



A Level AQA Revision Booklet

3.2.2 Changing Places

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Teacher's Introduction

The revision booklets in this series are designed to support your students as they study the AQA Advanced Subsidiary GCE in Geography (7036) and the AQA Advanced GCE in Geography (7037). These revision summaries match the AQA specification perfectly. **This particular set supports AS Unit 3.2.1 Changing places, examined in Paper 2. It also supports A Level Unit 3.2.2 Changing places, examined in Paper 2.**

The concept is that *all* students need a clearly explained, concise yet comprehensive body of notes to revise from, both as they progress through the course and when preparing for the end-of-course examination. For this reason, the booklets are broken into manageable chunks and are provided in both A4 and A5 formats for easy photocopying. A5 booklets allow easy carrying and reference for students, right up to the moment they walk into the exam hall, and allow for effective revision time.

Since revision should be ongoing throughout one's study, it is recommended that after teaching each topic you issue students with the relevant revision booklet as they progress through the course. The booklets can also be issued as a complete revision pack in the run-up to the examinations.

By use of bullet points, text boxes and grids, these revision booklets provide succinct yet comprehensive and relatively detailed coverage of the specification content – probably far more than what one would expect from a revision summary.

Each topic follows a clear structure of:

- **Keywords:** lots of keywords are clearly defined, and by covering up the definitions with a sheet of paper, students can easily self-test their memory of these all-important terms.
- **Key points:** these form the main body of the summaries for each topic. Concise, detailed and easy to follow, they provide a solid bank of notes to support students' knowledge, understanding and evaluation.
- **Core content:** the main content of the specification in bullet points, boxes and diagrams. Boxes with suggested examples allow students to name-drop examples in their exam, or give ideas for further research.
- **If you only remember these three things...:** the three most important takeaways from the topic.
- **Consolidation questions:** several quick questions on the core content – designed to ensure that the key points have been retained.
- **Take it further:** offers suggestions to support the option of extending learning further.
- **Student checks:** useful checklist to help students monitor their own learning.

Each pack also contains a **students' introduction** which introduces the topic and sets out some of the exam structure; introduces command words, AOs and level marking, along with exam tips and a checklist; and explains how to use the booklet. At the end are included tips on time management, and planning and writing answers, along with an introduction to synopticity.

By using this resource, teachers will know that all students have the key points for all the topics of the course in a clear, written format. It saves time in class for teachers and decreases the amount of preparatory work needed outside class.

This resource also helps achieve greater equality among students of differing abilities, as often the weakest students make the least helpful notes from which to study and revise outside class. These easy-to-understand revision summary notes help to overcome this problem and promote greater equality of opportunity.

And remember, these revision booklets are also perfect to refer back to as end-of-year summaries before the examination – especially useful nowadays with linear examinations.

I trust that you and your students will enjoy using these revision summaries as much as I have enjoyed writing them for you.

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* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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May 2019

Students' Introduction

What's the topic?

Places change. They always have done, and they always will, and there are lots of reasons why. Walk down a busy inner-city street you were once familiar with, and it will be different. Restaurants will have changed, and it might look a bit cleaner and better cared for. The people will be different, or the demographics in the surrounding residential areas. You will be very different, and you will perceive it very differently from a town or city elsewhere in the country. The places we live in – they can help define us. There are also places that have never been like this – take New York – so many TV shows and films are filmed there for a reason. It's home!

You will be examined on this topic in Paper 2, Section B.

Here's a quick overview of the things you might find in the exam. However, expect the unexpected. Sometimes exam boards can throw in a curveball – a different type of question, or a different format. But don't be too alarmed. Just read the questions carefully and be ready to adapt.

You'll be presented with a range of questions – remember that they ramp up in difficulty.

- Firstly, you might be presented with a short factual recall question.
- Then, you might be given a couple of figures – maps, charts and data. You've seen these before. They're designed to see how you cope with unfamiliar sources – how you analyse them. You might have heard the term 'AO2'. You will need to interpret and understand what it means.
 - You may be asked to use the figure(s) and your own knowledge to answer the question.
 - These might be medium-length questions, worth around 6 marks.
- Finally, you'll get a longer, essay-based question – maybe worth 20 marks. You'll probably be asked for your viewpoints or to weigh up two sides of an argument. This module focuses heavily on two case studies – of a new place and a far place – so it's likely that you'll need to discuss at least one of those case studies! Justify your opinion(s), and support it with facts and balanced arguments if you are reaching for the higher marks. You'll need to draw on your knowledge and offer a supported opinion here! And no, we don't recommend you get out a satsuma in the exam – line up!

If you're studying this at **AS**, the exam questions are part of Section A in Paper 2.

How to use this guide

You may be given this at the start or at the end of teaching on the topic. Don't worry about being stuffed in your pocket (although don't take it into the exam itself!). Remember to use it when you want to. Scribble all over it, or highlight bits you need to look at again.

Here are some brief suggestions:

- Work through it as you go through the course.
- Give it a glance after each lesson.
- Give it a quick browse before an upcoming test.
- Use it when you revise, of course – perhaps even outside the exam hall if you can!

Now write down the date of the exam. You can use this to plan your revision time.

Date of my exam:

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Checklist

It can be a useful idea to make a note of when you've read through something. If you're confident that you know a topic, or you last looked at this six months ago, then it's worth giving it another look!

Topic	When did I last look at this? <i>Write the date in the box, preferably today's</i>	I know this
The nature and importance of places		
Changing places		
Meaning of representation		
Contrasting places case studies		

Exam tips

Now that you've thoroughly revised and hopefully answered a few sample exam questions, you should have a good idea of what to expect in your exam.

Command words

In each question there are 'command words'. These are essentially the instructions that tell you how to answer the question, and give you a clue on the type of response the examiner is looking for.

Command words are not a secret, and they're nothing to worry about. You've probably seen them from throughout your year(s) studying the course.

AQA has created a list for you to refer to:

<https://www.aqa.org.uk/resources/geography/as-and-a-level/geography/tips-for-answers>
Unfortunately, AQA hasn't given a breakdown of the possible number of marks for each command word, but it's a good sound, the more marks the better they will be worth.

- For example, the word 'define' wants a short answer stating facts (AO1). As a definition, you can quickly gain a couple of marks.
- Assess, for example, requires more thinking, and you might have to consider a range of factors.
- The words with the most marks might be 'to what extent' – you will need to discuss a range of factors on a topic and will need to provide examples!
- However, the same command words may have different numbers of marks. For example, 'assess' is used for both 6- and 9-mark questions, and 'to what extent' is used for 6- and 9-mark questions!

Here's our quick run-down of the different command words and what you need to provide for a balanced answer.

- ✓ **JUSTIFY:** Identify the pros and cons of EVERY view or opinion. Weigh them up and decide which should have stronger pros according to your weighing up of opinion.
- ✓ **DISCUSS:** Set out for and against of an argument, and come to a conclusion based on the evidence between sides.
- ✓ **EXPLAIN:** Set out causes of the issue, event and/or factors influencing its form and development, for understanding of the process.
- ✓ **OUTLINE:** Provide a brief account of relevant information.
- ✓ **TO WHAT EXTENT:** Express opinion on merit or validity of a view after examining different sides of argument.
- ✓ **COMMENT ON:** Make a statement arising from a factual point. Add a view, or a conclusion, like a Geographer!
- ✓ **EVALUATE:** Consider several options or arguments and come to a conclusion on the success or worth.

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Assessment objectives

You may come across the words 'assessment objectives', or 'AOs' for short. These are command words. They are set by the government and vary by subject. As you'd expect, AO1s are the easiest, AO2s are the middle, and AO3s are the hardest.

