



THE LEAP BETWEEN GCSE AND A LEVEL  
CAN BE HUGE.



SO, WE'RE DOING A BRIDGING UNIT  
TO HELP PREPARE YOU.



THESE SESSIONS WILL HELP DEVELOP  
SOME IMPORTANT SKILLS...



AND RE-CAP RELEVANT SUBJECT  
KNOWLEDGE ...



...TO HELP PREPARE YOU FOR SUCCESS  
IN A LEVEL.

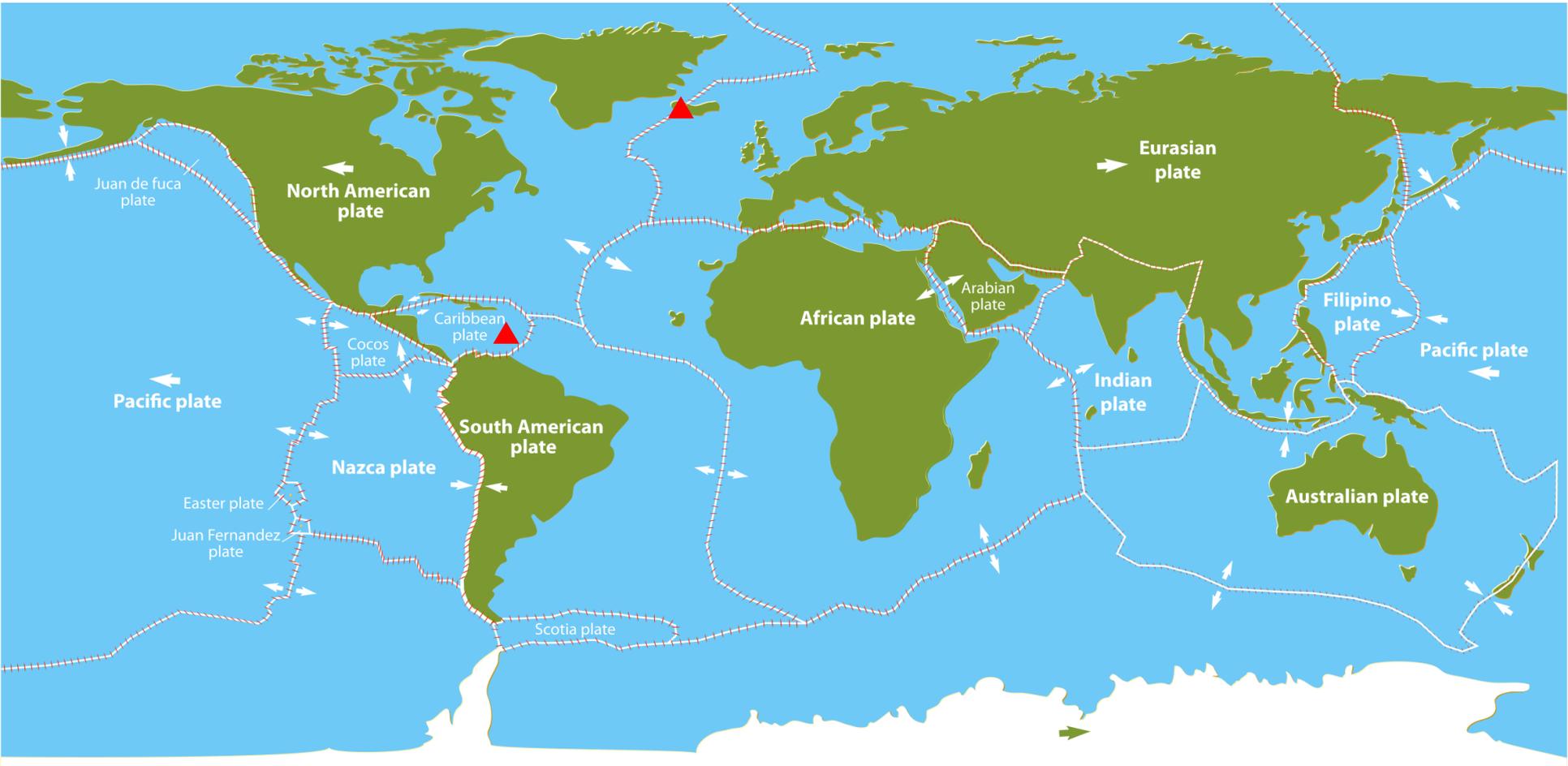
Soufrière volcano, St Vincent



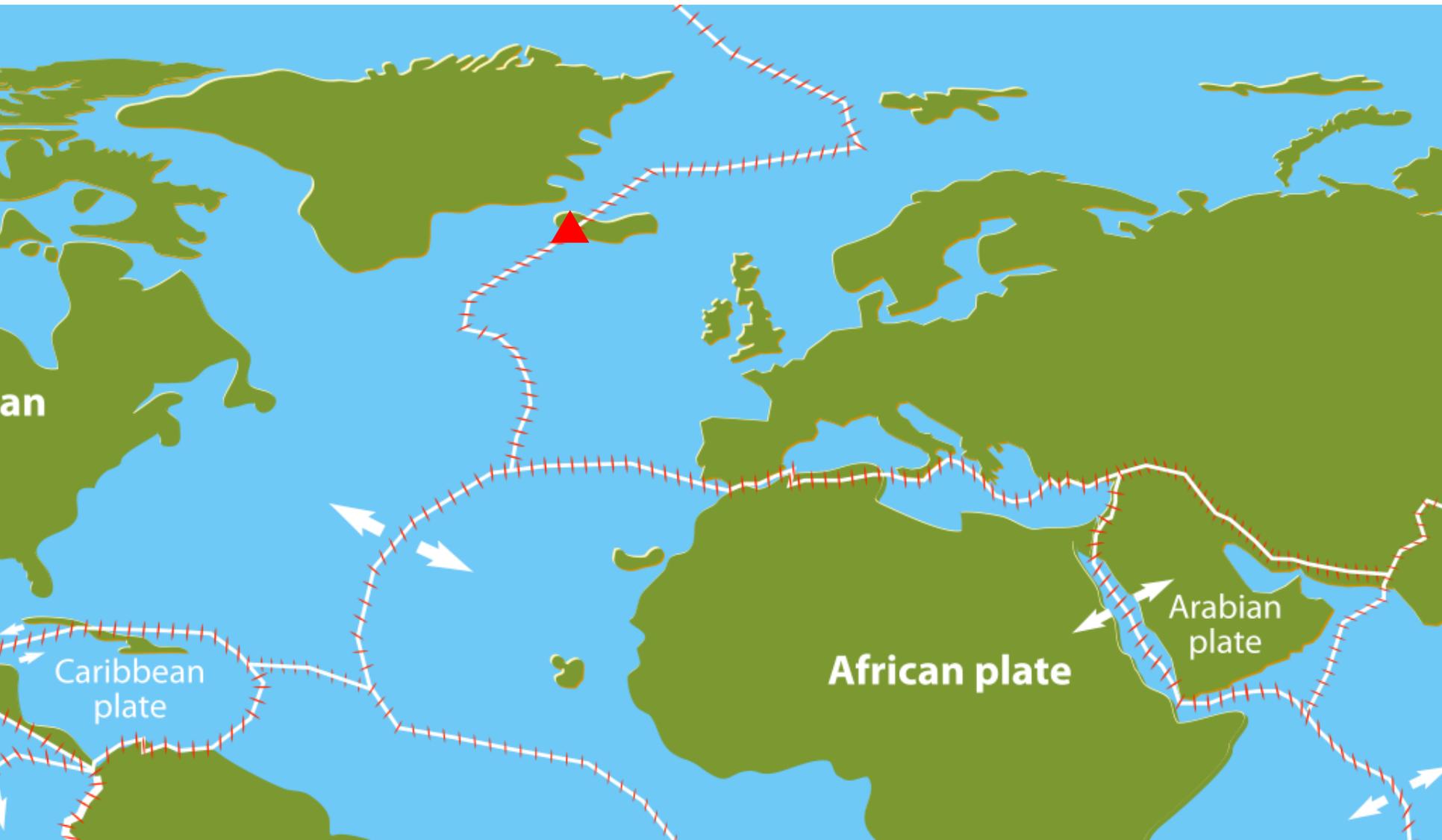
Fagradalsfjall, Iceland



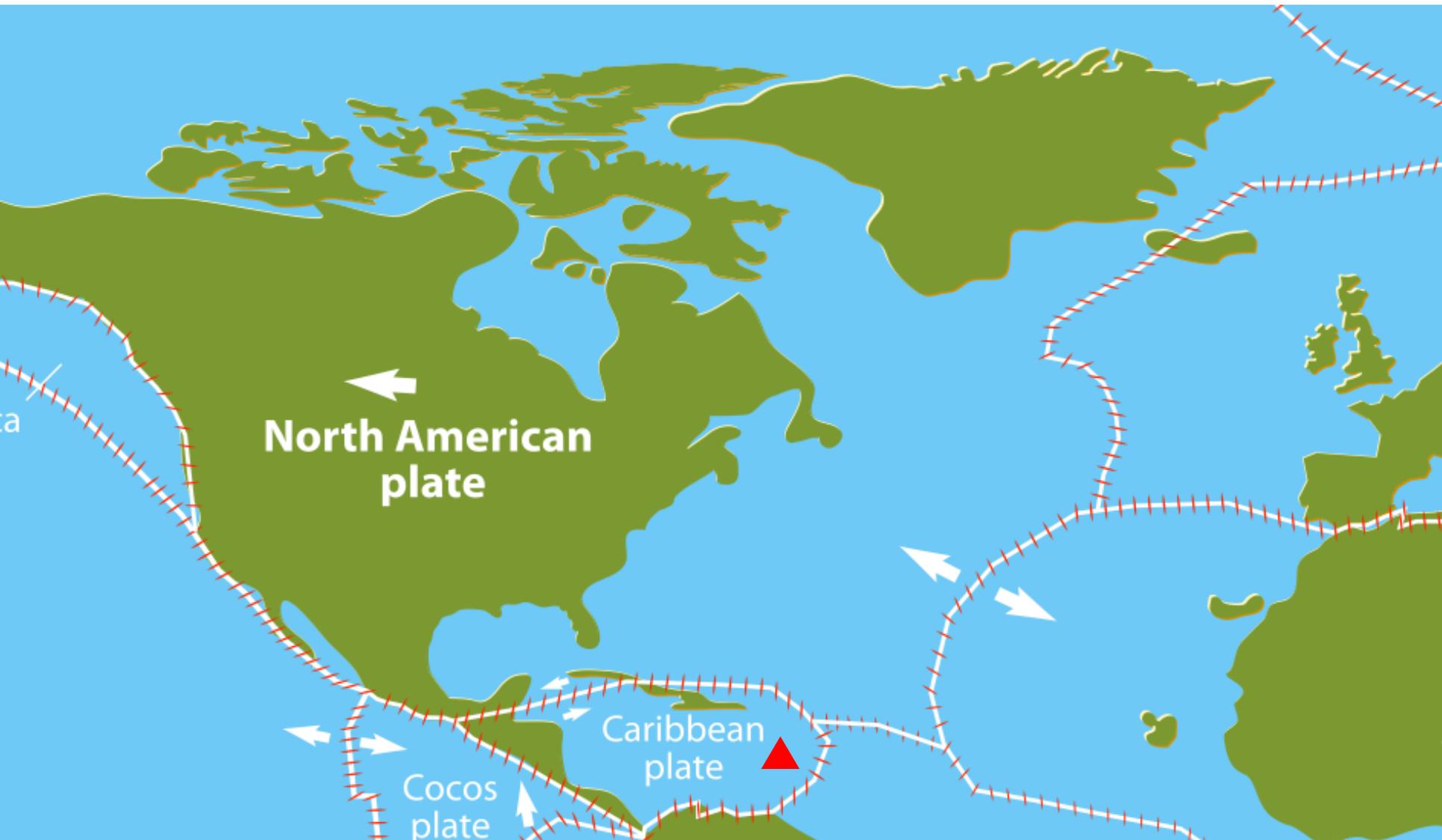
# WHERE?



# WHERE?



# WHERE?



# FAGRADALSFJALL



# FAGRADALSFJALL

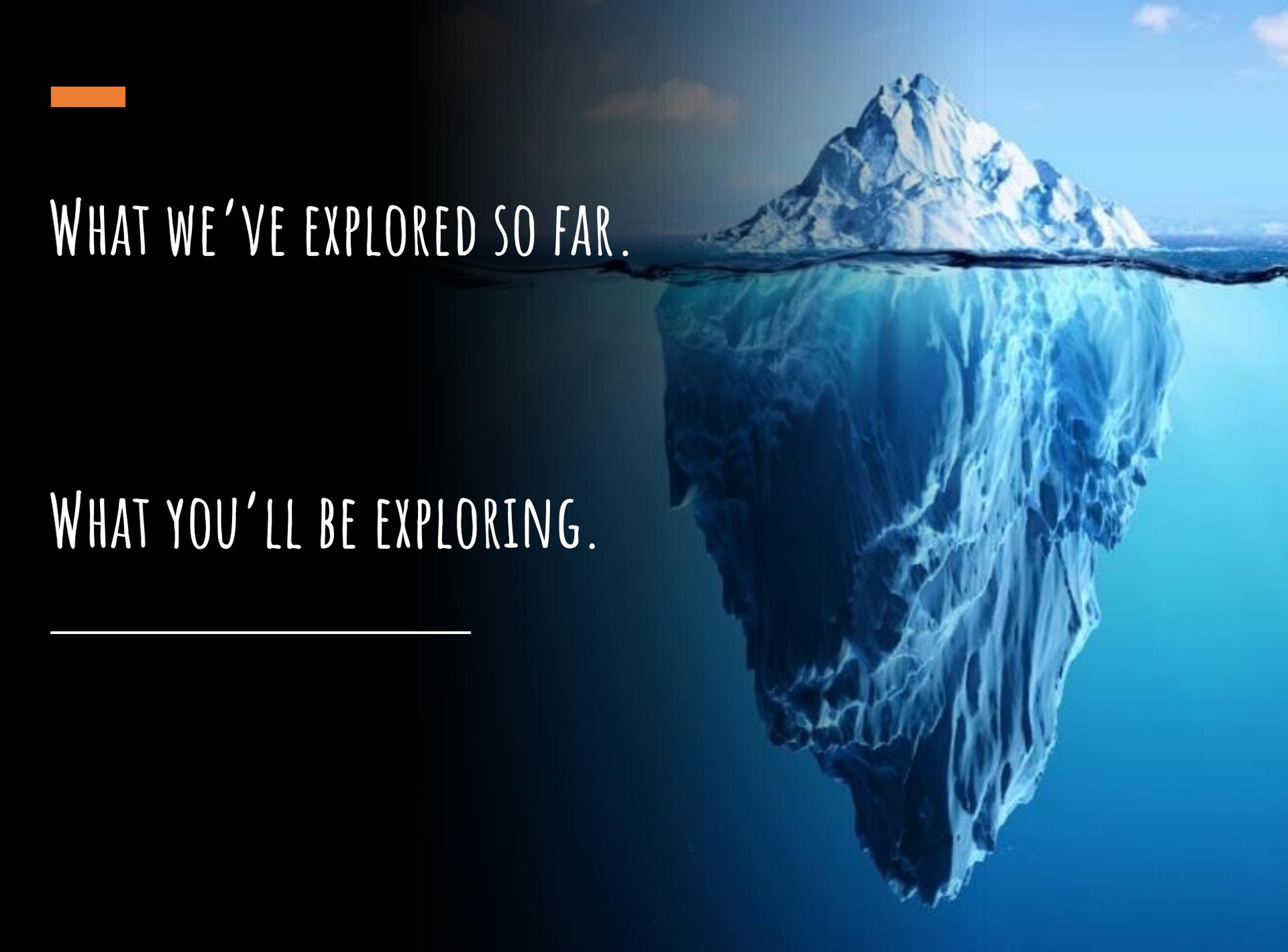


# LA SOUFRIÈRE



# LA SOUFRIÈRE



A large iceberg floating in the ocean. The tip of the iceberg is visible above the water surface, while the much larger, more complex and jagged part of the iceberg is submerged below the surface. The water is a deep blue, and the sky is a lighter blue with some clouds. The overall scene is a metaphor for hidden potential or unexplored territory.

WHAT WE'VE EXPLORED SO FAR.

WHAT YOU'LL BE EXPLORING.

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# THE RESOURCES

## VOLCANO GUIDES



**Figure 1 - A constructive plate boundary**

The largest island on the ridge because of the additional volcanism caused by the hotspot under the tectonic plate boundary. Eruptions occur about every 30 years and generally consist of basaltic lava and ash. The last major eruption on Island was in 2010.

**The eruption**

In the four weeks leading to the eruption, on one side 50,000 cubic meters of ash and 100 million cubic meters of lava were extruded from the rift zone. The ash and lava were extruded from the rift zone at a rate of 1,000 to 2,000 cubic meters per second. The eruption was a significant increase from the 1,000 to 2,000 cubic meters per second that is typical of these eruptions. The eruption was a significant increase from the 1,000 to 2,000 cubic meters per second that is typical of these eruptions.

**Volcanologists describe the eruption as "effusive".** Lava flows out of the volcano onto the ground and flows "in rivers" along the rift zone. The eruption was a significant increase from the 1,000 to 2,000 cubic meters per second that is typical of these eruptions.



**Figure 2 - Island's history**

History of the island's history. The island's history is a story of volcanic activity and human settlement. The island was first settled by humans around 1,000 years ago. The island's history is a story of volcanic activity and human settlement.

**The main threat to the island's population is the risk of volcanic activity.** The island's population is at risk of volcanic activity. The island's population is at risk of volcanic activity.

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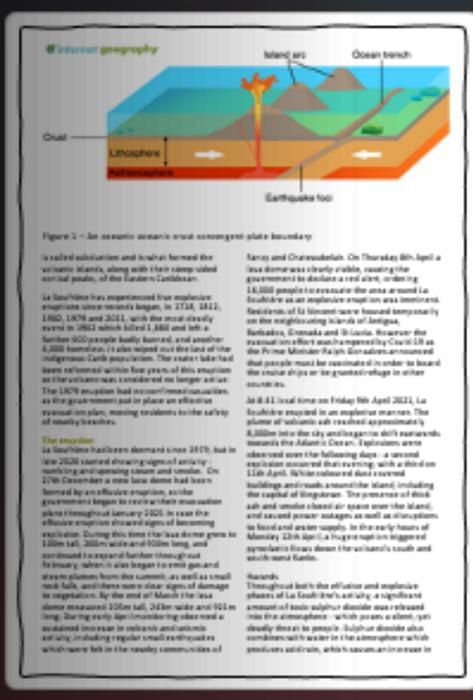


**Figure 3 - An oceanic-oceanic and convergent plate boundary**

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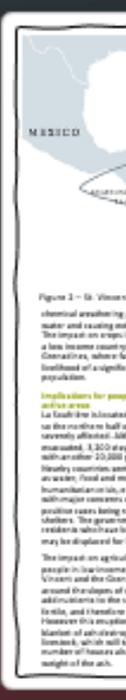
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# Challenge 1 - Cornell Notes

## CORNELL NOTES

ORGANISE THE INFORMATION

# TITLE

### Keywords

Note down any key words from the text/lecture. You can add definitions as you go along or at the end of the article.

### Main notes

Write down the key information you think is important and you think you need to know.

- Don't need to write every word
- Important details
- Use abbreviations and symbols



What are Cornell Notes?

### Questions (you have)

Write down any questions you have about the text/lecture here.

This can be as you go along and when you have completed your main notes. You can discuss with your teacher or complete additional research



How to use Cornell Notes



Watch the videos to learn about using this system before completing Challenge 1 in the booklet

# Challenge 2 - Take Note

## CORNELL NOTES

ORGANISE THE INFORMATION



Complete Challenge 2 in  
the booklet

# TITLE

## Keywords

Note down any key words from the text/lecture. You can add definitions as you go along or at the end of the article.

## Questions (you have)

Write down any questions you have about the text/lecture here. This can be as you go along and when you have completed your main notes. You can discuss with your teacher or complete additional research

## Main notes

Write down the key information you think is important and you think you need to know.

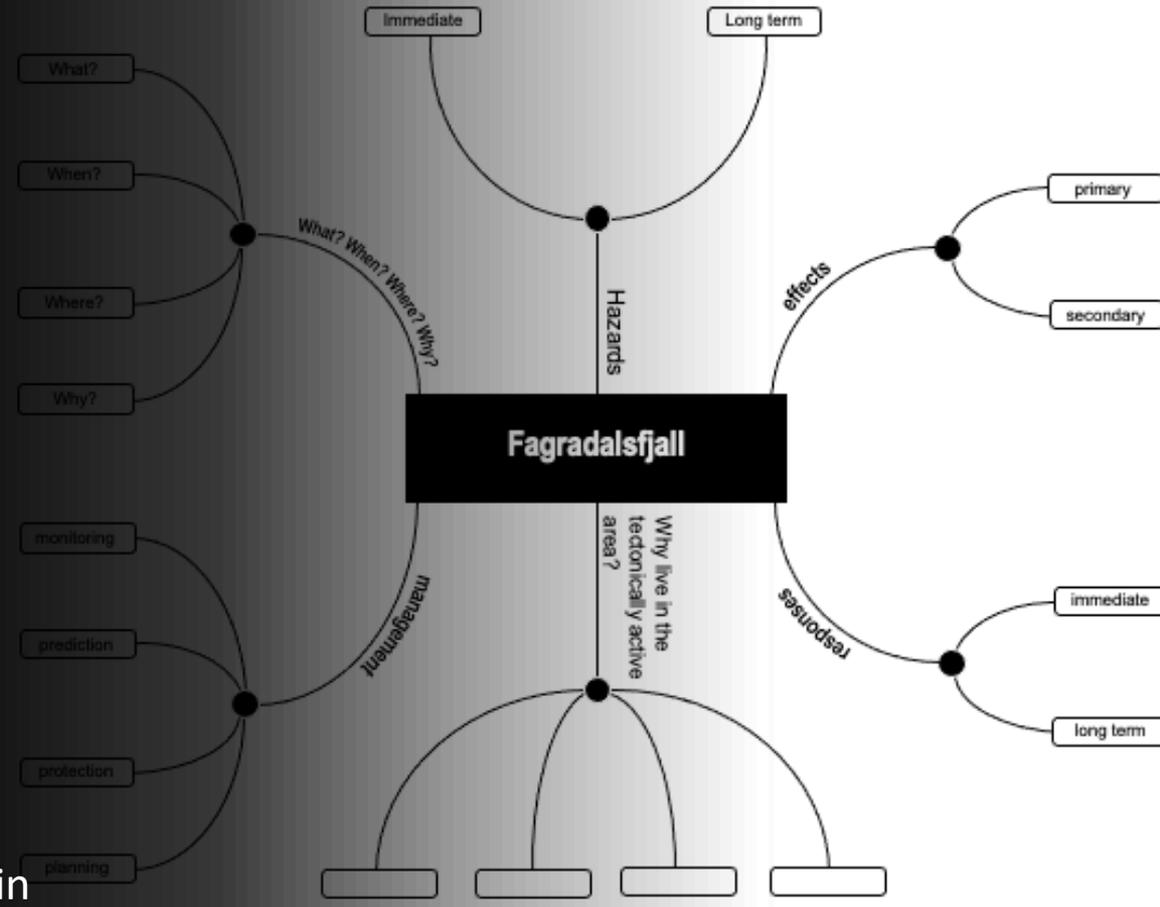
- Don't need to write every word
- Important details
- Use abbreviations and symbols

# Challenge 3 – Mind Mapping

events relating to the eruption of the Fagradalsfjall volcano using the mind map below.

## MIND MAPPING

TURNING INFORMATION INTO KNOWLEDGE



Complete Challenge 3 in the booklet

# Challenge 4 - Compare and Contrast

Fagradalsfjall

La Soufrière

## VENN DIAGRAM

COMPARE AND CONTRAST



Complete Challenge 4 in  
the booklet

# Challenge 5 – Revise It

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## REVISE IT

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REVISION CARDS

FRONT

**Key word or question**

BACK

**Definition or answer**

# Challenge 5 - Revise It

## REVISE IT

### REVISION CARDS



Complete Challenge 5 in  
the booklet

#### Box 1

- Frequent practice
- 40% of time
- Move to box 2 when you are confident you can recall the card

#### Box 2

- Regular practice
- 30% of time
- Move to box 3 when you are confident you can recall the card

#### Box 3

- Occasional practice
- 20% of time
- Move to box 1 when you are confident you can recall the card

#### Box 4

- Limited practice
- 10% of time
- Nothing leaves this box as you know it so well

# Challenge 6 – Assess It

## ASSESS IT

PRACTICE, PRACTICE,  
PRACTICE



Complete Challenge 6 in  
the booklet



## Challenge 6 – Assess It

16

No one likes a test. However, completing practice questions can really help develop your knowledge as well as your ability to apply this to demonstrate understanding. Over the next couple of pages are a selection of A Level transition questions to have a go at.

1. State what is meant by the term tephra [2]

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2. Use Figure 1 to describe how Iceland's location on the Mid-Atlantic Ridge constructive plate boundary had led to its distinctive tectonic landscape. [4]

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3. Explain the process of subduction at the oceanic-oceanic crust convergent plate boundary, as shown in Figure 4. [4]

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# Challenge 7 - Essay

## ESSAY

### BEGINNER'S GUIDE

With reference to the Fagradalsfjall and La Soufrière eruptions, assess the extent to which economic development affects the ability to cope with exposure to tectonic risks. [15]



Complete Challenge 7 in  
the booklet

#### Essay Guide

1. Read the question and **BUG** it - **BOX** the command word; **UNDERLINE** the focus; **GLANCE** back to check you have answered it properly.
2. Remind yourself what the command word wants you to do - **ASSESS** wants you to make an informed judgement.
3. Start off with a brief introduction - open with your judgement as this then provides you with a focus to base the structure of the rest of your essay on - try to include some key vocabulary early on. If you demonstrate that you understand the key terms mentioned in the question and the command words you are off to a confident start!
4. Introduce the Fagradalsfjall eruption - discuss the impacts of the eruption along with the management, monitoring and response. You need to make multiple points to support your arguments - and refer back to the link to economic development throughout. Bring in examples from the text - but don't just copy extracts of information - you need to do something with that information to demonstrate your understanding. Make a counter argument if appropriate.
5. Then introduce the La Soufrière - and do the same as above, but this time introduce some comparative language such as 'whereas', 'on the other hand' to link it to the Fagradalsfjall eruption, as well as back to the question.
6. Remember 'PEEL - Point -> Evidence -> Explanation -> Link back to the question' throughout your discussion - this keeps your argument clear throughout, and ensures that you are answering the question.
7. Remember chains of reasoning - elaborate your explanations with phrases like 'this means that...'; 'this leads to...'; 'this results in...'
8. Finish off with a conclusion - draw together the different points you have made in your essay - make sure you summarise your arguments and reiterate your original judgement and link back to the question (which in this case is about the link between economic development and the ability to cope with tectonic hazards - specifically in the context of Iceland and St Vincent and the Grenadines).