A Level

Geography

2023 - 2025

Course Handbook

Expectations in A Level Geography

- Your attendance at ALL lessons is COMPULSORY.

- If you do miss any lessons you MUST copy the work up before the next lesson. Any points of confusion YOU need to follow up! (You can contact your teachers by email if you can't track them down!)

- All deadlines should be adhered to. If there are extenuating circumstances then talk to your teacher BEFORE the deadline!

- A level study is hard and different to GCSE – so you need to use your teacher as a resource and ASK for help if you need it. Don't just hope it will all make sense later!

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- Get involved in ALL lessons by asking and answering at least 3 questions each time.

- Listen respectfully to the views of others, even if you don't agree with them.

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- Ensure that your folder is kept up-to-date and bring it to ALL lessons with the current topic/units' work.

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- If presenting work in a group ensure you have copies for your classmates and contact your group members if you are likely to be away on the day (and pass your work on so they can present in your absence).

- Please ensure that you follow the Sixth Form rules, especially in relation to dress code (coats and hats off in lesson) and mobile phones.

A Level Geography

Paper 1 – 'The Physical Paper'

This paper is a 2 hour 15 minutes examination and will test your understanding and application of physical geography. The paper is 30% of the overall A Level.

Topics that will be covered are…

1) Tectonic processes and hazards
2) Coastal landscapes and change
3) The Water Cycle and Water Insecurity
4) The Carbon Cycle and Energy Insecurity

Paper 2 – 'The Human Paper'

This paper is a 2 hour 15 minutes examination and will test your understanding and application of human geography. This paper is 30% of the overall A level

Topics that will be covered are…

1) Globalisation
2) Regenerating Places
3) Superpowers
4) Migration, Identity and Sovereignty

Paper 3 – 'Synoptic Themes Paper'

This paper is a 2 hour 15 minutes examination and will test your understanding of synoptic themes. The paper will focus on two compulsory themes from the course. The paper is 20% of the overall A Level.

The synoptic themes are…

1) Players – who are involved
2) Attitudes and actions – what is happening and why
3) Futures and uncertainties – what could happen in the future

Element 4 – 'NEA'

The NEA – non examined assessment, is a piece of coursework that is between 3000 – 4000 words. Your investigation can be based on any issue from any part of the course, human or physical. You are also required to complete 4 days of fieldwork research. The NEA is 20% of the overall A Level.

You will…

1) Decide your own investigation title
2) Collect data
3) Analyse and interpret your data
4) Draw conclusions and evaluate your investigation

Key

Year 12 Topics

Year 13 Topics

My A Level Geography Learning Journey
2023 - 2025

The Redhill Academy

	Autumn		Spring		Summer	
Year 12	Tectonic Processes and Hazards	Carbon Cycle and Energy Security	Coastal Landscape and Change	Coastal Landscape Change	NEA	Mock Exams
	Globalisation	Water Cycle and Water Insecurity	Regenerating Places	Regen Places	Regen Places	
Year 13	Super Powers	Migration, Identity and Sovereignty	Carbon Cycle	Revision	Revision	Revision Final Exams
		Mock Exams	Migration, Identity and Sovereignty	Revision		

Area of study 1: Dynamic Landscapes

Topic 1: Tectonic Processes and Hazards

Overview

Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.

Enquiry question 1: Why are some locations more at risk from tectonic hazards?		
Key idea	**Detailed content**	
1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.	a.	The global distribution and causes of earthquakes, volcanic eruptions and tsunamis. (1)
	b.	The distribution of plate boundaries resulting from divergent, convergent and conservative plate movements (oceanic, continental and combined situations).
	c.	The causes of intra-plate earthquakes, and volcanoes associated with hot spots from mantle plumes.
1.2 There are theoretical frameworks that attempt to explain plate movements.	a.	The theory of plate tectonics and its key elements (the earth's internal structure, mantle convection, palaeomagnetism and sea floor spreading, subduction and slab pull).
	b.	The operation of these processes at different plate margins (destructive, constructive, collision and transform). (2)
	c.	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.	Earthquake waves (P, S and L waves) cause crustal fracturing, ground shaking and secondary hazards (liquefaction and landslides).
	b.	Volcanoes cause lava flows, pyroclastic flows, ash falls, gas eruptions, and secondary hazards (lahars, jökulhlaups).
	c.	Tsunamis can be caused by sub-marine earthquakes at subduction zones as a result of sea-bed and water column displacement. (3)

