

# Geography AS Level Handbook



**Learning is a treasure that will follow its owner everywhere!**

A blue and white globe of the Earth, showing the continents of North and South America. The globe is surrounded by a circular border containing the text 'Learning is a treasure that will follow its owner everywhere!'. A faint 'photo' watermark is visible on the globe.

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## Introduction to Geography AS Level: Course Overview

Geography is about places and the people who live in those places. It is about how those places affect and are affected by the people who live there. It is about the relationships between places at a variety of scales, from local to national and regional, right up to global.

However, geographers must understand that the relationships between people and places are never straightforward. They are part of a complex web of interrelationships and the people within that we have to make decisions about matters that can range from the trivial to the important. Part of this course aims to show you that as geographers, we can only understand the outcomes of this decision-making process if we can understand how the decisions were made and how different factors inform the decision makers.

We also have to understand the attitudes and values of other people and groups and factors that influence their decisions.

One of the great strengths of geography is that it tries to understand how the different influences combine to produce the geography of the places we study.



## Topics Covered in AS Geography

### Year 12

#### Compulsory Modules: (Unit GEOG 1)

⇒ Rivers, floods and management

⇒ Population Change

The compulsory modules in GEOG 1 aim to develop students subject knowledge and understanding in key environmental features. Rivers, floods and management aim to relate to environments which most students are familiar with. Students engage in the study of the role of water in landscape development and its management for human welfare purposes.

Within the Population module, emphasis is placed on population change and development over space and time and their geographical implications are considered.

#### Elective Modules:

⇒ Cold Environments

⇒ Coastal Environments

⇒ Hot desert environment and their margins.

Students study one of the physical elective modules. The electives all present opportunities for students to investigate distinctive sets of processes, whilst raising common themes of environmental impact, management and sustainability and development.

⇒ Food supply issues

⇒ Energy Issues

⇒ Health Issue

The human electives offer students the opportunity to engage with key themes of contemporary relevance with an emphasis on human agency and welfare and sustainability.

## Geographical Skills: (Unit GEOG 2)

⇒ A geographical skills paper based on the content of Unit 1.

GEOG 2 provides students with the opportunity to develop their geographical techniques and skills which can be applied to their AS level and further developed into their A Level.

Skills which students are required to develop for AS Level are shown in the table below.

<u>Skills Required</u>	<u>Examples of where you might use them.</u>
Basic Skills	<ul style="list-style-type: none"><li>• Annotation of maps</li><li>• Analysing photographs</li><li>• Use of overlays</li><li>• Literacy Skills</li></ul>
Investigative Skills	<ul style="list-style-type: none"><li>• Identification of geographical questions and issues, and effective approaches to enquiry.</li><li>• Identification, selection and collecting of quantitative and qualitative evidence from primary and secondary sources.</li></ul>
ICT Skills	<ul style="list-style-type: none"><li>• Use of databases</li><li>• Use of geographical information systems</li></ul>
Graphical Skills	<ul style="list-style-type: none"><li>• Line graphs</li><li>• Triangular graphs</li><li>• Pie charts</li></ul>
Statistical Skills	<ul style="list-style-type: none"><li>• Spearman's rank</li><li>• Mean, mode and medium</li><li>• At A Level: Chi-squared, Mann Whitney, U test.</li></ul>
Cartographic Skills	<ul style="list-style-type: none"><li>• Atlas maps</li><li>• Ordnance survey maps</li></ul>

## Examinations at a glance

The Geography department at QK School currently follow the AQA Geography syllabus.

Access to the specification, syllabus and past exam questions and mark schemes can all be found at:

[www.aqa.org.uk](http://www.aqa.org.uk)

### AS Examinations

#### Unit 1 – GEOG1

##### Physical and Human Geography

70% of AS, 35% of A Level

2 hour written examination

120 marks

Structured short and extended questions

Available January\* and June

For Unit 1 you will have to study two aspects of physical geography and two aspects of human geography, although you will be encouraged to look at the interrelationships between different aspects of the subject.

You will be questioned on your understanding and knowledge of these topics and you will also start to analyse contemporary issues linked to them.

#### Unit 2 – GEOG2

##### Geographical Skills

30% of AS, 15% of A Level

1 hour written examination

50 marks

Structured skills and generic fieldwork questions

Available January and June

For Unit 2 you will be tested on a range of skills, including fieldwork skills. Here you will start to apply your skills to the analysis of issues.

