



Pearson

Pearson Edexcel International Advanced Level in Geography SCHEME OF WORK: Unit 4: Researching Geography

Introduction

The outline Scheme of Work has been specifically designed to provide teachers with a starting point, from which to aid and build their own Scheme of Work. It is not intended as a definitive document. Teachers must use the scheme of work outline in combination with the published specification IAL in Geography. The document is in Word format and is easy to adapt to meet teachers' specific needs.

Notes:

- **Suggested activities/resources** suggest some **possible** approaches to achieving the learning outcomes. **It must be stressed that this is designed to be a student centred RESEARCH unit not a purely teacher led one.** Students should be encouraged to learn independently, but monitored, both individually and through group work.
- The **Web links** identify some key websites which will allow teachers to identify useful resources quickly. These are not meant to be comprehensive, and teachers should be aware of website bias and longevity issues. You and most importantly YOUR STUDENTS may need to search within the website and elsewhere for the precise topic in hand.
- This general outline for teaching is based on 1 teacher with 4-5 hours contact time with students per week. The work assumes time for homework and individual research of approximately 2-4 hours a week. It assumes the equivalent of approximately 10 weeks for this unit.
- As teachers, schools and colleges have very different policies on the format and production of Schemes of Work, you may wish to change the format of the table. This can be done by inserting columns, changing column headings, and/or cutting and pasting.

A note on the choice of Option(s)

- In the past most centres have chosen one option and stayed with it over many years, that choice had usually been made by staff
- Some centres offer more than one option to their students – this is easier to manage for larger centres
- If you are confident that you can deliver any of the four options it is both possible and helpful to involve students in that choice
- The schemes of work presented here are based on the assumption that the choice of option has already been made.

Option 1 - Tectonic Activity and Hazards - OVERVIEW

	MODEL 1 by enquiry question		MODEL 2 – by type of hazard
Week	Summary of scheme of work	Week	Summary of scheme of work
1	<ul style="list-style-type: none"> • Introductory background to topic + report writing 	1	<ul style="list-style-type: none"> • Introductory background to topic + report writing
2	<ul style="list-style-type: none"> • Overview of the 3 Enquiry Questions: 'Why are some locations more at risk from hazards than others?', 'Why do some tectonic hazards develop into disasters and what is their impact' and, 'How successful is the management of tectonic disaster'. 	2 & 3	<ul style="list-style-type: none"> • Overview of the 3 Enquiry Questions: Why are some locations more at risk from hazards than others? Why do some tectonic hazards develop into disasters and what is their impact' and, 'How successful is the management of tectonic disaster'.
3 & 4	<ul style="list-style-type: none"> • 'Why are some locations more at risk from hazards than others? 	4 & 5	<ul style="list-style-type: none"> • Earthquake case studies
5 & 6	<ul style="list-style-type: none"> • 'Why do some tectonic hazards develop into disasters and what is their impact' 	6 & 7	<ul style="list-style-type: none"> • Tsunami case-studies
7 & 8	<ul style="list-style-type: none"> • 'How successful is the management of tectonic disaster'. 	8&9	<ul style="list-style-type: none"> • Volcanic case studies
10	<ul style="list-style-type: none"> • Mocks and feedback 	10	<ul style="list-style-type: none"> • Mocks and feedback

Option 1 - Tectonic Activity and Hazards

Content Topic	
<p>Week 1 (see generic Week 1)</p> <p>Week 2</p>	<p>Suggested activities/resources</p> <ul style="list-style-type: none"> Summarise requirements of the 3 Enquiry Questions: and create a checklist of what is needed for each main case-study (Causes, Physical Impacts, Human Impacts + Responses) Transfer AS Unit 1 World at Risk notes into new file. Revise the Risk equation $R=H \times V/C$, use a Venn diagram to illustrate differences between event, hazard, disaster Create a checklist for each main case study using specification. Start a glossary of terms with technocentric, aseismic, salience, disaster etc. Overview and reminder of theories covering hazards and disasters and the relationship between them – Park’s model, Degg’s model Create bipolar event profiles, (including frequency, magnitude, duration, spatial extent) Two spider diagrams to show range of hazards from <ul style="list-style-type: none"> volcanoes (lava, pyroclastic, ash, lahars...) earthquakes (ground shaking, displacement, liquefaction, tsunamis...) <p>National geographic videos on all tectonic activity, + quizzes http://environment.nationalgeographic.com/environment/natural-disasters/</p> <p>Munich Re overview (links to map) https://www.munichre.com/touch/naturalhazards/en/naturalhazards/geophysical-hazards/earthquake/earthquake/index.html</p> <p>Europe’s hazards research centre: http://www.benfieldhrc.org/</p> <p>UN Decade of disaster reduction http://www.unisdr.org/</p> <p>Emergency Events Database www.emdat.be</p>
<p>Aims and learning outcomes:</p> <ul style="list-style-type: none"> Having an overview of the range of tectonic events, hazards, disasters and trends. Knowing and understanding a range of case-studies to cover possible research questions Understanding event profile and the hazard risk equation? Recalling the principles of report writing 	

