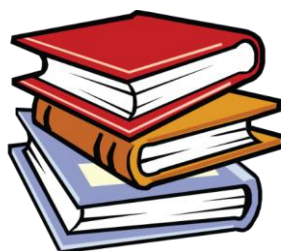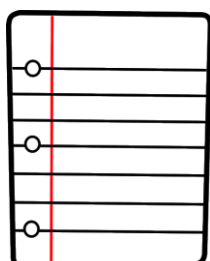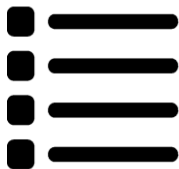# Geography Survival Kit

Everything you need to succeed in your GCSEs

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COMMAND WORDs
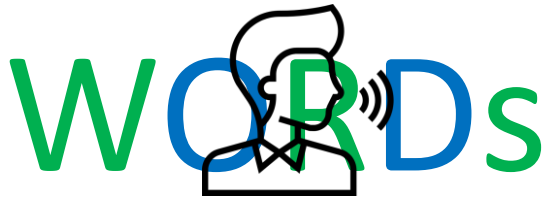
Command	Definition
Assess	Consider all the relevant factors or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity.
Calculate	Work out the value of something.
Compare	Describe similarities and differences.
Complete	Finish the task by adding in information.
Describe	Set out the characteristics. It could be an event, feature, pattern, a distribution or process.
Discuss	Present key points about different ideas or strengths and weaknesses of an idea.
Evaluate	Consider several options or arguments and come to a conclusion about their importance/ success/ worth.
Explain	Set out the causes, purpose or reasons.
Give	Produce an answer from recalling information
Identify	Name or otherwise characterise.
Justify	Give reasons for the validity of a view or idea or why some action should be undertaken.
Outline	Set out the main characteristics.
State	Express in clear terms.
Suggest	Present a possible case.
To what extent	Form and express a view. What is the importance or success of (strategy, scheme, project…?

TOP TECHNIQUEs

Acronym	Technique
BUG	**Box** the command world
	Underline the keyword
	Glance back at the question regularly as you write
TEA	**Trend** – Overall increase/decrease
	Evidence – Use data
	Anomalies – Any data that doesn't fit the pattern
SEE	Factors that affect…
	Social – People/communities e.g. education
	Economic – Wealth/money e.g. unemployment
	Environmental – Ecology/landscape e.g. pollution
PEEL	Or triple 'so what?'
	Point - What is the key point you want to make?
	Evidence - Case study or example to support your answer
	Explain - How is your evidence important?
	Link - Each point you make should link back to the question.
SPAG	**Spelling** – e.g. Don't spell words that are in the question incorrectly. Check over answer.
	Punctuation – e.g. Capital letters – use appropriately e.g. Japan, Hurricane Katrina, GNI.
	Grammar - Use the correct tense – did it happen in the past or future? E.g. this led to, this would lead to…
	Note: Include key terms. Can't think of answer? Write anything that relates to the question to secure some SPaG marks.

Types of questions

| 1-3 marks | **Point marked** – One mark per correct point, so the more correct points you make the higher your mark will be. |
| 4-9 marks | **Require longer answers** - These answers are marked according to the 'level of response' that you give to the question (1-Basic, 2-Clear, 3-Detailed). Mention facts, statistics, names and places as this will show that you have detailed knowledge. |

Number of marks	How it's marked
1-3	**Usually describing a graph/map or giving a definition. Describe trend and give evidence.** E.g. Define a megacity (2 marks) A megacity is an urban area *(1)* with more than 10 million *(1)* inhabitants. *(2/2)* E.g. Describe how GNI varies between North America and South America (3 marks) The map shows that GNI is higher in North America than South America *(1)* with a GNI of $54,000 *(1)*, South America has a lower GNI of $15,000 *(1). (3/3)*
4	**Develop/explain each point you make (usually 2).** E.g. With reference to a LIC or NEE you have studied, describe its regional and global importance (4 marks) Intro: Nigeria is a NEE with both regional and global importance. Paragraph 1: Located in West Africa Nigeria has a diverse economy covering the media and telecommunications as well as farming. 70% of the population is still employed in agriculture and many farmers are subsistence farmers. Paragraph 2: Globally the country supplies 2.7% of the world's oil. This has led to the country's economic growth. It has highest GDP in Africa and 21st biggest in the world. *(4/4)*
6	**Develop/explain each point you make (usually 3).** E.g. Describe the benefits of living in a city in the UK (6 marks) Intro: There are many benefits to living in London. Paragraph 1: Urban Greening is an example of an environmental opportunity. It includes creating and maintaining green spaces in the city. For example there are 8 Royal Parks and 220 Green Flag award parks. Paragraph 2: A social advantage of living in the city is the recreation and entertainment facilities on offer. These include tourist attractions like the London Eye and theaters, as well as sport venues like Wembley Stadium. Paragraph 3: The city has a number of economic benefits too. There are more job opportunities in London than any other city in the UK. 34% of people work in financial services. *(6/6)*

Types of questions

1-3 marks	**Point marked** – One mark per correct point, so the more correct points you make the higher your mark will be.
4-9 marks	**Require longer answers** - These answers are marked according to the 'level of response' that you give to the question (1-Basic, 2-Clear, 3-Detailed). Mention facts, statistics, names and places as this will show that you have detailed knowledge.

