolonged rainfall, extreme monsoonal rainfall, and snowmelt.			
	Explain how human actions can exacerbate flood risk (changing land use within the river catchment, mismanagement of rivers using hard engineering systems)			
	Explain how damage from flooding has both environmental impacts (soils and ecosystems) and socio-economic impacts (economic activity, infrastructure, and settlement) e.g. UK flood events of 2012.			

5.6 Climate change may have significant impacts on the hydrological cycle globally and locally	Explain how climate change affects inputs and outputs within the hydrological cycle: trends in precipitation and evaporation.			
	Explain how climate change affects stores and flows, size of snow and glacier mass, reservoirs, lakes, amount of permafrost, soil moisture levels as well as rates of runoff and stream flow.			
	Explain how climate change resulting from short-term oscillations (ENSO cycles) and global warming increase the uncertainty in the system; this causes concerns over the security of water supplies. Including projections of future drought and flood risk.			
EQ3: How does water insecurity occur and why is it becoming such a global issues for the 21st century?				
5.7 There are physical causes and human causes of water insecurity	Explain how the growing mismatch between water supply and demand has led to a global pattern of water stress and scarcity.			
	Explain that the causes of water insecurity are physical (e.g. climate variability, salt water encroachment at the coast) as well as human (e.g. over abstraction from rivers, lakes and groundwater aquifers, water contamination from agriculture, industrial water pollution).			
	Explain that the finite water resource is facing pressure from rising demand due to increasing population, improving living standards, industrialisation and agriculture. Understand that this is increasingly serious in some locations and is leading to increasing risk of water insecurity.			
5.8 There are consequences and risks associated with water insecurity	Explain the causes of and global pattern of physical water scarcity and economic scarcity and why the price of water varies globally.			
	Explain the importance of water supply for economic development (industry, energy supply, agriculture) and human wellbeing (sanitation, health, and food preparation); the environmental and economic problems resulting from inadequate water.			
	Explain the potential for conflicts to occur between users within a country, and internationally over local and transboundary water sources e.g. Nile and Mekong.			
5.9 There are different approaches to	Explain the pros and cons of the techno-fix of hard engineering schemes to include water transfers, mega dams and desalination plants. E.g. water transfers in China.			

managing water supply, some more sustainable than others				
	Analyse the value of more sustainable schemes of restoration of water supplies and water conservation (smart irrigation, recycling of water) e.g. Singapore.			
	Assess the role of different players in reducing water conflict risk through integrated drainage basin management schemes for large rivers and water sharing treaties and frameworks e.g. UNECE Water Convention, Helsinki Rules, Berlin Rules.			
Geographical Skills for Topic 5				
1. Use of diagrams showing proportional flows within systems				
2. Comparative analysis of river regime annual discharge				
3. Analysis and construction of Water Budget graphs				
4. Using comparative data, labelling of features of storm hydrographs				
5. Use of large database to study the pattern of trends in floods and droughts worldwide				
6. Interpretation of synoptic charts and weather patterns, leading to droughts and floods				
7. Use of global map to analyse world water stress and scarcity				
8. Interpretation of water poverty indexes using diamond diagrams for countries at different levels of development 9.				
10. Identify seasonal variations in the regime of international rivers, such as the Nile and the Mekong and asses impact of existing and potential dams				

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A Level Geography

Specification and PLC (Personal Learning Checklist)

AREA OF STUDY: 4 – Human Systems and Geopolitics **Topic 7: Superpowers**

	What do I need to know?	☺	😐	☹
EQ1: What are superpowers and how have they changed over time?				
7.1 Geopolitical power stems from a range of human and physical characteristics of superpower	I know how to define a superpower using contrasting characteristics (economic, political, military, cultural, demographic and access to resources)			
	I know the hard and soft mechanisms of maintaining power			
	I know how power has changed can change over time (Mackinder's geo-strategic location theory)			
7.2 Patterns of power change over time and	I know how the British Empire maintained power throughout direct colonial control			