## Learning Expectations

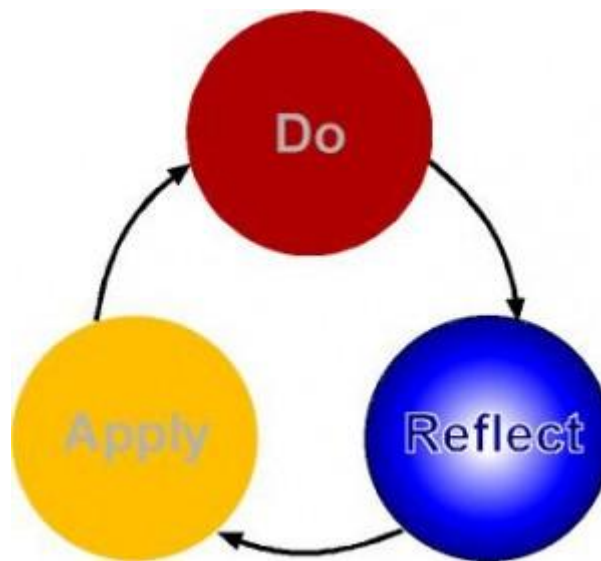
1. Students should attend 100% of lessons. If for any reason you miss a lesson you must provide a letter from home, stating a valid reason/s as to why the lesson was missed. Students who miss lessons for valid reasons must:
  - Speak to the teacher before the lesson if possible
  - Complete all class work missed, finding the teacher to ask for help in their own time.
  - Make sure they know all homework deadlines. These must be caught up on.
  - Be up to speed by the next lesson.
  
2. Students who are more than 5 minutes late for a QK Geography lesson will not be let into the classroom. Consistent lateness to lessons will result in a parental meeting.
  
3. You will experience a variety of lessons that should appeal to all different types of learners:
  - Discussion based lessons, where the teacher may ask a question and it is up to students to talk amongst each other to find/agree on an answer.
  - ICT based lessons, where pupils will design a PowerPoint and resources for fellow students before spending 10 minutes of the lesson presenting their research.
  - Research lessons where students are given the name of a case study and they must use all resources available within the school to produce a detailed PowerPoint.
  - Exam practice lessons, where students will learn exam technique and will apply what they have learned in previous lessons to an exam context. Almost all lessons will involve written work as this is the most effective way to prepare for the exams. Past paper questions will be completed on a regular basis and the mark scheme will be shared so you can see where your strengths and areas for improvement are.
  
4. Students are expected to bring the correct equipment to every lesson. This involves:
  - Exercise book / lined paper
  - Pen / Pencil
  - Ruler
  - Calculator

Students who do not have this equipment each lesson will be refused into the class until they have purchased the necessary equipment from the Humanities department.

## Independent learning

Not all learning for your A/S and A2 Geography is completed in the classroom. You will have to complete independent research, using newspapers, journals and websites. Not all of the material is provided by school and you must use your own intelligence to complete independent work. The majority of reading that will be recommended can be found in the school library.

You can find the location of any resources in the school on Fronter.



## Assessment

The QK Geography faculty policy requires students to be assessed regularly throughout the topic, incorporating both exam style questions and extended research projects. This means that students will be given formal feedback with every piece of work that is assessed.

If you need additional help in terms of subject content you can always refer to the AQA website ([www.aqa.org.uk](http://www.aqa.org.uk)) where you can access the syllabus and past papers.

Students will also be asked to self assess their work to show that they can identify successes and weaknesses within their own work.

## **Sample Questions and Answers**

Over the following few pages are a sample of exam questions for the compulsory modules.

Student A and B are in the same class but have answered the questions considerably differently.

Use the mark schemes presented with the question to assess the quality of the two answers and determine the amount of marks you would give each question.

Ensure you can justify your marking.

### **Rivers, floods and management**

#### **Question 1**

**Distinguish between the physical and human causes of flooding.**

**(4marks)**

#### **Mark Scheme**

*1 mark for the basic distinction between physical / human causes, to a maximum of 4 marks for elaboration of either.*

#### **Student A**

Physical causes of flooding are totally natural processes and are not manipulated by human influences, for example intensive precipitation. Human causes are a result of human development and intervention in the river channel. They include channel straightening which results in the water speeding up and reaching downstream areas more quickly.

#### **Student B**

High levels of precipitation over a long period of time can lead to saturation of the ground. This means that the land will not absorb any more water, creating a flood. Severe weather systems, (e.g. hurricanes) bring intensive amounts of rain which can cause floods. Some human causes include urbanisation. This increases the amount of impermeable surfaces so water runs more easily into rivers. Deforestation creates soil erosion, the excess sediment is deposited in rivers, leading to a greater flood risk.