Content Topic

**Week
3 & 4**

Suggested activities/resources

- Draw a cross section through earth showing layers eg asthenosphere, & convection currents to show root cause of tectonic hazards.
- Create 3 annotated cross sectional diagrams to show processes and landforms resulting at the 3 main plate boundaries convergent, divergent, transform, also intraplate hotspots of activity.
- Locate these boundaries on a world map, annotate to show differing earthquake and volcanic activity.
- Start practicing mini diagrams/sketches under time in black/white for final exam
- Ensure you have current theories on causes, types of margin, hotspots and their results to background for your research
- Discussion of appropriate case studies to illustrate complexity of hazard/disaster relationship and its management – selection of those case studies

Uni British Columbia teaching on all aspects : <http://www.physicalgeography.net/fundamentals/chapter10.html>

Powerpoints: <http://www.worldofteaching.com/geographypowerpoints.html>

USGS : <http://volcanoes.usgs.gov/about/edu/dynamicplanet/ballglobe/index.php>

<http://www.usgs.gov/>

USGS tectonics for beginners <http://geomaps.wr.usgs.gov/parks/pltec/>

BBC animations <http://news.bbc.co.uk/1/hi/sci/tech/4126809.stm>

Aims and learning outcomes:

Enquiry Q 1: Why are some locations more at risk from tectonic hazards than others?

- Knowing the spatial patterns of tectonic hazards
- Understanding the current theories on plate tectonics
- Knowing how and why tectonic activity takes place both at plate margins and in intra-plate locations

Content Topic

**Week
5&6**

Suggested activities/resources

- Create a large table showing the intensity of earthquakes measured by Mercalli scale and MMs (Moment Magnitude Scale) – discussion of relationship between two scales and relationship to impact
- Create a large table summarizing the strength of different volcanic eruptions using the VEI scale
- Create a spider diagram of factors affecting the relationship between hazardous events and human disasters to incorporate selected case-studies
- Discussion of what constitutes a ‘disaster’ – how is it measured to include primary and secondary effects
- Research two contrasting disasters from case-study list resulting from hazardous events of similar magnitude – both for earthquakes and volcanoes
- Draw up two tables (earthquakes/tsunami and volcanic eruptions) that relate the scale/intensity of natural hazardous events and their impact on people
- Debate on the propositions; ‘The larger the hazardous event the larger the disaster. Discuss this view’ and ‘There is no such thing as an entirely natural disaster’ Discuss.

Earthquake measurement <http://www.usgs.gov/faq/taxonomy/term/9828>

<http://www.earth.webecs.co.uk/>

Measuring volcanic eruptions <http://geology.com/stories/13/volcanic-explosivity-index/>

Disasters

http://www.jhsph.edu/research/centers-and-institutes/center-for-refugee-and-disaster-response/publications_tools/publications/CRDR_ICRC_Public_Health_Guide_Book/Chapter_1_Disaster_Definitions.pdf

Hazards in the developing world <http://geohaz.org/home>

Aims and learning outcomes:

Enquiry Q 2 – Why do some tectonic hazards develop into disasters and what is their impact

- Knowing how the strength of an event is measured
- Understanding the range and complexity of definitions of disaster
- Understanding the role of development, governance and demographics in causing disasters

Content Topic

**Week
7 & 8**

Suggested activities/resources

- Research the spectrum of approaches: do nothing-adjust/modify vulnerability-leave. Create summary diagram
- Apply the management cycle to disaster responses
- Coping before-during & after events- develop Park's Models diagrams with respect to specific disasters and relate them to the spectrum diagram
- Create some criteria to measure the success of the coping strategies used in your main case studies, including Cost Benefit Analysis – investigate the short term/long term aspects of
- Create a time line for each main case study to show any changes in strategies over time and possible future scenarios
- Return to your event profile and assess role of management in reducing impacts
- Debate on the propositions 'The more powerful the hazardous event the more challenging it is to manage'. Discuss. And 'To what extent do people live in hazardous environments because the benefits outweigh the costs'.

UNISDR: <http://www.unisdr.org/>

Management cycles: http://www.gisdevelopment.net/magazine/years/2006/oct/images/26_2.jpg and with GIS as central: http://www.gisdevelopment.net/application/natural_hazards/floods/images/mm06037_11.jpg

Hazard mapping/zonation <http://www.earthquakesafety.com/resource-seismic-maps.html>

Aims and learning outcomes:

Enquiry Q 3 How successful is the management of tectonic disasters

- Understanding the structure and function of management?
- Knowing the role of prediction and forecasting – are some events more predictable than others?
- Understanding how to achieve increasing resilience through hazard management and mitigation

Content Topic

**Week
9 & 10**

Suggested activities/resources

- Teacher led - use SAMs to review relationship between pre-release and examination question
- Teacher led – understanding the generic mark scheme – how to hit the top bands
- Use of Examiners’ Reports (old spec) to review common weaknesses
- Examining exercise – which is the better answer? Using two sample scripts identify which is the better script and why. What marks would you give them?
- Propose improvements to both scripts
- Trial/mock examination and feedback session with self-evaluation of strengths and weaknesses.
- Teacher led feedback on trial/mock scripts – discussion of common weaknesses and individual feedback on both strengths and weaknesses

