AQA
Realising potential

GCSE
GEOGRAPHY
(8035)

GCSE Geography Handbook

This booklet contains:

- ❑ Exam structure and dates
- ❑ Command words and definitions
- ❑ A breakdown of the specification
- ❑ Example exam questions
- ❑ Model answers
- ❑ Annotated past exam questions
- ❑ Revision strategies

NAME: _____

TARGET: _____

TEACHER: _____

Exam Structure

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 30 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

EXAM DATES 2024:

Paper 1:

Paper 2:

Paper 3:

Command Words

Below are the most commonly used command words for AQA GCSE Geography. Visit here for the full list: https://www.aqa.org.uk/resources/geography/gcse/geography/teach/command-words

Too many students loose marks because they don't understand what the command word is asking them to do. Make sure you are familiar with the different words they could ask and what you should do in response.

Command word	Typical no. of marks	What the command word means	Example of a question
Identify/State/ Name	1	Find (e.g. on a photo), or give a simple word or statement	Identify the landform in the photo
Define	1	Give a clear meaning	Define the term 'fertility rate'
Calculate	1 or 2	Work out	Calculate the mean depth of the river shown in Figure 2
Label	1 or 2	Print the name of, or write, on a map or diagram	Label two features of the cliff in Figure 4
Draw	1, 2 or 3	As in sketch or draw a line	Draw a line to complete the graph in Figure 3
Compare	2 or 4	Identify similarities or differences	(*referring to a graph*) Compare the rate of population growth in city X with city Y.
Describe	2 or 4	Say what something is like; identify trends (e.g. on a graph)	Describe the trend shown in Figure 1
Explain	2, 4, 6 or even 9	Give reasons why something happens	Using examples, explain the rapid growth of a mega-city you have studied
Suggest	2 or 4	In an unfamiliar situation (e.g. a photo or graph), explain how or why something might occur, with a reason	Suggest reasons for the increase shown in the graph
Examine	6 or 9	Give reasons for, but also begin to judge which of the reasons is more important	Examine the reasons for the growth of one mega-city you have studied
To what extent …	6 or 9	Show how far you agree or disagree with a statement	To what extent do mega-cities offer a better lifestyle for migrants than the rural areas they have left?
Assess	6 or 9	Weigh up which is most/least important	Assess the need for coastal management along a stretch of coast you have studied
Evaluate	6 or 9	Make judgements about which is most or least effective	Evaluate the methods used in collecting data in your fieldwork
Discuss	6 or 9	Give an overview of a situation or a topic where there are different approaches or viewpoints	Discuss the ways in which climate change could be managed
Justify	6 or 9	Give reasons why you support a particular decision or opinion	Justify the reasons for your choice

Paper 1 – Living with the Physical Environment

Question 1: The Challenge of Natural Hazards

RAG/Revised?

3.1.1.1 Natural hazards

Key idea	Specification content
Natural hazards pose major risks to people and property.	Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk.

3.1.1.2 Tectonic hazards

Key idea	Specification content
Earthquakes and volcanic eruptions are the result of physical processes.	Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.

Key idea	Specification content
The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.	Primary and secondary effects of a tectonic hazard. 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.
Management can reduce the effects of a tectonic hazard.	Reasons why people continue to live in areas at risk from a tectonic hazard. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.

3.1.1.3 Weather hazards

Key idea	Specification content
Global atmospheric circulation helps to determine patterns of weather and climate.	General atmospheric circulation model: pressure belts and surface winds.
Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.	Global distribution of tropical storms (hurricanes, cyclones, typhoons). An understanding of the relationship between tropical storms and general atmospheric circulation. Causes 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.
Tropical storms have significant effects on people and the environment.	Primary and secondary effects of tropical storms. Immediate and long-term responses to tropical storms. Use a **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.	An overview of types of weather hazard experienced in the UK.
Extreme weather events in the UK have impacts on human activity.	An **example** of a recent extreme weather event in the UK to illustrate: • causes • social, economic and environmental impacts • how management strategies can reduce risk. Evidence that weather is becoming more extreme in the UK.

Paper 1 – Living with the Physical Environment

RAG/Revised?

3.1.1.4 Climate change

Key idea	Specification content
Climate change is the result of natural and human factors, and has a range of effects.	Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change: • 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 involves both mitigation (reducing causes) and adaptation (responding to change).	Managing climate change: • mitigation – alternative energy production, carbon capture, planting trees, international agreements • adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.

Question 2: The Living World

3.1.2.1 Ecosystems

Key idea	Specification content
Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.	An **example** of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. The balance between components. The impact on the ecosystem of changing one component. An overview of the distribution and characteristics of large scale natural global ecosystems.

3.1.2.2 Tropical rainforests

Key idea	Specification content
Tropical rainforest ecosystems have a range of distinctive characteristics.	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 conditions. Issues related to biodiversity.

Key idea	Specification content
Deforestation has economic and environmental impacts.	Changing rates of deforestation. 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, contribution to climate change.
Tropical rainforests need to be managed to be sustainable.	Value of tropical rainforests to people and the environment. Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.

Paper 1 – Living with the Physical Environment

3.1.2.3 Hot deserts

RAG/Revised?

Key idea	Specification content
Hot desert ecosystems have a range of distinctive characteristics.	The physical characteristics of a hot desert. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity.
Development of hot desert environments creates opportunities and challenges.	A **case study** of a hot desert to illustrate: • development opportunities in hot desert environments: mineral extraction, energy, farming, tourism • challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility.
Areas on the fringe of hot deserts are at risk of desertification.	Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.

Question 3: Physical landscapes in the UK - Coasts

3.1.3.1 UK physical landscapes

Key idea	Specification content
The UK has a range of diverse landscapes.	An overview of the location of major upland/lowland areas and river systems.

3.1.3.2 Coastal landscapes in the UK

Key idea	Specification content
The coast is shaped by a number of physical processes.	Wave types and characteristics. Coastal processes: • weathering processes – mechanical, chemical • mass movement – sliding, slumping and rock falls • erosion – hydraulic power, abrasion and attrition • transportation – longshore drift • deposition – why sediment is deposited in coastal areas.
Distinctive coastal landforms are the result of rock type, structure and physical processes.	How geological structure and rock type influence coastal forms. Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. An **example** of a section of coastline in the UK to identify its major landforms of erosion and deposition.

Key idea	Specification content
Different management strategies can be used to protect coastlines from the effects of physical processes.	The costs and benefits of the following management strategies: • hard engineering – sea walls, rock armour, gabions and groynes • soft engineering – beach nourishment and reprofiling, dune regeneration • managed retreat – coastal realignment. An **example** of a coastal management scheme in the UK to show: • the reasons for management • the management strategy • the resulting effects and conflicts.

Question 4: Physical landscapes in the UK - Rivers

Do not answer this question.

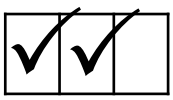
Paper 1 – Living with the Physical Environment

Questions 5: Glacial landscapes in the UK

RAG/Revised?