Number of marks	How it's marked
9	**Introduction - 2 Paragraphs - Conclusion.** Intro: Introduce your case study with location, facts & figures. Paragraph 1: Make 1-2 points on one side of the argument. PEEL them. Paragraph 2: Make 1-2 points on the other side of the argument. PEEL them. Conclusion: Summarise key points and make a judgement on where you stand – be decisive don't say they have equal impact. Take care to ensure you get 3 SPAG marks!

paper one

	Living with the physical environment			
Unit title	What's assessed	Length	Marks	Worth
Paper 1: Living with the physical environment	Section A: The challenge of natural hazards Section B: The living world Section C: Physical landscapes in the UK Geographical Skills	1.5 hours	88 (inc. 3 for SPaG)	35%
Questions	Section A: answer all questions (33 marks) Section B: answer all questions (25 marks) Section C: answer any two questions from questions 3, 4 and 5 (30 marks) (Coasts and Rivers) Question types: multiple-choice, short answer, levels of response, extended prose			
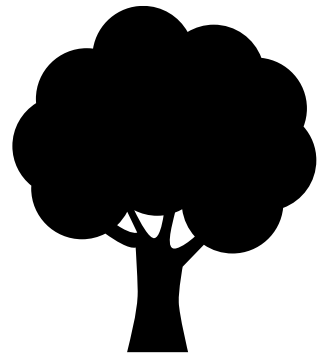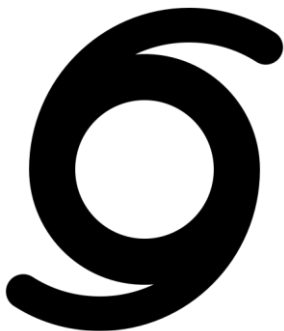
TOPIC checklists

The Challenge of Natural Hazards

Natural Hazards
I can define a natural hazard and give some examples of the different types.
I can explain the different factors that affect risk.
Tectonic hazards
I can describe the distribution of earthquakes and volcanoes.
I explain the differences between destructive, constructive and conservative plate margins.
I know the main features of an earthquake and two different ways of measuring earthquakes.
Using named examples (INSERT) of a tectonic hazard in both rich and poor countries. I can 1) Explain why the tectonic hazard happened there 2) Describe the primary and secondary effects 3) Describe what was done after the earthquake (responses), both in the long and short term.
I can explain why earthquakes cause more loss of life in poor than in rich countries.
I can explain why people continue to live in areas at risk of tectonic hazards.
I can explain how monitoring, planning and prediction of tectonic hazards can reduce their effects.

Weather Hazards
I can describe the global atmospheric circulation model.
I can explain how the global atmospheric circulation model affects weather around the world.
I can describe the distribution of tropical storms.
I can explain the causes of a tropical storm.
Using a named example (Hurricane Katrina) I can describe and explain the primary and secondary impacts of tropical storms.
I can assess and evaluate methods of responses tropical storms in both the long and the short term using a named example (INSERT).
I can explain how tropical storms might be affected by global warming.
I can explain how monitoring, planning and prediction of tropical storms can reduce their effects.
I can explain the cause of an extreme weather event using a UK example (INSERT).
I can describe and explain the social, economic and environmental impacts of an extreme weather event in the UK (INSERT).
I can give evidence of the weather in the UK becoming more extreme
I can explain how extreme events can be managed to reduce the impacts.
I can assess and evaluate the impact that weather conditions have upon people homes, lives, agriculture, health and transport.

Climate Change
I can explain the evidence both for and against climate change.
I can explain both the natural and human causes of climate change.
I can assess and evaluate the economic, social, environmental and political impacts of climate change both on the world and the UK.
I can describe and evaluate the mitigation strategies used to reduce the impact of global climate change on a local, national and international level.
I can describe and evaluate the adaption strategies used to reduce the impact of global climate change on a local, national and international level.

TOPIC checklists

The Living World

Using an example (INSERT) from the UK, I can explain the interrelationship within the natural system.
I can define and give UK examples (INSERT) of producers consumers, decomposer, food chain, food web and nutrient cycle
I can explain their interdependence of each of the above and explain how changes might affect each other.
I can describe the distribution and characteristics of global ecosystems around the world.

Tropical Rainforests

I can describe the physical characteristics of the tropical rainforests
I can explain the interdependence of the climate, water, soils, plants, animals and people in a tropical rainforest
I can explain how plants and animals have adapted to the physical conditions of tropical rainforests.
I can describe and explain the problems and issues with changing biodiversity within the tropical rainforest.
I can describe and explain the changing rates of deforestation.
I can use a case study (INSERT) to explain the causes of deforestation: Subsistence and commercial farming, Logging, Road Building, Mineral Extraction, Energy Development, Settlement, Population Growth
I can use a case study (Borneo) to explain the impacts of deforestation: Economic development, Soil erosion, Contribution to climate change.
I can explain the importance and value of the tropical rainforest on a local, national and international scale.
I can explain why it is important the tropical rainforest should be managed sustainably.
I can explain how the tropical rainforest can be managed sustainably using a range of methods: Selective logging and replanting, Conservation and education, Ecotourism, International agreements about the use of tropical hardwoods, Debt reduction.

Hot Deserts

I can describe the physical characteristics of the hot desert.
I can explain the interdependence of the climate, water, soils, plants, animals and people in a hot desert.
I can explain how plants and animals have adapted to the physical conditions of hot deserts.
I can describe and explain the problems and issues with changing biodiversity within the hot desert.
I can use a case study (INSERT) to explain the causes of desertification: Subsistence and commercial farming, Mineral Extraction, Energy Development, Farming, Tourism.
I can use a case study (INSERT) to explain the challenges of desertification: Extreme temperature, Water supply, Inaccessibility.
I can define and describe desertification.
I can explain the causes of desertification both human and natural.
I can explain a how desertification can be managed using: Water and soil management, Tree planting, Using appropriate technology using an example (INSERT).

TOPIC checklists

Physical Landscapes in the UK

I can describe the location of the major upland and lowland areas within the UK.
I can describe the location of the major river systems within the UK.