Here's a quick summary:

	What you need to do	Skills
AO1	Show your knowledge and understanding of geographical concepts and issues	✓ Collecting evidence together
AO2	Make maps and draw conclusions from geographical information, both familiar and new	✓ Use of maps ✓ Statistics ✓ ICT skills: using data ✓ Analysis, presentation
AO3	Investigating questions and reaching conclusions through many geographical skills and techniques	✓ Concluding ✓ Use of maps ✓ Statistics ✓ ICT skills: using data ✓ Analysis, presentation

In your Paper 2 exams, you'll mostly be assessed on AO1 and AO2. There will be some AO3 questions in the NEA (fieldwork investigation).

For every question, AQA will have decided which AOs they are targeting. Bear this in mind when you answer. If it's clear that an answer is looking for some AO2 or AO3 marks, don't stop at AO1.

You might find it useful to have a look at a couple of mark schemes for the topic you are studying to see how many AO marks are achievable.

Level marking

Now that you know how the command words work and what the assessment objectives are, you need to know how they will mark your answers.

For anything but the shortest of questions, you will be level marked. Each level has a range of marks. L1 = 1–3 marks, L2 = 4–6 marks. The essay-based questions will have four levels. The more marks you get, the more marks you'll get.

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An example of level marking criteria can be found below.

Level	Mark	Descriptor
Level 1	(1–5 marks)	AO1: <ul style="list-style-type: none"> The answer uses little geographic theory, and info is superficial. No use of geographical terms. Little evidence of comprehension. No or minimal use of example material, where appropriate.
		AO2: <ul style="list-style-type: none"> Investigation, connections and developments are unclear. Argument is unclear; points may be brief, biased or of poor structure. Answer is likely to be poorly written for the question.
Level 2	(6–10 marks)	AO1: <ul style="list-style-type: none"> Use of more complex theories may be inaccurate, but information is correct. Geographical terms used infrequently. Comprehension is apparent but may be patchy. Case study material is present, where appropriate, but may be superficial.
		AO2: <ul style="list-style-type: none"> Investigation, connections and developments are apparent but may be poorly structured or not fully relevant to the question.
Level 3	(11–15 marks)	AO1: <ul style="list-style-type: none"> Reliable reference to key geographical theories; the answer demonstrates a good level of critical comprehension. Geographical terms used often. Case study material is appropriate, specific and well written where applicable.
		AO2: <ul style="list-style-type: none"> Investigation, connections and developments are explicit, with a good balance of evidence and conclusion. Answer is highly relevant to the question.
Level 4	(16–20 marks)	AO1: <ul style="list-style-type: none"> Geographical theories and processes are appropriately used, demonstrating comprehensive and specific knowledge. Frequent use of geographical terms. Critical comprehension is self-evident from the correct use of geographical theory and information. Use of case study material is suitable, broad and tailored to the question. Specific facts and figures are fully integrated and used to support the answer.
		AO2: <ul style="list-style-type: none"> Investigation, connections and developments are well written, supported by the evidence. Argument is well written, supported by the evidence. Uses a balance of viewpoints in order to reach a justified conclusion. Conclusions are creative, sophisticated and highly relevant to the question.

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The Nature and Importance

Keywords

- ✓ **Location:** the physical space in which a place is situated
- ✓ **Locale:** the culture and social dynamics of a place
- ✓ **Sense of place:** a personal attachment that one or more has to a particular place
- ✓ **Experienced place:** a place that someone knows well, either by having visited
- ✓ **Media place:** a place that someone knows well, but may have not personally visited; it is known through television, in a film, on the radio, in photographs or in other media, or heard of
- ✓ **Near place:** can relate to geographically near, or emotionally near
- ✓ **Far place:** can relate to geographically far, or emotionally far
- ✓ **Endogenous:** internal factors that make up a place, such as physical geography
- ✓ **Exogenous:** external factors that make up a place, such as transport links to

Key points

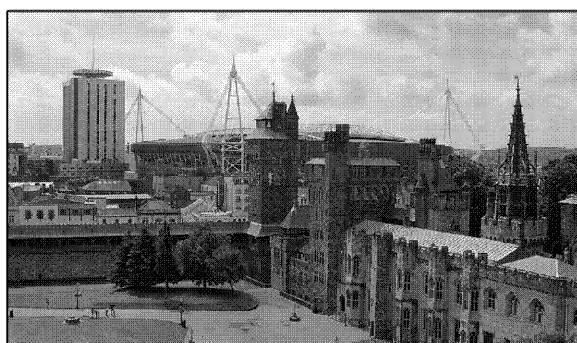
- Experiences of places differ between people; for example, people who live in a place have a different sense of place to people who only visit for a day or so.
- Many sociologists argue having a sense of place is fundamental for humans.
- Media has played an important role in the way we see places; people may have a sense of place if it features a lot in films and television, despite never having been there themselves.

The concept of place

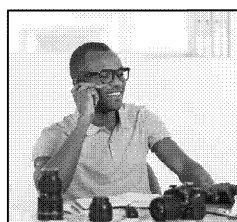
In geography, the concept of places can refer to several different types of location. In physical geography, a place is a specific location, although in human geography 'places' can also have a sentimental emotional value attached.

Places can ignite memories and create a strong sense of place, often experienced by those who live there. **Sense of place** may differ between different people. For example, a town may appear very different to someone who has lived there their whole life (insider) than to a tourist who is only visiting.

Example of insiders and outsiders



A photograph showing Cardiff. There is the castle in the foreground and office buildings, and the Principality Stadium in the background.



James works in Cardiff, Wales. He has lived there and has many photographs of the city, especially the busy downtown area during the football tournament.



Natalia lives in London and works as a business advisor. She is visiting Cardiff for a business meeting and will see some of the city during her stay in the bay. Natalia has never been to Cardiff before and she has no personal memories of the city.

In the example above, James is considered an insider, as he has lived in Cardiff for many years and knows the city well. Natalia, on the other hand, would be considered an outsider as she has never been to Cardiff and is only visiting for a short time.

Say Natalia's business meeting runs over time and she does not have time to see the city; she has not developed a sense of place of Cardiff. Now, imagine she extends her stay for two days and visits all the top tourist sites. Natalia would gain a better sense of place of Cardiff, but her sense of place would still differ from James's. This is because James has likely developed a strong sense of place of Cardiff; he has significant life memories of the place, has developed a social group in the city, and has lived in the city day in and day out.

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Types of place

Near places and far places

Near places may relate to locations that are **physically near** to you (the town/city/village you live in), or **emotionally near** (a favourite holiday destination, a childhood home).

Far places may relate to a **physically far** place (such as a location on the opposite side of the world) or an **emotionally far** place (somewhere that may be close by but does not inspire any emotions or feel familiar).



Experienced place

An **experienced place** is a location you have **physically been to** or **live in** (such as your home town, or a holiday destination).

A **media place** is a place you have not seen it on television, in photographs or in other media (e.g. a song (e.g. New York) in films or sitcoms so people know about it without having ever been there).

Name:	London	Paris	
Kai	Kai lives in Ealing, West London. He knows the city very well, so London is an example of a physically near place and an emotionally near place. It is also an experienced place for Kai.	Kai has never been to Paris but has seen it a lot in films and on TV. Therefore, Paris is a far place but also a media place.	Kai is an experienced place for Kai.
Janae	Janae has been to London on holiday, when she visited the UK last year from the USA. Therefore, London is an experienced place for Janae but is also a physically far place for her.	Janae got engaged to her long-term partner in Paris so has a strong emotional connection to the place, despite it also being a physically far place for her.	Janae is an experienced place for Janae.
Liv	Liv works in London but she thinks London is too busy and she does not like her job. London would be an experienced place and a physically near place for Liv, though her experience means she does not have a fond emotional attachment.	Liv has been to Paris once, but, much like London, she thought it was too busy. Paris is an experienced place for Liv, though she did not develop a strong sense of place as she mostly stayed close to her hotel.	Liv is an experienced place for Liv.