Enquiry question 2: Why do some tectonic hazards develop into disasters?	
Key idea	**Detailed content**
1.4 Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.	a. Definition of a natural hazard and a disaster, the importance of vulnerability and a community's threshold for resilience, the hazard risk equation.
	b. The Pressure and Release model (PAR) and the complex inter-relationships between the hazard and its wider context.
	c. The social and economic impacts of tectonic hazards (volcanic eruptions, earthquakes and tsunamis) 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. The magnitude and intensity of tectonic hazards is measured using different scales (Mercalli, Moment Magnitude Scale (MMS) and Volcanic Explosivity Index (VEI)).
	b. Comparing the characteristics of earthquakes, volcanoes and tsunamis (magnitude, speed of onset and areal extent, duration, frequency, spatial predictability) through hazard profiles.
	c. Profiles of earthquake, volcano and tsunami events showing the severity of social and economic impact in developed, emerging and developing countries. (4)
1.6 Development and governance are important in understanding disaster impact and vulnerability and resilience.	a. Inequality of access to education, housing, healthcare and income opportunities can influence vulnerability and resilience.
	b. Governance (**P: local and national government**) and geographical factors (population density, isolation/accessibility, degree of urbanisation) influence vulnerability and a community's resilience.
	c. Contrasting 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. (5)

Enquiry question 3: How successful is the management of tectonic hazards and disasters?	
Key idea	**Detailed content**
1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.	a. Tectonic disaster trends since 1960 (number of deaths, numbers affected, level of economic damage) in the context of overall disaster trends. (6); research into the accuracy and reliability of the data to interpret complex trends.
	b. Tectonic mega-disasters can have regional or even global significance in terms of economic and human impacts. (⊕ 2004 Asian tsunami, 2010 Eyafjallajokull eruption in Iceland (global interdependence) and 2011 Japanese tsunami (energy policy))
	c. The concept of a multiple-hazard zone and how linked hydrometeorological hazards sometimes contribute to a tectonic disaster (⊕ the Philippines).
1.8 Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards.	a. Prediction and forecasting (*P: role of scientists*) accuracy depend on the type and location of the tectonic hazard.
	b. The importance of different stages in the hazard management cycle (response, recovery, mitigation, preparedness). (*P: role of emergency planners*)
	c. Use of Park's Model to compare the response curve of hazard events, comparing areas at different stages of development.
1.9 Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness.	a. Strategies to modify the event include land-use zoning, hazard – resistant design and engineering defences as well as diversion of lava flows. (*P: role of planners, engineers*) (7)
	b. Strategies to modify vulnerability and resilience include hi-tech monitoring, prediction, education, community preparedness and adaptation. (**F: models forecasting disaster impacts with and without modification**)
	c. Strategies to modify loss include emergency, short and longer term aid and insurance (*P: role of NGOs and insurers*) and the actions of affected communities themselves.

Topic 2: Landscape Systems, Processes and Change

Option 2B: Coastal Landscapes and Change

Overview

Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts. Study must include examples of landscapes from inside and outside the UK.

Enquiry question 1: Why are coastal landscapes different and what processes cause these differences?		
Key idea	**Detailed content**	
2B.1 The coast, and wider littoral zone, has distinctive features and landscapes.	a.	The littoral zone consists of backshore, nearshore and offshore zones, includes a wide variety of coastal types and is a dynamic zone of rapid change.
	b.	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.
	c.	Rocky coasts (high and low relief) result from resistant geology (withstands erosive forces of sea, rain and wind), often in a high-energy environment, whereas coastal plain landscapes (sandy and estuarine coasts) are 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.	Geological structure is responsible for the formation of concordant and discordant coasts.
	b.	Geological structure influences coastal morphology: Dalmatian and Haff type concordant coasts and headlands and bays on discordant coasts.
	c.	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 (⊕ Glamorgan Heritage Coast). (2)
2B.3 Rates of coastal recession and stability depend on lithology and other factors.	a.	Bedrock lithology (igneous, sedimentary, metamorphic) and unconsolidated material (boulder clay) geology are important in understanding rates of coastal recession.
	b.	Differential erosion of alternating strata in cliffs (permeable/impermeable, resistant/less resistant) produces complex cliff profiles and influences recession rates. (3)
	c.	Vegetation is important in stabilising sandy coastlines through dune successional development and salt marsh successional development in estuarine areas.