Coastal landscapes of the UK

I can define what the coast is.
I can describe and explain the different types of waves.
I can name and explain the four processes of erosion.
I can name and explain the processes of weathering.
I can name and explain the processes of mass movement.
I can describe erosional landforms and the sequence of (arch, caves, stacks, stump, wave cut platforms, wave cut notch) are formed.
I can describe and explain the process of mass movement and slumping.
I can explain, using an example (INSERT), how erosion and deposition will impact on the people and the environment at the coast.
I can describe the processes of transportation in the coastal zone. (Longshore drift and traction, saltation, suspension and solution).
I can explain the reasons why sediment is deposited on the coast.
I can explain how depositional landforms (beaches, spit and bars) are formed.
I can describe and explain methods of hard and soft engineering using an example (INSERT).
I can evaluate the cost and benefits of hard and soft engineering using an example (INSERT).
I can explain why people have different views about the way the coast in managed and the conflicts this may cause using an example (INSERT).

River landscapes of the UK

| |
|---|
| I can describe how a rivers long profile and cross profile varies over it's course. |
| I can explain how vertical and lateral erosion changes the cross profile of a river. |
| I can explain the four process of erosion. |
| I can describe the four processes of transportation in a river. |
| I can explain the reasons why a river deposits its eroded material. |
| I can explain how interlocking spurs, waterfalls & gorges are formed. |
| I can explain that meanders are formed by erosion & deposition. |
| I can describe an Ox Bow lake and explain how they form from meanders. |
| I can explain how a flood plain, levee and estuaries are formed. |
| I can use an example (INSERT) of a river valley to demonstrate my understanding of the erosional and depositional landforms. |
| I can explain how physical and human factors affect the risk of flooding including precipitation, geology, relief and land use. |
| I can explain what river discharge means & how it is shown on a hydrograph. |
| I can explain at least 4 factors (things!) that will either increase or decrease river discharge. |
| I can explain how hard engineering can reduce the risk of flooding or the effects of flooding. |
| I can explain how soft engineering can reduce the risk of flooding or the effects of flooding. |
| Using an example of a flood management scheme (INSERT), I can explain: Why the scheme was required, How the area was managed, The social, environmental and economic issues. |
| I can identify on an OS map all of the coastal and river landforms and use 4 & 6 fig grid references to locate them on a map. |

paper TWO

	Challenges in the human environment			
Unit title	What's assessed	Length	Marks	Worth
Paper 2: Challenges in the human environment	Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenge of resource management Geographical Skills	1.5 hours	88 (inc. 3 for SPaG)	35%
Questions	Section A: answer all questions (33 marks) Section B: answer all questions (30 marks) Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks) Question types: multiple-choice, short answer, levels of response, extended prose			
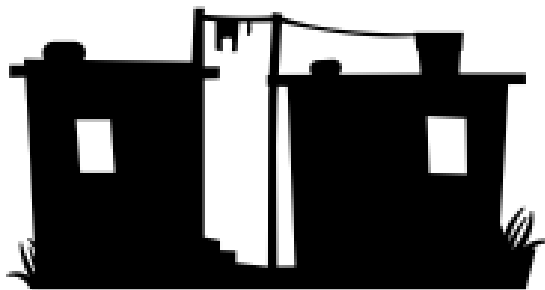
TOPIC checklists

Urban Issues and Challenges

I can explain how urbanisation has happened at different rates and at different times in different parts of the world making reference to LICs and HICs.
I can explain some of the causes of urbanisation in different parts of the world making reference to LICs and HICs.

Case study of a LIC or NEE

I can explain why a LIC/NEE city (INSERT) is important nationally and internationally
I can explain why and how a LIC/NEE city (INSERT) has grown
I can explain, analyse and evaluate the opportunities in a LIC/NEE city (INSERT) including:: Access to services – health, Access to services (education), Access to resources (water supply), Access to resources (energy), How urban industrial areas can promote economic development
I can explain, analyse and evaluate the challenges in a LIC/NEE city (INSERT) including: 1. Managing urban growth – slums, squatter settlements 2. Clean water, sanitation systems and energy 3. Access to services – health and education 4. Unemployment and crime 5. Managing environmental issues – waste disposal, air and water pollution, traffic congestion.
I can explain and evaluation the how a LIC/NEE city (INSERT) can plan to improve the quality of lives for the urban poor (INSERT).

Case study of a HIC

I can explain why a HIC city (INSERT) is important nationally and internationally
I can explain why and how a HIC city (INSERT) has grown
I can explain the impact of national and international migration on the growth and character of the a HIC city (INSERT) .
I can explain, analyse and evaluation the opportunities in a HIC city (INSERT) including 1. Cultural mix 2. Recreation 3. Entertainment 4. Employment 5. Integrated transport systems 6. Urban greening
I can explain, analyse and evaluation the challenges in a HIC city (INSERT) including 1. Inequalities in housing, education and employment 2. Urban deprivation 3. Dereliction of buildings 4. Building on brown and greenfield sites 5. Water disposal 6. Urban sprawl on the rural – urban fringe and of commuter towns
I can explain, analyse and evaluate the how an urban area has undergone regeneration (INSERT)
Urban sustainability
I can describe how people can live more sustainably
I can explain how sustainable urban living can conserve water and energy, recycle waster and create more green space using an example a (INSERT).
I can explain how urban transport strategies are used to reduce traffic congestion.

TOPIC checklists

The Changing Economic World

I can describe the methods of classifying countries and use different development indicators.
I can evaluate the use of different developmental indicators.
I can use the Demographic Transition Model to explain the link between changing population structure and level of development.
I can explain the causes of uneven development: Physical, Economic, Historical.
I can explain the impacts of uneven development on people.
I can explain how the development gap can be reduced looking at: Investment, Industrial development and tourism, Aid, Using intermediate technology, Fairtrade, Debt relief, Microfinance loans.
I can use an example to show how tourism in a LIC (Bhutan/Jamaica) can help to reduce the development gap.

Case study of the LIC or NEE

I can explain why a LIC/NEE (INSERT) is important nationally and internationally .
I can describe the political, social and culture contact of a LIC/NEE (INSERT) within a world context.
I can describe the changing industrial structure within in a LIC/NEE (INSERT) .
I can explain how manufacturing can stimulate economic growth in within a LIC/NEE (INSERT).
I can define a Transnational Corporation (TNC) using a case study (INSERT).
I can explain the advantaged and disadvantages of TNCS to a LIC/NEE (INSERT)
I can describe how INSERT's politics and trading relationship have changed over time.
I can described what aid is where is comes from.
I can explain what aid Nigeria has received and how it has impacted upon the country using examples (INSERT).
I can explain and evaluation the environmental impacts of economic development.
I can explain and evaluation impacts of economic development on the population of a LIC/NEE (INSERT) .