## Question 2

**Figure 1 describes a major flood event which took place in Hull in June 2007.**

### *Figure 1*

*On the 25<sup>th</sup> June, Hull received 96mm of rainfall in 2 hours, almost one sixth of its annual precipitation. This resulted in extensive flooding of the city, engulfing over 7000 residential properties and 1300 businesses. One person died. By 12<sup>th</sup> July thousands of insurance claims had been received for flood damage to properties, at an estimate cost to insurers of £250 million, but it was estimated that 2000 families had no contents insurance. The local council, in defiance of Government policy did not have flood insurance for its properties; some 3500 council houses and 12 schools suffered severe damage as a result of the floods. Special assistance was provided by the local council to those affected who were elderly, disabled and for those families with children below the school age, whether insured or not and £18 million was earmarked by hull city council for repairs to affected homes. For the first time ever the national government agreed to pay compensation to uninsured individuals.*

**Compare the impacts of and responses to the flood described in Figure 1 with a case study from a contrasting area of the world.**

**(6marks)**

### Mark Scheme

*Level 1: A simple contrast between another location, probably given as a country (such as Bangladesh) and Hull. The similarities/differences noted will be generic and the answer is likely to be narrow, concentrating on either impacts of responses.* (1 – 4 marks)

*Level 2: A clear account of similarities and/or differences between two contrasting locations. There will be more balance, in that both impacts and responses will be considered.* (5 – 6 marks)

### Student A

The flood described in Figure 1 was in a wealthy economically developed country. The majority of the damage was caused to the luxury contents of the houses, e.g. TVs. This is very different to the impact of the floods that occur in Bangladesh every year. In 2004 floods in Bangladesh caused 36million people to become homeless and 800 to lose their lives. 33%of the land area was submerged and the countries whole infrastructure was seriously damaged. Disease began to take hold, however only £1.1 billion was the estimated damage, only 4 times higher than the figure from 8000 properties in Hull. In Hull much of the cost of the damage was put right quickly using insurance money and government grants. In Bangladesh, suffering would be ongoing as family would be lost.

### Student A

In Hull the impacts were short term and less severe. 7000 properties and 1300 businesses were flooded in comparison to the impacts in Bangladesh a lesson developed country in 2004. In Hull only one person died this contrasts to Bangladesh, where impacts had a longer term impact as over 800 died and many others were disease ridden, also 36million were homeless in comparison.

The responses in Hull were quick, the emergency services were on hand to help with evacuation and people were put up temporarily in school halls and then caravans. £18million was provided by the council for restoration of homes, even for the uninsured and support was provided for the elderly, disabled and families with young children.

However, the responses in Bangladesh took longer. In the short term foreign relief was given and self help schemes were put in place, however the initial clear up took longer. This is why disease was common following the floods, as many people had no access to clean water. Long term responses were reliant on foreign aid, as some river management schemes and flood shelters were finally built.

### **Question 3**

**State how and give reasons why the efficiency and competence of a typical river changes as distance downstream increases.**

**(7marks)**

#### **Mark Scheme**

*Level 1: Simple statements of reasons for changes in efficiency/competence. Understanding is partial and incomplete.* (1 – 4 marks)

*Level 2: Detailed/sophisticated statements of reasoning for either efficiency/competence. Understanding is clear. If both terms are addressed at this level then higher marks should be awarded.* (5 – 7 marks)

#### **Student A**

Channels shape is linked to the efficiency of a river. An efficient river can transport lots of sediment. A deep, smooth channel is more efficient than a wide and shallow one. This would be likely in the lower course, whereas in the upper course the channel is shallow and the river bed is uneven as there are many boulders on the river bed. The competence of a river is the largest particle of load it is able to transport. A river is able to transport larger particles when it is moving fast, which is generally in the lower course.

#### **Student B**

Channels efficiency describes the amount of energy available in the river for processes of erosion and transportation. The efficiency of a river can be determined by its hydraulic radius. This is the ration between the cross sectional area and the length of the wetted perimeter. The higher the number calculated, the less efficient the river. The wetted perimeter is worked out by measuring the length of the river bed and the banks in contact with the water. Cross sectional area is mean width x mean depth. In an upland stream, lose to the river's source the channel, although relatively narrow is generally shallow and it is often lined by boulders, giving it an uneven river bed. This generally results in a lower hydraulic radius than downstream, meaning that a larger amount of water is in contact with the bed and banks, resulting in a higher amount of friction and lower efficiency. Downstream the river channel tends to be deeper; the bed is much smoother as it is generally covered in mud, so the channel is more efficient.