Key idea	Specification content
Ice was a powerful force in shaping the physical landscape of the UK.	Maximum extent of ice cover across the UK during the last ice age. Glacial processes: • freeze-thaw weathering • erosion – abrasion and plucking • movement and transportation – rotational slip and bulldozing • deposition – why glaciers deposit sediment (till and outwash).
Distinctive glacial landforms result from different physical processes.	Characteristics and formation of landforms resulting from erosion – corries, arêtes, pyramidal peaks, truncated spurs, glacial troughs, ribbon lakes and hanging valleys. Characteristics and formation of landforms resulting from transportation and deposition – erratics, drumlins, types of moraine. An **example** of an upland area in the UK affected by glaciation to identify its major landforms of erosion and deposition.
Glaciated upland areas provide opportunities for different economic activities, and management strategies can be used to reduce land use conflicts.	An overview of economic activities in glaciated upland areas – tourism, farming, forestry and quarrying. Conflicts between different land uses, and between development and conservation. An **example** of a glaciated upland area in the UK used for tourism to show: • the attractions for tourists • social, economic and environmental impacts of tourism • strategies used to manage the impact of tourism.

Revision Checklist Option 1



You could use these boxes to keep track of your revision. Tick one box each time you have revised. Ideally, you should aim to revise each section three times.

Revision Checklist Option 2

You could use these boxes to rate each section of the specification from Red ☹ (No understanding) to Amber 😐 (Some understanding) to Green☺ (Solid understanding). You can then use this to focus your revision on the most crucial areas.

Paper 2 – Challenges in the Human Environment

Question 1: Urban issues and challenges

Key idea	Specification content
A growing percentage of the world's population lives in urban areas.	The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. The emergence of megacities.

Urban growth creates opportunities and challenges for cities in LICs and NEEs.	A **case study** of a major city in an LIC or NEE to illustrate:
	• the location and importance of the city, regionally, nationally and internationally
	• causes of growth: natural increase and migration
	• how urban growth has created opportunities:
	  • social: access to services – health and education; access to resources – water supply, energy
	  • economic: how urban industrial areas can be a stimulus for economic development
	• how urban growth has created challenges:
	  • managing urban growth – slums, squatter settlements
	  • providing clean water, sanitation systems and energy
	  • providing access to services – health and education
	  • reducing unemployment and crime
	  • managing environmental issues – waste disposal, air and water pollution, traffic congestion.
	
	An **example** of how urban planning is improving the quality of life for the urban poor.

Key idea	Specification content

Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.	Overview of the distribution of population and the major cities in the UK.
	
	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 on the growth and character of the city
	• how urban change has created opportunities:
	  • social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems
	  • environmental: urban greening
	• how urban change has created challenges:
	  • social and economic: urban deprivation, inequalities in housing, education, health and employment
	  • environmental: dereliction, building on brownfield and greenfield sites, waste disposal
	  • the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.
	
	An **example** of an urban regeneration project to show:
	• reasons why the area needed regeneration
	• the main features of the project.

Urban sustainability requires management of resources and transport.	Features of sustainable urban living: • water and energy conservation • waste recycling • creating green space. How urban transport strategies are used to reduce traffic congestion.

Paper 2 – Challenges in the Human Environment

Question 2: The Changing Economic World

Key idea	Specification content
There are global variations in economic development and quality of life.	Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. Link 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.
Various strategies exist for reducing the global development gap.	An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans. An **example** of how the growth of tourism in an LIC or NEE helps to reduce the development gap.
Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.	A **case study** of one LIC or NEE to illustrate: • the location and importance of the country, regionally and globally • the wider political, social, cultural and environmental context within which the country is placed • the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development • the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country • the changing political and trading relationships with the wider world • international aid: types of aid, impacts of aid on the receiving country • the environmental impacts of economic development • the effects of economic development on quality of life for the population.

Key idea	Specification content
Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	Economic futures in the UK: • 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 • the north–south divide. Strategies used in an attempt to resolve regional differences • the 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.

Paper 2 – Challenges in the Human Environment

Question 3: The Challenge of Resource Management

Key idea	Specification content
Food, water and energy are fundamental to human development.	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.

Key idea	Specification content
The changing demand and provision of resources in the UK create opportunities and challenges.	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.

Question 4: The Challenge of Resource Management - Food

Key idea	Specification content
Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.	Areas of surplus (security) and deficit (insecurity): • global patterns of calorie intake and food supply • reasons for increasing food consumption: economic development, rising population • factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty. Impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest.
Different strategies can be used to increase food supply.	Overview of strategies to increase food supply: • irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology, appropriate technology • an **example** of a large scale agricultural development to show how it has both advantages and disadvantages. Moving towards a sustainable resource future: • the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses • an **example** of a local scheme in an LIC or NEE to increase sustainable supplies of food.

Questions 5 and 6: The Challenge of Resource Management – Water & Energy

Do not answer these questions

Paper 3 – Geographical applications

Section A: Issues Evaluation

The material for this section is released at Easter.

Section B: Fieldwork

You can be tested both on your fieldwork and unseen fieldwork.

Geographical enquiry strand	Application of knowledge and understanding, and skills
1. Suitable question for geographical enquiry	The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. The geographical theory/concept underpinning the enquiry. Appropriate sources of primary and secondary evidence, including locations for fieldwork. The potential risks of both human and physical fieldwork and how these risks might be reduced.
2. Selecting, measuring and recording data appropriate to the chosen enquiry	Difference between primary and secondary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods.
3. Selecting appropriate ways of processing and presenting fieldwork data	Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods
4. Describing, analysing and explaining fieldwork data	Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data.
5. Reaching conclusions	Draw evidenced conclusions in relation to original aims of the enquiry.
6. Evaluation of geographical enquiry	Identification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data that might be useful. Extent to which conclusions were reliable.

Example Exam Questions

Paper 1 – Living with the Physical Environment

Question 1: The Challenge of Natural Hazards

Difficulty

- ❑ Define the term 'natural hazard' [1 mark]
- ❑ Give one piece of evidence which suggests the UK's weather is becoming more extreme [1 mark]
- ❑ Outline one possible method of climate change mitigation. [2 marks]
- ❑ Describe the global distribution of volcanoes and earthquakes in relation to plate boundaries [3 marks]
- ❑ Explain why reducing the risks from tectonic hazards is challenging. [4 marks]
- ❑ Discuss to what extent climate change is responsible for extreme weather in the UK. [6 marks]
- ❑ To what extent does a country's ability to cope with the effects of a tectonic hazard depend on its wealth? Use examples from countries with contrasting wealth to support your answer. [9 marks] + 3 SPaG

Question 2: The Living World

Difficulty

- ❑ Describe the role of producers in an ecosystem. [1 mark]
- ❑ outline one reason for the high levels of biodiversity in tropical rainforests. [2 marks]
- ❑ Describe the physical characteristics of a hot desert. [3 marks]
- ❑ Explain hot ecotourism can be an effective strategy in the sustainable management of tropical rainforests. [4 marks]
- ❑ 'International co-operation is the only way to protect rainforests in the future.' Discuss the extent to which you agree with this statement. [6 marks]
- ❑ 'Water supply is the most significant challenge facing development in hot deserts.' With reference to a case study, to what extent do you agree with this statement? [6 marks]
- ❑ Assess the importance of interdependence between abiotic and biotic components of a hot desert ecosystem, [9 marks]

Questions 3 and 5: Physical landscapes in the UK

- ❑ Describe the distribution of upland and lowland areas in the UK. [4 marks]