Economy of the UK

I can explain why deindustrialisation has occurred in the UK.
I can explain the advantages and disadvantages of the UK move in the tertiary sector (post-industrial economy.
I can explain, using an example (INSERT), how modern industry can reduce its impact upon the environment and become more sustainable.
I can explain, using an example (INSERT), the social and economic impacts of population growth on a rural landscape.
I can explain, using an example (INSERT), the social and economic impacts of population decline on a rural landscape.
I can describe and explain the impact or transport developments in road, rail, port and airports.
I can describe the North – South divide in the UK.
I can evaluate and explain the strategies use to solve regional differences within the UK.
I can examine the global links made with the wider world through trade, culture, increased communication, economics and political groupings such as the commonwealth and the EU.
I can analyse the growing interdependence and globalisation of the UK in relation to its economy and politics.

TOPIC checklists

The Challenge of Resource Management

| |
|---|
| I can describe the importance of food, water and energy to the economic and social wellbeing. |
| I can describe the distribution of resources around world. |
| I can explain why resources are unevenly distributed around the world. |
| **Resource Management** |
| I can describe the distribution of resources around the UK. |
| I can explain the changing demand for different foods in the UK. |
| I can explain why food miles are increasing in the UK. |
| I can explain how food miles can be reduced in the UK. |
| I can describe the different industries involved in agriculture (agribusiness) and explain how they are changing in the UK. |
| I can explain the changing demand for water in the UK. |
| I can describe the problems with water quality and pollution in the UK and how they can be managed. |
| I can explain how the UK is trying to manage water to meet supply and demand. |
| I can describe the UKs energy mix and how it has changed over time. |
| I can explain how the UK can reduce its reliance on fossil fuels. |
| I can describe and explain the economic and environmental issues with exploitation of energy sources. |
| **Resource Management Option: Water** |
| I can describe global patterns of water surplus and deficit. |
| I can describe reasons for increasing water consumption: Economic development, rising population |
| I can describe factors affecting water availability: climate, geology, pollution of supply, over-abstraction, limited infrastructure, poverty. |
| I can describe the impacts of water insecurity – waterborne disease and water pollution, food production, industrial output, potential for conflict where demand exceeds supply. |
| I can explain various strategies to increase water supply: diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination. |
| I can use an example (INSERT) to show how a large scale water transfer scheme brings advantages and disadvantages. |
| I can use an example (INSERT) to show how a local scheme in a LIC or NEE can increase sustainable supplies of water scheme and bring advantages and disadvantages. |

paper THREE

Geographical applications				
Unit title	What's assessed	Length	Marks	Worth
Paper 3: Geographical applications	Section A: Issue Evaluation Section B: Fieldwork Pre-release resources booklet made available 12 weeks before Paper 3 exam.	1.15 hours	76	30%
Questions	Section A: answer all questions (37 marks) Section B: answer all questions (39 marks) Question types: multiple-choice, short answer, levels of response, extended prose			
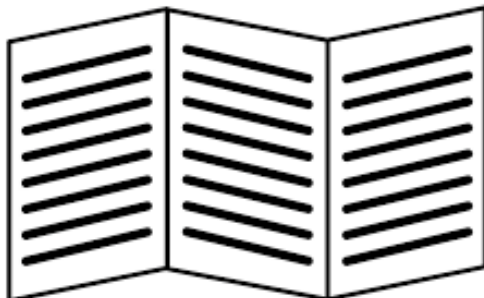
TOPIC checklists

Fieldwork

Suitable Enquiry Question
I know the factors that need to be considered when selecting suitable questions.
I understand the geographical theory/concept underpinning the enquiry.
I know the different sources of primary and secondary evidence including locations.
I know the potential risks of both human and physical fieldwork and how reduced.

Selecting, measuring and recording appropriate data
I can explain the difference between primary and secondary data.
I can identify and select appropriate human and physical data.
I can explain the measuring and recording of data using different sampling methods.

Select appropriate ways of processing and presenting fieldwork data
I appreciate that there are a range of visual graphic and cartographic (map) methods.
I can select and use accurately appropriate presentation methods.
I can describe, explain and adapt presentation methods.
I can justify my choice of data presentation methods.

Describing, analysing and explaining fieldwork data
I can describe, analyse and explain the results of fieldwork data.
I can establish links between data sets.
I can use appropriate statistical techniques.
I can identify anomalies in fieldwork data.

Reaching conclusions
I can draw evidenced conclusions in relation to original aims of the enquiry.
Evaluation of geographical enquiry.
I can identify the problems of data collection methods.
I can identify the limitations of data collected.
I can suggest other data that might be useful.
I can explain the extent to which conclusions were reliable.

TOPIC checklists

Geographical Skills

Cartographic Skills
Atlas Maps
I can use and understand coordinates – latitude and longitude
I can recognise and describe distributions and patterns of both human and physical features
I can use maps to identify and describe significant features of the physical and human landscape e.g. population distribution, population movements, transport networks, settlement layout, relief and drainage.
I can analyse the inter-relationships between physical and human factors on maps and establish associations between observed patterns on thematic maps.
Ordnance Survey Maps
I can use and interpret OS maps at a range of scales (and other maps appropriate to the topic)
I can use and understand coordinates – four and six-figure grid references.
I can use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales.
I can use and understand gradient, contour and spot height.
I can use numerical and statistical information.
I can identify basic landscape features and describe their characteristics from map evidence.
I can identify major relief features on maps and relate cross-sectional drawings to relief features.
I can draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use.
I can interpret cross sections and transects of physical and human landscapes.
I can describe the physical features as they are shown on large scale maps of coastal and fluvial landscapes.
I can infer human activity from map evidence, including tourism.
Maps in associate with photographs
I can compare maps
Sketch maps: I can draw, label, understand and interpret them.
Photographs: I can use and interpret ground, aerial and satellite photographs.
I can describe human and physical landscapes (landforms, natural vegetation, land-use and settlement.)
I can draw sketches from photographs.
I can label and annotate diagrams, maps, graphs, sketches and photographs.