Enquiry question 2: How do characteristic coastal landforms contribute to coastal landscapes?

Key idea		Detailed content	
2B.4	Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes.	a.	Different wave types (constructive/destructive) influence beach morphology and beach sediment profiles, which vary at a variety of temporal scales from short term (daily) through to longer periods (4)
		b.	The importance of erosion processes (hydraulic action, corrosion, abrasion, attrition) and how they are influenced by wave type, size and lithology.
		c.	Erosion creates distinctive coastal landforms (wave cut notches, wave cut platforms, cliffs, the cave-arch-stack-stump sequence).
2B.5	Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes.	a.	Sediment transportation is influenced by the angle of wave attack, the process of longshore drift, tides and currents. (5)
		b.	Transportation and deposition processes produce distinctive coastal landforms (beaches, recurved and double spits, offshore bars, barrier beaches and bars, tombolos and cuspate forelands), which can be stabilised by plant succession.
		c.	The Sediment Cell concept (sources, transfers and sinks) is important in understanding the coast as a system of dynamic equilibrium, with both negative and positive feedback (⊕ Portland Bill to Selsey Bill).
2B.6	Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes.	a.	Weathering (mechanical, chemical, biological) is important in sediment production and influences rates of recession.
		b.	Mass movement (blockfall, rotational slumping, landslides) is important on some coasts with weak and/or complex geology.
		c.	Mass movement creates distinctive landforms (rotational scars, talus scree slopes, terraced 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**
2B.7 Sea level change influences coasts on different timescales.	a. Longer-term sea level changes result from a complex interplay of factors both eustatic (ice formation/melting, thermal changes) and isostatic (post glacial adjustment, subsidence, accretion and tectonics).
	b. Sea level change has produced emergent coastlines (raised beaches with fossil cliffs) and submergent coastlines (rias, fjords and Dalmatian). (6)
	c. Contemporary sea level change from global warming or tectonic activity is a risk to some coastlines.
2B.8 Rapid coastal retreat causes threats to people at the coast.	a. Rapid coastal recession is caused by physical factors (geological and marine) but can be influenced by human actions (dredging or coastal management) (⊕ the Nile Delta or Guinea coastline or Californian coastline). *(A: actions of different players may alter natural systems)*
	b. Subaerial processes (weather and mass movement) work together to influence rates of coastal recession.
	c. Rates of recession are not constant and are influenced by different factors both short- and longer term (wind direction/fetch, tides, seasons, weather systems and occurrence of storms). (7)
2B.9 Coastal flooding is a significant and increasing risk for some coastlines.	a. Local factors increase flood risk on some low-lying and estuarine coasts (height, degree of subsidence, vegetation removal); global sea level rise further increases risk (⊕ Bangladesh or the Maldives).
	b. Storm surge events can lead to severe coastal flooding with dramatic short-term impacts (depressions, tropical cyclones).
	c. Climate change may increase coastal flood risk (frequency and magnitude of storms, sea level rise) but the pace and magnitude of this threat is uncertain. *(F: this risk is creating an uncertain future and needs mitigation and adaptation)*

Enquiry question 4: How can coastlines be managed to meet the needs of all players?	
Key idea	**Detailed content**
2B.10 Increasing risks of coastal recession and coastal flooding have serious consequences for affected communities.	a. Economic losses (housing, businesses, agricultural land, infrastructure) and social losses (relocation, loss of livelihood, amenity value) from coastal recession can be significant, especially in areas of dense coastal developments.
	b. Coastal flooding and storm surge events can have serious economic and social consequences for coastal communities in both developing and developed countries.
	c. Climate change may create environmental refugees in coastal areas.
2B.11 There are different approaches to managing the risks associated with coastal recession and flooding.	a. Hard engineering approaches (groynes, sea walls, rip rap, revetments, offshore breakwaters) are economically costly and directly alter physical processes and systems. (8) *(A: actions by different players may have unforeseen consequences)*
	b. Soft engineering approaches (beach nourishment, cliff re-grading and drainage, dune stabilisation) attempt to work with physical systems and processes to protect coasts and manage risks caused by changes in sea-level. (9)
	c. Sustainable management is designed to cope with future threats (increased storm events, rising sea levels) but its implementation can lead to local conflicts in many countries. *(F: mitigation and adaptation will both be needed for future stability)*
2B.12 Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM).	a. Coastal management increasingly uses the concept of littoral cells to manage extended areas of coastline. Throughout the world, countries are developing schemes that are sustainable and use holistic ICZM strategies.
	b. Shoreline Management Policy decisions (No Active Intervention, Strategic Realignment, Hold The Line, Advance The Line) are based on complex judgements (engineering feasibility, environmental sensitivity, land value, political and social reasons); Cost Benefit Analysis (CBA) and Environmental Impact Assessment (EIA) are used as part of the decision-making process.
	c. Policy decisions can lead to conflicts 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) (⊕ Happisburgh **and** Chittagong). *(A: attitudes of differing players may vary)*