Difficulty

3. Coasts

- ❑ Suggest how sea defences help to protect the coastline. [4 marks]
- ❑ Explain the formation of a spit. [4 marks]
- ❑ 'Hard engineering strategies are effective in protecting the coast.' Do you agree with this statement? Explain your answer. [6 marks]

Difficulty

5. Glaciation

- ❑ Define the term abrasion [1 mark]
- ❑ Describe the characteristic of drumlins [4 marks]
- ❑ Explain how glaciated upland areas provide opportunities for economic activities [4 marks]
- ❑ Explain why conflicts might exist between development and conservation in upland glaciated areas [6 marks]

Example Exam Questions

Paper 2 – Challenges in the Human Environment

Question 1: Urban issues and challenges

Difficulty

- ❑ What is a megacity? [1 mark]
- ❑ Outline one way that international migration has led to change in the character of a named UK city. [2 marks]
- ❑ Suggest why an increasing number of megacities are located in lower income countries (LICs) or newly emerging economies (NEEs). [2 marks]
- ❑ With reference to a case study of a city in an LIC or NEE, outline its national and international importance. [4 marks]
- ❑ To what extent has urban change created opportunities in a UK city you have studied? [9 marks] + 3 SPaG marks
- ❑ Evaluate the effectiveness of an urban planning strategy in helping to improve the quality of life for the urban poor. Use an example of a city in a lower income country (LIC) or newly emerging economy (NEE). [9 marks] + 3 SPaG marks

Question 2: The Changing Economic World

Difficulty

- ❑ Suggest one way microfinance loans can help to reduce the development gap. [1 mark]
- ❑ Outline one way the political or trading relationship of a named LIC/NEE country with the wider world has changed. [2 marks]
- ❑ Suggest two ways that the level of economic development of a country might affect the quality of life of its people. [4 marks]
- ❑ Explain how modern industrial developments can be made more environmentally sustainable. [4 marks]
- ❑ Using a case study of a LIC/NEE country, explain how manufacturing industry can encourage economic development. [6 marks]
- ❑ Suggest how one or more strategies might reduce regional differences in the UK. [9 marks]

Question 3: The Challenge of Resource Management

Difficulty

- ❑ Distinguish between water deficit and water surplus. [1 mark]
- ❑ Outline one opportunity created by the changing demand for food in the UK. [2 marks]
- ❑ Explain how food, water and energy contribute to economic and social wellbeing. [4 marks]
- ❑ Explain how local food sourcing reduces carbon emissions. [4 marks]
- ❑ Explain how water quality and pollution is managed in the UK. [6 marks]

Question 5: The Challenge of Resource Management - Food

Difficulty

- ❑ What is means by a sustainable food supply? [2 marks]
- ❑ Describe the social and economic impacts of food insecurity. [4 marks]
- ❑ Using a named example, evaluate the success of a large-scale agricultural development [6 marks]
- ❑ Explain how food insecurity can lead to famine and undernutrition [6 marks]
- ❑ use an example of a local scheme in an LIC/NEE to explain how sustainable supplies of food can be increased [6 marks]

Example Exam Questions

Paper 3 – Geographical applications

Section A: Issues Evaluation

The material for this section is released at Easter.

Section B: Fieldwork

Aims/ Location:	Explain the advantage(s) of the location(s) used for your fieldwork enquiry. (2 marks) Explain one factor you considered when selecting a suitable question/hypothesis for your human geography enquiry. (2 marks)
Geographical theory/ concept:	Explain why it was a suitable topic for a geographical enquiry. (2 marks) Assess how helpful a geographical theory or concept(s) were in developing your enquiry. (9 marks + 3 SPaG)
Risk Assessment:	Suggest one reason why risk assessment was important when planning your enquiry. (2 marks) Explain how you managed one of the risks in your fieldwork location. (2 marks) Describe one risk with your physical fieldwork and explain how you minimised this. (2 marks)
Method/ data collection:	Assess the effectiveness of your data collection method(s). (6 marks) Justify the use of maps or photographs or field sketches in your geographical enquiry. (3 marks) Justify one primary data collection method used in relation to the aim(s) in your geography enquiry. (3 marks) To what extent were the data collected useful in satisfying the original aim(s) of the enquiry? (6 marks)
Data Presentation:	For one of your geographical enquiry, explain two ways that you collected quantitative fieldwork data. (4 marks)
Analysis:	Describe and justify one statistical technique you used to analyse the data collected in your geographical enquiry. (3 marks) Explain one method you used to analyse your primary fieldwork data. (2 marks)
Conclusion:	Explain to what extent your secondary data helped to support your conclusions. (6 marks) For one of your fieldwork enquiries, to what extent did the result(s) and the conclusion(s) meet the original aim(s)? (9 marks + 3 SPaG) For one of your geography enquiries, to what extent were results of this enquiry helpful in reaching a reliable conclusion(s)? (9 marks + 3 SPaG)
Evaluation:	With reference to your methods, results and conclusions, suggest how one of your geographical enquiries could be improved. (9 marks + 3 SPaG) Evaluate the reliability of one of your fieldwork conclusions. (9 marks + SPaG) With reference to one of your enquiries, suggest how you could have improved the analysis of your data. (9 marks + 3 SPaG)
Links:	To what extent did your fieldwork enquiry show the links between physical and human Geography? (9 marks + 3 SPaG)

Skills Checklist

Check off each of the skills in the table below as you acquire them. (A full list of the skills you need to be prepared for the exam is found here: http://www.aqa.org.uk/subjects/geography/gcse/geography-8035/subject-content/geographical-skills).

Skill	Got it?
Atlas maps	
Can I understand latitude and longitude on maps?	
Can I use latitude and longitude on maps? (e.g. using L and L to chart something onto a map?)	
Can I recognise (see) distributions and patterns on maps?	
Can I describe distributions and patterns on maps?	
Can I use the scale on a map? (e.g. to measure distances?)	
Can I recognise physical and human features on maps? (e.g. relief, transport networks, population movements)	
Can I link physical and human features on maps? (e.g. temperature patterns and settlement locations)	
Ordnance Survey (OS) maps	
Can I use OS maps at different scales?	
Can I understand and use grid references? (four and six figure)	
Can I use scale, distance and direction? (e.g. measure straight + curved line distances using a variety of scales)	
Do I understand gradient and contour? (e.g. being able to spot height, calculating height differences in two places)	
Can I map gradient and contour? (e.g. drawing contour lines)	
Can I identify landscape features using the key?	
Can I describe the characteristics of landscape features shown on OS maps? (e.g. a floodplain, a corrie etc.)	
Can I identify and describe major relief features? (e.g. upland and lowland areas)	
Can I relate cross-sectional drawings to relief features and maps? (e.g. can I see the links between a cross sectional or long profile of a river to the corresponding OS map extract?)	
Can I describe the physical features as they are shown on large scale maps of two of the following landscapes? (coastlines, fluvial and glacial)	
Can I infer (make educated guesses about) human activity from map evidence, including tourism? (Other examples: deforestation, settlement, migration)	
Maps in association with photographs	
Can I compare maps? (e.g. compare maps with maps, and compare maps with photographs)	
Can I understand and interpret sketch maps?	
Can I draw and label sketch maps?	
Can I understand and interpret photographs? (e.g. ground, aerial and satellite photographs)	
Can I describe physical and human landscapes and other geographical features from photographs?	
Can I draw sketches from photographs?	
Can I label and annotate diagrams, maps, graphs, sketches and photographs? (e.g. to identify key geographical features, processes, landforms etc.)	
Graphical skills	
Can I select and construct graphs and charts that are appropriate to the data I have?	
Can I construct line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids?	
If I'm given a set of data, can I suggest an appropriate way to present it? (i.e. a suitable graph or chart)	
Can I complete graphs and maps that have gaps? (e.g. choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines)	
Can I understand isoline maps? (i.e. the contour and gradient of the land, and the meanings of the numbers)	
Can I extract information from graphs, maps and charts? (e.g. population pyramids, choropleth maps, flow-line maps, dispersion graphs)	
Numerical skills	
Can I design fieldwork data collection sheets?	
Can I collect data accurately?	
Do I have an understanding of data accuracy, reliability, sample sizes, procedures, and control groups?	
Do I understand proportion, percentages and ratio?	
Do I understand magnitude and frequency?	
Can I draw conclusions from data? (e.g. if given data on various development indicators, can I make conclusions about levels of development? If given data on global temperature change, can I draw conclusions about likely future changes to tropical storm intensity?)	
Statistical skills	
Do I understand and know how to use median, mean, range, quartiles and inter-quartile range, mode and modal class?	
Can I calculate percentage changes?	
Can I understand the use of percentiles?	
Can I understand data that uses two variables? (e.g. scatter plots)	
Can I draw lines of best fit? Can I sketch trend lines through scatter plots?	
Can I make predictions based on sets of data?	
Can I identify weaknesses the way that data is presented? (e.g. in chosen graph types)	