Pearson website for Examiners’ Reports

Aims and learning outcomes:

- Understanding the report writing technique and how it is examined
- Knowing how to improve report writing and becoming self-reflective when writing
- Learning the lessons of a trial/mock examination

Option 2 – Feeding the World’s People – OVERVIEW

	MODEL 1 conceptual SEE BELOW DETAILED SCHEME	MODEL 2- based on case study/location
Week	Summary of scheme of work	Summary of scheme of work
1	<ul style="list-style-type: none"> • Introductory background to topic + report writing 	<ul style="list-style-type: none"> • Introductory background to topic
2	<ul style="list-style-type: none"> • Overview of the three enquiry questions; How many people suffer from food insecurity and where are they located? What physical and human factors cause food insecurity? and how effective are different management strategies in improving food supply and insecurity? 	<ul style="list-style-type: none"> • Overview of the three enquiry questions; How many people suffer from food insecurity and where are they located? What physical and human factors cause food insecurity? and How effective are different management strategies in improving food supply and insecurity?
3 & 4	<ul style="list-style-type: none"> • How many people suffer from food insecurity and where are they located? 	<ul style="list-style-type: none"> • Case Studies at a global regional scale
5 & 6	<ul style="list-style-type: none"> • What physical and human factors cause food insecurity? 	<ul style="list-style-type: none"> • Case studies at a national scale
7 & 8	<ul style="list-style-type: none"> • How effective are different management strategies in improving food supply and insecurity? 	<ul style="list-style-type: none"> • Case studies at a local scale
9 & 10	<ul style="list-style-type: none"> • Mocks and feedback 	<ul style="list-style-type: none"> • Mocks and feedback

Option 2 - Feeding the World's People

Content Topic	
Week 2	<p>Suggested activities/resources</p> <ul style="list-style-type: none">• Summarise requirements of the 3 Enquiry Questions: and create a checklist of what is needed for each main case-study (Trends and locations, causes and management)• Transfer AS Unit 1 World at Risk notes into new file especially 1.3.6• Use Gapminder to explore evidence for food insecurity and relationship to other variables including income per capita – make a list of variables that could suggest food insecurity• Create a checklist for each main case study using specification. Start a glossary of terms with food supply and food insecurity• Introduce theoretical background of relationship between food supply and population (Malthus and Boserup) – address question whether Green Revolution and GM crops offer evidence for Boserup?• Draw maps to show sources of foods-at your local scale e.g. for a student over one week-i.e. food miles and discuss relationship with food insecurity <p>Gapminder - http://www.gapminder.org/ Global Issues - http://www.globalissues.org/ Famine Early Warning System http://www.fews.net/Pages/default.aspx Food insecurity in the US http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us.aspx Oxfam world food crisis http://www.oxfam.org.uk/oxfam_in_action/issues/global_food_crisis.html Land grabs in Africa http://www.un.org/africarenewal/magazine/october-2009/africa%E2%80%99s-land-grabs Greening of the Green Revolution in Nature http://www.nature.com/nature/journal/v396/n6708/full/396211a0.html</p>
<p>Aims and learning outcomes:</p> <ul style="list-style-type: none">• Having an overview of food insecurity to include identification of key terms and ideas• Understanding why the global picture for food supply varies spatially and temporally – the global picture• Having an overview of headline causes and consequences of food insecurity	

Content Topic

**Week
3 & 4**

Suggested activities/resources

- Use FAO world maps of food supply and famine (nutrition) to describe patterns
- In groups chose global regions for FAO data base and show how they have changed over time using both absolute and relative measurements
- Draw concepts spider diagram to show environmental, social and economic causes of food insecurity for the affected global regions
- Use FAO site to investigate progress towards international targets
- Use Gapminder to explore relationship between population growth and food insecurity for a range of countries – a statistical test (Spearman) could be used
- Explore the geography of obesity and how it is related to income and deprivation
- Write a mini Report for the FAO summarizing the impacts of trying to increase global food supply. Include: examples of short term acute hunger and long term issues associated with life in marginal areas

FAO SOFI maps and data <http://www.fao.org/hunger/en/>

http://www.fao.org/monitoringprogress/index_en.html

UN Environment Programme <http://www.unep-wcmc.org/habitats/drylands/index.htm>

Food and Agricultural Organisation <http://www.fao.org/desertification/default.asp?lang=en>

UN Convention to combat desertification <http://www.unccd.int/>

NGO Practical Action, eg Sudan <http://practicalaction.org/?id=home>

International Food Policy research Institute <http://www.ifpri.org/>

BBC Q and A site <http://news.bbc.co.uk/1/hi/business/7340214.stm>

Green Revolution http://en.wikipedia.org/wiki/Green_Revolution

2008 food crisis impacts on women and children <http://www.countercurrents.org/deen300408.htm>

NGO poverty and obesity in USA: http://www.frac.org/html/hunger_in_the_us/hunger&obesity.htm 34 counties needing assistance in food supplies 200

Aims and learning outcomes:

Enquiry Q 1 - How many people suffer from food insecurity problems and where are they located?