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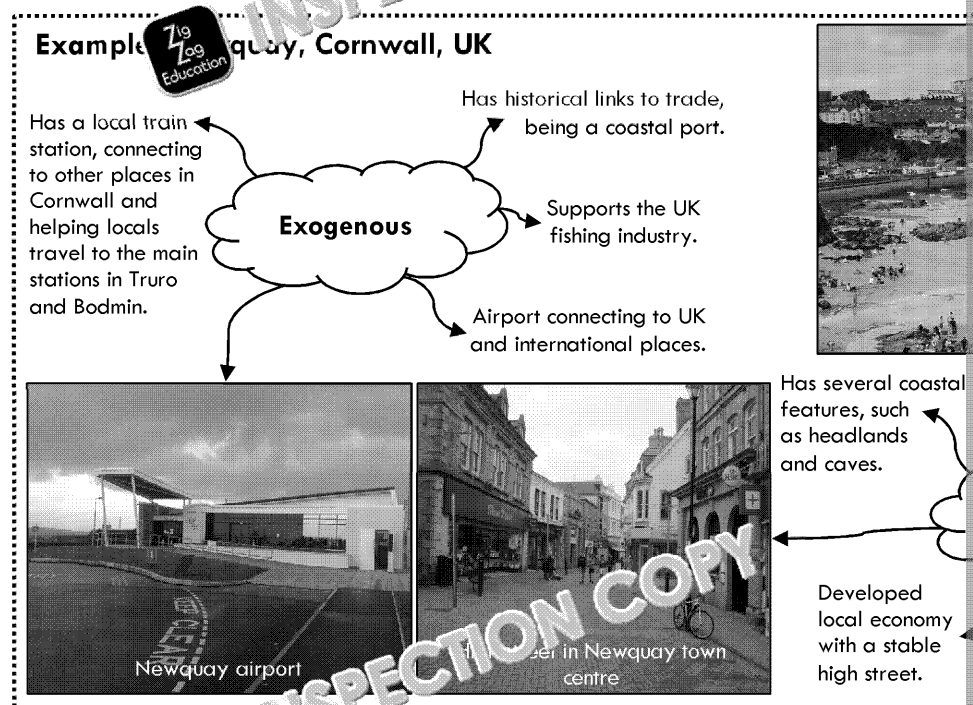


Endogenous factors

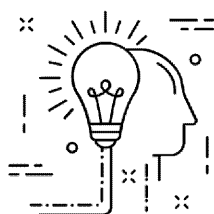
These relate to the physical settings of a place; for example, the topography, geology and climate. They also include human land use of the place, such as built infrastructure, demographic make-up and culture. Also known as the 'inside' factors.

Exogenous factors

These relate to how places interact and connect to other places. Also known as 'outside' factors. They can be achieved through transport connections (by land, sea and air) and also through historical links. Two or more places may be indirectly connected through historical factors too.



If you only remember these three things...



- 1 Everyone has a sense of place. The sense differs from person to person and depends on whether they have lived in, worked in or visited a place. Experiences will differ according to whether people have lived in, worked in or visited a place.
- 2 Places can be near or far geographically, and either new or familiar because the place regularly appears on the map.
- 3 Endogenous (inside) factors are physical settings that define a place. Exogenous (outside) factors relate to how a place interacts and connect with each other.

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Activities

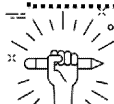
Consolidation questions

- How can a place be both near and far?
.....
.....
- Give three examples of various factors that make up your home town / village.
.....
.....
- Give an example of a 'media place' you know of and explain why it is a media experienced place.
.....
.....
- What is meant by 'sense of place'?
.....
.....
- Why might an insider see a place differently from an outsider?
.....
.....

Take it further

Play this: [zzed.uk/9586-geo-guessr](https://www.zzed.uk/9586-geo-guessr)

This game randomly puts you in a place anywhere in the world. Can you guess the place by exploring the place? What endogenous factors are there as clues? Are these places experienced or media places? Did you guess correctly? Why / why not?



Student checks

Topic	What Do I Know?	No Idea ☹️	Nearly 😊	Sure 😄	
The nature and important of places	The concept of place				
	Near and far				
	Experienced and media places				
	Endogenous factors				
	Exogenous factors				

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Changing Places

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Keywords

- ✓ **Local:** the immediate place in which one is located (e.g. town/city district or town)
- ✓ **Regional:** the wider place in which one is located (e.g. county, city, county)
- ✓ **National:** the country or state in which one is located
- ✓ **International:** relating to several other countries
- ✓ **Global:** relating to the entire world

Key points

- Places change over time, both physically (infrastructure development) and socially (cultural changes, demographic changes).
- Meaning and representation of places change depending on scale (local to global) and differently by insiders and outsiders.
- Places can contrast with other places in terms of social, economic or physical characteristics.

Changing demographic and cultural characteristics

This relates to how the demographic structure has changed over the years with changes in population structure, workforce demographics, migration, social backgrounds and income levels. For example, some areas have become gentrified, which has caused a demographic shift (an example of this was once a hub for low-income migrant workers largely from the Caribbean and South America, and a rise in higher-income, predominantly white, residents as a result of gentrification). Another demographic shift is an ageing population, mostly caused by deindustrialisation and migration of aged people to other places.



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- These photographs show St Pauls, Bristol. The first shows street art depicting some of the area (art, music, diversity, environment, architecture).
- The next two photographs show different parts of the area. Most of the residential area has been redeveloped into flats. Flats have been redeveloped at a higher price than previously, which is leading to gentrification. On the other hand, the redevelopment of parts of St Pauls is intended to increase the economic flow into the area and retain the cultural identity if local, independent shops.
- The photograph to the left shows Port Street. The area has seen a rise in the number of shops, which have become popular with visitors from all over Bristol.

This section also includes how the culture of the places has changed with regard to significant developments of cultural hubs (ethnic enclaves), and adaptations to accommodate diversity in religions, languages and cultural traditions (national holidays, festivals). For example, many cities and towns have developed multifaith organisations to include several different religions which may not have been as prominent 100–200 years ago (the Bristol Multifaith Forum is an example of this). Other examples include the celebrations of national holidays and festivals that are not native to that place but are celebrated largely due to migration of culture (such as the Notting Hill Carnival).

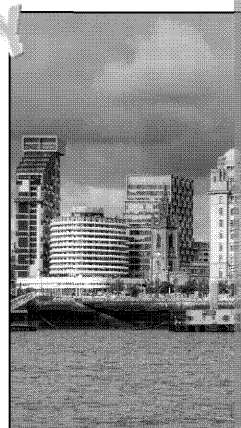


These two photographs show cultural diversity in Bristol. The first photograph shows a street market stall serving food from a variety of cultures. The second photograph shows part of a street market stall influenced by Afro-Caribbean and Caribbean influences.

Economic change and social inequalities

Significant economic change would include an economic boom or economic decline as a result of redevelopment/regeneration or deindustrialisation (such as Liverpool's redevelopment, which has significantly boosted the area's economy). Another example may be economic sector shift (from primary to secondary, secondary to tertiary, or even tertiary to quaternary). Cities often see economic shift over the years as a result of secondary to tertiary sector shift.