TOPIC checklists

Geographical Skills (continued)

Graphical Skills
I can suggest an appropriate form of graphical representation for the data provided.
I can complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines.
I can use and understand gradient, contour and value on isoline maps.
I can plot information on graphs when axes and scales are provided.
I can interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.
I can select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scatter graphs, and population pyramids.

Statistical Skills
I can use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class.)
I can calculate percentage increase or decrease and understand the use of percentiles.
I can describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends.
I can be able to identify weaknesses in selective statistical presentation of data.
Use of qualitative and quantitative data.
I can use qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.
Data types: Maps, fieldwork data, geospatial data (GIS), satellite imagery, written and digital sources, visual and graphical sources, numerical and statistical information.

Formulate enquiry and argument
I demonstrate the ability to: Identify questions and sequences of enquiry, Write descriptively, analytically and critically, Communicate their ideas effectively, Develop an extended written argument, Draw well-evidenced and informed conclusions about geographical questions and issues.

Literacy
I can communicate information in ways suitable for a range of target audiences.
I have good literacy skills (SPaG).

CASE STUDIES

Paper 1: Living with the physical environment

Section A: The challenge of Natural Hazards

Tectonic Hazards:

- Effects and responses to a tectonic hazard in a HIC: <u>INSERT</u>
- Effects and responses to a tectonic hazard in a LIC: <u>INSERT</u>

Weather and Climatic Hazards:

- Effects and responses to a tropical storm: <u>INSERT</u>
- An example of a recent extreme weather event in the UK (cause, impacts and management: <u>INSERT</u>
- How is the UK's weather becoming more extreme? <u>INSERT</u>

Section B: The Living World

- An example of a small-scale ecosystem: <u>INSERT</u>
- Causes and impacts of deforestation in a tropical rainforest ecosystem: <u>INSERT</u>
- Development opportunities and challenges in a hot desert ecosystem: <u>INSERT</u> (Desertification = <u>INSERT</u>)

Section C: Physical Landscapes in the UK

Coasts

- An example of a UK coastline to identify its major landforms of erosion and deposition: <u>INSERT</u>
- An example of a coastal management scheme in the UK: <u>INSERT</u>

Rivers:

- An example of a river valley in the UK to identify its major landforms of erosion and deposition: <u>INSERT</u>
- An example of a flood management scheme: <u>INSERT</u>

CASE STUDIES

Take 10

INSERT – HIC Earthquake

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES
Take 10
<u>INSERT</u> — *LIC Earthquake*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES

Take 10

INSERT – *Tropical Storms*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES

Take 10

INSERT – *Extreme Weather*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES

Take 10

INSERT – Climate Change

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES

Take 10

<u>INSERT</u> – *Tropical Rainforests*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES

Take 10
Epping Forest –

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES
Take 10

INSERT – Hot Environment

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES

Take 10

<u>INSERT</u> – *Desertification*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES

Take 10

INSERT – Coastal Management

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES
Take 10

<u>INSERT</u> – *River Profile*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES

Take 10

<u>INSERT</u> – *Flooding*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES

Paper 2: Challenges in the human environment

Section A: Urban Issues and Challenges

- Urban Growth Case Study (opportunities and challenges): <u>INSERT</u>
- Urban planning to improve the quality of life (NEE): <u>INSERT</u>
- Change in a major UK city (opportunities and challenges): <u>INSERT</u>
- Urban Regeneration project: <u>INSERT</u>
- How cities are becoming more sustainable: <u>INSERT</u>

Section B: Changing Economic World

- How tourism can support development (NEE): <u>INSERT</u>
- Economic Development (NEE): <u>INSERT</u>
- Modern industry becoming more environmentally sustainable (UK): <u>INSERT</u>
- The social and economic impacts of population growth and decline on a rural landscape: <u>INSERT</u>

Section C: The Challenge of Resource Management

- Large scale water transfer scheme: <u>INSERT</u>
- Sustainable local water scheme: <u>INSERT</u>

Paper 3: Geographical applications

Section B: Fieldwork

- Human: <u>INSERT</u>
- Physical: <u>INSERT</u>

CASE STUDIES

Take 10

<u>INSERT</u> – *NEE City*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES
Take 10
<u>INSERT</u> – *NEE Slum*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES

Take 10

<u>INSERT</u> – HIC City

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES

Take 10

<u>INSERT</u> – *Regeneration*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES
Take 10

<u>INSERT</u> — *Sustainable City*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES
Take 10
INSERT – Tourism

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES
Take 10
INSERT – TNC

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES
Take 10

<u>INSERT</u> – *Sustainable Industry*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES
Take 10

<u>INSERT x2</u>– *Population growth & decline*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES

Take 10

<u>INSERT</u> – *Water Transfer*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES
Take 10
INSERT – *Sustainable Water*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

CASE STUDIES
Take 10

<u>INSERT</u> – *Housing Fieldwork*

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

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CASE STUDIES
Take 10

<u>INSERT</u>– Coastal Management Fieldwork

Application of knowledge is important. Learn these 10 facts and apply them to your 6 & 9 mark questions.