Model Answers

Give a disadvantage of agribusiness. (1 mark)

Possible answers include:
- Due to increased mechanisation, employment in agriculture may decline.
- The increased use of pesticides and fertilisers can have a detrimental impact on the environment, such as causing eutrophication in nearby rivers and streams.
- Removing hedgerows also reduces natural habitats for wildlife which can provide natural predators to control pests, e.g. ladybirds eat blackfly.

Suggest two reasons why the rate of deforestation varies between different countries [2 marks]

HINTS: The question asks for two. Be careful that your two reasons are different and not just opposite to each other, no credit will be given to opposite statements.

Answers can include; Different levels of development, Population density/building settlements, Mining/mineral resource exploitation, Political stability, Development of hydro-electricity systems, Conservation measures.

Outline one strategy which aims to reduce the rate of climate change (mitigation) [4 marks]

HINTS: The command word is outline; this means that you have to give the key features of something. The question asks for one strategy so more than this will not gain extra credit. There are several strategies you can choose from including; an increase in electric car ownership, alternative fuel source, afforestation etc. Because there are 4 marks available for one strategy your points will have to be well developed. See the level annotations below to see how the model answer develops points.

EXAMPLE RESPONSE: *One strategy to mitigate climate change is afforestation.* ✓P *This is where trees are planted* ✓P *which then absorb CO2 as they grow.* ✓Ex *This therefore reduces the amount of carbon dioxide in the atmosphere.* ✓P ✓Ex *A lower amount of CO2 in the atmosphere will reduce the greenhouse effect leading to a reduction in global warming.* ✓Ex Level 2: 4/4

With the help of figure 17, explain how glaciated landscapes provide opportunities for economic activities. [6 marks]

NOTE: The command word is explain, this means that you will have to give reasons to support your points. 'With the help of…'means that you have to use something from the figure. Develop this point with your own knowledge or include another point from your own studies. Economic activities are ones that make money. This question is about linking the attraction of glaciated landscapes to a way of making money. Use PEEL to structure your work.

[P] Glaciated landscapes attract large numbers of tourists. [Ev] They come to walk, cycle or take part in water sports on the lakes. [Ex] These landscapes attract tourists through the dramatic hills and long lakes that are found in figure 17. [L] Tourists will bring money with them that will be spent in cafes and restaurants as well as bike or boat hire. They typically stay for more than one night and so B&B's or hotels can be set up to earn money.

[P] Land is also used for quarrying [Ev] as these landscapes can be rich sources of stone such as limestone. [Ex] During glaciation large outcrops of rock were exposed and so they can be easily accessed. [L] This can be dug out of the ground and sold by quarrying companies and will be a source of income for local people.

Assess the importance of interdependence between abiotic and biotic components of the hot desert ecosystem. (9 marks)

The biotic and abiotic components of a hot desert ecosystem are the living parts (biotic), such as the animals and plants, and the non-living parts (abiotic), such as the soil, rock and water supply. The interdependence of these parts is vital for the survival of the ecosystem.

The importance of interdependence is shown by the existence of links between the various parts of the food web, such as animals eating plants that have gained nutrients from the soil.

Interdependence is also shown by the adaptation of plants and animals to the soil and climatic conditions. For example, the cacti store water in their tissues, and the Saguaro cactus in particular has small waxy leaves, which reduce water loss through transpiration.

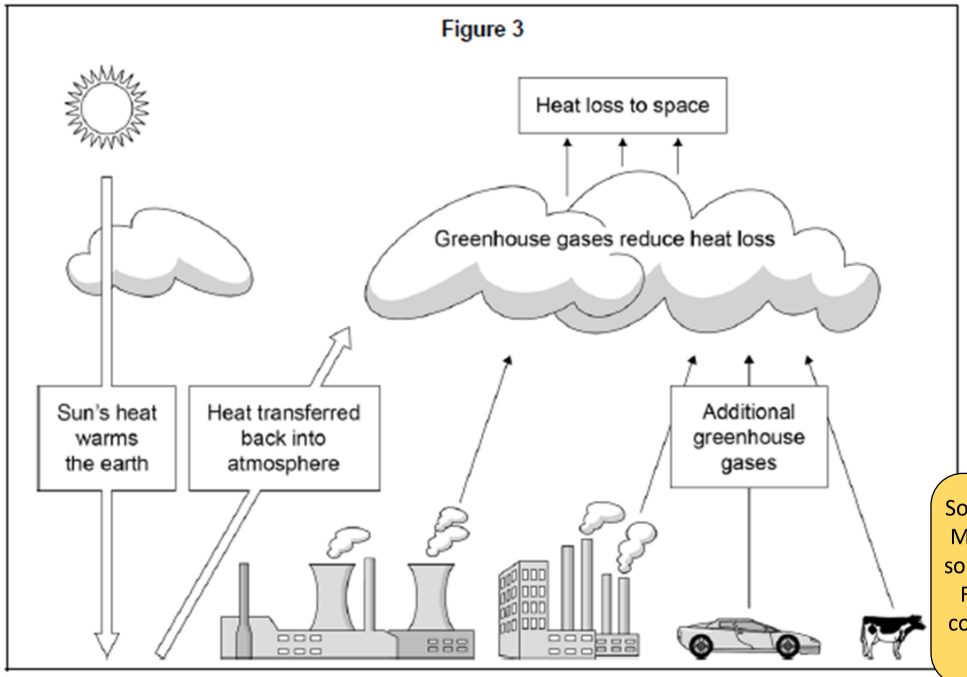
Additionally, people, plants and animals who co-exist successfully in these fragile ecosystems shows the importance of interdependence. Overgrazing, which reduces vegetation cover and leads to soil erosion, shows the potential damage that can be caused by the removal or damage of one component in an ecosystem.