- Understanding the complexity of causes of famine and food surpluses: environmental, economic, social. Long and short term, direct and indirect
- Understanding the controversial role of population pressure on food insecurity
- Understanding who is most vulnerable to food insecurity and why

Content Topic

**Week
5 & 6**

Suggested activities/resources

- Create detailed definitions of 'drylands' land degradation and desertification
- Annotate a world map of dryland areas, with changes in desertified regions recently
- Draw a food web and trophic level diagram for a dryland ecosystem to show its fragility. Use carrying capacity model and Trudgill's model to help
- Categorise human factors involved in the use and misuse of dryland environments
- Investigate the causes of over-production of food and waste in one developed country
- Draw up table showing advantages and disadvantages of commercial farming and subsistence farming in meeting food needs
- Investigate the costs and benefits of Fair trade using examples from regions threatened by food insecurity
- Debate on the propositions 'Physical factors are more important than human factors in causing food insecurity' Discuss; and 'To what extent does overproduction and waste threaten food security in the developed world'.

Definitions from FAO: <http://www.fao.org/ag/agl/agll/drylands/degradation.htm>

African case studies: <http://www.drylandsresearch.org.uk/>

Differentiated resource: <http://www.greenfacts.org/en/desertification/>

School focused biome data http://www.blueplanetbiomes.org/table_of_contents.htm

Uni Berkeley desert biomes <http://www.ucmp.berkeley.edu/exhibits/biomes/deserts.php>

Food waste USA <https://www.nrdc.org/food/files/wasted-food-ip.pdf>

Data on diet changes <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2935122/>

Movie link <http://blackgoldmovie.com/>

Aims and learning outcomes:

Enquiry Q 2: What physical and human factors cause food insecurity?

- Understanding the impact of desertification on food insecurity is profound and may be growing
- Understanding the paradoxical impact of over-nutrition and changing diets on food supply and food insecurity
- Understanding how different farming systems and trade practices impact on food supply and insecurity

Content Topic	
Week 7 & 8	<p>Suggested activities/resources</p> <ul style="list-style-type: none"> • Make a table of all the specific food and other strategies e.g. trade, politics used in improving food supply and security • Summarise the type and role of the organisations involved: local ,national, international/global including UNEP, WFP, FAO • Create a spectrum diagram to show the role of technology in food supply and security(low to high) • Set up criteria for measuring/evaluating success of management • Economic /Social/ Environmental .Use sustainability quadrant/3 pillars concept to assess sustainability of management • Investigate a range of sustainable strategies and assess their role in food supply and security e.g. fair trade, organic farming, aquaculture • Debate on the propositions 'To what extent have high technology solutions to food insecurity been successful'; and 'Managing food insecurity always disadvantages some groups' Discuss. <p>2009 Food Summit FAO http://www.fao.org/wsfs/world-summit/en/?no_cache=1</p> <p>UN Convention to combat desertification http://www.unccd.int/actionprogrammes/asia/regional/tpn5/background.php</p> <p>Fair Trade campaigns - http://fairtradecampaigns.org/</p> <p>UN HCR and food: http://donate.unhcr.org/gbr/general?gclid=CNrnurSB-soCFUgg0wodA2IHCw&qclsrc=aw.ds</p> <p>UK Food security NGO http://www.ukfg.org.uk/</p> <p>Free and Fair trade debate: http://www.globalpolicy.org/socecon/trade/2005/0228freetrade.htm</p> <p>2002 impact of TNCs on food supply</p> <p>Cambodia Food Security and Nutrition website http://www.foodsecurity.gov.kh/</p> <p>The Food Corporation of India http://fciweb.nic.in/ Promoting sustainable food supplies: http://www.sustainablefood.com/</p>
Aims and learning outcomes:	
Enquiry Q 3: How effective are different management strategies in improving food supply and security management	
<ul style="list-style-type: none"> • Knowing that different players are involved in the management of food supplies but may not agree on the best strategies • Understanding why strategies to increase global food supply include both high and low technology • Understanding that the impact of many management strategies on food security is both contested and controversial 	

Content Topic

**Week
9 & 10**

Suggested activities/resources

- Teacher led - use SAMs to review relationship between pre-release and examination question
- Teacher led – understanding the generic mark scheme – how to hit the top bands
- Use of Examiners’ Reports (old spec) to review common weaknesses
- Examining exercise – which is the better answer? Using two sample scripts identify which is the better script and why. What marks would you give them?
- Propose improvements to both scripts
- Trial/mock examination and feedback session with self-evaluation of strengths and weaknesses.
- Teacher led feedback on trial/mock scripts – discussion of common weaknesses and individual feedback on both strengths and weaknesses

Pearson website for Examiners’ Reports

Aims and learning outcomes:

