GCSE Geography: AQA 8035

http://www.aqa.org.uk/subjects/geography/gcse/geography-8035

Exam advice

- Work at one mark per minute
- Learn all key words
- Look at command words so that you understand what the question is asking you to do
- Go over previous end of unit tests and work on questions that require further improvement
- Use case studies and make sure your fill up all the lines on the paper
- Questions worth 4 marks or more are marked in levels. Therefore, think about developing your answers using the Point, Example, Explain technique (PEE)
- Questions worth 9 marks will test your quality of English and may have an additional 3 marks added for SPAG
- Remember to bring all necessary equipment to the exam – pens, pencils, ruler, rubber, coloured pencils, calculator, and piece of string (to measure distance).
- If you have any questions about your revision see Miss Preston (clinics on Monday and Friday)

Paper 1: Living with the physical environment	Paper 2: Challenges in the human environment	Paper 3: Geographical applications
What's assessed 3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills	**What's assessed** 3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills	**What's assessed** 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills
How it's assessed • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)) • 35 % of GCSE	**How it's assessed** • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for SPaG) • 35 % of GCSE	**How it's assessed** • Written exam: 1 hour 15 minutes • 76 marks (including 6 marks for SPaG) • 30 % of GCSE • Pre-release resources booklet made available 12 weeks before Paper 3 exam
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) • Question types: multiple-choice, short answer, levels of response, extended prose	**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	**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

WORK THROUGH THE REVISION CHECKLISTS TO STRUCTURE YOUR REVISION AND HELP YOU TO IDENTIFY AREAS FOR IMPROVEMENT

Paper 1: Living with the physical environment

Natural Hazards	☺	😐	☹
The definition of a natural hazard, types of natural hazard and factors affecting hazard risk.			
Tectonic Hazards			
Plate tectonics theory, global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.			
The physical processes taking place at different types of plate margins (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.			
Primary and secondary effects of a tectonic hazard and immediate and long-term responses to a tectonic hazard.			
Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.			
Reasons why people continue to live in areas at risk from a tectonic hazard and how monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.			
Weather Hazards			
General atmospheric circulation model: pressure belts and surface winds.			
Global distribution of tropical storms (hurricanes, cyclones, typhoons).			
An understanding of the relationship between tropical storms and general atmospheric circulation.			
Cause of tropical storms and the sequence of their formation and development.			
The structure and features of a tropical storm.			
How climate change might affect the distribution frequency and intensity of tropical storms.			
Primary and secondary effects of tropical storms, immediate and long-term responses to a tropical storm.			
Use named example of a tropical storm to show its effects and responses.			
How monitoring, prediction, protection and planning can reduce the effects of tropical storms			
The UK is affected by a number of weather hazards			
One example of a recent extreme weather event in the UK to illustrate causes, social, environmental and economic impacts			
How management strategies can reduce risk			
Evidence that weather is becoming more extreme in the UK.			
Climate Change			
Evidence for climate change from the beginning of the Quaternary period to the present day.			
Natural factors: orbital changes, volcanic activity and solar output.			
Human factors: use of fossil fuels, agriculture and deforestation.			
Overview of the effects of climate change on people and the environment.			
Managing climate change: Mitigation (alternative energy production, carbon capture, planting trees, international agreements) and Adaptation strategies (change in agricultural systems, managing water supply, reducing risk from rising sea levels)			

The Living World	☺	😐	☹
The definition of an ecosystem and their biotic and abiotic elements.			
The concept of inter-relationships within a natural system, including an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycle.			
An example of a small scale UK ecosystem to illustrate how ecosystems operate			
The balance between components and the impact on the ecosystem of changing one component.			
An overview of the distribution and characteristics of large scale, natural, global ecosystems.			
Tropical rainforests			
The physical characteristics of a tropical rainforest.			
The interdependence of climate, water, soils, plants, animals and people.			
How plants and animals adapt to the physical environment.			
The issues related to biodiversity.			
The changing rates of deforestation using a case study of a tropical rainforest to illustrate:			
Causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth			
Impacts of deforestation - economic development, soil erosion, loss of biodiversity, contribution to climate change.			
The value of tropical rainforests to people and the environment.			
The different strategies used to manage the rainforest sustainably: selective logging and replanting, conservation and education, ecotourism and international agreements, debt reduction			
Cold environments			
The physical characteristics of a cold environment.			
The interdependence of climate, permafrost, soils, plants, animals and people.			
How animals adapt to the physical conditions.			
The issues related to biodiversity.			
A case study of a cold environment to illustrate development opportunities in cold environments: mineral extraction, energy, fishing and tourism			
Challenges of developing cold environments: extreme temperature, inaccessibility, provision of buildings and infrastructure.			
The value of cold environments as wilderness areas and why these fragile environments should be protected.			
The strategies used to balance the needs of economic development and conservation in cold environments: Use of technology, role of governments, international agreements and conservation groups			

The physical diversity of the UK	☺	😐	☹
Be able to locate the major upland and lowland areas and river systems on a blank UK map.			