The interdependence of the components is what causes the existence of the hot desert ecosystem and the importance of this interdependence can be seem when it is destroyed and the fragile ecosystem is damaged permanently.

The challenge of natural hazards – Question 1

0 1 . 5 Study **Figure 3**, a diagram showing the process of global warming, a cause of climatic change.

Figure 3



Identify **two** sources of greenhouse gases suggested by **Figure 3**.

[2 marks]

Sources = causes
Make sure both sources are from Figure 3, they could be images or writing.

1: _____

2: _____

0 1 . 8 Assess the extent to which prediction is the most important factor in reducing the effects of tropical storms.

[9 marks]
[+ 3 SPaG marks]

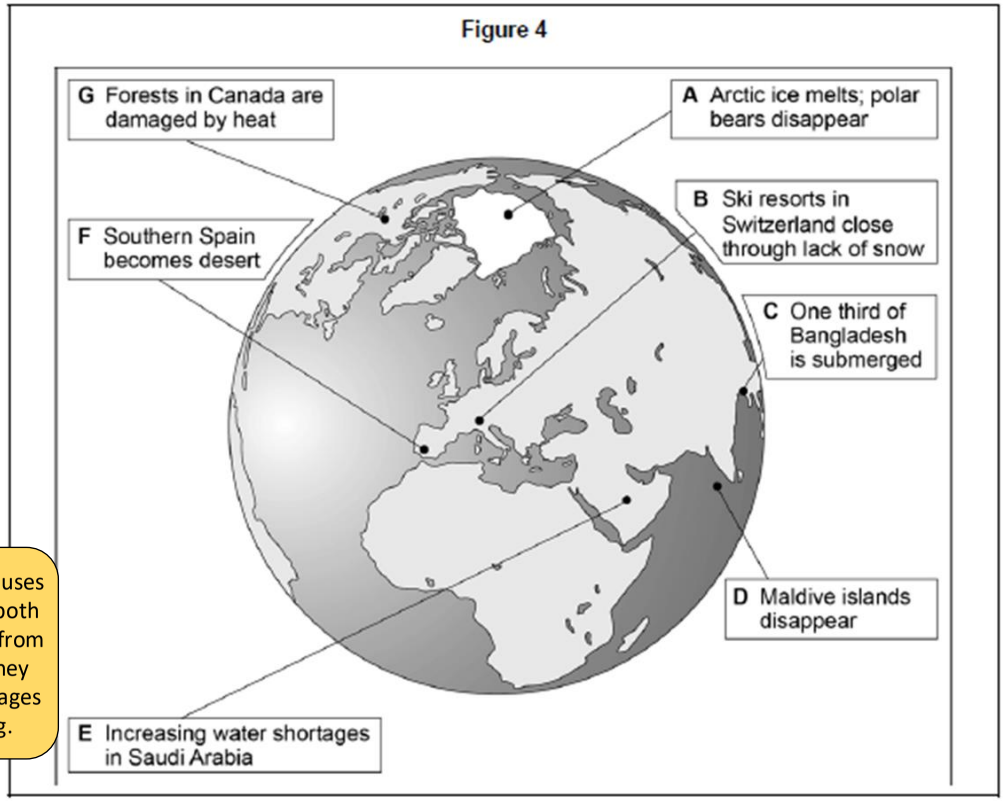
Assess = Weigh up all the options and come to a conclusion. Which is more important, prediction, protection, planning or monitoring?

Stick to talking about effects and tropical storms.

Complete on paper, you're looking to write an intro, 3x PEEL paragraphs and a conclusion for full marks. Remember to watch your SPaG!

Study **Figure 4**, a diagram describing some of the effects of climatic change.

Figure 4



0 1 . 6 Use **Figure 4** to give **two** countries which might be affected by climatic change under each of the headings in the table below.

Complete the table by using the letters from the labels in **Figure 4**.

[3 marks]

Each correct column gets 1 mark, use the letters from Figure 4 to complete the table.

Increase in temperature	Decrease in rainfall	Rise in sea level

0 1 . 7 Outline **one** strategy which aims to reduce the rate of climate change (mitigation).

[4 marks]

If they only want 1 strategy but are offering 4 marks then that one strategy must be explained in detail. 3x 'this means that', 'this causes' or 'as a result' will get all 4 marks.

The living world – Question 2

Study **Figure 5**, a photograph showing the effects of Hurricane Matthew in south western Haiti.

Figure 5

State = must be shown in Figure 5
State = no need to go into detail or say why

0 1 . 9 Using **Figure 5**, state **two** primary effects of Hurricane Matthew.

[2 marks]

1 _____

_____

2 _____

_____

0 1 . 4 Using **Figure 2** and your own knowledge, suggest why the effects of a tectonic hazard vary between areas of contrasting levels of wealth.

[6 marks]

We have studied 2 earthquakes, one in Italy and one in Pakistan. Make sure you reference these both

_____

_____

_____

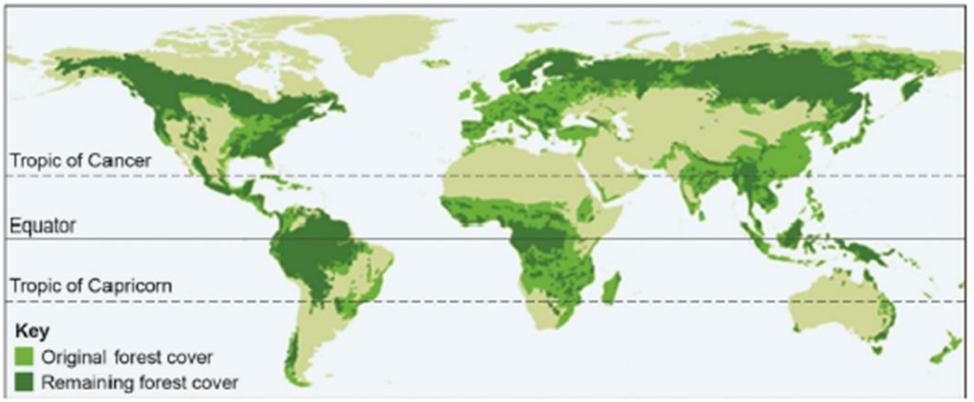
_____

_____

0 2 **The living world**

Study **Figure 6**, a map showing global forest cover.

Figure 6



0 2 . 1 Using **Figure 6**, which **one** of the following statements is true?

Shade **one** circle only.

[1 mark]

A Most of the world's forests are situated between the Tropic of Cancer and the Tropic of Capricorn. ⬭

B The greatest amount of deforestation has occurred in North and South America. ⬭

C A high proportion of the original forest cover has been removed in Africa and Europe. ⬭

D Most of the original forest cover in south and east Asia still remains today. ⬭

0 2 . 2 Outline **one** reason for the high levels of biodiversity in tropical rainforests.