Area of study 2: Dynamic Places

Topic 3: Globalisation

Overview

Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.

Enquiry question 1: What are the causes of globalisation and why has it accelerated in recent decades?	
Key idea	**Detailed content**
3.1 Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.	a. Globalisation involves widening and deepening global connections, interdependence and flows (commodities, capital, information, migrants and tourists). (1)
	b. Developments in transport and trade in the 19th century (railways, telegraph, steam-ships) accelerated in the 20th century (jet aircraft, containerisation), contributing to a 'shrinking world'.
	c. The 21st century has been dominated by rapid development in ICT and global communication (mobile phones, internet, social networking, electronic banking, fibre optics), 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. International political and economic organisations *(P: role of World Trade Organization (WTO), International Monetary Fund (IMF), World Bank)* have contributed to globalisation through the promotion of free trade policies and foreign direct investment (FDI).
	b. National governments are key players in terms of promoting free trade blocs *(P: role of European Union (EU), The Association of Southeast Asian Nations (ASEAN))* and through polices (free-market liberalisation, privatisation, encouraging business start-ups). *(P: role of governments in economic liberalisation)*
	c. Special economic zones, government subsidies and attitudes to FDI (⊕ China's 1978 Open Door Policy) have contributed to the spread of globalisation into new global regions *(P: role of governments in attracting foreign direct investment (FDI))*
3.3 Globalisation has affected some places and organisations more than others.	a. Degree of globalisation varies by country and can be measured using indicators and indices (AT Kearney index, KOF index). (2)
	b. TNCs are important in globalisation *(P: role of TNCs)* both contributing to its spread (global production networks, glocalisation and the development of new markets) and taking advantage of economic liberalisation (outsourcing and offshoring).
	c. There are physical, political, economic and environmental reasons why some locations remain largely 'switched off' from globalisation (⊕ North Korea or Sahel countries). (3)

Enquiry question 2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?	
Key idea	**Detailed content**
3.4 The global shift has created winners and losers for people and the physical environment.	a. The movement of the global economic centre of gravity to Asia via the global shift of manufacturing (⊕ China) and outsourcing of services (⊕ India) can lead 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).
	b. Some communities in developing countries have experienced major environmental problems (including air and water pollution, land degradation, over-exploitation of resources, and loss of biodiversity), which impact on people's health and wellbeing.
	c. Some deindustrialised regions in developed countries face social and environmental problems as a result of economic restructuring (dereliction, contamination, depopulation, crime and high unemployment). (4)
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. Rural-urban migration (push and pull factors), and/or natural increase, is responsible for the growth of megacities (⊕ Mumbai or Karachi); rapid urban growth creates social and environmental challenges. (5)
	b. International migration has increased in global hub cities and regions, deepening interdependence between regions (elite migration (⊕ Russian oligarchs to London) and mass low-wage economic migration (⊕ India to UAE or the Philippines to Saudi Arabia)).
	c. Migration has economic, social, political and environmental costs and benefits for both 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. Cultural diffusion occurs 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 (⊕ Changing diets in Asia). The spread of a global culture has also led to new awareness of opportunities for disadvantaged groups (⊕Athletes at the Rio 2016 Summer Paralympics) particularly in emerging and developing countries. *(P: opportunities for these groups)* (6)
	b. In some locations, cultural erosion (loss of language, traditional food, music, clothes, social relations (⊕ 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).
	c. Concern about cultural impacts, economic and environmental exploitation has led to opposition to globalisation from some groups. *(A: attitudes of pro- and anti- globalisation groups, environmental movement)*