- Understanding the report writing technique and how it is examined
- Knowing how to improve report writing and becoming self-aware when writing
- Learning the lessons of a trial/mock examination

Option 3 - Cultural Diversity: People and Landscapes - OVERVIEW

	MODEL 1 conceptual SEE BELOW DETAILED SCHEME	MODEL 2- based on case study/location
Week	Summary of scheme of work	Summary of scheme of work
1	<ul style="list-style-type: none"> • Introductory background to topic + report writing 	<ul style="list-style-type: none"> • Introductory background to topic and report writing
2	<ul style="list-style-type: none"> • Overview of the three enquiry questions; 'What is the nature and value of culture and cultural landscapes?', 'How and why does cultural diversity vary spatially?' and 'How does globalisation impact on cultures?' 	<ul style="list-style-type: none"> • Overview of the three enquiry questions; 'What is the nature and value of culture and cultural landscapes?', 'How and why does cultural diversity vary spatially?' and 'How does globalisation impact on cultures?'
3 & 4	<ul style="list-style-type: none"> • 'What is the nature and value of culture and cultural landscapes?' 	<ul style="list-style-type: none"> • Case studies of connected accessible countries and countries
5 & 6	<ul style="list-style-type: none"> • 'How and why does cultural diversity vary spatially?' 	<ul style="list-style-type: none"> • Case studies of inaccessible and poorly connected countries and cities
7 & 8	<ul style="list-style-type: none"> • 'How does globalisation impact on cultures?' 	<ul style="list-style-type: none"> • Case studies of globalisation and glocalisation at a local and national level
9 & 10	<ul style="list-style-type: none"> • Mocks and feedback 	<ul style="list-style-type: none"> • Mocks and feedback

Option 3 - Cultural Diversity: People and Landscapes

Content Topic	
<p>Week 1 (see generic week)</p> <p>Week 2</p>	<p>Suggested activities/resources</p> <ul style="list-style-type: none"> Summarise requirements of the 3 Enquiry 'Questions' Create a checklist for each main case study using the specification (Cultural characteristics and definitions, spatial variations and the role of globalisation) Transfer AS Unit 1 Going Global notes into new file especially 1.4.1,1.4.2 and 1.4.3 Use KOF index of globalisation to discuss and establish the importance of cultural 'measurements' of globalisation e.g. MacDonald's. IKEA, foreign born population Create a checklist for each main case study using specification. Start a glossary of terms with culture, cultural diversity and cultural globalisation. Introduce theoretical background of contrasting views of cultural globalisation from the hyper globalisers through the sceptics to the transformationalists. Select appropriate case-studies at a variety of scales (countries and cities) – use Gapminder as part of that selection both countries and cities. <p>Racial tolerance and diversity https://www.washingtonpost.com/news/worldviews/wp/2013/05/15/a-fascinating-map-of-the-worlds-most-and-least-racially-tolerant-countries/</p> <p>KOF index http://globalization.kof.ethz.ch/</p> <p>National geographic video Asia's environment and culture + globalisation http://video.nationalgeographic.com/video/player/?sou</p> <p>Cultural models and theories http://users.sussex.ac.uk/~ssfa2/thirdwaveweb.htm</p> <p>Online books on cultural diversity; Sources of cultural studies http://www.questia.com/library/sociology-and-anthropology/cultures-and-ethnic-groups/cltural-diversity.jsp?CRID=cultural_diversity&OFFID=se1&KEY=cultural_diversity</p> <p>History of curry and Birmingham's Curry Mile http://www.bbc.co.uk/insideout/northwest/series1/curry.shtml</p>
<p>Aims and learning outcomes:</p> <ul style="list-style-type: none"> Having an overview of the definitions of culture and cultural landscapes and how they impact on landscapes Understanding the geographic variation of cultures and cultural landscapes and how they change Understanding the processes by which globalisation impacts on cultures 	

Content Topic

**Week
3 & 4**

Suggested activities/resources

- Brainstorm definitions of 'culture' making a list of possible elements that any definition Needs to include.
- Research different definitions of culture and compare with group results.
- Use UNESCO site to compare tangible and intangible cultural heritage
- Select case-studies to demonstrate the variety of cultural landscapes and construct a table to show how these are distinctive
- Write a mini report exploring the range of different relationships between humans and nature using a range of societies and political ideologies. China, India USA and UK would act as good contrasts. You could then annotate a model showing the development-environment relationship.
- Investigate the short-term and long-term impact of colonialism and imperialism on indigenous cultures
 - Write a mini Report on the arguments for and against protecting the land rights of indigenous peoples in the face of 'development'

Definitions of culture <http://carla.umn.edu/culture/definitions.html>

Culture and heritage http://www.cultureindevelopment.nl/cultural_heritage/what_is_cultural_heritage

<http://www.unesco.org/new/en/cairo/culture/tangible-cultural-heritage/>

<http://www.unesco.org/culture/ich/en/what-is-intangible-heritage-00003>

Cultural landscapes <http://whc.unesco.org/en/culturallandscape/>

Indigenous views

<http://www3.nfb.ca/enclasse/doclens/visau/index.php?mode=theme&language=english&theme=30662&film=&excerpt=&submode=about&expmode=1>

Land rights <http://www.ienearth.org/what-we-do/tar-sands/>

..genocide <http://www.globalissues.org/article/93/what-happened-in-east-timor>

Aims and learning outcomes:

Enquiry Q 1 'What is the nature and value of culture and cultural landscapes?'