[2 marks]

Point = 1 mark
Explain = 1 mark

_____

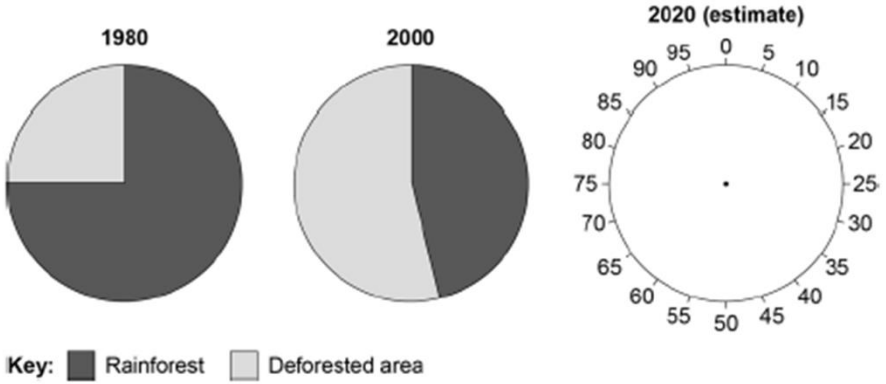
_____

_____

_____

Study **Figure 8**, pie charts showing deforestation in Borneo, a country in south east Asia between 1980 and 2020 (estimate).

Figure 8



Points must be plotted accurately and you must match the key provided.

0 2 . 6 Complete the pie chart for 2020 (estimate).

Use the following information:

Rainforest = 35% Deforested area = 65%

[1 mark]

0 2 . 7 Suggest two reasons why the rate of deforestation varies between different countries.

[2 marks]

Reason 1:

Reason 2:

0 2 . 9 Choose one of the following environments: an area on the fringe of a hot desert or a cold environment.

For your chosen environment, assess the importance of management strategies used to reduce the risk of environmental damage.

[9 marks]

Assess = Weigh up all the options and come to a conclusion. We studied hot deserts, so stick to this in your answer.

Complete on paper, you're looking to write an intro, 3x PEEL paragraphs and a conclusion for full marks.

Coastal landscapes in the UK – Question 3

0 3 . 1 The following paragraph describes how coastal processes are linked.

Use these words, 2 correct needed for 2 marks.

Complete the paragraph. Choose the correct words from the list below.

deposition **transported** **weathering**

[2 marks]

Erosion and ..... break down rocks in coastal areas.

Sediment is ..... by the action of waves and tides. Once the waves and tides have lost energy..... takes place.

0 3 . 2 Study **Figure 10**, a diagram showing features of coastal erosion.

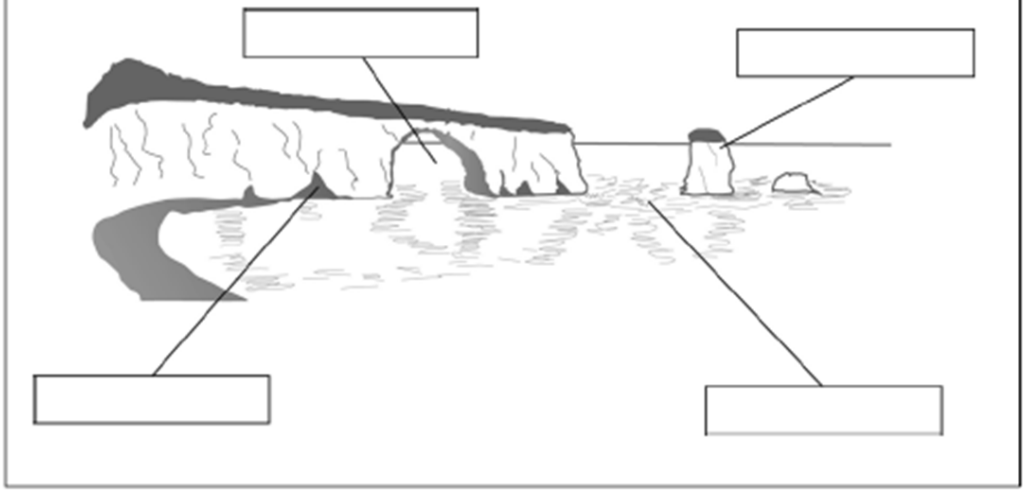
Complete the diagram by using the following terms:

Arch **Cave** **Stack** **Wave-cut platform**

[3 marks]

Use these words, 3 correct needed for 3 marks.

Figure 10



0 3 . 7 'Hard engineering strategies are effective in protecting the coastline.'

Do you agree with this statement?

Explain your answer.

Remember to use 2x PEEL paragraphs and a conclusion. In this case, it is possible to get full marks by just explaining your side of the argument.

[6 marks]

Glaciated Landscapes in the UK – Question 5

0 5 . 6 Explain the formation of a glacial trough (U-shaped valley).

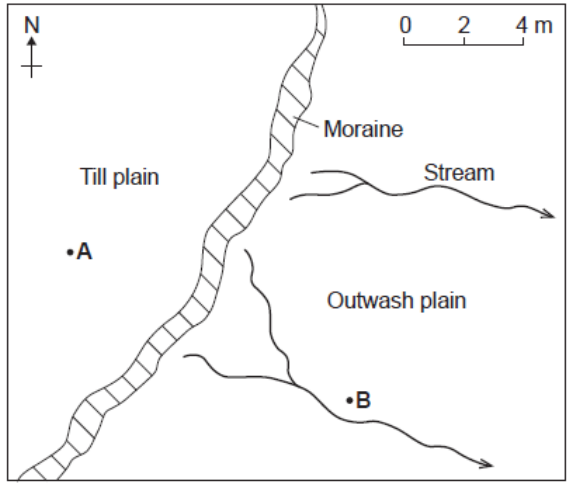
Use **one or more** diagrams to support your answer.

If asked to draw a diagram, include a clear sequence, either by using arrow or numbers.

Remember to use 2x PEEL paragraphs and a conclusion. In this case, it is not possible to get full marks without including economic and environmental impacts..

Study **Figure 20**, showing the size of glacial sediment at two locations.

Figure 20



Location A Size of sediment (cm)	Location B Size of sediment (cm)
2.3	5.9
18.6	6.9
26.7	3.8
4.1	9.1
14.0	10.4
1.4	7.2
Range: 25.3	Range:

Students often miss questions like these – make sure you read everything!

0 5 . 2 Complete the table in **Figure 20** by calculating the range of sediment size, in cm, at location **B**.

[1 mark]

0 5 . 3 Suggest **one** reason for the difference in the range of sediment size between location **A** and location **B**.

[1 mark]

0 5 . 7 Assess the economic and environmental impacts of tourism in a glaciated upland area of the UK.

Use **Figure 20** and your own understanding.

[6 marks]

Urban issues and challenges – Question 1

Study **Figure 1**, showing information about urban change.

Figure 1

Living in an urban world

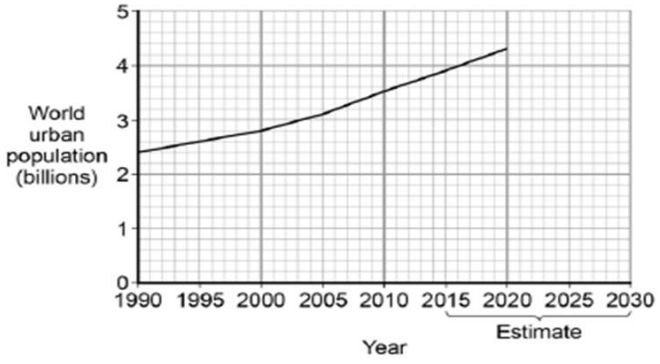
In 1930, only one person in four lived in a town or city. By 2006, as many people lived in urban areas as in rural areas. By 2030, it is estimated that three out of every four people will live in an urban area.