Enquiry question 3: 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**
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. Economic measures (both single and composite indices) of development (income per capita, economic sector balance) contrast with those focused on social development (Human Development Index (HDI), Gender Inequality Index (GII)) and environmental quality (air pollution indices). (7)
	b. Trends in widening income inequality, globally and nationally (measured using the Gini Coefficient), suggest globalisation has created winners and losers for people and physical environments between and within developed, emerging and developing economies. (8)
	c. 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. Open borders, deregulation and encouragement of foreign direct investment has created culturally mixed societies and thriving migrant diasporas in some locations, but tensions have resulted elsewhere (⊕ Rise of extremism in Europe **and** trans-boundary water conflicts in south-east Asia).
	b. Attempts have been made in some locations to control the spread of globalisation by censorship (⊕ China or North Korea), limiting immigration (⊕ UK or Japan) and trade protectionism. **(P: role of government)** **(A: attitudes of pro- and anti-immigration groups)**
	c. Some groups seek to retain their cultural identity within countries and seek to retain control of culture and physical resources (⊕ First Nations in Canada), whereas others embrace its 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. Local groups and NGOs promote local sourcing (⊕ Transition towns) as one response to globalisation by increasing sustainability **(A: actions of local pressure groups)**; this has economic, social and environmental costs and benefits.
	b. Fair trade and ethical consumption schemes may reduce the environmental degradation, the inequalities of global trade and improve working conditions for some people. **(A: actions of NGOs and pressure groups)**
	c. Recycling has a role in managing resource consumption and ecological footprints, but its use varies by product and place (⊕ local authorities in the UK or local NGOs such as Keep Britain Tidy). **(F: environmental consequences of different patterns of resource consumption)**

Topic 4: Shaping Places

Option 4A: Regenerating Places

Overview

Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding). Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed.

Students should begin by studying the place in which they live or study in order to look at economic change and social inequalities. They will then put this local place in context in order to understand how regional, national, international and global influences have led to changes there. They should then study one further contrasting place through which they will develop their wider knowledge and understanding about how places change and are shaped. A local place may be a locality, a neighbourhood or a small community, either urban or rural.

Enquiry question 1: 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
4A.1 Economies can be classified in different ways and vary from place to place.	a. Economic activity can be classified by sector (primary, secondary, tertiary and quaternary) and also by type of employment (part-time/full-time, temporary/permanent, employed/self-employed.
	b. There are differences in economic activity (employment data and output data) and this is reflected through variation in social factors (health, life expectancy and levels of education). (1)
	c. The inequalities in pay levels across economic sectors and in different types of employment are reflected in quality of life
4A.2 Places have changed their function and characteristics over time.	a. Over time, places have changed their functions (administrative, commercial, retail and industrial) and demographic characteristics (gentrification, age structure and ethnic composition).
	b. Reason for changes in a place might be explained by physical factors, accessibility and connectedness, historical development and the role of local and national planning. (2)
	c. Change can be 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). (3)
4A.3 Past and present connections have shaped the economic and social characteristics of your chosen places.	a. Regional and national influences have shaped the characteristics of your chosen places. These places can be represented in a variety of different forms, 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.
	b. International and global influences that have shaped your chosen places. These places can be represented in a variety of different forms, 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. *(P: increasing roles of TNCs and IGOs)*
	c. Consideration of the way in which economic and social changes in your chosen places have influenced people's identity. (4) *(A: Attitudes on changes range from cultural erosion to enrichment)*

Key idea	Detailed content	
4A.4 Economic and social inequalities changes people's perceptions of an area.	a.	Successful regions (⊕ San Francisco Bay area) have high rates of employment, inward migration (internal and international) and low levels of multiple deprivation but also high property prices and skill shortages in both urban and rural areas.
	b.	In some regions (⊕ The Rust Belt, USA) economic restructuring has triggered a spiral of decline, which includes 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.	There are 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 the lived experience of place and engagement with them.	a.	There are wide variations in levels of engagement in local communities (local and national election turnout, development and support for local community groups). **(A: local communities vary in attitudes)**
	b.	Lived experience of, and attachment to, places varies according to age, ethnicity, gender, length of residence (new migrants, students) and levels of deprivation; these in turn impact on levels of engagement. **(A: Attachment to places influence attitudes)**
	c.	Conflicts can occur among contrasting groups in communities that have different views about the priorities and strategies for regeneration, these have complex causes (lack of political engagement and representation, ethnic tensions, inequality and lack of economic opportunity). **(P: Players vary attitudes(A) and may have contrasting approaches (F)**
4A.6 There is a range of ways to evaluate the need for regeneration.	a.	The use of statistical evidence to determine the need for regeneration in your chosen local place. (⊕) (5)
	b.	Different media can provide contrasting evidence, questioning the need for regeneration in your chosen local place. (⊕) (6)
	c.	How different representations of your chosen local place could influence the perceived need for regeneration. (⊕) (7)