can be uni-, bi-, or multi-polar	I know how neo-colonialism mechanisms have become more important in indirect control e.g. Cold War era, China's emergency as a rival to USA's hegemony			
	I know that different patterns bring different geopolitical strength and risk			
7.3 Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time	I know that BRIC countries and other G20 members are increasing their influence over global economic and political systems			
	I know that emerging powers have evolving strengths and weaknesses that can inhibit or advance their role in the future			
	I know some development theory including: ● World systems theory ● Dependency Theory ● Modernisation Theory And can use them to explain changing patterns of power			
EQ2: What are the impacts of superpowers on the global economy, political systems, and the physical environment?				
7.4 Superpowers have a significant influence over the global economic system	I know how superpowers influence the global economy through a variety of IGOs			
	I know how dominant TNCs can be in the global economy and cultural globalisation though technology (patents) and trade patterns and TNCs maintaining power and wealth			
	I know how cultural influence (arts, food, media) and 'westernisation' is an important aspect of power that links to influence and technology			
7.5 Superpowers and emerging nations play a key role in international decision making concerning people and the physical environment	I know how superpowers and emerging nations play an important role (global police) in global action (crisis, conflict, and climate change)			
	I know how alliances (military – NATO, ANZUS and economic – EU, NAFTA, ASEAN and environmental – IPCC) increase interdependence and are important for geostrategy and global influence			
	I know how important the UN can be to global geopolitical stability (Security Council, International Court of Justice, peacekeeping and climate change)			
7.6 Global concerns about the physical environment are disproportiona	I know that superpowers demand resources and can cause environmental degradation e.g. CO2 emissions			
	I know there are differences to act as attitudes and actions vary from different countries e.g. climate change agreements			

tely influenced by superpower actions				
	I know that the growth of the middle classes consumption in emerging powers will have implications on resource availability and cost			
EQ3: What spheres of influence are contests by superpowers and what are the implications of this?				
7.7 Global influence is contested in a number of different economic, environmental and political spheres	I know that there are tensions over acquisitions of physical resources (Arctic oil and gas) where ownership is disputed and disagreement sexist over exploitation			
	I know that counterfeiting undermines intellectual property rights and strains relationships			
	I know that spheres of influence can be contests which leads to tensions over territory and resources e.g. South and East China Sea and Western Russia/Eastern Europe			
7.8 Developing nations have changing relationships with superpowers with consequences for people and the physical environment	I know that developing economic ties between emerging countries and developing world e.g China and Africa increases interdependence, environmental threats but also opportunities and challenges			
	I know that the rising importance of Asian countries e.g. China or India can lead to increased economic and political tension in that region			
	I know that cultural, political, economic, and environmental tensions in the Middle East represent ongoing challenges from complex geopolitical relations and limited supplies of vital energy resources			
7.9 Existing superpowers face ongoing economic restructuring, which challenges their power	I know that economic problems (debt, unemployment, social costs and restructuring) represent challenges to the USA and EU			
	I know that there are high costs of maintaining global military power (naval, nuclear, air, intelligence) and space exploration in some existing powers			
	I know the future of global power in 2030 and 2050 is uncertain and a range of outcomes (continued USA dominance, bi-p0olar and multi-power structures)			
Geographical Skills for Topic 7				
11. Constructing power indexes using complex data sets, including ranking and scaling				
12. Mapping past, present and future sphere of influence and alliances using world maps				
13. Using graphs of world trade growth using linear and logarithmic scales				

14. Mapping emissions and resources consumption using proportional symbols			
15. Plotting the changing location of the world's economic centre of gravity on world maps			
16. Analysing future GDP using data from different sources			

NOTES/CASE STUDY INFORMATION:

A Level Geography

Specification and PLC (Personal Learning Checklist)

AREA OF STUDY: 3 -Physical Systems and Sustainability **Topic 6: The Carbon Cycle and Energy Security**

What do I need to know?		☺	😐	☹
EQ1: How does the carbon cycle operate to maintain planetary health?				
6.1 Most global carbon is locked in terrestrial stores as part of the long-term geological cycle	Explain how the biogeochemical carbon cycle consists of carbon stores of different sizes (terrestrial, oceans and atmosphere), with annual fluxes between stores of varying size (measured in Pg/Gt), rates and on different timescales.			
	Explain why most of the earth's carbon is geological, resulting from the formation of sedimentary carbonate rocks (limestone) in the oceans and biologically derived carbon in shale, coal and other rocks.			
	Explain how geological processes release carbon into the atmosphere through volcanic out-gassing at ocean ridges/subduction zones and chemical weathering of rocks.).			
6.2 Biological processes sequester carbon on land and in the oceans on shorter timescales	Explain how phytoplankton sequester atmospheric carbon during photosynthesis in surface ocean waters; carbonate shells/tests move into the deep ocean water through the carbonate pump and action of the thermohaline circulation.			
	Explain how terrestrial primary producers sequester carbon during photosynthesis; some of this carbon is returned to the atmosphere during respiration by consumer organisms.			
	Explain how biological carbon can be stored as dead organic matter in soils, or returned to the atmosphere via biological decomposition over several years.			
6.3 A balanced carbon cycle is important in sustaining other earth systems but is increasingly altered by human activities	Explain how the concentration of atmospheric carbon (carbon dioxide and methane) strongly influences the natural greenhouse effect, which in turn determines the distribution of temperature and precipitation.			
	Explain why ocean and terrestrial photosynthesis play an important role in regulating the composition of the atmosphere.			
	Explain how soil health is influenced by stored carbon and why this is important for ecosystem productivity.			
	Explain how the process of fossil fuel combustion has altered the balance of carbon pathways and stores with implications for climate, ecosystems and the hydrological cycle.			
EQ2: What are the consequences for people and the environment of our increasing demand for energy?				
6.4 Energy security is a key goal for	Explain how consumption (per capita and in terms of units of GDP) and energy mix (domestic and foreign, primary and secondary energy, renewable versus non-renewable vary.			