The competence of the river is its ability to erode and transport sediment, the higher the velocity the greater the amount of erosion and transportation that can take place. Generally speaking the velocity of a river increases with distance downstream so that river's competence also increases. This is partly because the shape of the channel is smoother downstream because there are fewer boulders on the river bed to slow the water down. It is because the channel is deeper and carries a greater volume of water.

Use the following questions to assess your understanding of a markscheme. How many marks would you award these questions with and why?

**Population Change**

**Question 1**

Define the term “infant mortality rate”

**(4marks)**

Mark Scheme

*Clear and full answer – 2 marks*

*Partially correct answer – 1 mark*

**Answer**

The amount of children that die under the age of one. It is usually measured per thousand people.

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**Question 2**

Outline some of the issues for economic development linked with a population structure with a very high proportion of people over 65 years old.

**(6marks)**

Mark Scheme

*Level 1: Basic answer. Points are not developed. A series of isolated points are given (1 – 4 marks)*

*Level 2: Clearly developed answer with links made between different aspects of the topic. If a link is developed the answer can reach the bottom of the level; as more links are made the mark moves towards the top of the level. (5 – 6 marks)*

**Answer**

One problem is that a country could develop as aging population. The problems this would cause are that there will be a strain on the NHS as there are more older people with illness problems. It could cause housing problems. More sheltered accommodation and nursing homes would have to be built to cope with the increasing ageing population. All of these would require funding from the government, yet also cause employment opportunities for many, such as in the care industry. There could also be a problem economically for a country because if there are more old people then there will be more people on pensions which means more pensions will have to be paid. If there is an aging population there will be less people to pay the taxes so there will either have to be higher taxes or a reform in the pension scheme.

### **Question 3**

**With reference to a named country, evaluate attempts to manage population change**

**(4marks)**

#### **Mark Scheme**

*Level 1: Description of development plans is basic with isolated facts not linked into coherent account. Any attempt to assess the level of success is purely descriptive and not justified or backed up by facts or figures* (1 – 6 marks)

*Level 2: Description is clear and coherent. Clear links are made between the needs of the people and the developments that have been planned or are taking place. An attempt is made to assess the degree of success and justify this assessment.* (7 – 12 marks)

*Level 3: Description is thorough. Assessment is clear and detailed with statements supported by clearly organised evidence.* (13 – 15 marks)

#### **Answer**

In the 1960's China experienced a famine. After the famine there was population explosion meaning that the country became vastly over-populated. In order to avoid another famine, the Chinese government implemented a number of population control policies. The first of these was "wan-xi-shao" – later, longer, fewer – an effort to reduce the birth rate. This did not work and so the "one-child" policy, whereby each couple was allowed only one child, was introduced. Families with more than one child often received no benefits, or were fined and forced abortion and sterilisation was not uncommon. There were special family planning workers in every workplace, and "granny police" in every neighbourhood. Because parents often favoured males so that they could work and carry on the family names, female infanticide was common – where baby girls were killed or left to die. The policy was very successful in the urban areas but less so in the rural areas and the continued criticism of the questionable mortality of abortion etc. Although the policy did succeed in reducing the rate at which China's population was increasing, it was to some extent a short term solution. Now the number of males in China greatly outweigh the number of females (known as the "army of bachelors") and due to many only childrens, "Little Emperor syndrome" is common, where children are used to being spoiled.

## **Check List**

The following pages should be used throughout the term and during revision to ensure you have a clear understanding of all topics covered. They should enable you to structure your outside reading and revision around topics that you feel your knowledge may need developing.

## **Reading Lists**

A key difference between GCSEs and A levels is the amount of independent learning which you must undertake. You can no longer assume that everything you learn in lessons is enough for the exam. You must strive outside of the classroom to partake in your own research, which will involve using the school library and the LSE library, which QK students have access to, to obtain further information that your class teacher may not have the time to deliver.

The skill of reading around the subject is crucial to successes at university. Lecturers only deliver the bare minimum and they expect all students to research and make notes on their own research and reference this in exams, exactly the same as in A Levels. By developing this skill in QK, you will be far more confident and efficient at reading around your subject in university, which will enhance your achievements.