- Know that culture can be defined in many different ways
- Understand the complex history of cultural imperialism and its consequences
- Understand how protection of cultural heritage has taken on more importance in recent years but still faces challenges

Content Topic

**Week
5&6**

Suggested activities/resources

- Brainstorm the reasons why cultural diversity might vary from place to place to include accessibility
- In groups draw up a list of 10 countries and 10 cities in order of their cultural diversity and suggest reasons for your choices. Then compare your lists and discuss the reasons for any differences.
- Research two countries with low ethnic and cultural diversity and two countries with high diversity and pool results as a group – discuss the methodology used to select countries and compare outcomes
- Research two cities with low ethnic and cultural diversity and two countries with high diversity and pool results as a group – discuss the methodology used to select countries and compare outcomes
- Examine the database(s) for migration and attitudes to migration and assess the relationship suggested
- Debate on the propositions; 'Assess the view that accessibility is the most important factor in determining cultural diversity' and, 'Culturally diverse cities that are attractive to migrants are economically successful'. Discuss.

Global diversity <https://www.washingtonpost.com/news/worldviews/wp/2013/05/16/a-revealing-map-of-the-worlds-most-and-least-ethnically-diverse-countries/>

Cultural diversity <http://www.economist.com/blogs/blighty/2012/12/census-and-diversity>

...and UK census info <http://www.ons.gov.uk/ons/rel/census/2011-census/key-statistics-for-local-authorities-in-england-and-wales/rpt-ethnicity.html>

London's diversity <http://data.london.gov.uk/dataset/london-borough-profiles>

Global cities diversity <http://www.migrationpolicy.org/article/counting-immigrants-cities-across-globe>

Iceland and Japan <http://www.iceland.is/the-big-picture/people-society>

<http://www.historytoday.com/jean-pierre-lehmann/japan-isolationism-internationalism>

Singapore <https://www.internations.org/singapore-expats/guide/16087-safety-security/discrimination-in-singapore-16090>

Cultural diversity and economic growth <http://www.citylab.com/work/2011/12/diversity-leads-to-economic-growth/687/>

Aims and learning outcomes:

Enquiry Q 2 'How and why does cultural diversity vary spatially?'

- Know that cultural diversity varies at both the national and local level
- Understand that both physical, economic and political reasons are significant in explaining these differences
- Understand how migration impacts on cultural diversity and cultural landscapes in ways that are both challenging and rewarding

Content Topic

**Week
7&8**

Suggested activities/resources

- Assessment of role of global media corporations e.g. Disney and Viacom in conveying cultural values and attitudes and influencing cultural globalisation
- Glocalisation examples ranging from e.g. Bollywood to Dominos pizza going Halal in Birmingham.
- Weigh up the positive and negative impacts of consumerism on people and landscape
- Investigate why different cultural value affect humans use of the environment, including sustainability. Find examples of Ecotourism and Geotourism and evaluate this management strategy in maintaining/enhancing cultural diversity and cultural landscapes. The sustainability quadrant model may be of use here.
- Assess how growing consumption requires people to view themselves dominant over physical landscapes
- Concerns over consumption, climate change, biodiversity loss, general environmental change. Rise of the Green movement
- Debate on the propositions; 'Assess the view that globalisation decreases cultural diversity' and, 'Western culture would not be successful unless it was attractive to people'. Discuss.

France and French culture

<http://www.theguardian.com/commentisfree/2015/mar/13/the-battle-to-keep-french-pure-is-doomed>

Disneyfication <http://newint.org/features/1998/12/05/guide/>

Pressure group for cultural diversity and glocalisation <http://glocalforum.flyer.it/default.php>

Bollywood: <http://en.wikipedia.org/wiki/Bollywood>

2009 Dominos and halal pizza <http://www.birminghammail.net/news/top-stories/2009/02/12/fury-after-domino-s-launch-halal-menu-at-hall-green-branch-97319-22912748/>

Overseas Development Institute : <http://www.odi.org/>

Hybrid cultures <http://mediaed.org.uk/teaching-ideas/general/globalisation-and-hybridity>

Aims and learning outcomes:

Enquiry Q 4 'How does globalisation impact on cultures?'

- Understand how the impact of globalisation on different cultures is complex and controversial
- Understand how international tourism impacts on different cultures
- Understand how cultural globalisation can lead to the development of new 'hybrid' cultures which are sometimes resisted – perhaps resistance through actions to protect certain elements of the indigenous culture...

Content Topic

**Week
9&10**

Suggested activities/resources

- Teacher led - use SAMs to review relationship between pre-release and examination question
- Teacher led – understanding the generic mark scheme – how to hit the top bands
- Use of Examiners’ Reports (old spec) to review common weaknesses
- Examining exercise – which is the better answer? Using two sample scripts identify which is the better script and why. What marks would you give them?
- Propose improvements to both scripts
- Trial/mock examination and feedback session with self-evaluation of strengths and weaknesses.
- Teacher led feedback on trial/mock scripts – discussion of common weaknesses and individual feedback on both strengths and weaknesses

Pearson website for Examiners’ Reports

Aims and learning outcomes:

- Understanding the report writing technique and how it is examined
- Knowing how to improve report writing and becoming self-conscious when writing
- Learning the lessons of a trial/mock examination

Option 4- Human Health and Disease - OVERVIEW

	MODEL 1 – conceptual SEE BELOW DETAILED SCHEME	MODEL 2- based on areas or categories/types of health risk
Week	Summary of scheme of work	Summary of scheme of work
1	<ul style="list-style-type: none"> • Introductory background to topic + report writing 	<ul style="list-style-type: none"> • Introductory background to topic + report writing
2	<ul style="list-style-type: none"> • Overview of the three enquiry questions; 'What are the health risks facing human populations?', 'What are the causes of health risks in different places?' and 'How can health risks be managed?' 	<ul style="list-style-type: none"> • Overview of the three enquiry questions; 'What are the health risks facing human populations?', 'What are the causes of health risks in different places?' and 'How can health risks be managed?'
3 & 4	<ul style="list-style-type: none"> • 'What are the health risks facing human populations?' 	<ul style="list-style-type: none"> • 'What are the health risks facing human populations?'
5 & 6	<ul style="list-style-type: none"> • 'What are the causes of health risks in different places?' 	<ul style="list-style-type: none"> • 'What are the causes of health risks in different places?'
7 & 8	<ul style="list-style-type: none"> • 'How can health risks be managed?' 	<ul style="list-style-type: none"> • 'How can health risks be managed?'
9 & 10	<ul style="list-style-type: none"> • Mocks and feedback 	<ul style="list-style-type: none"> • Mocks and feedback

Option 4 - Human Health and Disease

Content Topic	
Week 1 (see generic wk)	Suggested activities/resources <ul style="list-style-type: none">• Summarise content of the 3 enquiry Questions (Range and type of health risks, Causes, Management)• Create new file. Transfer information from AS Unit 1, Going Global 11.4.4, 1.4.5 and 1.4.6. Create a checklist for each main case study using syllabus. Start a glossary of terms beginning with endemic, epidemiology, epidemic, pandemic, pathogen, vector, reservoir, emergent, reemergent.....• Classify health risks into chronic, infectious, traumatic, hereditary and pollution related.• Use Gapminder to identify global patterns as health risk as measured by variations in life expectancy and infant mortality rates• Brainstorm the reasons for the relationship between life expectancy and Income per capita but also identify possible reasons why that relationship might not be perfect
Week 2	
Aims and learning outcomes: <ul style="list-style-type: none">• Having an overview of global and national health risks• Understanding why health risks vary between countries and within them• Understanding the varied levels of success in managing and reducing health risk	

Content Topic

Week	Suggested activities/resources
3&4	<ul style="list-style-type: none">• Use an Environmental Kuznets curve to suggest a relationship between pollution and development• Select appropriate case-studies of health risks at a variety of scales to illustrate pattern, causes and management of health risk• Identify where your chosen health risks occur today globally and more locally, using a series of maps.• Identify patterns of health deprivation with a country perhaps using deprivation indices and health maps• Compare patterns of non-communicable diseases within a country• Create a time line to show how health risks have altered over time- use Gapminder website. Draw out the epidemiology model.• Create a diagram to show how health affects quality of life and economic development and vice versa.• Use World Bank data to correlate c. 15 countries at differing economic stages and a criteria indicating health such as their longevity• Assess how the Kuznets model fits rapidly changing emerging economies such as Russia, China or India.• Write a mini Report on the view that 'Indoor household pollution is the most important health risk in the emerging countries' <p>Gapminder site http://www.gapminder.org/</p> <p>WHO – main website for all this option, especially Topics list http://www.who.int/en/ http://www.who.int/healthinfo/global_burden_disease/metrics_daly/en/</p> <p>The Global Burden of Disease Project of WHO http://www.who.int/topics/global_burden_of_disease/en/</p> <p>World Bank: http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/0,,menuPK:232599~pagePK:64133170~piPK:64133498~theSitePK:239419,00.html</p> <p>WHO data base http://www.who.int/healthinfo/global_burden_disease/global_health_risks/en/</p> <p>Global health risks http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2739926/</p> <p>Index of Multiple Deprivation (UK) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/465791/English_Indices_of_Deprivation_2015_-_Statistical_Release.pdf</p> <p>Health maps England http://www.envhealthatlas.co.uk/homepage/</p> <p>World Bank:</p>

<http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/0,,menuPK:232599~pagePK:64133170~piPK:64133498~theSitePK:239419,00.html>

Pollution from cooking <http://www.who.int/mediacentre/factsheets/fs292/en/>

Aims and learning outcomes:

Enquiry Q 1: What are the health risks facing the human population?