countries, with most relying on fossil fuels				
	Explain how access to and consumption of energy resources depends on physical availability, cost, technology, public perception, level of economic development and environmental priorities (national comparisons: USA versus France).			
	Explain the energy players (e.g. role of TNCs, The Organisation of the Petroleum Exporting Countries (OPEC), consumers, governments) have different roles in securing pathways and energy supplies.			
6.5 Reliance on fossil fuels to drive economic development is still the global norm	Explain why there is a mismatch between locations of conventional fossil fuel supply (oil, gas, coal) and regions where demand is highest, resulting from physical geography.			
	Explain why energy pathways (pipelines, transmission lines, shipping routes, road and rail) are a key aspect of energy security and why they can be prone to disruption especially as conventional fossil fuel sources deplete (🌍 Russian gas to Europe)			
	Explain why the development of unconventional fossil fuel energy resources (tar sands, oil shale, shale gas, deep water oil) has social costs and benefits, implications for the carbon cycle, and consequences for the resilience of fragile environments			
6.6 There are alternatives to fossil fuels but each has costs and benefits	Explain how renewable and recyclable energy (nuclear power, wind power and solar power) could help decouple fossil fuel from economic growth.			
	Explain why different energy sources have costs and benefits, economically, socially, and environmentally and in terms of their contribution they can make to energy security.			
	Explain why biofuels, an alternative energy source, are increasing globally and explain why growth in biofuels however has implications for food supply as well as uncertainty over how 'carbon neutral' they are.			
	Explain how radical technologies, including carbon capture and storage and alternative energy sources (hydrogen fuel cells, electric vehicles) could reduce carbon emissions but uncertainty exists as to how far this is possible			
EQ3: How are the carbon and water cycle linked to the global climate system?				
6.7 Biological carbon cycles and the water cycle are threatened by human activity	Explain why growing demand for food, fuel and other resources globally has led to contrasting regional trends in land-use cover (deforestation, afforestation, conversion of grasslands to farming) which affect terrestrial carbon stores and subsequently the water cycle and soil health.			
	Explain how ocean acidification, is increasing due to fossil fuel combustion and is at risks crossing the critical threshold for the health of coral reefs and other marine ecosystems that provide vital ecosystem services			

	Explain how climate change, resulting from the enhanced greenhouse effect, may increase the frequency of drought due to shifting climate belts, which may impact on the health of forests as carbon stores.			
6.8 There are implications for human wellbeing from the degradation of the water and carbon cycle	Explain how forest losses has implications for human wellbeing but that there is also evidence that forest stores are being protected and even expanded, especially in countries at higher levels of development (environmental Kuznets' curve model).			
	Explain how increased temperatures affect evaporation rates and the quantity of water vapour in the atmosphere with implications for precipitation patterns, river regimes and water stores (cryosphere and drainage basin stores).			
	Explain why threats to ocean health pose threats to human wellbeing, especially in developing regions that depend on marine resources as a food source and for tourism and coastal protection.			
6.8 Further planetary warming risks large-scale released of stored carbon, requiring responses from different players at different scales	Explain why future emissions, atmospheric concentration levels and climate warming are uncertain owing to natural factors, human factors and feedback mechanisms			
	Analyse the adaptation strategies for a changed climate (water conservation and management, resilient agricultural systems, land-use planning, flood-risk management, solar radiation management) and explain the different costs and risks.			
	Explain how re-balancing of the carbon cycle could be achieved through mitigation and why this requires global scale agreement and national actions both of which have proved to be problematic..			