In 1950, New York was the only city with more than 10 million people. Today there are at least 25 cities with 10 million people or more, mostly in LICs and NEEs where the urban population is growing rapidly. In these continents the urban population is expected to double by 2030.

Top five megacities, 2010
(at least 10 million people)

1	Tokyo	35 million
2	Mexico City	19 million
3	Mumbai	19 million
4	New York	18 million
5	São Paulo	18 million

(Figures are approximate)



0 1 . 1 Complete the graph in **Figure 1**. Use the information below.

Estimated world urban population: 2025 = 4.8 billion
2030 = 5.0 billion

Must be accurate to get the marks.

[2 marks]

0 1 . 2 How many people lived in urban areas in 2000?

[1 mark]

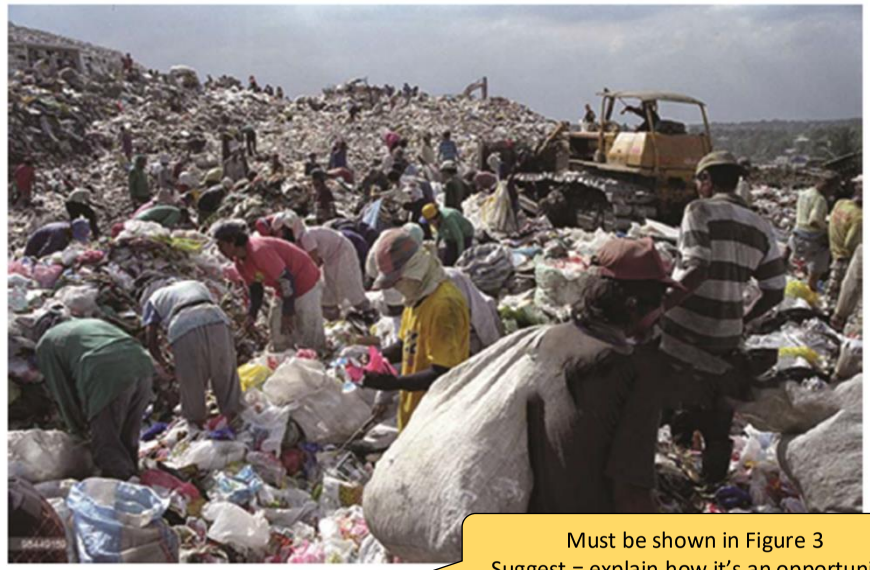
0 1 . 3 Suggest why an increasing number of megacities are located in lower income countries (LICs) or newly emerging economies (NEEs).

[2 marks]

Point = 1 mark
Explain = 1 mark

Study **Figure 3**, a photograph of a rubbish dump in the Payatas slum in Manila, a city in the Philippines.

Figure 3



Must be shown in Figure 3
Suggest = explain how it's an opportunity.

0 1 . 4 Suggest **one** opportunity for people shown in **Figure 3**.

[2 marks]

0 1 . 5 Use **Figure 3** and a case study of a city in a LIC/NEE to assess the challenge of providing services to the city's population.

[6 marks]

Complete on paper, you're looking to write an intro, 2x PEEL paragraphs and a conclusion for full marks.

City in an LIC/NEE is Lagos. Keep your answers as specific as possible to this case study, avoid generic answers that could be about anywhere.

Assess = Weigh up all the options and come to a conclusion. We studied hot deserts, so stick to this in your answer.

The changing economic world – Question 2

0 2 **The changing economic world**

Study **Figure 5**, a table showing the results of a survey of life satisfaction for a number of European countries in 2011.

Life satisfaction is how happy people are with their quality of life.

Figure 5

0 = lowest possible life satisfaction score
10 = highest possible life satisfaction score

Read all the information above and below a figure. It may well provide you with clues to the questions that follow.

Country	Life satisfaction score
Bulgaria	5.5
Croatia	6.8
Denmark	8.4
Estonia	6.3
Finland	8.1
Germany	7.2
Hungary	5.8
Italy	6.9
Netherlands	7.7
Portugal	6.8
UK	7.3

Calculating the median:
1. Rank the scores in a list from smallest to largest
2. Identify the value in the middle of all the numbers.

0 2 . 1 Calculate the median value for the life satisfaction data in **Figure 5**.

[2 marks]

Show your working here:

Shon each stage of your working out it can get you a mark even if your final answer is incorrect.

Median =

0 2 . 2 Suggest one reason why life satisfaction scores vary between countries.

[1 mark]

0 2 . 3 Give **one** disadvantage of using a social measure of development such as life satisfaction.

[1 mark]

0 2 . 6 Suggest **one** way microfinance loans can help to reduce the development gap.

[1 mark]

0 2 . 7 Outline **one** way the political **or** trading relationship of a named LIC/NEE country with the wider world has changed.

Nigeria

[2 marks]

Nigeria

0 2 . 8 Using a case study of a LIC/NEE country, explain how manufacturing industry can encourage economic development.

[6 marks]

Complete on paper, you're looking to write an intro, 2x PEEL paragraphs and a conclusion for full marks.

0 2 . 9 Using **Figure 8**, calculate the mean growth rate in the ten towns with the lowest growth in new business 2004-2013.

[2 marks]

Calculating the mean. Add up all the values and divide this number by the number of values you added together.

I haven't given you Figure 8 but could you calculate the mean of figure 5 on this page instead?

Show you ng here:

Mean growth rate:

0 2 . 1 0 Suggest how **one or more** strategies might reduce regional differences in the UK.

[9 marks]

Either choose just one strategy to reduce the north-south divide (like HS2) and explain in detail how this will help OR choose 2 or 3 strategies and explain these. As it's worth 9 marks you will need detail and case study specifics to reach L3.

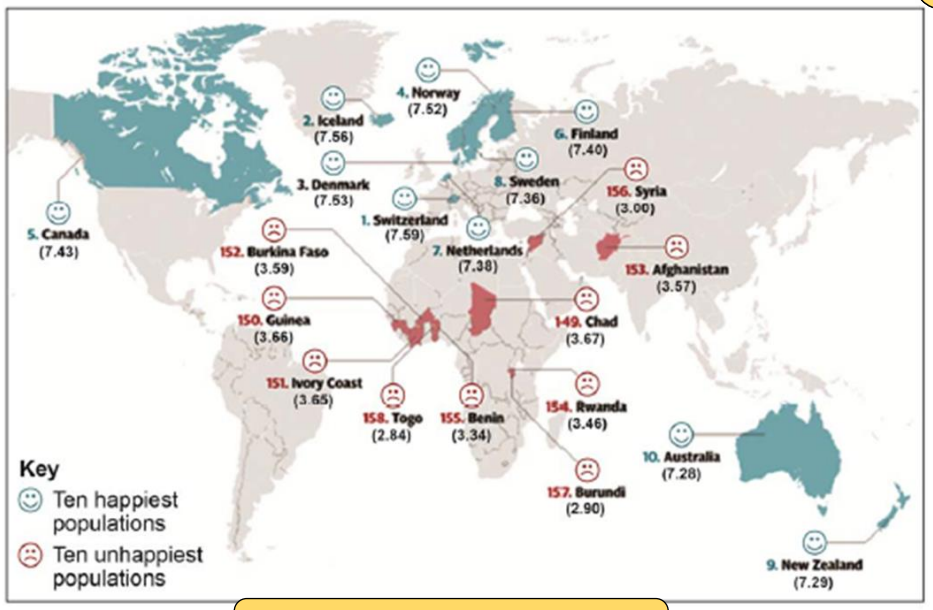
Complete on paper, you're looking to write an intro, 3x PEEL paragraphs and a conclusion for full marks.