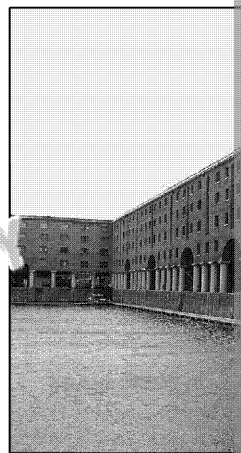
The photograph on the right shows Liverpool's famous historic Liver buildings alongside the modern museum and gallery (the small rectangular building to its right). The area has seen economic growth and an increase in visitor numbers despite the mixed architectural styles as a result of modernised development.



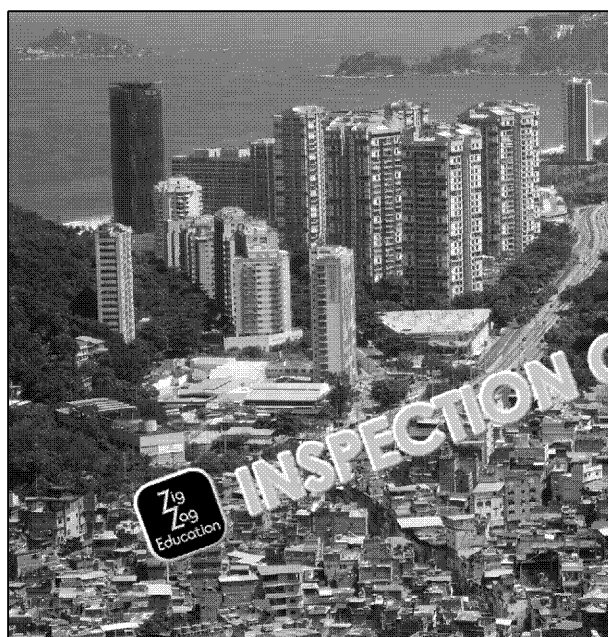
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The second photograph on the right shows the Albert Docks region in Liverpool. The place was once a region of manufacturing and housed several warehouses as part of the trading industry. Liverpool, like most UK cities, saw a deterioration in secondary industries and the region fell into economic decline. The region has recently undergone regeneration and many warehouses are now trendy bars, restaurants and independent shops. The docks are popular with tourists and have contributed to an economic boost.



Economic change in places can lead to social inequalities. Social inequalities may include a wealth gap, a wage gap, social injustice and demographic segregation, e.g. many places have a wealth gap and lack of accessibility to amenities such as affordable food and health services. Social inequalities would be social inequalities caused by environmental factors, such as poor air quality which affects health, particularly of those on lower incomes, who are more likely to live in areas with poor air quality.



Several large cities in NEEs are experiencing rapid growth. This is where a small number of people own the majority of the wealth. There is a significant difference in the standards of living and quality of life between the poorest in the society. There are high standards of living and quality of life in the economy rapidly increased. The benefits of the economy than not benefits only a proportion of the population. Some cities, despite having a high standard of living, still have informal housing (shanty towns / favelas) in the city. This is due to social inequalities, with many people living in poverty, often through no fault of their own.

The photograph to the left shows a cityscape of Rio de Janeiro. In the background is the bay of the city, whereas the foreground shows the favela, the largest favela in Rio de Janeiro.

Changing flows

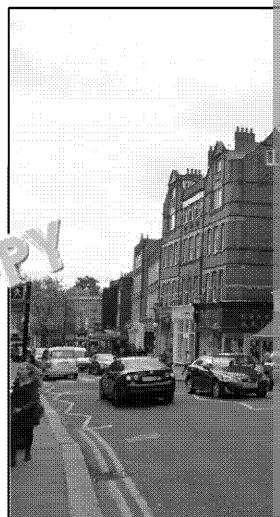
- The changing flows of people, resources, money and information are changing the characteristics of places all over the world.
- Globalisation is increasing socio-economic flows and in turn runs the risk of creating places (where places have similar characteristics and lack individual identity).
- The rise in numbers of TNCs (and their global expansion) is leading to globalisation.
- Globalisation also shapes cultural and demographic change, largely through migration.
- Past connections to other places affect the make-up of certain areas (historical wars and geopolitical relations).

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Hampstead High Street in London, UK.



A main shopping street in London, UK.

Look at the two photographs above. Notice how similar the styles of building are (both are in cities) and how many of the properties are generic high street / TNC stores. Do you think you guessed where these places were just by looking at these photographs? Do you think you have an individual sense of place? Why / why not? What factors do you think have shaped the character of these places? Do you think these photographs are good representations of these places?

Scales of importance

- Places are affected by numerous external factors from regional, national and global bodies.
- For example, a lot of places are affected by national laws and regulations (such as clean air acts and congestion schemes).
- International and global governing bodies (such as the UN or WTO) may change development policies (e.g. many places in LICs and NEEs have changed a lot of their social and economic development).

If you only remember these three things...



- 1 Inner-city areas of the UK are undergoing significant changes in structure, workforce demographics and social background as part of the process of gentrification.
- 2 Deindustrialisation led to the decline of many industrial areas which have been redeveloped to form new housing; business, cultural, entertainment and retail spaces.
- 3 Changing economics can lead to social inequalities, which are evident in the growing cities of LICs and NEEs.

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Activities

Consolidation questions

1. What is the most common cause of changing demographics and cultural shifts?

.....

.....

2. What is meant by the polarisation of places?

.....

.....

3. Briefly explain how your two case studies are contrasting places.

.....

.....

.....

.....

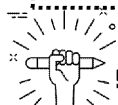
Take it further

This is a journal article on the effects of an increase in multiculturalism on children's education system in South Korea.

[bbc.com/news/health-55866666](https://www.bbc.com/news/health-55866666)

Read the third page (page 3) in the PDF under the heading 'II. Educational Policy: The School System for Multicultural Children') and answer the following:

- Which country is most multiculturalism?
- How does an increase in multicultural children affecting the school system?
- How has this cultural shift resulted in some social inequalities?



Student checks

Topic	What Do I Know?	No Idea ☹️	Nearly 😊	Sure 😄	
Changing places	Changing demographic and cultural characteristics				
	Economic change and social inequalities				
	Changing flows				
	Scales of importance				

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Meaning and Representation

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Keywords

- ✓ **Meaning:** the significance of a place to someone (usually an insider)
- ✓ **Representation:** how a place is portrayed in media by other people and how outsiders
- ✓ **Identity:** how a place relates to its heritage and personal image
- ✓ **Media:** the system of written and non-fictional information delivered by a range of television, film, photography, art, music, social media and newspapers
- ✓ **Tourism:** travelling to or visiting a place that is not one's home country or region

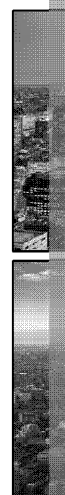


Key points

- People often have an idea of what a place looks like depending on how it is represented in the media.
- Media representation of place may be misleading, or seen as stereotyping, and not a realistic sense of place.
- How people present places to others can change depending on the experience of the place.
- External agencies, such as governments and local authorities, may choose to control how a place is perceived through development or regeneration.
- Tourists often only see the 'tourist enclaves', or the parts of places that travel agencies promote.