Enquiry question 3: How is regeneration managed?		
Key idea	**Detailed content**	
4A.7 UK government policy decisions play a key role in regeneration.	a.	Infrastructure investment (high speed rail, airport development) in order to maintain growth and improve accessibility to regenerate regions. *(P: national government facilitate regeneration often in partnerships with charities and developers)*
	b.	Rate and type of development (planning laws, house building targets, housing affordability, permission for 'fracking') affecting economic regeneration of both rural and urban regions. *(A: Government actions may prioritise national over local needs and opinions.)*
	c.	UK government decisions about international migration and the deregulation of capital markets (⊕ enabling foreign investment in prime London real estate) have significant impacts on the potential for growth and both direct and indirect investment. *(P: Government may create open or closed doors policies)*
4A.8 Local government policies aim to represent areas as being attractive for inward investment.	a.	Local governments compete to create sympathetic business environments with local plans designating areas for development for a range of domestic and foreign investors (⊕ Science and technology parks). *(A: the actions of local authorities will affect their success)*
	b.	Local interest groups (Chambers of Commerce, local preservation societies, trade unions) play a key role in decision-making about regeneration; there are often tensions between groups that wish to preserve environments and those that seek change. (⊕ London Olympics 2012) *(A: differing attitudes may cause conflicts)*
	c.	Urban and rural regeneration strategies include retail-led plans, tourism, leisure and sport (⊕ London Olympics 2012), public/private rural diversification (⊕ Powys Regeneration Partnership).
4A.9 Rebranding attempts to represent areas as being more attractive by changing public perception of them.	a.	Rebranding involves 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.
	b.	For UK deindustrialised cities, rebranding can stress the attraction of places, creating specific place identity building on their industrial heritage; this can attract national and international tourists and visitors (⊕ Glasgow 'Scotland with Style'). (8)
	c.	There are a range of rural rebranding strategies in the post-production countryside based on heritage and literary associations, farm diversification and specialised products, outdoor pursuits and adventure in both accessible and remote areas; these strategies are intended to make these places more attractive to national and international tourists and visitors (⊕ 'Brontë country, Kielder Forest).

Enquiry question 4: How successful is regeneration?

Key idea	Detailed content
4A.10 Assessing the success of regeneration uses a range of measures: economic, demographic, social and environmental.	a. The success of economic regeneration can be assessed using measures of income, poverty and employment (both relative and absolute changes) both within areas and by comparison to other more successful areas.
	b. Social progress can be measured by reductions in inequalities both between areas and within them; 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).
	c. Regeneration is successful if it leads to an improvement in the living environment (levels of pollution reduced, reduction in abandoned and derelict land). (9)
4A.11 Different urban stakeholders have different criteria for judging the success of urban regeneration.	a. A study of the strategies used in the regeneration of an urban place (⊕ Salford Quays) and the contested nature of these decisions within local communities. (10) *(A: Attitudes will include NIMBYism)*
	b. The changes that have taken place as a consequence of national and local strategies can be judged using a range of economic, social, demographic and environmental variables in an urban area. *(F: future success depends on past decisions)*
	c. 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 both the reality and the image of that place.
4A.12 Different rural stakeholders have different criteria for judging the success of rural regeneration.	a. A study of the strategies used in the restructuring of a rural place (⊕ North Antrim coast) and the contested nature of these decisions within local communities.
	b. The changes that have taken place as a consequence of national and local strategies can be judged using a range of economic, social, demographic and environmental variables in a rural area. *(F: future success depends on past decisions)*
	c. 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 a rural place and the impact of change on both the reality and the image of that place.