Coastal Landscapes in the UK	☺	😐	☹
Types of waves: to understand the causes and characteristics of waves especially constructive and destructive.			
To understand coastal processes such as weathering: mechanical, biological and chemical; and mass movement including sliding, slumping, rockfalls, landslides, mudflows and rotational slipping.			
To understand coastal processes: erosion (hydraulic power, abrasion, and attrition), transportation (longshore drift), and deposition.			
To understand how geological structure and rock type influence coastal forms.			
To describe and explain the characteristics and formation of landforms resulting from erosion: headlands and bays, cliffs and wave cut platforms, caves arches and stacks.			
To describe and explain the characteristics and formation of landforms resulting from deposition: beaches, sand dunes, spits and bars.			
To give an example of a section of coastline in the UK to identify its major landforms of erosion and deposition.			
To be able to discuss the costs and benefits of different hard engineering management strategies e.g. sea walls, rock armour, gabions and groynes.			
To be able to discuss the costs and benefits of different soft engineering management strategies e.g. beach nourishment and re-profiling, dune regeneration.			
To be able to discuss the costs and benefits of managed retreat- coastal realignment.			
To give one example of a coastal management scheme in the UK to show: the reasons for management, the management strategy, the resulting effects and conflicts			

River Landscapes of the UK	☺	😐	☹
To understand how and why the land is modified by fluvial processes downstream. Long and cross profiles, processes of erosion (hydraulic action, abrasion, attrition, solution, vertical and lateral erosion), transportation (traction, saltation, suspension, solution) and deposition.			
To understand how a river profile changes downstream as a result of the above processes.			
To recognise the landforms that occur as a result depending on erosion, erosion and deposition, and deposition.			
The characteristics and formation of landforms found in the upper course (waterfalls, gorges, v-shaped valleys, interlocking spurs), the middle course (meanders, ox-bow lakes), and the lower course (levees, flood plains and estuaries). You must be able to name an example, describe each feature and to explain its formation making reference to the processes at work.			
To name an example of a river valley in the UK to identify its major landforms of erosion and deposition.			
To understand how physical and human factors affect flood risk-precipitation, geology, relief and land use.			
To be able to draw, interpret and recognise features of a hydrograph.			
To be able to discuss the costs and benefits of different hard engineering management strategies e.g. dams and reservoirs, straightening embankments, flood relief channels.			
To be able to discuss the costs and benefits of different soft engineering management strategies e.g. flood warnings and preparation, flood plain zoning, planting trees and river restoration.			
To give one example of a flood management scheme in the UK and show why the scheme was required, the management strategy and the social, economic and environmental issues.			

Paper 2: Challenges in the human environment

Urban Issues and Challenges	☺	😐	☹
To understand the global pattern of urban change and urban trends in different parts of the world including HIC and LICs.			
To know the factors affecting the rate of urbanisation- migration and natural increase.			
To recognise the emergence of mega-cities.			
To explain how urban growth creates opportunities and challenges for cities in LICs and NEEs.			
LAGOS: A case study of a major city in a LIC or a NEE to show:			
The location and importance of the city regionally, nationally and internationally			
Impacts of national and international migration			
How urban change has created opportunities			
How urban change has created challenges			
An example of how urban planning is improving the quality of life for the urban poor.			
To explain how urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.			
LONDON: A case study of a major city in the UK to illustrate			
The location and importance of the city in the UK and the wider world			
Impacts of national and international migration			
How urban change has created opportunities			
How urban change has created challenges			
An example of an urban regeneration project to show:			
Reasons why the area needed regeneration			
The main features of the project			

The Changing Economic World	☺	😐	☹
The global variations in economic development and quality of life:			
Different economic and social measures of development and their limitations of economic and social measures.			
Links between stages of the Demographic Transition Model and the level of development			
Causes of uneven development: physical, economic and historical			
Consequences of uneven development: disparities in wealth and health, international migration.			
Strategies that exist for reducing the global development gap including:			
Investment, industrial development, tourism, aid, using intermediate technology, fair trade, debt relief, microfinance loans			
One example of how the growth of tourism in an LIC or NEE helps to reduce the development gap (Tunisia)			
NIGERIA: A case study to understand how Nigeria (NEE) is experiencing rapid economic development which leads to significant social, environmental and cultural change.			
Location and importance of the country regionally and globally			
Wider political, social, cultural and environmental context within which the country is placed			
Changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development			

Role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country			
Changing political and trading relationships with the wider world			
International aid: types of aid, impacts of aid on the receiving country			
Environmental impacts of economic development			
Effects of economic development on the quality of life for the population.			
UK: Economic futures in the UK: To understand how major changes in the economy of the UK have affected and will continue to affect employment patterns and regional growth.			
Causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies			
Moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks			
Impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable			
Social and economic changes in the rural landscape in one area of population growth and one area of population decline			
Improvements and new developments in road and rail infrastructure, port and airport capacity			
North–south divide. Strategies used in an attempt to resolve regional differences			
Place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth.			