Geographical Skills for Topic 6			
1. Use of proportional flow diagrams showing carbon fluxes			
2. Use of maps showing global temperature and precipitation distribution			
3. Graphical analysis of the energy mix of different countries, including change over time			
4. Analysis of maps showing global energy trade and flows			
5. Comparisons of emissions from different energy sources			
6. Using GIS to map land-use changes such as deforestation over time			
7. Analysis of climate model maps to identify areas at most risk from water shortages, floods in the future			
8. Plotting graphs of carbon dioxide levels, calculating means and rates of change			

NOTES/CASE STUDY INFORMATION:

A Level Geography

Specification and PLC (Personal Learning Checklist)

AREA OF STUDY: 4 - Human Systems and Geopolitics Topic 8A: Health, Human Rights and Intervention

	What do I need to know?	R	A	G
EQ1: What are superpowers and how have they changed over time?				
8A.1 Concepts of human Development are complex and contested.	I know Human development has traditionally been measured using the growth of GDP as an end in itself but the relationship between human contentment and levels of wealth and income is complex (Happy Planet Index) and many dominant models are contested (Sharia law)			
	I know improvements in environmental quality, health, life expectancy and human rights are seen by some (Rosling) as more significant goals for development while economic growth is often the best means of delivering them.			
	I know education is central to economic development (human capital) and to the understanding and assertion of human rights; this view is, however, not universally shared (attitudes to gender equality in education) as both access to education and standards of achievement vary greatly among countries (The United Nations Educational, Scientific and Cultural Organisation (UNESCO)			
8A.2 There are notable variations in human health and life expectancy.	I know there are considerable variations in health and life expectancy in the developing world that are explained by differential access to basic needs such as food, water supply and sanitation, and which impact particularly on levels of infant and maternal mortality.			
	I know variations in health and life expectancy in the developed world are largely a function of differences in lifestyles, levels of deprivation and the availability, cost and effectiveness of medical care			
	There are significant variations in health and life expectancy within countries (UK Reading vs Manchester) that are related to ethnic variations (Aboriginal peoples in Australia) and income levels and inequalities, which, in turn, impact on lifestyles			

8A.3 Governments and International Government Organisations play a significant role in defining development targets and policies.	I know the relationship between economic and social development is complex and dependent on decisions made by governments on the importance of social progress; this ranges from welfare states with high levels of social spending to totalitarian regimes run by elites with low levels of spending on health and education.			
	I know the dominant IGOs (World Bank, IMF, WTO) have traditionally promoted neo-liberal views of development based on the adoption of free trade, privatisation and deregulation of financial markets but also, recent programmes have been aimed at improving environmental quality, health, education and human rights.			
	I know progress against the United Nation's Millennium Development Goals (MDGs) has been mixed in terms of individual countries, global regions and targets; the UN post-2015 development agenda expands on the MDGs, setting new goals to include sustainable development.			
Enquiry question 2: Why do human rights vary from place to place?				
8A.4 Human rights have become important aspects of both international law and international agreements.	The Universal Declaration of Human Rights (UDHR) is a statement of intent and a framework for foreign policy statements to explain economic or military intervention but not all states have signed the Declaration			
	I know the European Convention on Human Rights (ECHR) was drafted by the nations of the Council of Europe to help prevent conflict and integrated into the UK by the Human Rights Act of 1998; the ECHR remains controversial as some see it as an erosion of national sovereignty.			
	I know the Geneva Convention forms a basis in international law for prosecuting individuals and organisations who commit war crimes and is endorsed by 196 countries; however, few cases come to trial and over 150 countries continue to engage in torture			
8A.5 There are significant differences Between countries in both their definitions and protection of human rights.	I know some states frequently invoke human rights in international forums and debates whilst others prioritise economic development over human rights and defend this approach			
	I know some superpowers and emerging powers have transitioned to more democratic governments, but the degree of democratic freedom varies (comparison of an authoritarian and a democratic system); the protection of human rights and degree of freedom of speech varies			
	I know levels of political corruption vary and can be measured (Index of Corruption); high levels of corruption are a threat to human rights as the rule of law can be subverted.			
8A.6 There are significant variations in human rights within countries, which are reflected in different levels of social development.	I know in some states (post-colonial states) there are significant groups, defined by gender and/or ethnicity that have had fewer rights than the dominant group			
	I know differences in rights are frequently reflected in differences in levels of health and education (indigenous populations in both North and South America).			
	A demand for equality from both women and ethnic groups has been an important part of the history of many states in recent years (Afghanistan, Australia, Bolivia) with progress taking place at different rates.			