- Knowing the global and national pattern of life expectancy
- Understanding that the variations in access to healthcare are considerable
- Understanding the importance of pollution as a cause of poor health in both urban and rural areas

Content Topic

**Week
5&6**

Suggested activities/resources

- Categorise the range of causes of health risk by creating a circular graph with direct and root causes
- Use local socio-economic links with health, research to show health risk affects your local community - your local authority may have a simple GIS webpage to help. Use Health Authority data.
- Assess how important the inverse care law as a cause of health deprivation
- Assess how models such as the diffusion and epidemiology transition models may help understand health risks and patterns. Relate these to the diseases chosen.
- Draw a spider diagram to show how increasing income can create increased health risks
- Use obesity maps to explore relationships between obesity and income
- Debate on the propositions; 'Assess the view that economic development creates as many health risks as it cures' and, 'Whatever the direct cause poverty is always the root cause of health risks'. Discuss.

Science Museum Making of the Modern World section on health geography, www.makingthemodernworld.org.uk
Wilkinson/Pickett model

<https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/Rowlingson-Income-eBook.pdf>

Science Daily on pollution <http://www.sciencedaily.com/releases/2007/08/070813162438.htm>

<https://www.sciencedaily.com/terms/pollution.htm>

WHO on emergent/remergent diseases http://www.who.int/topics/emerging_diseases/en/

Inverse care law https://sasi.group.shef.ac.uk/research/life_in_britain/key_results.html

2008 Guardian podcast on health inequalities qualities in UK, and the link with deprivation

<http://www.guardian.co.uk/society/2008/jun/24/health.britishidentity?commentpage=1>

Obesity mapping in the US: <http://www.cdc.gov/obesity/data/databases.html>

Aims and learning outcomes:

Enquiry Q 2 What are the causes of health risks in different places

- Knowing the geographical pathways of different diseases
- Understanding the influence of poverty on patterns of disease
- Understanding why affluence has increased health risk in some areas and some communities

Content Topic	
Week 7&8	<p>Suggested activities/resources</p> <ul style="list-style-type: none"> • Contrast the management of pollution in a developed country such as the UK with a rapidly developing country such as China. • Brainstorm international policies, such as the latest EU Directives on agricultural chemicals, water quality or electronic waste disposal. • List the factors making some health risks harder to manage than others, e.g. Zika, Malaria and AIDs versus cancer, depression, obesity, diabetes • Draw up a table comparing the role and success of large top-down IGO and national projects to reduce health risk with more localised schemes often run by NGOs • Assess which risks can be managed better than others and role of sustainability. • Debate on the propositions; 'Assess the view that the best management of health risk is to reduce poverty' and, 'The management of health risks should not be a profit driven system'. Discuss. <p>World Bank http://www.worldbank.org/en/about UNDP http://www.undp.org/ Pfizer http://www.pfizer.com/ English local authority area : http://www.apho.org.uk/default.aspx Gates Foundation : http://www.gatesfoundation.org/ BBC Panorama 2009 on USA health risks management issues http://news.bbc.co.uk/panorama/hi/front_page/newsid_7829000/7829393.stm Oxfam's health policies http://www.oxfam.org.uk/resources/issues/health/introduction.html Big 'bad' pharma? http://www.randalolson.com/2015/03/01/design-critique-putting-big-pharma-spending-in-perspective/</p>
<p>Aims and learning outcomes:</p> <p>Enquiry Q 3; How can health risks be managed?</p> <ul style="list-style-type: none"> • Know the variety of players in the management of health risk • Understand the varied history of success in managing programmes to reduce global health risks • Understand the role of intermediate technology and NGOs in managing health risks in local communities 	

Content Topic

**Week
9&10**

Suggested activities/resources

- Teacher led - use SAMs to review relationship between pre-release and examination question
- Teacher led – understanding the generic mark scheme – how to hit the top bands
- Use of Examiners’ Reports (old spec) to review common weaknesses
- Examining exercise – which is the better answer? Using two sample scripts identify which is the better script and why. What marks would you give them?
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Pearson website for Examiners’ Reports

AS topics of use to Unit 4	A2 Unit 4 Options
Unit 1-Global Challenges	Option 1: Tectonic Activity and Hazards Unit 1 - World at Risk 1.3.1, 1.3.2, 1.3.3 Option 2 – Feeding the World’s Peoples Unit 1 – World at Risk 1.3.4,1.3.5,1.3.6 Option 3: Cultural Diversity: People and Landscapes Unit 1: Going Global 1.4.1,1.4.2,1.4.3 Option 4: Human Health and Disease Unit 1 : Going Global 1.4.4, 1.4.5,1.4.6
Unit 2 – Geographical Investigations	The skills developed in Unit 2 are all transferable to Unit 4. They will not be examined directly but they will improve the students’ ability to research effectively.