The following reading lists have all been approved by the exam board AQA. The reading lists and websites featured in this handbook are all topic specific. Refer back to the website if you are interested in researching general geographic content.

## **Rivers, Floods and Management**

### **Books**

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>ISBN</b>
Burton, S	<i>Managing the flood hazard</i>	Geofile 268	
Nagle, G	<i>Access to Geography: Rivers and Water Management</i>	Hodder Murray	9 78034 084635 3

### **Web Resources**

The Environment Agency: [www.environment-agency.gov.uk/subjects/flood](http://www.environment-agency.gov.uk/subjects/flood)

BBC News: [news.bbc.co.uk/1/hi/english/static/in\\_depth/sci\\_tech/2000/climate\\_change/impact/united\\_kingdom.stm](http://news.bbc.co.uk/1/hi/english/static/in_depth/sci_tech/2000/climate_change/impact/united_kingdom.stm).

University of Wisconsin: [www.uwec.edu/jolhm/EH2/Molnar/storm.htm](http://www.uwec.edu/jolhm/EH2/Molnar/storm.htm) Molnar, M. (2005) *The 1991 Bangladesh Cyclone and its impacts on flooding*

## Coastal Environments

### Books

Author	Title	Publisher	ISBN
Bird, E	<i>Submerging Coasts</i>	John Wiley & Sons	9 78047193 807 1
Bird, E	<i>Beach Management</i>	John Wiley & Sons	9 78047196 337 0
Digby, B	<i>Global Challenges</i>	Heinemann	9 78043535 249 3
Nordstrom, K	<i>Beaches and Dunes of Developed Coasts</i>	Cambridge University Press	9 78052154 576 1
Prosser, R, Raw, M & Bishop, V	<i>Landmark AS Geography</i>	Collins Educational	9 78000715 116 5
Smith, H & Potts, J	<i>Managing Britain's Marine &amp; Coastal Environment</i>	Routledge	9 78041532 945 3
Valiela, I	<i>Global Coastal Change</i>	Blackwell Publishing	9 78140513 685 3
Viles, H & Spencer, T	<i>Coastal Problems</i>	Edward Arnold	9 78034053 197 6
Witherick, M	<i>Environment &amp; People</i>	Stanley Thornes	9 78074872 120 7
Woodroffe, C	<i>Coasts: Form, Process &amp; Evolution</i>	Cambridge University Press	9 78052101 183 9
Bartlett, D & Smith J,	<i>GIS for Coastal Zone Management</i>	Taylor & Francis	9 78041531 972 0
Clayton, K M	<i>Coastal Process &amp; Coastal Management</i>	Countryside Commission	9 78086170 355 5
French, P W	<i>The Changing Nature of and Approaches to UK Coastal Management at the start of the 21<sup>st</sup> Century</i>	The Geographical Journal	
Haslett, S K	<i>Coastal Systems</i>	Routledge	9 78041521 302 8
Hill, M	<i>Access to Geography: Coasts and Coastal Management</i>	Hodder Murray	9 78034084 638 4

### Web Resources

Department for Energy, Food and Rural Affairs: [www.defra.gov.uk](http://www.defra.gov.uk)

Caribbean Environment Programme: [www.cep.unep.org/issues](http://www.cep.unep.org/issues)

Dover Coast Protection: [www.dover.gov.uk/coast](http://www.dover.gov.uk/coast)

Foresight 2007: [www.foresight.gov.uk](http://www.foresight.gov.uk)

Forum for Science, Industry and Business: [www.innovations-report.com](http://www.innovations-report.com)

Coasts: [www.geography.btinternet.co.uk/coasts.htm](http://www.geography.btinternet.co.uk/coasts.htm)

## Population Change

### Books

Author	Title	Publisher	ISBN
Chrispin, J & Jegede, F	<i>Population, Resources &amp; Development 2<sup>nd</sup> Edition</i>	Collins Educational	0 00326651 6
Council of Europe	<i>Political &amp; Demographic Aspects of Migration Flows to Europe</i>	Council of Europe Press	
Findlay, A & Findlay A	<i>Population &amp; Development in the Third World</i>	Methuen & Co	9 78041506 584 9
Dorling, D & Thomas, B	<i>People and Places: a 2001 Census Atlas of the UK</i>	The Policy Press	9 78186134 555 4
Hinde, A	<i>England's Population: A History Since the Domesday Survey</i>	Hodder Arnold	9 78034076 190 8
Jackson, S	<i>Britain's Population: Demographic Issues in Contemporary Society</i>	Routledge	9 78041507 076 8
Jones, H	<i>Population Geography (2<sup>nd</sup> Edition)</i>	Paul Chapman	9 78185396 071 0
Milwertz, C N	<i>Accepting Population Control: Urban Chinese Women and the one-child family policy</i>	Curzon	9 78070070 457 6
Nagle, G	<i>Changing Settlements</i>	Nelson Thornes	9 78017490 021 4
Drake, G & Lee, C	<i>The Urban Challenge</i>	Hodder & Stoughton	9 78034073 734 7
Guinness, P	<i>Access to Geography Migration</i>	Hodder Murray	9 78034080 031 7
Gillet, J	<i>Access to Geography: Population</i>	Hodder Murray	9 78034088 673 1