Media representation of place

- The media can portray the same place in very different ways, e.g. Las Vegas is portrayed differently in the two films *Casino* and *Seven Years in Tibet* (where it is seen as a glamorous, desirable location) and *Loathing in Las Vegas* (which shows the local culture and the journey of the characters).
- Film and television often skew representations of places by using different filming locations to portray the setting, e.g. Toronto in Canada is often used to shoot films set in New York (see photographs opposite), the setting of Abu Dhabi in *Sex and the City 2* was Morocco and the television show *Doctor Who* shot scenes at Cardiff University, when it was set at the University of Bristol.
- Media can skew the historical accuracy of how a place was in the past, e.g. the film *Midnight in Paris* gives a very romanticised version of Paris in the 1920s, where in reality many people were living in poverty, particularly in the years following this era during the Great Depression.
- Media representation of place can give outsiders a skewed perspective of a place, or play up to stereotypes. It can also be seen as negative portrayals of places by insiders. e.g. Several media outlets (in particular newspapers) have been criticised for misrepresenting African countries (or countries and groupings of countries) together by implying 'Africa' is a country which has been criticised for focusing too much on Africa's negative issues, such as poverty, famine, conflict and disease. Positive media portrayals of African nations are also criticised, although some positive portrayals of African nations are included. These too are often criticised for not being insider representations and are seen from an outsider's perspective (e.g. Western tourists) and fail to give insiders a voice on their own sense of place.



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- Media can also be used to celebrate cultures and traditions in places to a wider outsider audience, e.g. the Disney-Pixar film *Coco* has been praised for portraying Mexico's 'Día de Muertos' (Day of the Dead) holiday to a wider (and younger-orientated) audience, as well as including Mexican actors to voice characters.
- Places can be represented in wider media and the arts through art exhibitions, fashion, photography, books and songs. Even with this type of place representation, the meaning of a place can differ depending on the pieces (called a subjective view). For example, the exhibition 'A Good Night' Gallery, shows Cornish landscapes (by local artists) between sunset and sunrise, how popular tourist locations are viewed by locals at night.

Personal presentations and meanings of place

- Places differ in meaning depending on the person.
- Locals see places differently to tourists (see overleaf for a more detailed review).
- Bad experiences in a place, such as violence, war, famine or natural disaster, place. This type of experience is likely to be felt by the whole local community in media portrayals and shown to a wider audience.
- Personal experiences, on the other hand, can shape an individual's sense of place. It can be positive (home place, favourite holiday, fond childhood memories, family) or negative (personal fears, bad childhood memories). Therefore, people raised in the same place but have a completely different sense of place.
- People who have been displaced from their homes (refugees, asylum seekers) may see their new place of residence differently depending on how they are treated.

Agencies and representation of place

- External agencies, such as governments, local and national governing bodies and authorities, can represent a place (through development, regeneration and national tourism campaigns).
- Local authorities may wish to change how a place is perceived (to both inside and outside the place) if the place has a bad public image or has fallen into economic decline.
- This may be achieved through development or regeneration.
- For example, after many UK cities faced deindustrialisation, the local councils that were hit by rising crime rates, economic decline and social inequalities.

Tourism and places

- 'Place marketing' is the name given to specific public relations with the desire to raise awareness and raise the public image of a certain place. Place marketing is often linked to tourism, with many places having developed 'brands' through logos, tags and advertising (as national or international adverts).
- Many places develop tourism (and, therefore, develop specialised place marketing) based on characteristics or activities, e.g. the Alps have become known for skiing, and the Mediterranean for beach holidays and marine activities such as scuba diving.
- Places also develop tourism based on historical factors. Especially large cities have internationally famous landmarks popular with tourists, such as Rome, Budapest and Moscow.



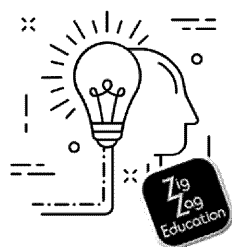
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- Other places become popular travelling destinations as a result of being cool and are considered a place of pilgrimage (e.g. Mecca, Jerusalem, Vatican City).
- Tourist enclaves develop when places become completely tailored to tourists and neighbouring regions. Tourist enclaves may even be restricted to hotel compounds with high levels of security, and some resorts do not recommend tourists leave the resort. This is criticised by some, who suggest that enclaves do not show tourists the 'real' place. This can be for local businesses in the area (as complexes and resorts are often owned by outsiders).
- Regeneration of tourist areas is common, especially as some places fall out of fashion or experience economic slumps, e.g. Weston-super-Mare was once a popular tourist destination in the 1900s–1920s with its beach and amusement arcades / pier. The place suffered an economic downturn during the 1970s and subsequently fell into the beginning of the twenty-first century. However, regeneration of the area, the building of a new pier with up-to-date attractions and refurbishment of many hotels have meant the place has once again become a popular tourist destination with UK holidaymakers (especially with families).
- LICs and NEEs have been growing their tourism industries in recent years. There is a particular focus on ecotourism and many LICs/NEEs incorporate tourism into their sustainable development plans.



If you only remember these three things...



- 1 The media plays an important role in how we see places. Representations can be skewed or inaccurate.
- 2 Tourists often see places very differently from those who live there. Experiences and attachments shape our perception.
- 3 Places can be marketed to tourists, sometimes for very different reasons. Some places can develop international attractions and tourist enclaves.

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Activities

Consolidation questions

- Outline one way the media can skew someone's perception of a place.
.....
.....
- How can agencies and marketing bodies change how a place is perceived?
.....
.....
- What is meant by 'place marketing'?
.....
.....
- What are the problems with tourist enclaves?
.....
.....
.....

Take it further

<https://www.bbc.com/news/world-africa-55866666>

This resource contains information on the media portrayal of Africa and how it is often criticised. News articles and other information on this topic.



Student checks

Topic	What Do I Know?	No Idea ☹️	Nearly 😐	Sure 😊	
Meaning and representation	Media representation of place				
	Personal representations and meanings of place				
	Agency and representation of place				
	Tourism and places				

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Contrasting Places Case

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Key points

- This section requires that you study two places: a local place and a contrasting place.
- The local place you will have studied is likely to be close to your school or college or your home town.
- The contrasting place you will have studied is likely to be a faraway place, a distinctly different place to your local place (contrasting cultures / demographics).

You will have studied two contrasting places, a near place and a far place. To gain marks for these places, you should know the following:

Meaning and representation of places

- You should have an understanding of how the two places are identified as places by people.
- You should also understand how the places are represented in media.

Lived experiences

- You will have studied a range of both quantitative and qualitative sources of data and perspectives on your two places have changed over time.
- This may include national statistics (ONS data), newspaper articles, journals, magazines, personal blogs/vlogs.

Relationships and connections

- This section requires you to understand the changing relationships and connections between the two contrasting cases / places.

Either:

Changing demographic and cultural characteristics


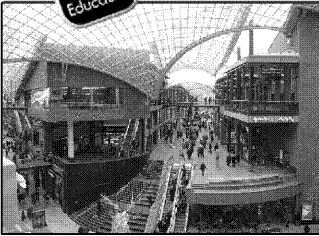
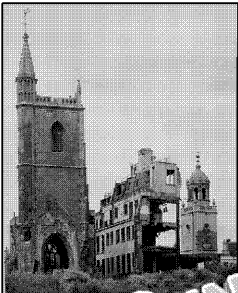
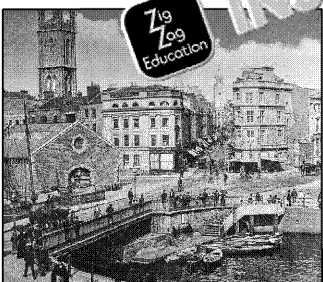
or

Economic change and social inequalities

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Example of a local place case study: Bristol

