

GETTING READY FOR PACK

A Level Geography

Welcome! We are delighted you have chosen to study A Level Geography at Haywards Heath College

WHAT YOU WILL STUDY

Unit/Topic	Welcome to Geography at Haywards Heath!
	<p>In Year 1 we cover:</p> <ul style="list-style-type: none"> - Tectonics (Volcanoes, Earthquake and Tsunami's) - Regeneration (e.g. Battersea Power Station) - Coasts (Sea Level Rise, Storm Surges, Coastal Recession) - Globalisation (Changes in China, Papua New Guinea) <p>In Year 2 we cover:</p> <ul style="list-style-type: none"> - Superpowers (the rise of powers and related challenges) - Migration, Identity and Sovereignty (how borders work, elite migration, low wage migration, new countries, alternative development) - Water and Energy Insecurity - Carbon and Climate Change

WHAT YOU NEED

Kit List	Pens, Calculator, Ruler
Course Supplement	N/A – Though there will be fieldwork Costs
Equipment	<p>Laptop (you can borrow one from our LRC, you don't need to own one).</p> <p>Note-book to write all your notes in</p> <p>Writing pen, highlighters, and paper. You may also find some felt tips helpful as we do a lot of mind mapping!</p>
Essential Textbook	'Geography for Edexcel A Level Year 1 and AS Second Edition Student Book by Bob Digby et al (published in 2024)

ENRICHMENT

Trips	<p>There will be fieldwork:</p> <p>October – Pevensey Bay</p>
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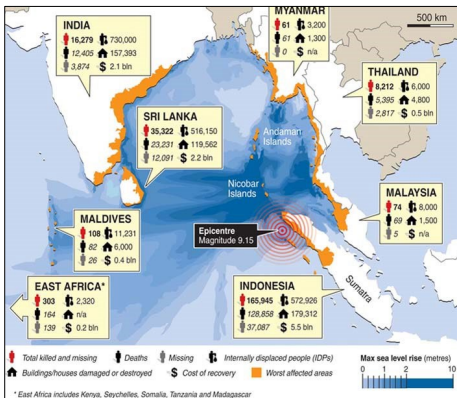
	December – Battersea Power Station March – NEA Data Collection to Brighton, Hove and the Sussex Coastlines
Guest Speakers	The Geographical Association – At College in January (no cost)
Events	Potential Revision Events

ADDITIONAL READING/STUDY
SUMMER WORKING TASK INFORMATION
Completion Date: First Lesson Week Commencing 8/9/25
<p>This pack is designed to help you get ready for learning in September. It provides some basic, yet essential knowledge needed to start the A Level tectonics course.</p> <p>Either print your work and bring it to your first class, or after the first class you can submit it as an assignment to Teams (don't worry, we'll show you how!)</p> <p>This pack will help you make the best possible start to studying this subject. The tasks in this pack should take you about 4-6 hours to complete.</p> <p>The tasks are designed to get a bit more difficult as you work through them as they are preparing you for studying at a higher level and to become an effective independent learner. You should try to get as far as you can working on your own but if you do need help, please email us at info@haywardsheath.ac.uk telling us which Getting Ready For pack you are working on and what help you need. Help is available throughout the summer holidays.</p>

SUMMER WORKING TASK	
Getting Started	<p>Task 1: Watch - The Indian Ocean with Simon Reeve</p> <p>Q. Using the photo below suggest three pieces of evidence that this region has been improved since the aftermath of the 2004 tsunami (3 points).</p> <p>Ko Phi Phi, Thailand - Before and After the Indian Ocean Tsunami</p> <div data-bbox="526 1366 1228 1870"> </div> <p>NB. The word 'suggest' means produce your own suggestions/predict</p>

Mind Map an issue.

Task 2 and 3: Create a mind map



Task 2: Create a mind map titled What were the key issues in the Indian Ocean region after the 2004 tsunami?

Guidance: Think of 3-5 main ideas and explain these using 'this leads to' to expand phrases (at least 3 times). Make sure that there is factual evidence to back up your points

Example – A key issue in the Haiti Earthquake 2010 was that schools were destroyed. This led to students unable to attend classes and learn basic skills. This led to fewer job opportunities. This led to...

Helpful Sources:
 Indian Ocean tsunami: Then and now- BBC News
 Twenty years on: the Indian Ocean earthquake and tsunami- British Geological Survey
 GA336new

Environmental Issues linked to the Indian Ocean Tsunami...

Beaches, dunes, tidal creeks, river channels, coral reefs, mangroves, seagrass beds and coastal forests were all severely impacted by the tsunami (Srinivas and Nakagawa, 2008). It is estimated that 90% of mangroves within Aceh were destroyed by the tsunami (Chen et al., 2005). The aquaculture and fishing industries were significantly impacted with 9000ha of aquaculture farms (*tambak*) severely damaged or swept into the sea, and the extensive loss of fishing boats, jetties and market facilities (Athukorala and Resosudarmo, 2006; FAO, 2005).

Beaches lost vast amounts of sand and sediment was deposited both off- and on-shore, particularly in topographic lows (Paris et al., 2007, 2010; Liew et al., 2010). Paris et al. (2009) found that sand barriers protecting lagoons or river mouths were completely eroded and that extensive bank erosion and widening of river channels occurred. At 6 months after the tsunami Meilianda et al. (2010) found that Ulee Lheue on the north coast of Aceh still showed significant signs of erosion while Lhok Nga on the west coast had regained 60% of the sediment lost during the tsunami (Fig.1). Liew et al. (2010) found that from Lhok Nga south to Meulaboh (180km southeast of Lhok Nga) most beaches were rebuilt to their approximate previous state by 13 months after the tsunami; however, *tambak* ponds still showed extensive signs of erosion.

Task 3: Add onto your mind map for task 2, three points linked to the environment.

Research the information given in this journal (5-7 lines for each point. An example of one point is that coral reefs were damaged)

Thinking beyond the resource...

Task 4: [Where did the Indian Ocean tsunami aid money go? | Global development | The Guardian](#)

- Questions:
- Who gave aid after the 2004 tsunami? (3 points)
 - How was this money spent? (3 explained points)
 - In your opinion was this aid well spent? Suggest Why (3-5 lines).
 - How else could this money be spent? Suggest three strategies which could work here linked to other disasters you have studied? (3-5 lines per idea)

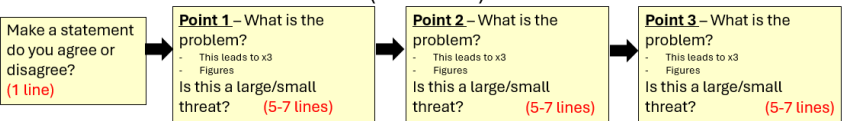
Remember – There is a variety of wealth in this region so perhaps be specific to where each strategy applies e.g. India is an emerging power, the Nicobar Islands are remote and low income.

Wider Question

Task 5: The Maldives was impacted by the Indian Ocean Tsunami however it has many other geographical issues. Using the article below and your own research answer the question:

‘Assess the view that time is running out for the Maldives’
(12 marks)

Article - [GA 526.indd](#)

	<p>Guidance on how to structure...</p>  <pre> graph LR A[Make a statement do you agree or disagree? (1 line)] --> B[Point 1 – What is the problem? - This leads to x3 - Figures Is this a large/small threat? (5-7 lines)] B --> C[Point 2 – What is the problem? - This leads to x3 - Figures Is this a large/small threat? (5-7 lines)] C --> D[Point 3 – What is the problem? - This leads to x3 - Figures Is this a large/small threat? (5-7 lines)] </pre>
<p>Hopefully you have enjoyed your first taste of Geography, we look forward to teaching you in September!</p>	

RECOMMENDED READING/WATCH LIST	
<p>Contextual Info – <i>This is a list of optional reading/watch list that will give you a head-start in A Level geography, giving you an introduction into what we will study throughout the two years. Enjoy!</i></p>	
<p>Reading/Documentaries</p>	<p>125 books for your A level students to read.pdf</p> <p>Too many but if you are keen choose one. My advice would be to go for the non-fiction section and towards a topic like Climate Change.</p> <p>Students have enjoyed the following documentaries:</p> <ul style="list-style-type: none"> *Big Oil versus the World (BBC iplayer) *Earth's Great Rivers - The River Yukon and the River Amazon (BBC iplayer) *The World's Water Crisis (Netflix) <p>...There is a display in FF11 with some more ideas.</p>