Enquiry question 3: How are human rights used as arguments for political and military intervention?				
8A.7 There are different forms of geopolitical intervention in defence of human rights.	I know there is a wide range of geopolitical interventions to address development and human rights issues: development aid, trade embargoes, military aid, indirect and direct military action			
	I know interventions are promoted by IGOs, national governments and NGOs (Amnesty International, Human Rights Watch) but there is seldom consensus about the validity of these interventions			
	I know some Western governments frequently condemn human rights violations and use them as conditions for offering aid, negotiating trade agreements, and as a reason for military intervention, which challenge ideas of national sovereignty.			
8A.8 Some development is focused on improving both human rights and human welfare but other development has very negative environmental and cultural impacts.	I know development aid takes many forms from charitable gifts to address the impacts of hazards (Haiti) administered both by NGOs (Oxfam or Christian Aid) and national governments, to IGOs offering loans.			
	I know the impact of development aid is contested, successes include progress in dealing with life-threatening conditions (malaria) and improvements in some aspects of human rights (gender equality) but critics suggest that it encourages dependency and promotes corruption and the role of the elite at the expense of human rights and minority groups.			
	I know, some economic development, both by superpowers and TNCs, has very serious impacts on the environment in which minority groups live and disregards their human rights to their land and culture (oil in the Niger Delta or Peruvian Amazon, and land grabs in East Africa).			
8A.9 Military aid and both direct and Indirect military intervention are frequently justified in terms of human rights.	I know global strategic interests might drive military interventions but are often justified by the protagonists in terms of human rights.			
	I know military aid, both in terms of training personnel and weapons sales, is sometimes used to support countries that themselves have questionable human rights records.			
	I know direct military intervention is increasingly part of a 'war on terror', which is partially justified as promoting human rights of minority communities but is compromised by the use of torture by combatant states that have signed the Declaration of Human Rights			
Enquiry question 4: What are the outcomes of geopolitical interventions in terms of human development and human rights?				
8A.10 There are several ways of measuring the success of geopolitical interventions.	I know measurements of success comprise a wide range of variables, including improvements in health, life expectancy, educational levels, gender equality, freedom of speech and successful management of refugees as well as increases in GDP per capita.			
	I know for some governments and IGOs, the introduction of democratic institutions is deemed important and freedom of expression is seen as central to the development of democratic and capitalist societies.			
	I know for other countries, success is measured in terms of economic growth with less attention to holistic development (human wellbeing) or human rights and the development of democratic institutions.			

8A.11 Development aid has a mixed record of success.	I know the relationship of aid, development, health and human rights is unclear, with relative success stories in some states (Botswana or Ebola in West Africa) contrasted with relative failure in other states (Haiti, Iraq).			
	I know some states that receive substantial development aid, economic inequalities have increased while in other states economic inequalities have decreased; this in turn impacts on health and life expectancy. (			
	I know the extent to which superpowers use development aid as an extension of their foreign policies and judge success in terms of access to resources, political support in IGOs and military alliances and formation of military alliances.			
8A.12 Military interventions, both direct and indirect, have a mixed record of success.	I know the recent history of military interventions, both direct and indirect, suggest that there are significant costs, including loss of sovereignty and human rights and contrasts between short-term gains with long-term costs.			
	I know other non-military interventions may have a stronger record of improving both human rights and development (Cote d'Ivoire 2011)			
	I know lack of action also has global consequences which may impact negatively on progress in environmental, political and social development (human wellbeing and human rights).			
Geographical Skills for Topic 7				
(1) Comparison of different measurements of development using ranked data				
(2) Use of scatter graphs and correlation techniques to describe the relationship between health and life expectancy and other indicators of development.				
(3) Use of proportional circles to show the relative size of government spending and the share of that spending devoted to welfare, health and education across developing, emerging and developed nations				
(4) Use qualitative and quantitative indicators to derive an index of corruption and show this on global maps to compare variations in levels of corruption with types of government				
(5) Use of flow-lines on global maps to show both the direction and level of aid from donor to recipient global regions				
(6) Evaluating source material, including newspaper articles and marketing material to determine the impact of development aid.				
(7) Interpreting images to evaluate the impact of economic development on the environment minority groups live in.				
(8) Critical analysis of source material to identify possible reasons for error in the assessment of success for named interventions such as the management of European or Asian boat people.				
(9) Using Gini Coefficient and income or wealth proportion for deciles of the population to describe inequalities in and between nations				
(10) Critical analysis of source materials to identify possible misuse of data in the qualitative assessment of success for military interventions such as Iraq, Afghanistan and Libya.				

NOTES/CASE STUDY INFORMATION: