



Gone With the Waves: Climate Change and Human Migration from Small Islands

Key Stage 5

Human Geography &
Political Philosophy

2021



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For Students Getting Started

RBC means Research-Based Curriculum,. Each RBC coursebook is written by a PhD student at a university about their cutting edge research.

Why complete an independent 'RBC' study pack?

RBC courses are challenge courses to sharpen your skills and resilience: finishing an RBC course is a major accomplishment to add to your academic CV. To get into a university, you must demonstrate that you are intellectually curious, and will make the most of the academic opportunities available to you. Completing a pack will allow you to gain invaluable experience to write about in your university application..

It allows you to:

- ✓ Build your subject experience to mention in your UCAS Personal Statement
- ✓ Sharpen your academic skills
- ✓ Experience what it's like to study beyond school and at university
- ✓ Better understand what you enjoy and don't enjoy
- ✓ Improve your overall subject understanding ahead of final exams





For Students Getting Started

What's in this booklet?

Your RBC booklet is a pack of resources containing:

- ✓ More about how and why study this subject
- ✓ Six 'resources' each as a lesson with activities
- ✓ A final assignment to gauge learning
- ✓ Extra guidance throughout about the university skills you are building
- ✓ End notes on extra resources and where to find more information

Who should complete this pack?

Anyone interested in improving their academic skills or understanding what they should do at university. This pack is especially suitable for anyone interested in studying Human Geography/ Politics/ Philosophy.

Even if you are unsure of where your interest in these subjects can take you, by completing this pack you will have a clearer idea of the variety of subjects that link to one another.

If you have any questions while you are using the resources in this pack, you can contact your teacher or email us directly at schools@access-ed.ngo.

Good luck with your journey to higher education!





For Students University Skills

Look out for these **Key Skills Badges** throughout the coursebook. These show that you're building the learning skills you'll need to succeed at University and in Higher Education.



independent research

creativity

problem solving

building an argument

providing evidence

academic referencing

deep dive

source analysis

data interpretation

active reading

critical thinking

To complete this resource, you will have to demonstrate impressive academic skills. When universities are looking for new students, they will want young people who can study independently and go above and beyond the curriculum. All these skills that you will see here will demonstrate your abilities as a university student – while you're still at school!

Every time you have to look something up or write up a reference, you are showing that you can work independently.

Every time you complete a challenging problem or write an answer to a difficult question, you might demonstrate your ability to think logically or build an argument.

Every time you evaluate the sources or data that you are presented with, you are showing that you can 'dive deep' into an unfamiliar topic and learn from it!

Skills you will build for university:

your ability to work on your own and find answers online or in books

your ability to create something original and express your ideas

your ability to apply what you know to new problems

your ability to logically express yourself

your ability to refer to sources that back up your opinions/ideas

your ability to refer to what others have said in your answer, and credit them for their ideas

your ability to go above and beyond the school curriculum to new areas of knowledge

your ability to evaluate sources (e.g. for bias, origin, purpose)

your ability to discuss the implications of what the numbers show

your ability to engage with what you are reading by highlighting and annotating

your ability to consider questions with an open mind and evaluate what is important or not



Where can this subject take me?

Pathways

Studying Geography or Philosophy can open the doors to many degrees and careers. It intersects with Psychology, Sociology and other Sciences. Whatever interests you is likely to relate to Geography or Philosophy in some way. See a snapshot of where studying these subjects can take you.

'Transferrable skills' from **Geography** to a career:

- Research ability
- IT skills
- Teamwork
- Problem solving
- Analytical and critical ability
- Communication skills through presenting, writing and debating
- Time management
- Creativity

'Transferrable skills' from **Philosophy** to a career:

- Empathy and interest in people
- analytical research
- problem solving
- the ability to work in teams
- written and verbal communication, report writing and presenting
- information technology
- handling of data and statistics

What are some are the 'interdisciplinary' subjects in this course?

Interdisciplinary is a term you will hear used by higher education institutions. It's also how many professionals and academics in the real world operate: they use multiple subjects, or disciplines, to carry out their work.

Thinking about which subjects you like, alongside Geography, can help you choose a career pathway later.

Read more about subject selection and careers pathways:

<https://targetjobs.co.uk>

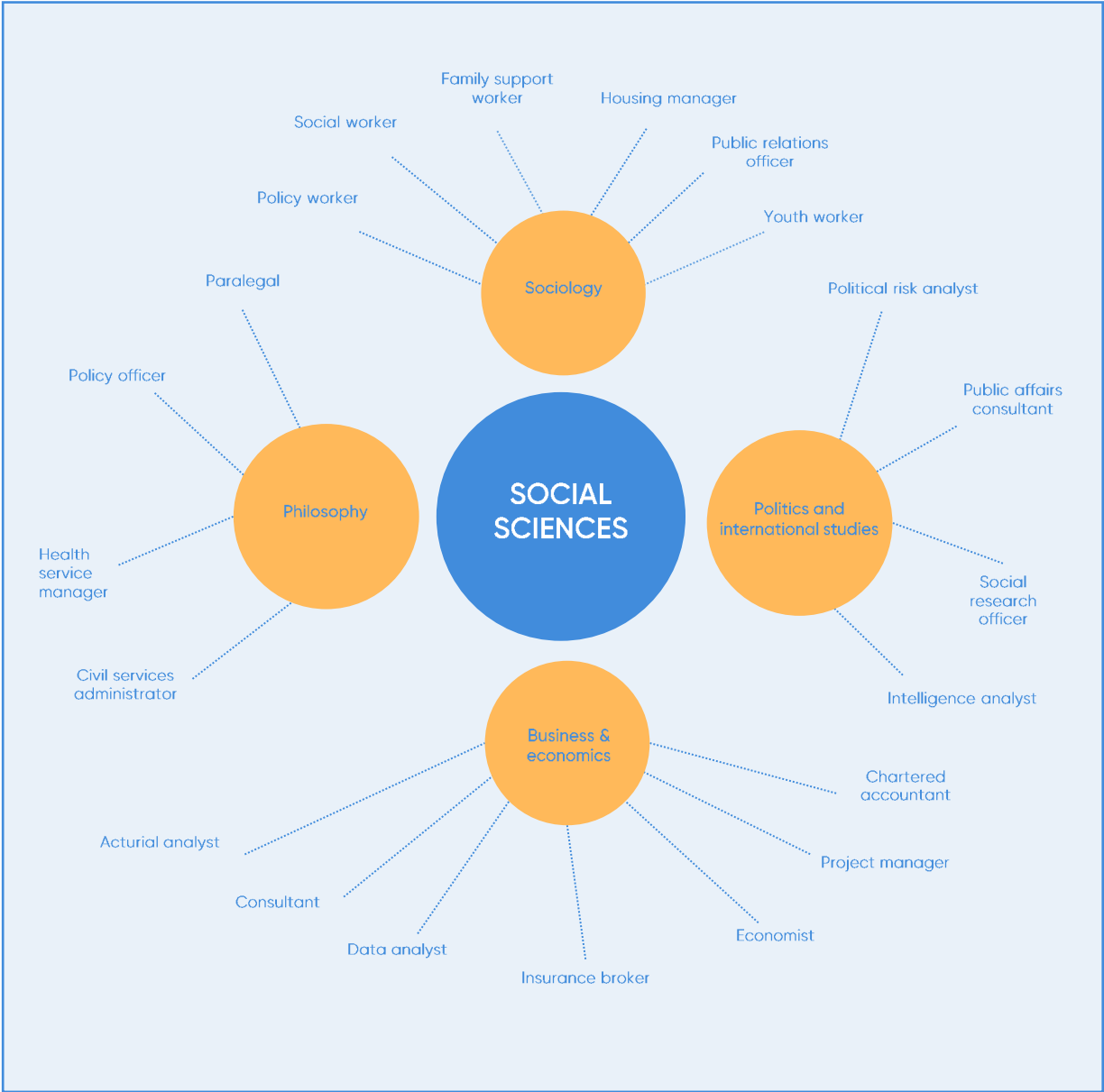
<https://www.prospects.ac.uk>

<https://thinkuni.org/>

Subject map: Social sciences



Most students with a Social Sciences degree go on to work in public policy, financial services, civil services, and law. Approximately 25.4% of students doing a Bachelor's degree in Social Sciences choose to pursue a higher degree later on. A combination of the subjects in Social Sciences are very popular amongst students in their sixth form.



Find out about Science-related careers here:
PROSPECTS: <https://www.prospects.ac.uk>
TARGET JOBS: <https://targetjobs.co.uk>



For Teachers

RBC Guide

Learner aims

The Research-Based Curriculum aims to support student attainment and university progression by providing classroom resources about cutting-edge research at local universities. The resources are designed to:

- ✓ promote intellectual curiosity through exposure to academic research
- ✓ stretch and challenge students to think deeply about content that may be beyond the confines of the curriculum
- ✓ develop core academic skills, including critical thinking, metacognition, and written and verbal communication
- ✓ inform students about how subjects are studied at university, and provide information, advice and guidance on pursuing subjects at undergraduate level

Content

The programme represents a unique collaboration between universities and schools. Trained by AccessEd, PhD Researchers use their subject expertise to create rich resources that help bring new discoveries and debates to students.

The Research-Based Curriculum offers twelve modules suitable for KS5 study. The modules span a range of disciplines, including EBacc and A-level subjects, as well as degree subjects like Biochemistry. Each module includes six hours of teaching content, supported by student packs, teacher notes and slides. All modules are available online and free of charge for teachers at select schools.

Using the RBC pack

These resources are designed to be used flexibly by teachers. The resources can be completed by students individually or in groups, in or out of the classroom.



For Teachers

Using the RBC packs

Extra-Curricular Subject Enrichment Clubs

Here are five examples of delivery options:

The resources can be completed in small groups (4-8 pupils) across a series of weekly lunch clubs or after-school clubs online or in person. Groups can reflect on their learning by presenting a talk or poster on the subject matter at the end of the course.

The resources can be used by students to explore subjects that they are interested in studying at university. This can inform their decision making with regards to university degree courses and allow students to write more effective Personal Statements by including reflections on the Research-Based Curriculum.

The resources can be used to ignite curiosity in new topics and encourage independent research. Schools could hold a research challenge across a class or year group to submit a piece of work based on the resources. Pupils could submit individually or in small groups, with a final celebration event.

Resource packs can function as 'transition' projects over the summer, serving as an introduction to the next level of study between KS3 and KS4, or KS4 and KS5. Students could present their reflections on the experience in a journal.

The Research-Based Curricula programme builds on the University Learning in Schools programme (ULiS), which was successfully delivered and evaluated through the London Schools Excellence Fund in 2015. The project was designed in a collaboration between Achievement for All and The Brilliant Club, the latter being the sister organisation of AccessEd. ULiS resulted in the design and dissemination of 15 Schemes of Work based on PhD research for teachers and pupils at Key Stage 3. The project was evaluated by LKMCo. Overall, pupils made higher than expected progress and felt more engaged with the subject content. The full evaluation can be found here: [ULiS Evaluation](#).

Questions

For more information contact hello@access-ed.ngo



Introduction to Topic

Climate Change and Human Migration

The topics within this pack will include:

Climate Change and Climate Justice

Climate-related Migration

Framing Climate-related Migration

Migration as Adaptation

Migration as Loss and Damage

Climate change is one of the most urgent and complex challenges facing humanity today. Amongst its impacts, sea-level rise poses an existential threat to low lying island states, forcing islanders from places like the Maldives or the Pacific Islands to migrate. In my doctoral research, I explore this phenomenon of climate-related migration from the standpoint of justice. Having an inter-disciplinary background, I draw on a range of disciplines and subjects to look at this issue. For example, political philosophy works guide questions and explorations around justice. It allows me to think about why climate-related migration is a matter of justice, the different dimensions of justice (distributive, procedural, corrective, etc.) that are relevant in the context of climate change and climate-related migration and to ask what might be required of justice in the potential scenario where populations find themselves displaced. These questions guide the overall motivation and purpose of the research. Human Geography is another subject that is central to my doctoral work. It is through Human Geography scholarship that I am able to explore and understand perceptions of affected populations and unpack the different values that they attach to place. How do islanders think and feel about the prospect of climate-related migration? What do their 'everyday lives' look like and what does losing their homelands imply? Looking at climate change and human migration from a range of disciplines allows to tackle the challenge more comprehensively and expand our thinking. I hope that through this resource, you will empathise with your fellow human beings and critically think, what it might be like to face the possibility of the entire territory some people call home to be gone with the waves.



Introduction to Topic

Human Geography and Political Philosophy



Both Human Geography and Political Philosophy cover a wide range of issues at university. Both disciplines are interested in similar topics such as globalisation, society, the environment and economics, amongst many others. However, each of them have their own particular ways of approaching a theme and unpacking it.

Studying Human Geography focuses on understanding the relationship humans have with their surroundings. As part of a human geography programme, you might study urbanism, issues of gender, culture and identity, globalisation and international development and social justice. In Politics or, in particular political theory, the focus might lie more on the role of the state, questions of sovereignty, democracy and equality.

Both subjects follow fairly similar structures. For instance, you might have lectures with everyone enrolled on the course on a big lecture theatre followed by smaller seminar groups. A topic would be introduced in the lecture and the following week, after having done some independent reading, you would unpack and discuss the topic in the seminar alongside other students. In Human Geography, there is more of a focus on methods and data. You can expect to learn about quantitative and qualitative data and a range of methods. Typically, you can also expect to take part in some field trips, sometimes even internationally.

They are both fascinating subjects that would give you a range of useful skills. The value of social sciences and humanities is increasingly being recognised in a range of work places. Having been trained in the humanities and social sciences allows for a unique, insightful and in-depth way of thinking that is of much importance to many fields.



Meet the PhD Researcher Africa Bauza Garcia-Arcicollar



I was born and grew up in a small island in the Mediterranean Sea. I lived there until I decided to pursue my higher education in the UK. I remember being overwhelmed by the number of programmes available to study for my degree and struggled to make a choice. In the end, I decided to undertake a Joint-Honors Degree which allowed me to study two subjects instead of one. I chose to study a BA in Sociology & International Relations at the University of Leeds. It allowed me to explore a range of interests of mine, without having to choose one particular subject to go into. I found that the modules I enjoyed the most were the ones that focused on questions of justice. Because of that, after I graduated from my Undergraduate studies, I decided to pursue an MA in Political Philosophy in Barcelona, at Pompeu Fabra University. The last term of the MA was dedicated to completing my dissertation. This is when I first started researching climate change and how Small Island Developing States (SIDS) will be affected by its impacts. This raised many questions of justice. I was particularly interested in the potential scenario of climate-related migration and exploring the positions of affected populations. My MA thesis led me directly to my PhD research which looks at climate-related migration from SIDS from the standpoint of justice.

Undergraduate BA Sociology & International Relations

Postgraduate MA Political Philosophy

Glossary



Term	Definition
Global Warming	Long-term heating of the Earth’s climate system observed since the pre-industrial period (between 1850 and 1900) due to human activities, primarily fossil fuel burning, which increases heat-trapping greenhouse gas levels in the Earth’s atmosphere.
Climate Change	Long-term change in the average weather patterns that have come to define the Earth’s local, regional and global climates. These are primarily driven by global warming, but natural processes can also contribute to climate change.
Greenhouse Effect	Process that occurs when gases in the Earth’s atmosphere trap the Sun’s heat. Human activity increases the concentration of greenhouse gases, which contributes to the warming of the Earth.
Climate Justice	Term used to understand climate change as an ethical and political issue, as opposed to one being purely environmental or physical
Mitigation	The action of reducing the severity, seriousness, or painfulness of something
Adaptation	Any adjustment in natural or human systems in response to actual or expected climatic changes and its effects
Loss and Damage	Term to refer to the harms caused by climate change that cannot be mitigated or adapted to
Reparations	Concept grounded in international and general law principles which state that when individuals are wronged, perpetrators ought to take responsibility for such wrongs, either by returning wronged individuals to the status quo ante (what things were like before) or, when not possible, compensate them
Small Island Developing States (SIDS)	Group of developing countries that are small island countries which tend to share similar sustainable development challenges

Glossary

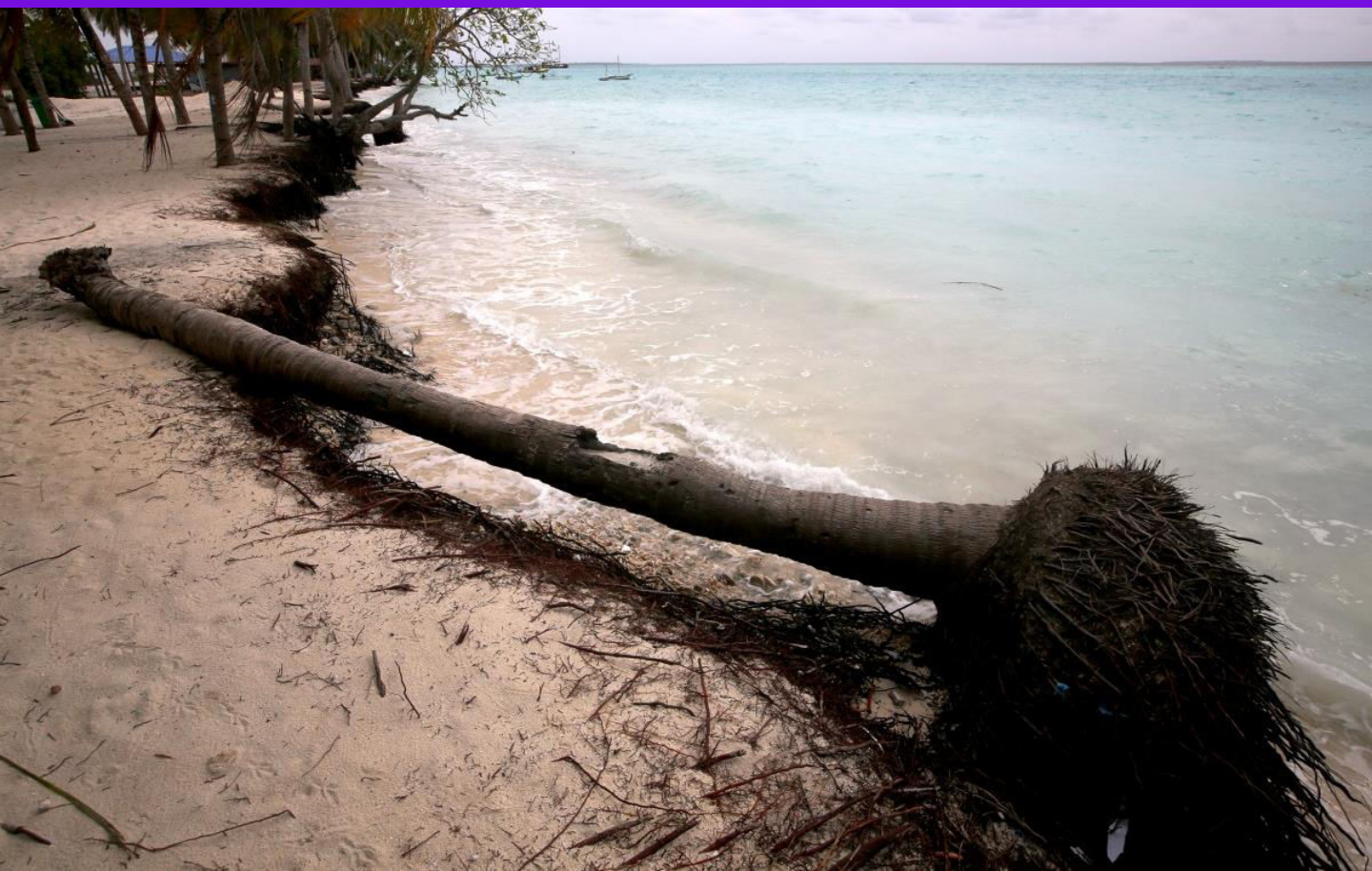


Term	Definition
Permafrost	Thick layer of soil below the ground surface that remains below freezing point throughout the year, occurring mainly in polar regions
Ocean Acidification	Reduction in the pH of the ocean over an extended period of time, caused primarily by an increase in carbon dioxide
Coral bleaching	When water is too warm, corals will expel the algae living in their tissues causing the coral to turn completely white.

Resource One Overview



Topic	Climate Change and Climate Justice
A-level Modules	Pollution, Resource Security, Political Ideas, Normative Ethical Theories
Objectives	<p>By the end of this resource, you will be able to:</p> <ul style="list-style-type: none">✓ Understand climate change as a matter of justice and fairness✓ Give examples of climate injustices around the world✓ Explain the concept of climate justice
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading





Resource One

Data Source

Section A

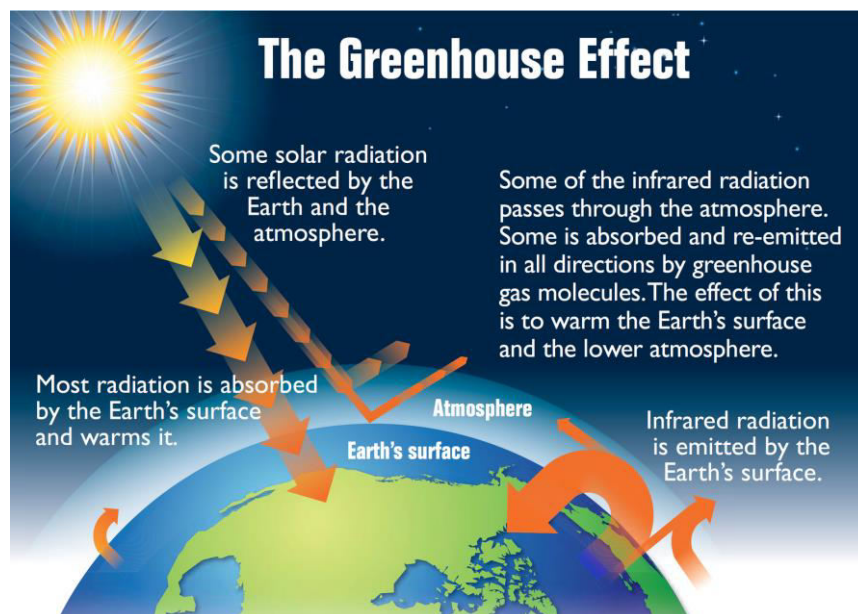
Climate Change and Climate Justice



Many of us will be familiar with **climate change** as a scientific phenomenon. We know that a range of human activities such as fossil fuel burning, increases the levels of greenhouse gases in the Earth's atmosphere. The **Greenhouse Effect** warms the temperature of the planet, allowing it to be habitable. However, an excess of gases leads to increased warming of the Earth which in turn leads to climatic changes.

However, it is less common to think about these phenomena as matters of justice and fairness. This resource will help to unpack the different ways in which climate change should be thought about in terms of rights and duties.

In order to do so, read the different community profiles in Section B and think about the sentences that might be relevant in terms of justice.



Resource One

Data Source



Section B

Community Profiles: Kiribati



Kiribati is a small island developing state (SIDS) composed of 32 islands located in the tropical Pacific Ocean, to the North and East of Australia. The chain of 32 islands is home to more than 1000.000 people, all of whom live only a few feet above sea level.

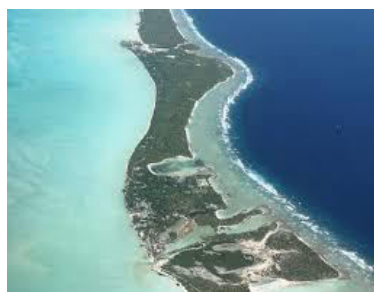
Kiribati is expected to be one the world's first countries to lose its territory as a result of sea level rise from global climate change. Within the last 10 years, two of the smallest islands have already disappeared underwater. As the world debates whether rising sea levels will someday affect cities like New York and San Francisco, this is not some future scenario for the people of Kiribati. On Kiribati, your neighbour must decide soon whether or not to move her grandmother's grave when the rising seas force her to move her home. Your ancestors have lived here for thousands of years, but now you might lose your home because of a problem that you didn't cause. But you know who's to blame. People in the wealthy countries of Europe and the United States have caused greenhouse gases to increase in the atmosphere, by burning so many fossil fuels, like coal, oil, and natural gas, for the last 200 years. These people claim the right to drive their cars, but how can this compare to your right to a secure home? These wealthy countries must immediately begin to dramatically reduce their use of fossil fuels.



As sea levels rise, saltwater from the ocean has polluted the freshwater sources that the people and plants of Kiribati depend on for survival. One Kiribati island, Tepuka Savilivili, no longer has any coconut trees – killed off by increasing levels of saltwater in the ground. Coconut trees are the backbone of traditional Kiribati culture, ranging in use from food to building materials. Because of its importance, people refer to it as 'the tree of life.'

Kiribati's traditional island culture is also at risk of disappearing with the rising ocean. For thousands of years, your ancestors have lived here, building their culture in relationship with the natural environment. If you are forced to leave Kiribati, forced to migrate to Australia or New Zealand, certain parts of Kiribati culture will be lost forever. This is why many Kiribati will choose not to leave their homes.

However, Kiribati president Anote Tong is already planning for the migration of his people but this will require the support of wealthier countries.



Resource One

Data Source



Section C

Community Profiles: Yup'ik People



Imagine you are a Yup'ik Eskimo and live in the Arctic. You have a close relationship with nature and notice even small changes in the environment. Recently, you have been very worried because the climate has become unpredictable and the landscape has changed.

The **permafrost** is melting, and this means your way of life is threatened. You depend on hunting and fishing walrus, seals, and salmon. These days, autumn freeze-up occurs up to a month later than usual and the spring thaw seems earlier every year. The multiyear sea ice is smaller, and now drifts far from your community in the spring, taking with it the seals upon which your community relies for food. In the winter the sea ice is thin and broken, making travel dangerous for even the most experienced hunters. In the fall, storms have become more frequent and severe, making boating difficult. Thunder and lightning have been seen for the first time.

Hotter weather in the summer is melting the permafrost and causing large-scale slumping on the coastline and along the shores of inland lakes. The melting has already caused one inland lake to drain into the ocean, killing the fresh- water fish. Even the foundations under buildings are shifting.

The village of Newtok, about 800 kilometres west of Anchorage, is one of several Yup'ik villages in need of relocation due to climate change. Because of higher average temperatures, intensifying river flow and melting permafrost are destroying homes and infrastructure. More than 300 residents have been forced to relocate to a higher site 15 kilometres west on Nelson Island. This will cost tens of millions of dollars. What will become of your people? And why should your people suffer so that other nations can continue burning more and more coal and oil and living comfortably? This is so unfair.

The Arctic is warming at twice the rate of the rest of the world. Scientists think that summer ice could vanish in the next 10 to 20 years. Oil companies say that one quarter of the earth's untapped fossil fuels, including 375 billion barrels of oil, lie beneath the Arctic. They can't wait for the ice to melt. They call this the new 'black gold rush'. So as your people try to hang on to your land and culture, oil companies profit from your suffering and become richer and richer.

Resource One

Data Source



Section D

Community Profiles: Taino, Caribs, Arawaks – Indigenous People in the Caribbean



More than 500 Years ago, your ancestors greeted the first European in the Americas: Christopher Columbus. Columbus called you 'the best people in the world'. He also took hundreds of you as slaves and sent you to Spain. In your own land, he forced you to hunt for gold and to work on plantations. Today, the wealthy countries of the world continue to exploit your people, but in different ways. Now, because of their greenhouse gas pollution from their cars, and coal plants, and deforestation, they are changing the climate, and threatening your way of life.

Coral reefs are often referred to as 'rainforests of the sea'. Home to more than 25 percent of all marine species, reefs are highly biologically diverse. They provide a habitat and breeding ground for local and commercially important species of fish, shrimp, and lobsters. Reefs also act as natural buffers, protecting vulnerable coastal areas from bearing the full brunt of storms. An analysis conducted between 1969 and 2008 showed the most complex types of reef had been virtually wiped out across the entire Caribbean.

Coral reefs currently face two major and growing threats:

Acidification: The oceans are a major carbon sink, absorbing between 30 and 50 percent of all human-created CO₂ emissions. Scientists project that the pH of the ocean will drop from 8.2 (its preindustrial level) to 7.8, by the next century. This would be the largest such change in more than 20 million years. Several studies have suggested that reef-forming coral cannot survive at pH levels less than 7.6.



Coral bleaching: The harm to Caribbean reefs is not only linked to climate change; a second period of coral destruction is now under way. Other human impacts such as overfishing and coastal development cause the tiny organisms that build the coral reefs to become stressed and abandon their colonies, resulting in 'coral bleaching'. Bleached corals are weaker and more prone to disease. The combination of increased sea surface temperatures and ocean acidification has led to mass bleaching, with temperature increases as low as 1°C. With increases of 2°C to 3°C, the corals may die.

Resource One

Data Source



For thousands of years before Columbus accidentally bumped into your islands, the sea provided life for your people. And Columbus's ancestors continue to find ways to harm your people. You need to tell the wealthy countries that we all have to share this world, that they have no right to destroy the oceans through greenhouse gas pollution.



And it's not just the oceans. Scientists reported in a new article in Nature magazine that hurricanes in the Atlantic are more frequent than at any time in the last 1,000 years. Other scientists say that as the earth warms, along with more severe hurricanes, the Caribbean will experience more summer droughts. According to another scientific report, 56 different bird species in the Caribbean are threatened because of climate change. Well, it's good to have the scientists trying to figure out what's happening, but you know that things are getting worse from your own oral traditions and from how close to the land and sea you have always lived.

Indigenous elders have been warning about these changes for decades. It's time for the world to stop ignoring the lives - and the wisdom - of Indigenous Peoples.



Resource One Activities



Activities



1. Read the community profiles again and highlight the sentences or points that seem to you to be matters of justice. One way of thinking about this could be to think about what comes across as unfair when you are reading it.
2. Summarise each issue that you have highlighted. Either discuss it with a partner or in a group. Alternatively, write it down in your own words.
3. Try to establish commonalities between the different examples. Which ones do you think reflect the same problem or injustice?
4. Write a definition of climate justice in your own words.
5. Create a mind-map of climate justice and the different questions or issues the concept might embrace.
6. Write a short reflection on why we should think about climate change as a matter of justice.

Resource One

Further Reading



- Explore**
- The Causes of Climate Change:
<https://climate.nasa.gov/causes/>
 - What is 'Climate Justice'?
<https://yaleclimateconnections.org/2020/07/what-is-climate-justice/>
 - Climate Justice (Stanford Encyclopedia of Philosophy):
<https://plato.stanford.edu/entries/justice-climate/>

Resource Two Overview



Topic Climate-Related Migration

A-level Modules Environment and Population, Changing Places, Place Studies

Objectives By the end of this resource, you will be able to:

- ✓ Identify migration and displacement as a climate change impact
- ✓ Empathise with affected communities
- ✓ Understand the importance of place

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading





Resource Two

Data Source

Section A

Climate-related Migration



One of the impacts of climate change is migration. Because of climate change, some currently inhabited places around the world might become uninhabitable. This might be due to a range of environmental changes, such as sea level rise, desertification, deforestation, extreme storms, earthquakes and floods amongst others, forcing populations to abandon their homelands. In the case of small islands, sea-level rise, oceanic warming, cyclones and mass coral bleaching pose a threat to the habitability of the islands. This means that a range of SIDS around the world, such as the Maldives, the Marshall Islands or Kiribati, might one day face disappearance.

In the last resource, we analysed a range of reasons and ways in which this is a matter of justice. To further your understanding, in this resource you will engage with the perspective of affected communities. This is a matter of procedural justice. It is of major importance that every voice is listened to, and it is not only the voice of academics, experts, elites and policy-makers who have a say on the topic of climate change and climate-related migration.

Through the data presented below, you will engage with how affected populations view and feel the prospect of climate-related migration. You will come to understand the different ways they value their homelands as places and the threat that climate-related migration poses to their ways of life.

Read the poem 'Dear Matafele Peinam' and make a note of the verses that are particularly meaningful to you.



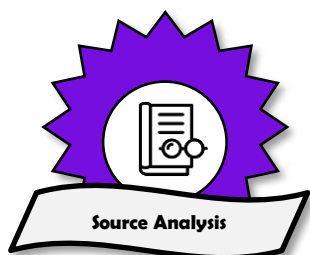


Resource Two

Data Source

Section A

Poem: Dear Matafele Peinam



Dear Matafele Peinam,

You are a seven-month-old sunrise of gummy smiles
you are bald as an egg and bald as the buddha
you are thighs that are thunder
shrieks that are lightning
so excited for bananas, hugs and
our morning walks past the lagoon

Dear Matafele Peinam,

I want to tell you about that lagoon
that lucid, sleepy lagoon
lounging against the sunrise

Men say that one day
that lagoon will devour you

They say it will gnaw at the shoreline
chew at the roots of your breadfruit trees
gulp down rows of your seawalls
and crunch your island's shattered bones

They say you, your daughter
and your granddaughter, too
will wander
rootless
with only
a passport
to call home

Dear Matafele Peinam,

Don't cry,
Mommy promises you

no one
will come and devour you

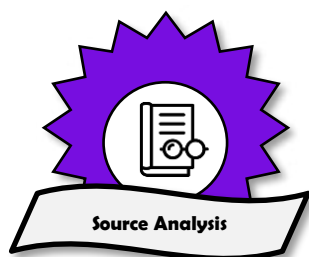
no greedy whale of a company sharking through political
seas
no backwater bullying of businesses with broken morals
no blindfolded bureaucracies gonna push
this mother ocean over
the edge





Resource Two

Data Source



no one's drowning, baby

no one's moving
no one's losing
their homeland
no one's gonna become
a climate change refugee

or should i say
no one else to the Carteret islanders of Papua New Guinea
and to the Taro islanders of the Solomon Islands
I take this moment
to apologize to you
we are drawing the line
here

Because baby we are going to fight
your mommy daddy
bubu jimma your country and president too
we will all fight

and even though there are those
hidden behind platinum titles
who like to pretend
that we don't exist
that the Marshall Islands
Tuvalu
Kiribati
Maldives

Typhoon Haiyan in the Philippines
floods of Pakistan, Algeria, Colombia
and all the hurricanes, earthquakes, and tidalwaves
didn't exist

still
there are those
who see us

hands reaching out
fists raising up
banners unfurling
megaphones booming
and we are





Resource Two

Data Source



canoes blocking coal ships

the radiance of solar villages

the rich clean soil of the farmer's past

petitions blooming from teenage fingertips

families biking, recycling, reusing,
engineers dreaming, designing, building,
artists painting, dancing, writing
and we are spreading the word

and there are thousands
out on the street
marching with signs
hand in hand
chanting for change NOW

marching for you, baby
they're marching for us

because we deserve
to do more
than just
survive
we deserve
to thrive

Dear Matafele Peinam,

you are eyes heavy
with drowsy weight
so just close those eyes, baby
and sleep in peace

because we won't let you down

you'll see



Resource Two

Activities



Activities



1. Re-read and re-listen to the poem (the link is on the next page) if needed and revise the verses that you have highlighted. Make a note of what emotions they evoked in you. Did they make you feel angry? Or sad? Or perhaps some brought a sense of strength or hope?
2. Take a moment to think about the places that matter to you in your life and make a list of between three and five.
3. Reflect on why those places are important to you. Again, try to list a range of reasons.
4. Explore your feelings about your sacred places and the prospect of their hypothetical disappearance through a poem, or some other creative form.
5. Revise your definition of climate justice. Do you wish to add any reflections?

Resource Two

Further Reading



Explore

- 'Dear Matafala Peinam':
<https://www.youtube.com/watch?v=DJuRjy9k7GA>
- Poets writing about climate change:
<https://www.theguardian.com/environment/2018/sep/12/high-ice-hard-truth-a-poetry-expedition-to-greenlands-melting-glaciers-bill-mckibben>
- Tuvalu's sinking islands:
<https://www.theguardian.com/global-development/2019/may/16/one-day-disappear-tuvalu-sinking-islands-rising-seas-climate-change>

References

- Jetñil-Kijiner, K. (2017). IEP JALTOK: Poems from a Marshallese Daughter. University of Arizona Press.

Resource Three Overview



Topic Framing Climate-Related Migration

A-level Modules Population Change

Objectives By the end of this resource, you will be able to:

- ✓ Define the key concepts in climate change terminology
- ✓ Identify different ways of thinking about climate-related migration and displacement
- ✓ Understand the relationship between framing and justice

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading





Resource Three

Data Source

Section A

Framing Climate-related Migration

So far, we have established that migration can be a consequence of climate change. We have also seen how this constitutes a climate injustice. Islanders are barely responsible for climate change, yet if their islands disappear, they will suffer potentially one of the most severe impacts of climate change.

We live in a world where migration takes place regularly and most of us will have had some experience related to migration. This might be that we ourselves have migrated or potentially been the host community for migrants. To a certain extent, it is possible that we all hold certain ideas or perceptions about migration. It is of major importance however that we do not take these for granted or make assumptions. Instead, it is imperative that we unpack and analyse the different connotations and meanings associated to different ways of thinking about climate-related migration.

There are, however, different ways in which we can think about migration and each of those ways carries different connotations. How we think about migration can represent a particular way of framing it. In this resource, you will learn about the different ways of framing. In the context of climate change, scholars have been looking at climate-related migration in two main ways. Some believe that we can think of migration as a form of **adaptation**. Others, on the other hand, firmly believe that migration is a form of **loss and damage** instead. You are of course, not yet familiar with this terminology, but you will come to learn about it in the piece below.





Resource Three

Data Source

Section B

Climate-related migration: The two Schools of Thought



A number of researchers firmly believe a suite of population movements in response to the impacts of climate change as part of an **adaptation** solution. According to the Intergovernmental Panel on Climate Change, adaptation is an adjustment to 'human systems in response to actual or expected climatic stimuli or their effects, which moderate harm or exploits beneficial opportunities'.

Arguing that relocation in response to the impacts of climate change is a 'positive adaptation response' as opposed to a 'failure to adapt' has also gained traction in the policy arena. For example, a key message from the UK Foresight programme on Migration and Global Environmental Change was that the movement of people, as an adaptation response to local environmental change, can be a positive livelihood strategy and a transformational opportunity to increase long-term resilience for individuals.

Often, the movement of people is considered as an option of last resort when adaptation options on the ground are no longer effective in protecting the population from the impacts of climate change.

For another group of researchers, relocation as a consequence of local climatic changes is a negative impact of climate change this is ultimately resulting in **loss and damage** for those affected. Some suggest that climate-induce relocation is an 'adaptation failure' often because it puts the onus on people to move, rather than supporting them on the ground.

There is no universally agreed definition of loss and damage, but we draw on the working definition provided by Warner et al that loss and damage is the 'negative effects of climate variability and climate change that people have not been able to cope with or adapt to'. This definition, however, is problematic because it implies that loss and damage does not occur if adaptation is possible.





Resource Three

Data Source

Section B

Climate-related migration: The two Schools of Thought



As a political instrument, the loss and damage concept is quite new to the talks of the United Nations Framework Convention on Climate Change (UNFCCC). Elisa Calliari, an expert in cross-national comparative research on domestic loss and damage policy-making, stated that the UNFCCC negotiations presented an opportunity for a productive political process to establish new mechanisms linked to loss and damage.

However, the limited common understanding by developed and developing countries of the concept has to be overcome. One of the main discrepancies in this regard is that developed countries want to include loss and damage within the framework of adaptation, but developing countries claim that loss and damage goes beyond adaptation. Calliari has highlighted the necessity for new instruments and the insufficient adaptation ideas and discourses to deal with the effects of Climate Change.

Other researchers, like Fekete and Sakdapolrak, have spoken of loss and damage as an emerging climate change adaptation discourse and a possible research concept that could partly replace resilience and vulnerability perspectives, due to 'its simplicity and tangibility'. Nonetheless, they have underlined that the simplicity of the loss and damage concept and its tendency to grasp climate change effects in measurable ways could also inadequately water down the complexity of climate change impacts. In particular, slow-onset processes, for example the gradual erosion of land, and the broader picture of climate change effects could be neglected.



Resource Three Activities



Activities



1. Based on what you have learned in this chapter, define the concepts of adaptation and loss and damage.
2. What are the reasons why some scholars think migration should be framed as adaptation?
3. What are the reasons why some scholars think migration should be framed as loss and damage?
4. Reflect on how different ways of framing the same phenomenon emphasizes different aspects. What is prioritised when migration is framed as adaptation? What is prioritised when migration is framed as loss and damage?
5. What is your intuition? Write a paragraph developing whether you think migration should be framed as adaptation or loss and damage.

Resource Three

Further Reading



Explore

- United Nations Climate Change: What is climate adaptation and climate resilience:
<https://unfccc.int/topics/adaptation-and-resilience/the-big-picture/what-do-adaptation-to-climate-change-and-climate-resilience-mean>
- United Nations Climate Change: Introduction to loss and damage:
<https://unfccc.int/topics/adaptation-and-resilience/the-big-picture/introduction-to-loss-and-damage>

References

- McNamara et. al (2018), The complex decision-making of climate-induced relocation: adaptation and loss and damage. Climate Policy, 18(1), 111–117.
<https://doi.org/10.1080/14693062.2016.124888>

Resource Four Overview



Topic	Migration as Adaptation
A-level Modules	Contemporary environmental issues, global populations futures
Objectives	<p>By the end of this resource, you will be able to:</p> <ul style="list-style-type: none">✓ Further understand why migration might be an adaptation measure✓ Identify the strengths of framing migration as adaptation✓ Elaborate on the critiques of thinking about migration as adaptation
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading





Resource Four

Data Source

Section A

Migration as Adaptation *Foresight 2011:* Recommendations

In the last Resource, we saw how migration can be framed either as adaptation or loss and damage. This is a key debate in climate change literature. In this resource, we further explore the idea of migration as adaptation and try to unpack its different components.

Below is an extract of the Final Project Report from *Foresight: Migration and Global Environmental Change* (2011). These are the report's recommendations – make a note of the main points.

The challenges of migration in the context of environmental change require a new strategic approach to policy. Policy makers will need to take action to reduce the impact of environmental change on communities yet must simultaneously plan for migration. Critical improvements to the lives of millions are more likely to be achieved where migration is seen as offering opportunities as well as challenges.

- **Measures that prevent harmful environmental changes, reduce their impact, and build resilience in communities** will diminish the influence of environmental change on migration but are unlikely to fully prevent it.
- **Migration can represent a 'transformational' adaptation to environmental change, and in many cases will be an extremely effective way to build long-term resilience.** International policy should aim to ensure that migration occurs in a way which maximises benefits to the individual, and both source and destination communities.
- **Cities in low-income countries are a particular concern, and are faced with a 'double jeopardy' future.** Cities are likely to grow in size, partly because of rural–urban migration trends, whilst also being increasingly threatened by global environmental change. These future threats will add to existing fragilities, whilst new urban migrants are, and will continue to be, particularly vulnerable. Yet this report argues against trying to prevent rural–urban migration, as this could lead to graver outcomes for those who are trapped in vulnerable rural areas.





Resource Four

Data Source

Section B

Migration as Adaptation *Foresight 2011:* Summary

This is the summary of the report. Highlight the key messages and/or make a note of its main point.

In summary, the key message of this report is that migration in the face of global environmental change may not be just part of the 'problem' but can also be part of the solution. In particular, planned and facilitated approaches to human migration can ease people out of situations of vulnerability. In light of this, international policy makers should consider the detailed evidence from this report in a range of areas, with the following of particular priority:

1. **Many of the funding mechanisms for adaptation to environmental change are currently under discussion.** It is imperative that these mechanisms are not developed in isolation from migration issues and, furthermore, that the transformational opportunities of migration is recognised.
2. **Whilst the twin challenges of population growth and environmental change will pose an increasing threat to urban areas in the future, cities in many countries are already failing their citizens.** Action is required before the situation becomes irreversible, to build urban infrastructure that is sustainable, flexible and inclusive.

The cost of inaction is likely to be higher than the costs of measures discussed in this report, especially if they reduce the likelihood of problematic displacement. Giving urgent policy attention to migration in the context of environmental change now will prevent a much worse and more costly situation in the future.



Resource Four

Activities



Activities

1. Think about how migration is portrayed in the report. Is it considered a positive or negative phenomenon? Find examples in the report.
2. Why do the authors of the report argue it is beneficial to think about migration as an adaptation measure?
3. Compare the messages in the report with what you have learned about affected populations. Do the messages align or contrast? In what ways?
4. Can you raise any objections or critiques to the ideas established in the report?
5. How does what you have learned shape or modify your initial position on whether migration should be framed as adaptation or loss and damage? Explain.

Resource Four

Further Reading



- Explore**
- Migration as climate adaptation:
<https://climatemigration.org.uk/migration-as-adaptation-new-briefing-paper-2/>
 - Podcast on climate adaptation:
<https://climatemigration.org.uk/podcast-how-can-we-protect-people-who-move-as-a-way-of-adapting-to-climate-change/>

- References**
- Foresight. (2011). Foresight: Migration and Global Environmental Change. Final Project Report.

Resource Five Overview



Topic	Migration as Loss and Damage
A-level Modules	Changing Places
Objectives	<p>By the end of this resource, you will be able to:</p> <ul style="list-style-type: none">✓ Further understand why migration might be thought of in terms of loss and damage✓ Identify the strengths of framing migration as loss and damage✓ Elaborate on the critiques of thinking about migration as loss and damage
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading





Resource Five

Data Source

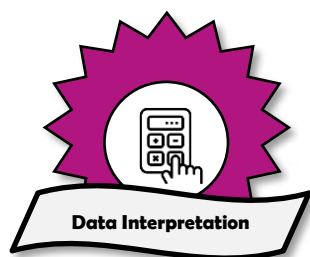
Section A

Loss and Damage: Quotes from Maldivians

In this resource we turn to unpack the idea of migration as Loss and Damage. So far, you have engaged with academic and policy sources. Here, in order to further examine Loss and Damage, you will engage in analysing qualitative data. Below you will find some quotes from people from the Maldives speaking about the prospect of migration in relation to adaptation and Loss and Damage.



"Migration and adaptation is something we are very familiar with, and by definition and everything, for me adaptation is living in the same area, with the risks, mitigating the risk and make it liveable. Moving from that area is not adaptation, you are not living there. You are moving somewhere to find a solution or because of that problem, you have to move. If I have to categorise migration under one of these, it definitely is loss and damage."



"I think just would be recognising that we don't want to move to another person's territory, just would be recognising that it is a right to be there, because we, it was not us who did this. That would be just, it would be just to recognise that we have a right to be there, we're not going there because we're taken to be there, it's something that they have to give us, given that this has been done to us. Like any other claim on loss or damage. That would be just."

"Because if we have even a couple of islands that were habitable, we would prefer living here. We would lose a lot of our identity and culture."

"We won't feel like we belong there, it won't be our land, right? We won't see the tropical beauty, everything we know about our homeland, like the beach, the ocean, everything, so it would be very hard. It would be very difficult but I feel like in the future, we might have to, if this continues on. It's very sad to think about that. We do have a huge blessing, the ocean, the reefs, and we have to leave that and go somewhere we are not very familiar with, so that's very sad."

Resource Five

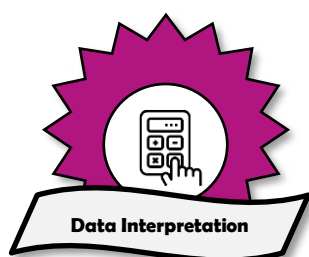
Data Source



Section B

Loss and Damage: Photos from Maldivians

The images below were taken by islanders from the Maldives to illustrate what would be lost if they were displaced.



Resource Five Activities



Activities

1. How are adaptation and loss and damage understood by people from the Maldives in the data presented above?
2. How is justice understood from the quotes?
3. How do islanders from the Maldives feel about the prospect of climate-related migration?
4. What do you think islanders were representing in their images of loss? Try to think about this in terms of material values, everyday practices and meanings.
5. How does the information from the quotes and images relate to the extract from the Foresight report in Resource Four?
6. Add your reflections on how what you have learned from this resource shapes your position on how migration should be understood.

Resource Five

Further Reading



Explore

- Loss and Damage on small islands:
[https://weblog.iom.int/"loss-and-damage"-context-small-islands](https://weblog.iom.int/)
- Loss and damage:
<https://climateanalytics.org/briefings/loss-and-damage/>
- Non-economic loss and damage:
<https://www.die-gdi.de/en/briefing-paper/article/non-economic-loss-and-damage-addressing-the-forgotten-side-of-climate-change-impacts/>

Resource Six Overview



Topic	Climate Reparations
A-level Modules	Normative Ethical Theories
Objectives	<p>By the end of this resource, you will be able to:</p> <ul style="list-style-type: none">✓ Think about responding to the losses identified✓ Explore what justice might look like in the context of climate-related migration✓ Understand the role of reparations in the context of climate change
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading





Resource Six

Data Source

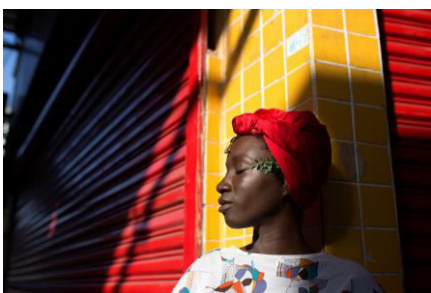
Section A

Reparations as Climate Justice



We started by establishing that climate change is a matter of justice. In particular, we saw that climate-related migration was an example of a climate injustice. Throughout Resources 3, 4 and 5, we unveiled the importance of framing climate-related migration and explored the justice implications that each framing carried. To frame it in one way or another either prioritises or obscures the justice aspect of climate-related migration. However, to find the 'right' framing is still not enough, for islanders might still lose their homelands and find themselves displaced. In this resource, we return to **climate justice** in exploring what else might be required of justice in the context of climate-related migration.

Scholars have suggested that a **reparations** approach might be appropriate. Reparations are one way of pursuing corrective justice. When an individual or a group has been wronged, the perpetrator holds a responsibility to repair the wrong. For example, there have been reparation programmes following the Apartheid or the Holocaust. Reparations might take three different forms: restitution, compensation or satisfaction.



The ideal behind reparations is 'full restitution', where people regain all that they have lost, but there are times when this will not be possible. This is the case of climate-related displacement where compensation and satisfaction will be necessary. Within these, there are two general categories of reparation measures: material and symbolic. Material reparations might assume the form of compensation through payment either in cash or negotiable instruments. Symbolic reparations are more aligned with satisfaction measures, which might include other forms of compensation such as rehabilitation and official apologies, amongst others.

Below, you can read about the potential of reparations in the context of climate change.

Resource Six

Data Source



Section B

Climate reparations

Extract from Burkett, M.
(2009). Melbourne
*Journal of International
Law*, 10(2), 509–542



Though reparations are well-established measures in legal systems all over the world, the size and shape that they take are as diverse as the harms needing remedy.⁸² This is true in spite of the neat categorisations used above. In fact, one scholar has described reparations as having an ad hoc character, making them more ‘an expression of *moral* and *political* forces at work in particular contexts’.⁸³ Indeed, as Pablo de Greiff describes, in transitional periods reparations ‘seek to contribute (modestly) to reconstitution or the constitution of a new political community’.⁸⁴ There is a transformative quality to both the process and product of reparations efforts that stems from their engagement with morality and community. Indeed, the ability of reparations to express moral force is what makes reparations so compelling in the climate change context. Reparations based on climate impacts are justified by the unreasonable and disproportionate effect of past emissions. The effort to repair, commensurate with current harm and the ominous harms forecast for decades to come, might enable a future — plain and simple — for the climate vulnerable.

In this article, therefore, I use reparations to describe a process, instigated and propelled by the moral challenge of a massive wrong, to construct methods to improve the lives of current victims into the future. Climate reparations is the effort to assess the harm caused by the past emissions of the major polluters and to improve the lives of the climate vulnerable through direct programs, policies and/or mechanisms for significant resource transfers, to assure the ability of the climate vulnerable to contemplate a better livelihood in light of future climate challenges. In order to repair individual communities as well as the global community, all those engaged in the reparative effort will have to squarely confront the deep moral questions posed by both the initiating harm — excess emissions — and the continuing harm: the failure to adequately include the plight of the climate vulnerable in the current processes developed to mitigate and adapt to the climate crisis.



Resource Six

Activities



Activities

1. What are reparations?
2. Why are reparations appropriate in the context of climate change?
3. What are the different forms of reparations and which one do you think best suits the case of climate-related migration?
4. What measures would you suggest to respond to the losses that you identified in the activities of Resource Five?
5. In what ways does the information in this chapter inform your view of climate justice?

Resource Six

Further Reading



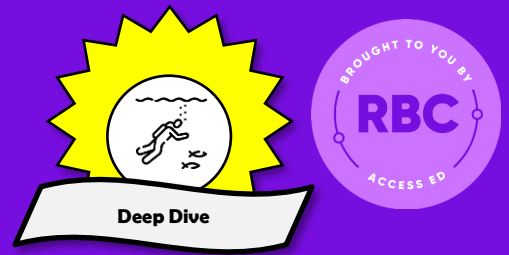
Explore

- The case for climate reparations:
<https://thebulletin.org/2020/11/the-case-for-climate-reparations/>
- Truths' Commissions' Recommendations on Reparations:
https://reparations.qub.ac.uk/assets/uploads/QUB-TRCs_Report_UPDATED130120.pdf
- The Holocaust: US reparations:
<https://qz.com/1915185/how-germany-paid-reparations-for-the-holocaust/>

References

- Burkett, M. (2009). Climate Reparations. *Melbourne Journal of International Law*, 10(2), 509–542

Final Reflection Activity



These resources have given you an insight into the phenomenon of climate-related migration from the standpoint of justice. In particular, we have looked at the case of some of the Small Islands Developing States (SIDS).

We have explored the different ways in which climate change can be thought of as a matter of justice, the different ways of framing climate-related migration, the losses that islanders would face if displaced and the potential of reparations in seeking justice in such scenarios.

Drawing from everything you have learned, **what do just climate futures look like for island communities?**

You can explore this question in an essay format or through a creative piece, incorporating the different elements that you have learned about.



Part 3 – Study Skills, Tips & Guidance

This section includes helpful tips to help you complete this pack, as well as improve your study skills for any courses you take next year.

It also includes a few fantastic easy-to-use resources to know what to do next if you are hoping to go to university in the next few years, like UCAS advice and web links to more academic opportunities.

In this section:

University Study Skills:

- ✓ Cornell Notes
- ✓ Key Instruction Words
- ✓ Academic Writing
- ✓ Referencing
- ✓ Evaluating Your Sources

University Guidance:

- ✓ What next?

Subject Guidance:

- ✓ More on studying your subject



University Study Skills

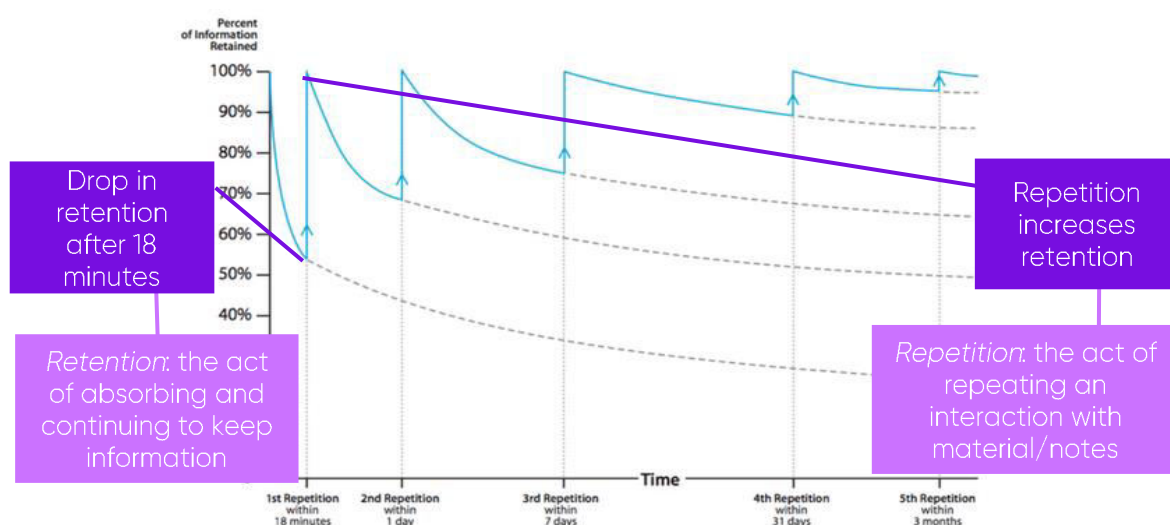
Cornell Notes



Why is good note-taking important?

If it feels like you forget new information almost as quickly as you hear it, even if you write it down, that's because we tend to lose almost 40% of new information within the first 24 hours of first reading or hearing it.

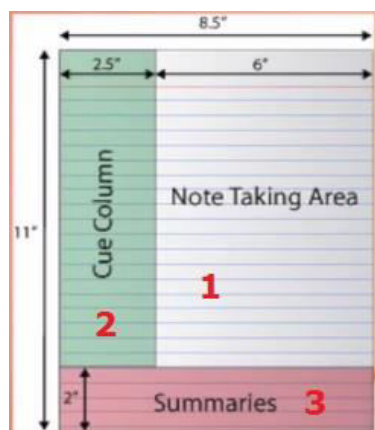
If we take notes effectively, however, we can retain and retrieve almost 100% of the information we receive. Consider this graph on the rate of forgetting with study/repetition:



Learning a new system

The Cornell Note System was developed in the 1950s at the University of Cornell in the USA. The system includes interacting with your notes and is suitable for all subjects. There are three steps to the Cornell Note System.

Step 1: Note-Taking



1. Create Format: Notes are set up in the Cornell Way. This means creating 3 boxes like the ones on the left. You should put your name, date and topic at the top of the page.

2. Write and Organise: You then take your notes in the 'note taking' area on the right hand side of the page. You should organise these notes by keeping a line or a space between 'chunks'/main ideas of information. You can also use bullet points for lists of information to help organise your notes.

University Study Skills

Cornell Notes



Step 2: Note-Making

1. **Revise and Edit Notes:** Go back to box 1, the note-taking area and spend some time revising and editing. You can do this by: highlighting 'chunks' of information with a number or a colour; circling all key words in a different colour; highlighting main ideas; adding new information in another colour.

2. **Note Key Idea:** Go to box 2 on the left hand side of the page and develop some questions about the main ideas in your notes. The questions should be 'high level'. This means they should encourage you to think deeper about the ideas. Example 'high level' questions would be:

- Which is the most important/significant reason for...
- To what extent...
- How does the (data/text/ideas) support the viewpoint?
- How do we know that...

Here is an example of step 1 and step 2 for notes on the story of Cinderella:

Questions:	Notes:
How does C's mother die?	<ul style="list-style-type: none"> • Cinderella is an only child • Cinderella's dad might <u>spoil</u> her • Cinderella's Step-Mother is <u>jealous</u> of her beauty • Maybe Cinderella becomes the <u>woman of the house</u>
Why does C make the Step-M so angry?	<ul style="list-style-type: none"> ↳ But then the Step-Mother wants that <u>position</u>
What language shows this?	<ul style="list-style-type: none"> ↳ <u>Key point</u> → Fairy takes teach us <u>morals</u>
What is the moral of 'C'?	<ul style="list-style-type: none"> • Cinderella is <u>kind</u> → her Step-M is not
How do I know?	<ul style="list-style-type: none"> • Is there a <u>reason</u> for C to be badly be treated?
Is this just one side of the story?	

Step 3: Note-Interacting

Summary: Go to box 3 at the bottom of the page and summarise the main ideas in box 1 and answer the essential questions in box 2.

Summary:	Because C is an only child, she takes over as 'woman of the house' when her real M dies. Her Step-M is jealous and angry. We only get C's side of the story so it is difficult to know whether C is really badly treated for no reason.
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Give the Cornell Note Taking System a try and see if it works for you!

University Study Skills

Key Instruction Words



These words will often be used when university tutors set you essay questions – it is a good idea to carefully read instruction words before attempting to answer the question.

Analyse – When you analyse something, you consider it carefully and in detail in order to understand and explain it. To analyse, identify the main parts or ideas of a subject and examine or interpret the connections between them.

Comment – When you comment on a subject or the ideas in a subject, you say something that gives your opinion about it or an explanation for it.

Compare – To compare things means to point out the differences or similarities between them. A comparison essay would involve examining qualities/characteristics of a subject and emphasising the similarities and differences.

Contrast – When you contrast two subjects, you show how they differ when compared with each other. A contrast essay should emphasise striking differences between two elements.

Compare and contrast – To write a compare and contrast essay, you would examine the similarities and differences between two subjects.

Criticise – When you criticise, you make judgments about a subject after thinking about it carefully and deeply. Express your judgement with respect to the correctness or merit of the factors under consideration. Give the results of your own analysis and discuss the limitations and contributions of the factors in question. Support your judgement with evidence.

Define – When you define something, you show, describe, or state clearly what it is and what it is like. You can also say what its limits are. Do not include details but do include what distinguishes it from the other related things, sometimes by giving examples.

Describe – To describe in an essay requires you to give a detailed account of characteristics, properties or qualities of a subject.

Discuss – To discuss in an essay, consider your subject from different points of view. Examine, analyse and present considerations for and against the problem or statement.

University Study Skills

Key Instruction Words



Continued

Evaluate – When you evaluate in an essay, decide on your subject's significance, value or quality after carefully studying its good and bad features. Use authoritative (e.g. from established authors or theorists in the field) and, to some extent, personal appraisal of both contributions and limitations of the subject. Similar to **assess**.

Illustrate – If asked to illustrate in an essay, explain the points that you are making clearly by using examples, diagrams, statistics etc.

Interpret – In an essay that requires you to interpret, you should translate, solve, give examples, or comment upon the subject and evaluate it in terms of your judgement or reaction. In other words, give an explanation of what your subject means. Similar to **explain**.

Justify – When asked to justify a statement in an essay, you should provide the reasons and grounds for the conclusions you draw from the statement. Present your evidence in a form that will convince your reader.

Outline – Outlining requires that you explain ideas, plans, or theories in a general way, without giving all the details. Organise and systematically describe the main points or general principles. Use essential supplementary material but omit minor details.

Prove – When proving a statement, experiment or theory in an essay, you must confirm or verify it. You are expected to evaluate the material and present experimental evidence and/or logical argument.

Relate – To relate two things, you should state or claim the connection or link between them. Show the relationship by emphasising these connections and associations.

Review – When you review, critically examine, analyse and comment on the major points of a subject in an organised manner

University Study Skills

Academic Writing



What is academic writing?

'Academic writing' is a special way of writing when talking about research or a point of view.

It has a logical structure and uses formal language. Various sources of information are also used to support what is being said.

Academic writing: how to guide

- Use words you know and are confident using, making sure that what you write makes sense and is clear.
- Do not use contractions, like 'don't' or 'can't'. Instead, write these out fully: 'do not', 'cannot'.
- Do not use colloquialisms, meaning words or phrases that are not formal and that you would use when you speak. Examples include 'ace', 'brilliant', 'like chalk and cheese', etc.
- Do not use slang or jargon, for example 'daft', 'bloke', 'dodgy'.

Expressing your opinion in academic writing

In academic writing, it is best to express an opinion without writing in the first person. Your work should show that it is supported by specific evidence and facts, rather than your personal intuition.

Therefore, rather than saying 'In my opinion, this proves that', you can express the outcome of your reasoning in other ways:

- 'This indicates that...';
- 'The aforementioned problems in Smith's argument reveal that...';
- 'Such weaknesses ultimately mean that...', and so on.

Signposting

Signposting guides your reader through different sections of your writing. It tells them what is being discussed and why, and when your piece is moving from one part to another. It links ideas together and helps with the flow of your writing. Below are some examples of using signposting to:

- Expand on a previous idea:
 - 'Building on from the idea that...' (mention previous idea), 'this section illustrates that...' (introduce your new idea).
 - 'To further understand the role of...' (your topic/previous idea) this section explores the idea that... (introduce your new idea).
- Present a contrasting view:
 - 'However, another angle in this debate suggests that...' (introduce your contrasting idea)
 - 'However, not all research shows that...' (mention your previous idea). 'Some evidence agrees that...'

University Study Skills

Referencing



What is a reference or referencing?

A reference is just a note in your assignment that tells your reader where specific ideas, information or opinions that you have used from another source have come from. It can be done through 'citations' or a 'bibliography'.

When you get to university, you will need to include references in the assignments that you write. As well as being academic good practice, referencing is very important, because it will help you to avoid plagiarism.

Plagiarism is when you take someone else's work or ideas and pass them off as your own. **Whether plagiarism is deliberate or accidental, the consequences can be severe.** You must be careful to reference your sources correctly.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you from losing marks, or failing, due to plagiarism.

When should I use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.



University Study Skills Referencing



Is it a source worth citing?

Question your sources before referencing using these tips:

Currency: the timelines of the information

- When was it published or posted? Has it been revised or updated? Does your topic require current information, or will older sources work as well?

Relevance: the importance of the information for your needs

- Does the information relate to your topic or answer your question? Who is the intended audience? Have you looked at a variety of sources?

Authority: the source of the information

- Who is the author/publisher/source/sponsor? What are the author's credentials? Is the author qualified to write on the topic?

Accuracy: the reliability and correctness of the source

- Is the information supported by evidence? Has the information been reviewed or refereed? Can you verify whether it is a personal or professional source? Are there errors?

Purpose: the reason the information exists

- Does the author make their intentions/purpose clear? Is the information fact, opinion or propaganda? Are there are biases? Does the viewpoint appear objective?



University Study Skills

Referencing



How do I reference?

There are a number of different ways of referencing. However, most universities use what is called the Harvard Referencing Style. Talk to your tutor about which style they want you to use – the most important thing is that you remain consistent!

The two main aspects of referencing you need to be aware of are:

1. In-text citations

These are used when directly quoting a source. They should be located in the body of your work, after you have referred to your source in your writing. They contain the surname of the author of the source and the year it was published in brackets.

Example: *Daisy describes her hopes for her infant daughter, stating "I hope she'll be a fool – that's the best thing a girl can be in this world, a beautiful little fool." (Fitzgerald, 2004).*

2. Bibliography

This is a list of all the sources you have referenced in your assignment. In the bibliography, you list your references by the numbers you have used and include as much information as you have about the reference. The list below gives what should be included for different sources.

- Websites – Author (if possible), 'title of the web page', 'Available at:' website address, [Accessed: date you accessed it].

Example: 'How did so many soldiers survive the trenches?', Available at: <http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr> [Accessed: 11 July 2019].

- Books – Author surname, author first initial, (year published), title of book, publisher

Example: Dubner S. and Levitt, S., (2007), *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*, Penguin Books

- Articles – Author, 'title of the article', where the article comes from (newspaper, journal etc.), date of the article.

Example: Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', The Guardian Newspaper, 10 July 2014.

University Study Skills

Evaluating sources



Knowing about the different types of sources and what makes them worth using is important for academic work.

When doing research you will come across a lot of information from different types of sources. How do you decide which source to use? From newspaper articles to books to tweets, this provides a brief description of each type of source, and breaks down things to consider when selecting a source.



Tweets

A platform for millions of very short messages on a variety of topics.



Blogs

Blogs (e.g. Tumblr) are used for sharing both developed and unpublished ideas and interests with a niche community.



YouTube

A collection of millions of educational, inspirational, eye-opening and entertaining videos.



Newspaper

A reporting and recording of cultural and political happenings that keep the general public informed. Opinions and public commentaries can also be included.



Journals

A collection of analytics reports that outline the objectives, background, methods, results and limitations of new research written for and by scholars in a niche field.



Academic book

The information presented is supported by clearly identified sources. Sometimes each chapter has a different author.



Encyclopaedia

Books or online – giving information on many different subjects. Some are intended as an entry point into research, some provide detailed information and onwards references.



Popular books

A glossy compilation of stories with unique themes intended for specific interests.

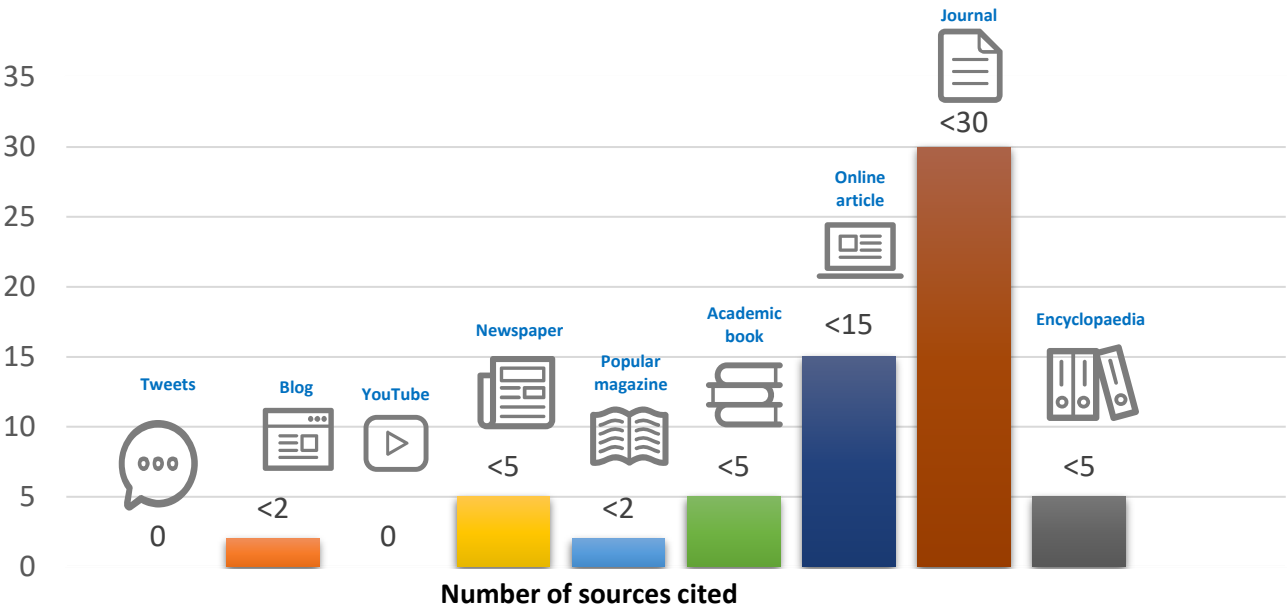
University Study Skills

Evaluating sources



Number of outside sources

When an author used many outside sources in their writing, they demonstrate familiarity with ideas beyond their own. As more unique viewpoints are pulled into a source, it becomes more comprehensive and reliable. This shows the typical number of outside sources used in each type of publication.



Degree of review before a source is published

Two factors contribute to the amount of inspection that a source receives before it might be published: the number of reviewers fact-checking the written ideas, and the total time spent by reviewers as they fact-check. The more people involved in the review process and the longer the review process takes, the more credible the source is likely to be.

Number of reviewers



Time in review

0 reviewers



seconds



minutes



minutes

1-2 reviewers



hours



days



days

3-4 reviewers



2-3 months



6-12 months



3-5 years

University Guidance

What next?



University Guidance

Different people go to university for different reasons. You might have a particular job in mind or just want to study a subject you are passionate about. Whatever your motivations, going to university can help improve your career prospects, as well as develop your confidence, independence and academic skills.

Choosing a course and university

Choosing the right course to study is an important decision so make sure you take time to research the different options available to you. Here are some top tips:

- ✓ You don't have to choose a course which you have already studied, there are lots of courses which don't require prior knowledge of the subject. You can apply skills gained from school studies to a new field.
- ✓ The same subject can be taught very differently depending on the course and university you choose. Take a look at university websites to find out more about the course content, teaching styles and types of assessment.
- ✓ When choosing a university, think about what other factors are important to you. Do you want to study at a campus university or be based in a city centre? What accommodation options are there? Does the university have facilities for any extracurricular activities you're involved in?
- ✓ To research your options, have a look at university leaflets and websites, and check if there are opportunities to speak to current students who can give you a real insight in to what life is like there.

MAKE
—
HAPPEN

Take a look at the Make Happen website, makehappen.org/guides, for some really useful basic guides and videos on a range of subjects – from being the first in your family to go to university, to what it all costs, university life, where to live, and more! You can also follow us on Twitter @MakeHappenEssex, at [//Facebook.com/MakeHappenEssex](https://Facebook.com/MakeHappenEssex) and on Instagram @makehappenessex.

University Guidance

What next?



Exploring Careers and Subject Options

- ✓ Find job descriptions, salaries and hours, routes into different careers, and more at: <https://www.startprofile.com/>
- ✓ Research career and study choices, and see videos of those who have pursued various routes at: <http://www.careerpilot.org.uk/>
- ✓ See videos about what it's like to work in different jobs and for different organisations at: <https://www.careersbox.co.uk/>
- ✓ Find out where different degrees could lead to, how to choose the right course for you, and how to apply for courses and student finance at: <https://www.prospects.ac.uk/>
- ✓ Explore job descriptions and career options, and contact careers advisers at: <https://nationalcareersservice.direct.gov.uk/>
- ✓ Discover which subjects and qualifications (not just A-levels) lead to different degrees, and what careers these degrees can lead to at: <http://www.russellgroup.ac.uk/media/5457/informed-choices-2016.pdf>

Comparing Universities

Use our platform [ThinkUni.org](https://www.thinkuni.org) to take a short quiz about your preferences and interests to find out which universities might be a great fit for you.

Other popular resources:

<https://www.ucas.com/>

<https://www.whatuni.com/>

<http://unistats.direct.gov.uk/>

<https://www.thecompleteuniversityguide.co.uk/>

<https://www.opendays.com/>



University Guidance

What next?

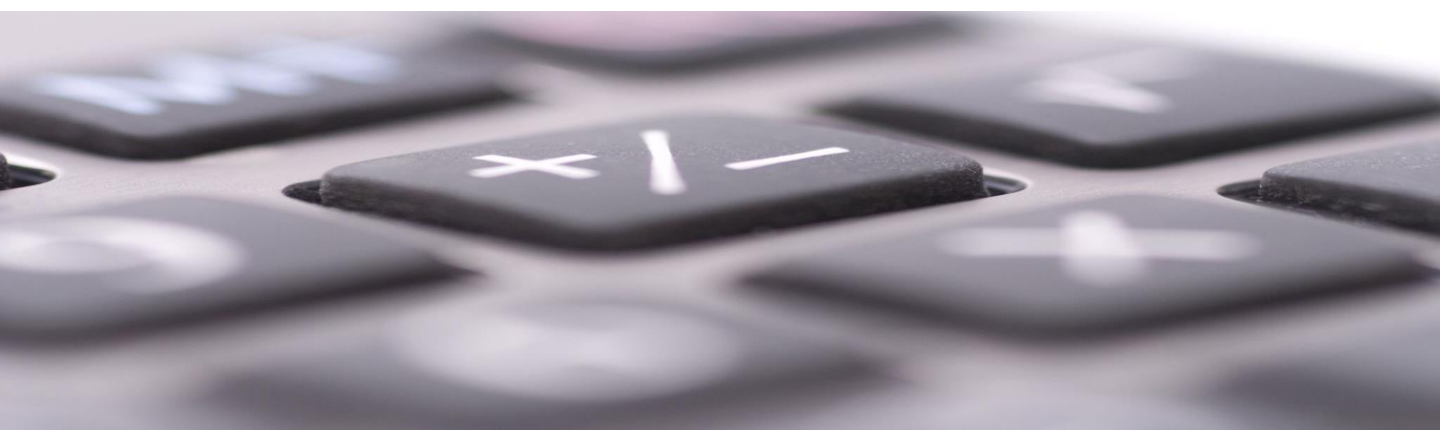


UCAS and the university application process

All applications for UK degree programmes are made through [UCAS](https://www.ucas.com). There is lots of information on the UCAS website to guide you through the process and what you need to do at each stage.

These are the main steps you can expect:

- ✓ Applications **open in September** the year before you plan to start university.
- ✓ You can apply for up to **five courses**.
- ✓ The deadline for most courses is **15 January**, though there is an earlier deadline of **15 October** for Oxford and Cambridge, Medicine, Veterinary Medicine/Science and Dentistry.
- ✓ Some courses may require an interview, portfolio or admissions test in addition to the UCAS application. Check individual university websites for details.
- ✓ Check UCAS Track which will be updated with decisions from the universities you have applied for and to see your deadline for replying to any offers.
- ✓ You should choose a first and second choice university in case you don't get your first choice. If you already have your exam results or a university thinks your application is particularly strong, you might receive an **unconditional offer**.
- ✓ On the other hand, if you're holding a **conditional offer** then you will need to wait until you receive your exam results to have your place confirmed.
- ✓ Clearing & Adjustment allows you to apply to courses which still have vacancies if you didn't meet the conditions of your offer, have changed your mind about what or where you want to study, or have met and exceeded the conditions of your offer and would like to look at alternative options.



University Guidance

What next?



Personal Statements

A really important part of your application is the Personal Statement. It gives you the opportunity to tell universities why they should offer you a place.

- ✓ You can only submit one Personal Statement so it's important that you are consistent in your course choices. Make sure you have done your research to show your understanding of the subject area and passion for it.
- ✓ Start by brainstorming all your skills, experience and attributes. Once you have everything written down, you can begin to be selective – you only have 47 lines so won't be able to include everything.

Here a few top tips for making your Personal Statement stand out:

- Explain why you want to study your chosen subject
- Say what area of your chosen subject fascinates you
- Demonstrate your interest by mentioning what you have recently read, watched or listened to, and how they helped your understanding of the subject
- Mention activities or practical work you have completed which helped to develop any subject-related skills
- Describe how your school or individual work has equipped you with the necessary knowledge and ability to be a successful student in that subject.

Useful resources

- ✓ Key dates and deadlines: www.access-ed.ngo/timelines-for-applying-to-university
- ✓ Get tutor advice on writing a UCAS personal statement at: www.access-ed.ngo/writing-your-ucas-personal-statement
- ✓ An easy template to start practising your personal statement: <https://www.ucas.com/sites/default/files/ucas-personal-statement-worksheet.pdf>
- ✓ Untangle UCAS terminology at: <https://www.ucas.com/corporate/about-us/who-we-are/ucas-terms-explained>
- ✓ Discover more about the application process including when to apply and how to fill in your application on the [UCAS website](http://www.ucas.com).
- ✓ Read more useful advice about what to include in your personal statement on [UCAS](http://www.ucas.com), [the Complete University Guide](http://www.ucas.com) and [The Student Room](http://www.ucas.com).
- ✓ Attend one of our [virtual sessions](http://www.ucas.com) to find out more about applying and personal statements.

University Guidance

What next?



Student Finance

Concerns about money should not be a barrier to accessing higher education. There are lots of different forms of financial support available to you, including government loans and grants, as well as a range of scholarships and bursaries.

Key facts to remember

- You do not have to pay tuition fees upfront. If you are eligible for funding through Student Finance authorities, which most students will be, then you can apply for a loan which covers the full tuition fee and is paid directly to universities.
- You can also apply for a living cost loan to help with costs such as accommodation, travel and food. How much you receive will depend on your household income and where you choose to live and study.
- Repayments don't start until the April after you finish or leave your course and only if your income is over the repayment threshold. The amount you repay is based on your income, not how much you borrow, and any outstanding amount is written off after 30 years.
- There are additional forms of support available depending on your individual circumstances including Disabled Students' Allowances and grants for students with adult or child dependants. These grants do not normally have to be repaid.
- Universities and other organisations will also offer bursaries, scholarships and other forms of financial support so make sure you research all the funding available to you.

Useful resources

- ✓ Get the key facts and figures about Student Finance from: <https://www.gov.uk/student-finance>.
- ✓ Check how much you could be eligible to receive using the [Student Finance Calculator](#).
- ✓ Find out more about Student Finance England support on the [Student Room's Finance Zone](#).
- ✓ Check your money ready for university with this [online course](#).



More on studying this subject

A Deeper Look Into Climate Change, Climate Justice and Human Migration:

- ✓ **Read:** McNamara, Karen Elizabeth, & Gibson, C. (2009b). "We do not want to leave our land": Pacific ambassadors at the United Nations resist the category of "climate refugees." *Geoforum*, 40(3), 475–483. <https://doi.org/10.1016/j.geoforum.2009.03.006>
- ✓ **Watch:** <https://www.youtube.com/watch?v=R2wI125xy-M>
- ✓ **Listen:** <https://www.mothersofinvention.online>
- ✓ **Do:** Research creative ways of thinking about these topics!



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