The challenge of resource management – Question 3

0 3 Study **Figure 9**, a map showing the world's ten happiest populations and the ten unhappiest in 2015.

Figure 9 uses a scale of 0–10 with the higher the score, the happier the people.

Figure 9



Read all the information above and below a figure. It may well provide you with clues to the questions that follow.

Difference between = take the biggest value away from the smallest

0 3 . 1 What is the difference in score between the happiest and unhappiest populations shown in **Figure 9**?

[1 mark]

0 3 . 2 Using **Figure 9** and your own knowledge, explain how inequalities in the supply of resources influence social well-being.

[3 marks]

0 3 . 3 Outline **one** opportunity created by the changing demand for food in the UK.

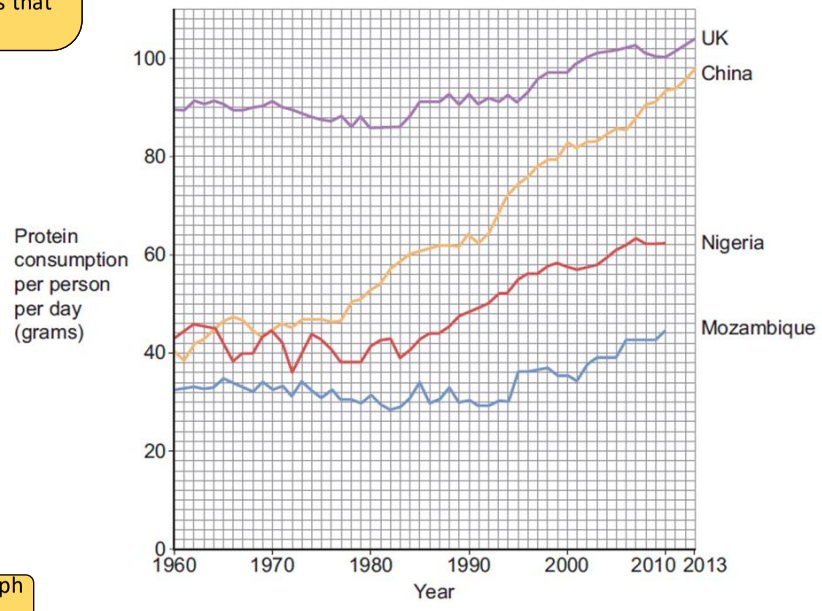
[2 marks]

Point = 1 mark
Explain = 1 mark

Question 4 **Food**

Study **Figure 11**, a graph showing daily protein consumption for selected countries, 1960–2013.

Figure 11



Use they graph and key

0 4 . 1 What was the difference in protein consumption per person per day between China and the UK in 2013?

[1 mark]

0 4 . 2 Complete **Figure 11** using the following data.

Be accurate! Use a sharp pencil and a plot points with an X not a blob.

Country	Daily protein consumption 2013
Nigeria	64 grams
Mozambique	46 grams

[2 marks]

0 4 . 3 Describe the trend for China shown in **Figure 11**.

You must use data as well as place names.

[2 marks]

0 4 . 5 'A large scale agricultural development can bring both advantages and disadvantages.'

Explain this statement using an example you have studied.

[6 marks]

Complete on paper, you're looking to write an intro, 2x PEE paragraphs and a conclusion for full marks.

Name of development

How to Revise Geography

An excellent way to revise for Geography is by using Seneca Learning and completing the tasks set by your teacher. This can be found at: www.Senecalearning.com and by using your class code: _____ (stuck in your planner).

Three common revision techniques that are **LEAST** effective in helping you revise are:

- Highlighting texts
- Re-reading
- Summarising text

Whilst these methods may feel like you are revising, there are many better methods to help you revise.

Flashcards

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others.

Post its can be also useful for key words and timelines

Using Flashcards

Using the Leitner Method, using the video below https://youtu.be/C20EvKtdJwQ YouTube

You can also create excellent flashcards online or on your phone using Quizlet which also had an app. Quizlet

How to use in geography

There are a variety of ways to use flashcards in revision for the skills you need

Key Terms
Create for key words and terms

Processes
Create for the processes that shape the physical and human world

Case studies
Place, Reason, Impacts, Management and Evaluation

Decision Making
Use your case study knowledge to weigh up the positives and negatives of a case study and decide on your opinion.

Retrieval Practice

Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory

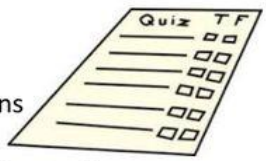
Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it's works!

Types

There are a number of types you can create:

- Multiple Choice Questions
- True or False
- Short Explanation Questions
- Odd One Out
- If this is the answer then what is the question



How to use in geography

Spaced
Test on old and new topics mixed up

Knowledge Organisers
Use to create *'must know'* quizzes for a topic

Skills
Fieldwork, map skills and graphs

fieldWORK

Examples
'Give two examples of.....'

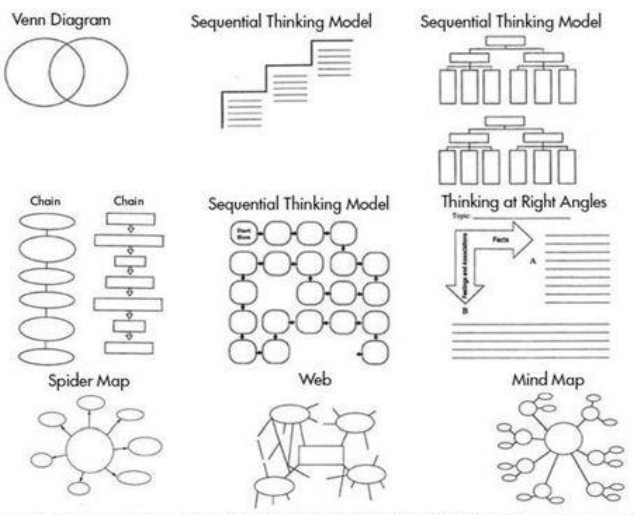
Transform It

Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

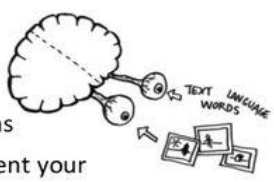
How to use in geography

1. **Fieldwork skills–** Create a visual flow diagram of the how you would carry out fieldwork.
2. **Contrasts in development** – Create a Venn diagram to show similarities and differences between two named global cities.
3. **Concept Mapping**– At the end of a week, mind map all you can remember about a topic and link area together. Then add to your mind map using a different colour using notes.



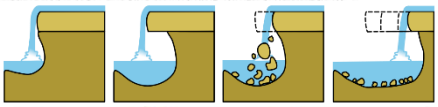
How to:

1. Use simple drawings with matching simple descriptions
2. The drawing should represent your understanding of the topic
3. Try to draw links between images



Dual Coding

Dual coding' is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it.



An example activity you can do it create a comic book strip to show the formation of a waterfall.