Part 1: Local place	Example: Bristol, UK.
<p>1) Lived experiences in the present</p>  <p>Modern buildings in Bristol city centre.</p>  <p>Cabot Circus shopping centre.</p>	<ul style="list-style-type: none"> Bristol was named the UK's happiest city from Gala Bingo, with a happiness index score of 8.5 (reported in the <i>Bristol Post</i>). The city won the EU's European Green Capital award in 2015 for its efforts to increase sustainability in the city. Bristol is popular with students, from both the UK and internationally, as it hosts two universities. It is also a popular tourist destination, ranked by Eyewitness's top 10 world tourist cities. Bristol offers a range of leisure activities, including two football clubs (Bristol City and Bristol Rovers – as well as a rugby club Bristol Rugby). The city is well connected to the sea and has many museums (e.g. the Arncliffe, the Bristol Museum and Art Gallery) and music venues (e.g. The Exchange, the Hippodrome, the Warehouse Theatre). Bristol also hosts several activist groups and festivals that celebrate the city's diversity (e.g. Bristol Pride, St Pauls Carnival).
<p>2) Lived experiences in the past</p>  <p>The remains of St Mary le Port Church, after the Bristol Blitz.</p>  <p>An old image that has been digitalised of Bristol's city centre.</p>	<ul style="list-style-type: none"> Historically, Bristol was a centre for the slave trade. In particular, the city played a significant role in the transatlantic slave trade and founded a lot of its wealth on this. Slavery was abolished in the UK in 1833. Bristol has been seen across the city. Pero's Bridge, a bridge over the harbor, is named after an African man who was brought to the UK from the Caribbean as a slave. The work and lives, often not documented enough, of enslaved people in Bristol. Colston Hall is a music venue in Bristol, named after a wealthy slave trader. However, the name has been changed to the Bristol Beacon after pressure from many people who felt that the name was a celebration of wealth from slavery, while it should also not be celebrated in the modern world. Bristol suffered several bomb attacks during the Bristol Blitz. Many people were severely injured. The city has since then, although the ruins of Bristol remain as a reminder of the WWII.
<p>3) How has this place changed over the years with regards to people's lived experiences?</p>	<ul style="list-style-type: none"> Bristol has become more ethnically diverse over the past, which is typical for a large city. The city has developed an extensive transport network connecting outer suburbs to the city centre, making it easier for residents to work, school, and leisure. The city has boosted its sustainability, offering a cycle-to-work scheme and providing more cycle paths and pedestrian crossings.
<p>4) How is this place represented in media?</p>	<p>Bristol features in many British TV shows, including <i>Witless</i> and <i>Being Human</i>. Films include <i>Bristol Rovers</i> and <i>Bristol City</i>. TV media often portrays a diverse cast. Many shots of Bristol in the past have been used in the Clifton Suspension Bridge (which was a major advertising campaign for Great Western Railway).</p>

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Part 1: Local place	Example: Bristol, UK.
5) Do you think the media portrayal of this place gives an accurate representation of the local sense of place associated with this location? Explain your answer fully.	Sometimes. There is also a tendency for media scenes in Cardiff, despite being set in Bristol – which is misleading for some viewers, especially if they have not experienced the city. An example of this recently was the University being used for scenes that were supposed to be in Cardiff University.
6) Briefly describe the demographic make-up of this place.	<ul style="list-style-type: none"> The ethnic majority in Bristol is white (84%), followed by Asian (5.5% with the majority from Chinese, Indian and Pakistani ethnicities) and mixed race (3.1%). The majority of non-white ethnicities. 22% of the population of Bristol identify as Black or Black British. Bristol's population is considered to be younger than the 0–15 age category than in the 65+ category. The average age as of the 2011 census was 33 (lower than the average for the UK).
7) Briefly describe the local culture of this place.	<ul style="list-style-type: none"> Bristol has a large and diverse range of cultural influences in its inner city, which is more ethnically diverse than the surrounding areas. There are estimated to be around 45 different languages spoken with people from over 180 countries and 91 different (including English) languages spoken in the city. Cultures of Bristol are often incorporated into the city's identity, which can be seen in the likes of the Bristol Old Vic, Road, Stokes Croft and Bedminster.
8) What is the main economic sector in this place?	<ul style="list-style-type: none"> The service economy, though the quaternary sector is also significant. The employment rate in Bristol was 77.2% in 2017 (higher than for a UK core city).

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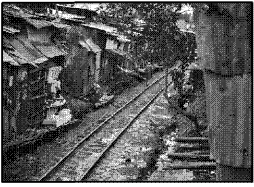
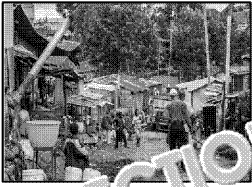
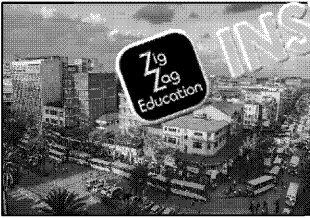
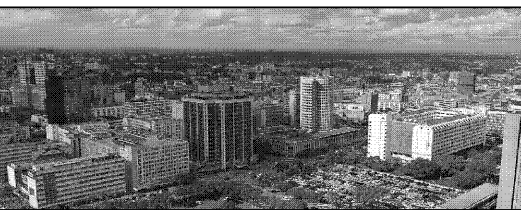


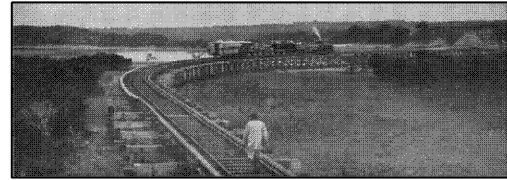


Part 2

<p>1. a) How have the demographics changed in this area?</p>	<ul style="list-style-type: none"> Increasing ethnic diversity, particularly in the city centre and immediate surrounding areas of St Pauls, which was once a hub for Caribbean people who came to the UK for work during the 1950s and 1960s. Increasing cultural, religious, linguistic and ethnic diversity as a result of globalisation and the city's role as a major university student city.
<p>1. b) How do the cultural characteristics of this place affect the relationship between this place and its residents?</p>	<ul style="list-style-type: none"> Diversity in Bristol is often represented in its music, art and film scene, especially through festivals such as St Pauls Carnival and the Bristol International Caribbean Festival. Whilst demographic diversity is largely positive for the city, Bristol has seen a sharp rise in hate crimes (including homophobia and transphobia).
or	
<p>2. a) Outline reasons for, and the impacts of, economic change in this place.</p>	<ul style="list-style-type: none"> Industrial shift – from secondary to tertiary sector. Economic boom and bust cycles – the city has experienced economic decline and deindustrialisation. This has led to social deprivation in some parts of Bristol. Some places that have experienced economic change in Bristol have redeveloped or regenerated. The Clifton Down area has been met with economic success, as has the Tobacco Factory in Bedminster which was once, as the name suggests, a tobacco factory, but it has since been converted into a successful café, bar and theatre.
<p>2. b) Outline reasons for, and impacts of, social inequalities in this place.</p>	<ul style="list-style-type: none"> Economic shift – change in jobs and skills required. Deprivation rates are fairly high in Bristol, and higher than average in the inner city (Hartcliffe and Lawrence Hill). This includes rates of poverty such as fuel poverty, food poverty, and deprivation. Some areas experience higher crime rates than others, particularly in the surrounding areas in Bristol. Some areas in Bristol have been gentrified, leading to locals suggesting this has changed the character of the area and caused house prices to increase, leading to unaffordable measures (e.g. Gloucester Road).