Key terms

NATURAL HAZARDS Glossary

TERM	DEFINITION
HIC	High Income Country
LIC	Low Income Country
Constructive margin	When 2 plates move away from each other = volcanoes + earthquakes.
Destructive margin	When 2 plates collide and 1 subducts = volcanoes and earthquakes.
Conservative margin	When 2 plates move past each other = only earthquakes.
Tectonic hazards	Volcanoes and earthquakes.
Primary Effect	Something that occurs as a direct result of the hazard. EG. Water pipes burst.
Secondary Effect	Something that occurs because of a primary effect. EG. No clean water.
Immediate response	Something that is done straight away to try and save lives.
Long-term response	Something done later on to rebuild and get back to normal.
Low pressure	When warm air rises to form clouds.
Storm surge	Sea water is blown onto the land by a tropical storm.
Extreme weather	Weather that is significantly worse than normal.
3 P's	Predication, Planning and Preparation.
Climate change	Changing weather around the world.
Mitigation	Stopping the causes of climate change.
Adaption	Living with the effects of climate change.
Management	Minimise or stop effects from a hazard.

Key terms

🌱 Living World Glossary 🌍

TERM	DEFINITION
Ecosystem	A natural place made of living and non-living things.
Biome	An ecosystem on a large scale.
Producers	Organisms that can convert energy from the sun.
Consumers	Organisms that eat producers or animals.
Decomposer	Bacteria that breaks down dead plants and animals to return nutrients to the soil
Energy	What powers the ecosystem – it comes from the sun and passes through the system.
Nutrients	Stored in the soil, biomass and litter. Provide a source of food.
Local change	Change occurring in a small area.
Global change	Change affecting the whole world.
Characteristics	Main features. EG. Types of plants.
Adaption	The way plants and animals survive.
Biodiversity	Different types of plants and animals.
Deforestation	Cutting the rainforest down.
Sustainable management	Protecting the rainforest but also being able to use it to make money.
Economic Opportunities	Using the desert to make money: tourism, farming, energy and mining.
Challenges	Factors that make it difficult to use the desert: heat, lack of rain and lack of roads.
Development	Using the desert to improve life in a place.
Desertification	When all the nutrients in the soil have been used and nothing can grow.

Key terms

PHYSICAL UK LANDSCAPES Glossary

TERM	DEFINITION
Erosion	When rock is worn away and broken.
Transportation	When rocks are moved by water.
Deposition	When water loses energy and drop material is carrying.
Landforms	Features of the coastline.
Erosional landforms	Features created because of erosion: RIVER: Waterfall & gorge / meander / oxbow lake / floodplain. COAST: wave cut notch & platform / headland & bay / cave, arch, stack, stump
Depositional landforms	Features created because of deposition: RIVER: levees / floodplain / estuary / delta COAST: beach / sand dunes /spit / bar / salt marsh
Weathering	When rock is weakened but not moved.
Mass Movement	When rock breaks off a cliff face. Can be a slump or a slide.
Flashy hydrograph	Short lag time / high discharge – water has got to the river quickly (surface run off)
Subdued hydrograph	Long lag time / low discharge – water has got to the river slowly (throughflow).
Flooding	Water overflows onto the land.
Physical causes	Causes rooted in nature (EG. Heavy rain)
Human causes	Caused by humans (EG. Deforestation)
Management	Minimise or stop the effects of a hazard.
Hard Engineering	Building structures to stop the river flooding. EG. Flood walls.
Soft Engineering	Using natural processes or minimising effects. EG. Planting trees

Key terms

URBAN ISSUES & CHALLENGES

TERM	DEFINITION
NEE	Newly Emerging Economy.
Urbanisation	Increased amount of people living in cities.
Urban sprawl	The size of the city increasing.
Megacity	City with a population over 10 million.
Opportunities	Positives / advantages (give people a better life).
Challenges	Negatives / disadvantages (makes peoples' lives worse).
National Importance	Why it is important for the country that it is in.
International importance	Why it is important for other countries and the whole world.
Urban planning strategy	Things done to improve life for people living in the city.
Regeneration	Improving or redeveloping an area to attract people and investment back.
Multiplier Effect	When businesses move in, this attracts people -this repeats increasing the economy.
Inner City	The poorest part outside the city centre.
Rural-urban fringe	Where the city meets the countryside.
Economic Inequality	Gaps in wealth between different parts of the city. Inner city = poor. Suburbs = rich.
Ethnic Segregation	When the same ethnic groups living in the same parts of the city.
Congestion	Traffic.

Key terms

Changing Economic World Glossary

TERM	DEFINITION
Development	Measure of the quality of life.
Development gap	The difference in quality of life between different countries.
Development indicators	Factors that show us how good life is in a country. EG. Life expectancy, birth rate etc.
Population structure	The amount of people of certain ages in a population. Shown as a population pyramid.
Migration	When people move from one place to another.
Intermediate technology	Appropriate technology – equipment that is cheap and easy to use.
Fair trade	When farmers receive a fair price for crops.
Aid	When one country sends money or supplies to another.
TNC	Trans-national corporation. Big companies that operate in more than one country EG. Shell
HDI	Human Development Index (scores country between 0 and 1 on their development)
Tertiary sector	Service industry. EG. Teachers, retail etc.
Quaternary sector	Jobs in science, research and technology.
Science parks	High tech industries locate near universities.
Business parks	Businesses locate near each other.
Infrastructure	Transport links – road / rail / air / ports
North south divide	The difference in wealth between the north (poor) and the south (rich).

Key terms

Resource Security Glossary

TERM	DEFINITION
Resources	Something that has value or purpose.
Finite	Once its used it can't be used again.
Renewable	Something that can be used again.
Malnourishment	Not have the right balance of food to eat.
Undernourishment	Not having enough food to eat.
Agribusiness	Large scale commercial farming of crops to make profit.
Organic farming	Food farmed without use chemicals.
Energy mix	The range of sources a country gets its energy from. EG. Oil, coal etc.
Food security	Having enough food to meet the needs of the population.
Water stress	When a place does not have enough water.
Water surplus	More water than needed for the people.
Water deficit	More people than water available.