The Challenge of Resource Management	☺	😐	☹
The significance of food, water and energy to economic and social well-being.			
An overview of global inequalities in the supply and consumption of resources			
An overview of resources in relation to the UK.			
Food:			
The growing demand for high value food exports from low income countries and all year demand for seasonal food and organic produce			
Larger carbon footprints due to the increasing number of 'food miles' travelled and moves towards local sourcing of food.			
The trend towards agribusiness			
Water:			
The changing demand for water			
Water quality and pollution management			
Matching supply and demand – areas of deficit and surplus			
The need for transfer to maintain supplies.			
Energy:			
The changing energy mix - reliance on fossil fuels, growing significance of renewables			
Reduced domestic supplies of coal, gas and oil			
Economic and environmental issues associated with exploitation of energy sources.			
WATER MANAGEMENT:			
Areas of surplus (security) and deficit (insecurity):			
Global patterns of water surplus and deficit			

Reasons for increasing water consumption: economic development, rising population			
Factors affecting water availability: climate, geology, pollution of supply, over-abstraction, limited infrastructure, poverty.			
Impacts of water insecurity: waterborne disease and water pollution, food production, industrial output, potential for conflict where demand exceeds supply.			
Overview of strategies to increase water supply:			
Diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination			
An example of a large-scale water transfer scheme to show how its development has both advantages and disadvantages.			
Moving towards a sustainable resource future:			
Water conservation, groundwater management, recycling, 'grey' water			
An example of a local scheme in an LIC or NEE to increase sustainable supplies of water.			

Paper 3: Geographical Applications

Issue evaluation

A resource booklet will be available **twelve weeks before the date of the exam** so that you have the opportunity to work through the resources, enabling you to become familiar with the material. You will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.

You will be given a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. You will need to apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. You will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s).

THIS IS SOMETHING THAT WE WILL WORK ON IN LESSONS AFTER EASTER

Fieldwork: You will need to learn human and physical fieldwork in detail

Your understanding of the enquiry process will be assessed in the following two ways:

- Questions based on the use of fieldwork materials from an unfamiliar context
- Questions based on students' individual enquiry work. For these questions students will have to identify the titles of their individual enquiries.

You will be expected to:

- Apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry.
- Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry

A HUMAN FIELDWORK BOOKLET WILL BE PROVIDED FOR REVISION FOR EASTER

Geographical Skills: You will need to develop your geographical skills and these may be tested in all papers/

Geographical Skills	☺	😐	☹
Atlas maps: •use and understand coordinates – latitude and longitude •recognise and describe distributions and patterns of both human and physical features •maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, eg population distribution, population movements, transport networks, settlement layout, relief and drainage •analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.			
Ordnance Survey maps: • use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic • use and understand coordinates – four and six-figure grid references • use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales •use and understand gradient, contour and spot height, numerical and statistical information •identify basic landscape features and describe their characteristics from map evidence • identify major relief features on maps and relate cross-sectional drawings to relief features • draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use • interpret cross sections and transects of physical and human landscapes • describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes • infer human activity from map evidence, including tourism.			
Maps in association with photographs: • be able to compare maps • sketch maps: draw, label, understand and interpret • photographs: use and interpret ground, aerial and satellite photographs			

• describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs •draw sketches from photographs • label and annotate diagrams, maps, graphs, sketches and photographs.			
Graphical skills to: •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, scattergraphs, and population pyramids • suggest an appropriate form of graphical representation for the data provided • complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines • use and understand gradient, contour and value on isoline maps • plot information on graphs when axes and scales are provided • interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.			
Numerical skills to: • demonstrate an understanding of number, area and scales, and the quantitative relationships between units • design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability •understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data.			
Statistical skills to: • use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) • calculate percentage increase or decrease and understand the use of percentiles • describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends • be able to identify weaknesses in selective statistical presentation of data.			
Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.			

Examples of types of data: • maps • fieldwork data •geo-spatial data presented in a geographical information system (GIS) framework •satellite imagery •written and digital sources • visual and graphical sources •numerical and statistical information.			