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Example of a contrasting place case study

Part 1: Contrasting place	Example: Nairobi, Kenya
<p>1) Lived experiences in the present</p>   <p>Top: The Kibera slum Left: Nairobi's extensive bus routes and inner-city transport causing congestion Below: Inner-city Nairobi with modern buildings</p>  	<ul style="list-style-type: none"> Nairobi has a population of approximately 4.5 million. Nairobi, like most cities in NEA, is a rapidly growing city. The suburbs of Lang'ata and Karen have some of the highest average house prices in the country, but this is not the case for other parts of the city. Karen and Lang'ata have several gated residential complexes – also known as 'forts'. There are a number of informal settlements (also known as slums) located across Nairobi. The informal settlement of Kibera in the south-eastern neighbourhood said to be the largest informal settlement in Africa. Kibera experiences several social and economic issues. Poor sanitation and lack of access to clean water in the area. Extreme poverty is a major issue for residents living on less than a dollar a day. AIDS are high in Kibera, and there is a lack of healthcare in the area. Nairobi is a rapidly developing city in Kenya and other parts of Africa. Many international NGOs locating their headquarters in Nairobi.
<p>2) Lived experiences in the past</p>   <p>Left: a poster advertising the Uganda Railway. Above: President Theodore Roosevelt visits the Uganda Railway. Below: The Uganda Railway spanning across East African plains.</p> 	<ul style="list-style-type: none"> Nairobi is the capital city of Kenya (it has not always been the capital), which was founded in 1899. Nairobi was founded as a British colonial town in East Africa, a colony of the British Empire. The city was founded as a residential area and depot for the Uganda Railway. The city was being built at the time in 1899. Nairobi was advertised as a place for hunting large African wildlife. The expansion of the city through the 20th century led to the displacement, and often poor living conditions, of many local populations, including the Maasai. The city has developed socio-economically (in terms of population size) rapidly since the British Empire in 1963. The city has experienced several major events in its history, including the bombing of the city in 1998 and a more recent attack on the city in 2013.
<p>3) How has this place changed over the years with regard to people's lived experiences?</p>	<ul style="list-style-type: none"> Nairobi has developed rapidly since its founding in 1899. The city's population has also grown rapidly. While wealth in the city has grown, there is a large increased wealth gap – with many people living in extreme poverty. With rapid development, the city faces many of the same issues faced by most world cities, including the associated health impacts of rapid urbanization.

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Part 1: Contrasting place	Example: Nairobi, Kenya
4) How is this place represented in media?	<ul style="list-style-type: none"> Nairobi has an increasingly growing film industry and it has also featured in several British/American TV shows such as <i>The Constant Gardener</i>, <i>Sliver</i> and <i>Out of Africa</i> (based on the book by Karen Blixen, whom the Karen suburb is named). The city has been criticised for misrepresenting or stereotyping Africa – including Kenya and Nairobi (emphasising slums and poverty rather than the vast areas of wealth). Kenya's hip-hop music scene is emerging and internationally successful artists such as Sauti Sol are from the city.
5) Do you think the media's portrayal of this place gives an accurate representation of the local sense of place associated with this location? Explain your answer fully.	<p>Not always (misrepresentation and stereotyping) although this is changing. There is also a television show Nairobi (and wider regions of Kenya) from an outsider's perspective, as opposed to an insider's.</p>
6) Briefly describe the demographic make-up of this place.	<ul style="list-style-type: none"> The two main languages spoken in Nairobi are English and Swahili. There is a large range of ethnic diversity with large numbers of people from Kenya (such as the Kikuyu, Luo, Kisii and Kamba). Immigrants from Europe and the US as well as Sudan are also represented in Nairobi's demographics. The Karen neighbourhood has a larger proportion of immigrants than others (with immigrants from Europe and also a high number of Japanese residents). Like most world cities, there is religious diversity with several churches, mosques and gurdwaras. Although Christianity is the most practised religion, followed by Islam.
7) Briefly describe the local culture of this place.	<ul style="list-style-type: none"> Nairobi's culture is varied, especially due to its ethnic and cultural diversity. Music plays an integral role in Nairobi's culture with Kenyan music that emerged from the city becoming a lot of Nairobi music. Kenyan food (e.g. nyama choma) is popular as well as a variety of 'Western' food chains (such as McDonald's and Burger King). South African restaurants (such as Steers) are also popular in the city. Sports are popular in Nairobi, with sports such as football, golf, rugby and cricket being common. The National Stadium is a multisport stadium but is mostly used for football).
8) What is the main economic sector in this place?	<ul style="list-style-type: none"> The tertiary sector (services). Tourism in Nairobi is a major industry with several hotels and activity centres (including game safaris) being offered to both domestic and international tourists.

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Part 2

<p>1. a) How have the demographics changed in this area?</p>	<ul style="list-style-type: none"> Increased ethnic and cultural diversity since Kenyan independence (although immigrants from Britain and India came to Nairobi due to the Uganda Railway). Rapid population increase. As the city develops, it is becoming a more popular destination for internal migration, especially for young people looking for a better quality of life and standard of living.
<p>1. b) How do the cultural characteristics of this place affect the relationship between this place and its residents?</p>	<ul style="list-style-type: none"> Globalisation is allowing for Kenyan cultures (arts, music, media) to be seen around the world. This gives local people the international recognition to show their culture. There are a number of festivals in Nairobi celebrating local culture, e.g. the Pawa Festival, Hype Fest and the Nairobi Film Festival.
or	
<p>2. a) Outline reasons for, and the impacts of, economic change in this place.</p>	<ul style="list-style-type: none"> Socio-economic and economic development (particularly in the CBD) has led to a higher standard of living for many residents. Development in Kenya has risen as a result of trade (especially with HICs such as the UK). Exports include primary goods such as tea and coffee.
<p>2. b) Outline reasons for, and impacts of, social inequalities in this place.</p>	<ul style="list-style-type: none"> British rule in Kenya (and in Nairobi) led to Kenyan ethnic groups being displaced from the land along the Uganda Railway that was being built through East Africa. This divided the country into British and African homelands. Areas where local people were not allowed to live (as well as Indian and other African people brought to the area to work on the railway) developed into informal settlement areas and have remained so (e.g. Kibera). This is an example of social inequality caused by colonial rule in the country. The wealth gap in Nairobi means that some people are living in extreme poverty while others are wealthy. People in extreme poverty face high infant mortality and crime, and also lack access to education, economic opportunity and healthcare. It can be difficult for people to get out of extreme poverty, leading to negative social inequalities.

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Fill in the table below to help you revise your local place

Part 1: Local place	Name of place:
1) Lived experiences in the present	
2) Lived experiences in the past	
3) How has this place changed over the years with regard to people's lived experiences?	
4) How is this place represented in media?	
5) Do you think the media portrayal of this place gives an accurate representation of the local sense of place associated with this location? Explain your answer fully.	
6) Briefly describe the demographic make-up of this place.	
7) Briefly describe the local culture of this place.	
8) What is the main economic sector in this place?	
Part 2: Answer either question 1 or question 2 (make sure you answer both)	
1. a) How have the demographics changed in this area?	
1. b) How do the cultural characteristics of this place affect the relationships between this place and its residents?	
or	
2. a) Outline the reasons for, and the impacts of, social inequalities in this place.	
2. b) Outline the reasons for, and the impacts of, social inequalities in this place.	

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Fill in the table below to help you revise your contrasting place case study

Part 1: Contrasting place	Name of place:
1) Lived experiences in the present	
2) Lived experiences in the past	
3) How has this place changed over the years with regard to people's lived experiences?	
4) How is this place represented in media?	
5) Do you think the media portrayal of this place gives an accurate representation of the local sense of place associated with this location? Explain your answer fully.	
6) Briefly describe the demographic make-up of this place.	
7) Briefly describe the cultural characteristics of this place.	
8) What is the main economic sector in this place?	
Part 2: Answer either question 1 or question 2 (make sure you answer both)	
1. a) How have the demographics changed in this area?	
1. b) How do the cultural characteristics of this place affect the relationships between this place and its residents?	
or	
2. a) Outline the reasons for, and the impacts of, economic change in this place.	
2. b) Outline the reasons for, and the impacts of, social inequalities in this place.	