Key terms

📝 Paper 3 Glossary 🚌

TERM	DEFINITION
Primary data	Data that you have personally collected eg. EQS or Beach profile.
Secondary data	Data that has been collected from someone else eg. house prices or wind direction.
Sample	Refers to a small part of a whole study area, or study population which are representative of the area being investigated.
Random sampling	Choosing sites or people without bias, where every person or site has an equal chance of being selected.
Systematic sampling	Taking a sample in a structured way which can be repeated.
Stratified sampling	Choosing sample sites or people based on shared characteristics, or differences.
Risk assessment	Looking at likelihood of possible harm to people whilst undertaking a fieldwork investigation, and taking steps to reduce the risk of injury.
Data presentation	How you display your data in a visual format.
Data analysis	How you break down the different data sets and compare them to identify trends or findings relevant to your aim.
Environmental Quality Survey	A subjective method of measuring the quality of the built or natural environment.
Quantitative data	Data collected in numbered form.
Qualitative data	Data that is written or visual (non-numerical).
Hypothesis	An enquiry question, or statement that underpins your investigation.
Methods	The steps you took in order to successfully carry out the collection of primary data (where, when, how, who, why).

EXAM QUESTIONS
NATURAL HAZARDS

Number of Marks	Question
4	Explain how volcanic activity and orbital changes can cause climate change.
	Explain how planting trees and using renewable energy can mitigate climate change.
	Explain the formation of a tropical storm.
	Explain how human activity can lead to an increase in climate change.
6	Explain how the effects of tectonic hazards vary between areas of contrasting wealth.
	Explain how plate boundaries can cause tectonic hazards.
	Explain how we can mitigate and adapt to climate change.
9	Choose either an earthquake or a volcanic eruption. Assess the extent to which primary effects are more significant than secondary effects. Use an example that you have studied.
	Assess the extent that prediction is the most important factor in reducing the effects of tropical storms.
	To what extent are immediate responses more important that long term responses when dealing with tectonic hazards?
	Evaluate mitigation and adaption strategies in relation to climate change.

EXAM QUESTIONS

🪴 Living World 🌍

Number of Marks	Question
4	Explain how eco-tourism helps manage the rainforest sustainably.
	Explain the role of producers in an ecosystem.
	Explain how a small scale ecosystem you have studied can be affected by local change.
	Explain how energy gets into and moves around an ecosystem.
6	Explain how animals and vegetation adapt to a hot environment.
	Explain how deforestation can have social and economic impacts.
	Evaluate the impacts of rainforest deforestation.
	Explain how animals and vegetation adapt to the rainforest.
	Explain how the rainforest can be sustainably managed.
9	To what extent do hot environments provide opportunities for economic development?
	For a hot desert environment or a cold environment you have studied, assess the importance of management strategies used to reduce the risk of environmental damage.
	To what extent are hot environments at risk from human activity?
	To what extent can hot environments be successfully managed?

EXAM QUESTIONS

PHYSICAL UK LANDSCAPES

Number of Marks	Question
4 (Rivers)	Explain a floodplain forms.
	Explain how soft engineering (or hard engineering) can prevent flooding.
	Explain how a meander changes over time.
	Explain the formation of a mudflat / saltmarsh.
4 (Coasts)	Explain how headlands and bays change over time.
	Explain how transportation occurs along the coastline.
	Explain the formation of a beach.
	Explain how soft engineering (or hard engineering) can prevent erosion.
6 (Rivers)	Explain how a landform is created by erosion.
	Evaluate hard engineering (or soft) strategies in preventing flooding.
	Assess the physical and human causes of flooding.
	Evaluate a river management scheme you have studied.
6 (Coasts)	Explain how landforms are created by erosion (or deposition).
	Evaluate hard engineering (or soft) strategies in preventing erosion.
	Evaluate a coastal management scheme you have studied.

EXAM QUESTIONS
URBAN ISSUES & CHALLENGES

Number of Marks	Question
4	Explain why there are more megacities in LICs/NEEs.
	Explain how regeneration can reduce urban deprivation.
	Explain why there is economic inequality in urban areas.
	Explain why an urban area in a HIC or LIC is nationally and internationally important.
6	Assess how an urban area can be sustainable.
	Explain how congestion is managed in urban areas in HICs.
	Explain how industrialisation can lead to development.
	Assess how urbanisation can lead to economic inequality.
	Explain why environmental problems aren't managed in urban areas in LICs/NEEs.
9	To what extent has urban change created environmental challenges in a HIC that you have studied?
	Evaluate the effectiveness of an urban planning strategy in improving the life of the urban poor in a LIC / NEE you have studied.
	To what extent does an urban area in a HIC (or LIC/ NEE) that you have studied provide opportunities?
	Evaluate the impacts of a regeneration scheme you have studied in a HIC?

EXAM QUESTIONS

Changing Economic World

Number of Marks	Question
4	Explain how fair trade can help close the development gap.
	Explain socio-economic causes of the development gap.
	Explain how a country's population pyramid changes as it moved through the DTM.
	Explain how wealth and health differs in countries with contrasting development.
6	Assess how tourism can help close the development gap.
	Evaluate the impact of TNCs in the LIC/NEE you have studied.
	Explain how business and science parks help economic development.
	Assess the causes of the development gap.
	Evaluate how aid can help close the development gap in a LIC/NEE that you have studied.
9	To what extent has quality of life improved in a LIC/NEE that you have studied?
	Assess the importance of transport improvements to the UK economy.
	Discuss how one or more strategies might reduce regional differences in the UK?
	Assess how industry in the UK is becoming more sustainable?
	TNCs bring advantages to both the host and origin country. To what extent do you agree?