### Web Resources

UN Department of Economic and Social Affairs: [www.un.org/esa/population](http://www.un.org/esa/population)

Standard Grade Geography: [www.scalloway.org.uk/popu4.htm](http://www.scalloway.org.uk/popu4.htm)

Internet Geography: [www.geography.learnontheinternet.co.uk/topics/popn1.html](http://www.geography.learnontheinternet.co.uk/topics/popn1.html)

World clocks: [tranquileve.com/clock/](http://tranquileve.com/clock/)

University of Michigan: [www.globalchange.umich.edu](http://www.globalchange.umich.edu)

Wikipedia: [www.en.wikipedia.org/wiki/Demographic\\_transition](http://www.en.wikipedia.org/wiki/Demographic_transition)

BBC: [www.bbc.co.uk/scotland/education/geoq/population/](http://www.bbc.co.uk/scotland/education/geoq/population/)

International Institute for Applied Systems Analysis: [www.iiasa.ac.at/](http://www.iiasa.ac.at/)

BBC News: [www.bbc.co.uk](http://www.bbc.co.uk)

## Food Supply Issues

### Web Resources

A-Level Geography Room: [www.fed.cuhk.edu.hk/geo/AL/core/aqr/index.html#03](http://www.fed.cuhk.edu.hk/geo/AL/core/aqr/index.html#03)

World Wildlife Fund: [www.panda.org/news\\_facts/education/high\\_school/conservation\\_issues/food\\_shortage/index.cfm](http://www.panda.org/news_facts/education/high_school/conservation_issues/food_shortage/index.cfm) (provides a simple summary of factors, contribute to food shortages and the impacts of this on various environmental concerns)

UN: Food and Agriculture Organisation: [www.fao.org/docrep/U3550t/u3550t02.htm](http://www.fao.org/docrep/U3550t/u3550t02.htm)

UN: Food and Agriculture Organisation Corporate Documents Repository:  
[www.fao.org/DOCREP/MEETING/007/J1645E/J1645E00.HTM#2](http://www.fao.org/DOCREP/MEETING/007/J1645E/J1645E00.HTM#2)

UN: Food and Agriculture Organisation 22<sup>nd</sup> regional conference for Africa:  
[www.fao.org/DOCREP/MEETING/004/Y6056E.HTM](http://www.fao.org/DOCREP/MEETING/004/Y6056E.HTM)

European Commission: National Indicative Programme: [www.ec.europa.eu/comm/external\\_relations/banqladesh/sp/nip\\_06.pdf](http://www.ec.europa.eu/comm/external_relations/banqladesh/sp/nip_06.pdf) (is useful to check for completing a case study on Bangladesh)

International Rice Research Institute: [www.irri.org/](http://www.irri.org/)

European Commission: preparing for enlargement: [www.ec.europa.eu/agenda2000/index\\_en.htm](http://www.ec.europa.eu/agenda2000/index_en.htm).

European Commission: Agenda 2000: [www.ec.europa.eu/agriculture/publi/review99/08\\_09\\_en.pdf](http://www.ec.europa.eu/agriculture/publi/review99/08_09_en.pdf)

The Guardian, GM crops: [www.guardian.co.uk/theissues/article/0,,969438,00.html](http://www.guardian.co.uk/theissues/article/0,,969438,00.html)

Unilever: [www.unilever.com/](http://www.unilever.com/)

The Geography of Food: [www.food-culture.org/Shanahan.pdf](http://www.food-culture.org/Shanahan.pdf)

World Hunger Year: [www.worldhungeryear.org/](http://www.worldhungeryear.org/)

Geo Debates, Staffordshire University: [www.staffs.ac.uk/aaq/qd1.htm](http://www.staffs.ac.uk/aaq/qd1.htm)