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Student checks

Topic	What Do I Know?	No Idea 	Nearly 	Sure 	
Changing places case studies	My local place case study				
	My contrasting place case study				
	Either				
	Comparing demographics and cultural characteristics in the two case studies				
	or				
	Economic change and social inequalities in the two case studies				

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Exam Advice

Time management

If you open the paper and see a question you didn't expect: don't panic! Take a moment to follow the steps below. Whatever you do, don't just start writing down everything you think of.

Before you rush headlong into the exam, take a moment to look at the questions carefully.

Reading the question paper

- Remember to use your time at the beginning, reading through all of the questions.
- You don't have to answer them in any particular order, but be aware that sometimes AQA order the questions for a reason, and earlier questions might help you answer later ones.

Reading the questions

- Too often students rush and lose marks.
- It might be useful to underline command words to remind you what the question is asking.

Planning

- After reading through the question, make sure you plan your answer.
- This stage is key to getting higher marks, so make sure you don't skip it. Planning can help you:
 - structure your answer
 - answer the question properly
 - save time
- You may do any rough work and planning in your exam paper, but make sure to put a line through it to indicate it is not to be marked.

- Remember to proofread for spelling, grammar and punctuation as content.
- You can use as much time as you need, but try to stick to the time limit. Don't be put off by how much time is around you.
- Any mistakes you make don't use correction fluid.
- If you get stuck, move on to another question and come back to it at the end.
- Adopt a formal style, but be clear and concise.
- Your introduction should state the issue at hand, give your opinion and provide some background information. The body of your answer should provide evidence for your opinion, and the conclusion should summarise the points you have made. For long-answer questions, you should demonstrate your knowledge and understanding, and need to present different viewpoints.

Checking

- Leave some time after to go through your answers, correcting spelling, grammar and terminology errors and making sure you haven't left anything out.
- Finally, double check that your candidate details are on any extra sheets you may have, and put them in the correct order with your answer book, using a treasury tag to attach them if you need to.
- Put a cross through any pages you don't want to be marked, e.g. planning pages.

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Writing

Geographical terms

One of the points you are being assessed on is the correct and appropriate use of geographical terms. You should have assembled a list of key terms that might be useful for this exam, so make sure you learn them and think about how you might include them in your answers. If you are scared of forgetting these words when you start writing your answers, you could try writing them down as soon as you are permitted to start writing, remember to cross them out at the end though!

However, don't use geographical terms if they are unnecessary or you are unsure. Only include the ones you are sure of if they are relevant and useful.

Getting the tone right

As well as using key geographical terms in your answers, your writing should strike the right tone. This helps your answers appear considered and professional.

Do ✓	Do not ✗
<ul style="list-style-type: none"> Write out abbreviations in full the first time you use them Be clear when a statement is a personal opinion as opposed to fact Use linking words: thus, therefore Try to include the source of a fact if you can, e.g. according to the WHO, the death toll from the tsunami was 1,200. 	<ul style="list-style-type: none"> Write in the first person Use contractions: don't, can't Use slang terms and other informal language Use rhetorical questions

It might help to think of yourself talking to an examiner, or a geography teacher who doesn't know you, so you need to make sure you are clear, but they do know about the topic. You don't need to explain every key term, but it's not necessary.

Ask your teacher if you are unsure about your current 'tone', but don't worry about it too much. You are more focused on how you answer the question.

Spelling, punctuation, grammar and legibility

It can often be hard to think about these in the exam hall, but proper spelling, punctuation, grammar and grammar really help keep your meaning clear. They also keep your sentences from getting too long, which aids with clarity and readability.

While examiners are used to reading all sorts of handwriting, it is good to try to make your answers as legible as possible. One way to do this is to slow down while writing, making sure your letters are an appropriate size. The final read-through of your answers before finishing is a good idea to check for any words which are especially tricky to read.



Quality over quantity: writing skills are equally important in that they help you to clearly and communicate your geographical knowledge and understanding. It's better to give a clear and clear answer than a long answer stuffed with complex words that you don't understand.

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In the event of emergencies!

- All your planning and preparation means this isn't going to happen... But if it does, the first rule is always to try and relax!
- Take a minute for some deep breaths, close your eyes and imagine a lush green woodland... clear your mind.
- Now read over the question, think over what you have just said yet, and continue.

'Thinking like a geographer' and 'synopticity'

Learning to 'think like a geographer' is crucial for exam success and important for your future.

As you are in the world, the world is a complicated place – cause and effect, and a pull of information together, join up the dots, and work out why things happen in the world. This includes space, place, environment and scale.

Don't be afraid to draw on your own knowledge and other modules to help illustrate your answer. Be creative, original and innovative, but use this skill wisely. Make sure you use that question rather than going off on a tangent or writing down *everything* you know. This is called 'synopticity'.

Here are a few tips on thinking like a geographer:

Consider the many aspects of the issue from many viewpoints

- Think across the social/natural divide, using your knowledge of both human and physical geography
- Involve many aspects of the issue: historical context, cultural perspectives, etc.
- SPEED can be a useful tool for thinking synoptically: social, political, economic, environmental, and demographic. But don't forget to consider cultural and material factors when appropriate.
- Try to think about the issue from many viewpoints: work on your empathy!
- Don't be afraid to think outside the box!

Spatial concepts

- Geographical perspectives often focus on the importance of space, location and scale in the issues at hand
- Think about movements and flows of people, goods, ideas, etc.
- Think about the effects of 'scale': local, regional, global

Be Creative

As long as your approach is logical and well justified, you can think in creative ways.

Exam preparation:

My take-home tips:

- ✓ Before the exam (Eat a good BREAKFAST)
- ✓ During the exam (Read the question CAREFULLY)
- ✓ Planning (HIGHLIGHT key words and concepts)
- ✓ After the exam (Take some time to RELAX!!!)

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Answers to Consolidation Questions

The Nature and Importance of Places

1. A place may be physically near but emotionally distant (e.g. a place someone lives with a strong attachment to) and vice versa (e.g. a physically far place but one which ignites a strong emotional response).
2. e.g. geological/topographical factors such as mountains, rivers, natural resources, climate, etc. and socio-economic factors such as local cultures, languages, beliefs, etc.
3. e.g. students may choose a place from a chosen film, song, video game or TV show. It is important to note that media places are those the student knows about but has not physically been to.
4. Having a strong emotional attachment to or sense of familiarity of a certain place.
5. People experience the same place differently. Tourists tend to see the 'best' of a place (places that have been modified to appeal to outsiders) whereas locals experience a place more authentically and may have emotional attachments to it that are not experienced by outsiders.

Changing Places

1. Migration.
2. When two or more places exhibit similar features and lack individual identity due to globalisation.
3. Answers will differ depending on the case studies chosen by the student/school. Examples could include:
 - Socio-economic differences
 - Cultural differences
 - Demographic differences

Meaning and Representation

1. e.g. historical inaccuracies, stereotypes, biased reporting, outsider perspective, etc. leading to a distorted view of the perceived settings.
2. Regeneration, development, tourism campaigns.
3. When a place wants to develop its tourism industry, logos, taglines and external marketing are used to market the place as an ideal (or specialised) tourist destination.
4. Local businesses often miss out on profiting from tourists. Money may be spent on external marketing rather than being used for local socio-economic development. It is often not seen that the majority of the money goes to TNCs and large companies, not locals.

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