EXAM QUESTIONS

Resource Security

Number of Marks	Question
4 (Overview)	Explain how the changing demand for food has created opportunities.
	Explain why there is an increased demand for British food.
	Explain why the UK energy mix has begun to change.
	Explain why we are still heavily dependent on non-renewable resources.
4 (Water)	Explain how water stress can be dealt with in the UK .
	Explain the difference between physical water scarcity and economic water scarcity.
	Explain how water can be managed sustainably.
	Explain how water can be transferred in the UK.
6 (Overview)	Discuss the issues arising from the UK's changing energy mix.
	Discuss the advantages from the UK's changing demand for food.
	Discuss the challenges of managing water quality in the UK.
	Discuss the environmental impacts of importing food.
6 (Water)	Evaluate the impacts of a water transfer scheme that you have studied.
	Explain the social and economic impacts of water insecurity.
	Assess how water can be managed sustainably.
	Evaluate the success of a local scheme for increasing sustainable water supplies.

EXAM QUESTIONS

📝 Fieldwork 🚌

Number of Marks	Question
4	Justify one method of data collection is your physical / human fieldwork.
	Justify the location of your physical / human fieldwork.
	Justify one method of data presentation in your physical / human fieldwork.
	Justify your sampling strategy in your physical / human fieldwork.
6	Evaluate you data presentation methods in your physical / human fieldwork.
	Evaluate your data collection methods in your physical / human fieldwork.
	Evaluate your sampling strategy for your physical / human fieldwork.
	Evaluate your location for your physical / human fieldwork.
	Evaluate how your investigation could be improved for your physical / human fieldwork
9	To what extent were your conclusions accurate and reliable?
	Assess how improvements could lead to more accurate and reliable conclusions.
	To what extent did the results of your enquiry meet the original aims?
	To what extent were the results of this enquiry helpful in reaching reliable conclusions?
	With reference to your data collection methods and results, assess the reliability and accuracy of your conclusions
	With reference to your data collection methods and results, assess how your enquiry could be improved.

REVISION

What to use

Seneca Learning
Seneca has been designed by cognitive scientists to help students remember topics better and reduce their stress levels. You can access revision notes on each of your topics and then take quick tests to check your learning. It has been proven to make learning 2 x faster than traditional methods.
https://www.senecalearning.com/

Revision guide
Grade 9-1 GCSE Geography AQA Complete Revision & Practice (CGP)
ISBN: 1782946136
A good outline of the course. It also includes practice questions which many students find useful.

Exam Specification
AQA Geography 8035
More information can be found here
https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/introduction

BBC Bitesize
Revision site that has lots of really useful subject and exam board revision and quick quizzes
https://www.bbc.co.uk/bitesize/subjects/zrw76sg

Time for Geography
Videos, model answers and exam tips
https://timeforgeography.co.uk/

MICROSOFT TEAMS
School resources, example questions, knowledge organisers and sheets for case studies.

REVISION
How to Revise

Flash Cards

Simply create your own revision resources using flashcards. You can write on both sides of them, colour code them or use them to quiz yourself and others.

How to do this in geography

- Formations & processes – diagrams, step-by-step descriptions
- Key terms – key terms, definitions and examples
- Evaluations – advantages/disadvantages or most important factors
- Case studies & examples – location, background info, causes, effects and responses

Dual Coding

Simply create your own revision resources using flashcards. You can write on both sides of them, colour code them or use them to quiz yourself and others.

How to do this in Geography

1. Look for visuals (maps, graphs, pictures, diagrams) in your classwork/revision guide, and compare them to the information they represent.

2. Look at the visuals on their own and try and explain them in your own words

3. As you create your revision notes/flash cards create visuals of your own to help

you memorise the information

Retrieval Practice

During your exams you will need to be able to recall large amounts of information from your brain quickly. To get better at this, you need to practise! Not only will you get better at recalling information, but the information you recall is more likely to stick in your memory.

How to do this in Geography

- Total recall – start with a blank sheet of paper. Write down everything that you can remember about a topic (without looking at your notes). Then open your notes and write down anything you have missed on the same sheet of paper. Repeat this often and each time you will recall more information. You can use this method for case studies, diagrams, key terms etc.
- Quiz yourself – using your revision notes, quiz yourself or your friends, or get someone to test you

Deliberate Practice

Set time aside to practice what you will be doing in the exam – answering exam questions!

How to do this in Geography

Revision power hour – 1. Pick a question 2. Spend 20 minutes revising for that question 3. Spend 20 minutes answering the question 4. Use the mark scheme to mark your answer.

Practise questions from your book, old assessments and from revision guides

TOP APPS

1

Google Earth
Whether you're studying human or physical geography. Google Earth allows you to explore the landscapes you're studying. Now with guided tours from NASA, the BBC and National Geographic.

2

Seterra
Over 100 different quick games to challenges your geographical knowledge. What score can you get?

3

Geoguessr
Where in the World? You have been dropped at a random location somewhere on the globe. Your challenge is to figure out Where in the World you are?

4

OS Locate
Walking, Cycling in the UK and lost your bearings? OS Locate is the quick and easy way to find your location on your OS map using GPS.

5

what3words
Who needs Grid References? Every 3m x 3m in the world has a unique 3 word address. Is this the future of navigation?

6

Flightradar24
Live flight tracker. A great tool for visualising how connected (Or unconnected) we are, and exploring the importance of cities.

7

GoogleExpeditions
Over 800 virtual reality expeditions with descriptions, talking points and questions about some of earths most spectacular landscapes.

8

WWFFreeRivers
This augmented reality maps some of the worlds rivers allowing you to explore their biggest threats and opportunities.

9

Explorer
On and Offline maps for use, access to the ArcGIS Living Atlas data through the app for tablet and mobile devices.

EXAM DETAILS

Unit title	Topics	Length	Marks	Worth
Paper 1: Living with the physical environment	Section A: The challenge of natural hazards Section B: The living world Section C: Physical landscapes in the UK	1.5 hours	88	35%
Paper 2: Challenges in the human environment	Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenge of resource management	1.5 hours	88	35%
Paper 3: Geographical applications	Section A: Issue Evaluation Section B: Fieldwork	1.15 hours	76	30%

INSERT SCHOOL LOGO

"Geography is the subject which holds the key to our future."
Michael Palin

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."
Barack Obama