

Content Overview

	Global Geographical Issues	UK Geographical Issues	People and Environment Issues- Making Geographical Decisions
Content Overview	<p>Hazardous Earth</p> <ul style="list-style-type: none"> Studies tropical storms and tectonic hazards <p>Development Dynamics</p> <ul style="list-style-type: none"> A study of an emerging country <p>Challenge of an Urbanising World</p> <ul style="list-style-type: none"> A study of a mega city in a developing or emerging country 	<p>The UK'S Evolving Physical Landscape</p> <ul style="list-style-type: none"> 2 studies of coastal and river landscapes and issues Fieldwork investigation: physical <p>The UK'S Evolving Human Landscape</p> <ul style="list-style-type: none"> Case study of a dynamic UK city Fieldwork investigation: human 	<p>People and the Biosphere Forests Under Threat Consuming Energy Resources</p> <ul style="list-style-type: none"> All three topics will form the basis of a decision-making exercise where students draw together understanding and skills from the whole course
Assessment overview	<p>✂ 37.5%</p> <p>✓ 94 marks</p> <p>🕒 1 hour 30 minutes</p>	<p>✂ 37.5%</p> <p>✓ 94 marks</p> <p>🕒 1 hour 30 minutes</p>	<p>✂ 25%</p> <p>✓ 64 marks</p> <p>🕒 1 hour 30 minutes</p>



Interpreting Command Words

Exam papers will have clear and simple instructional text, so each student can understand what they're being asked to do.

Gradual ramping of demand throughout sections and papers motivates all students to engage with every part of the exams.

Command words are used consistently to assess particular skills, making it clear the type of response that is required.

'Assess' requires consideration of all factors identifying which are the most important.

'Evaluate' requires reviewing of information and bringing it together to form an evidence based conclusion.

	Marks					
	1	2	3	5	8	12
Identify	✓					
Define	✓					
Calculate	✓	✓				
Label	✓	✓	✓			
Draw		✓	✓			
Compare			✓			
Describe		✓	✓			
Explain		✓	✓	✓		
Suggest		✓	✓	✓		
Examine					✓	
Assess					✓	
Evaluate					✓	
Discuss						✓
Justify						✓

'Discuss' requires exploration of strengths and weaknesses of the different sides of an argument.

'Justify' will always be used for the synoptic question. Requires selecting one option and justifying the choice.



Sample Assessment Material



(Source: thetimes.co.uk/tto/multimedia/archive/00361/117597242_361456c.jpg)

Figure 1

A diagram showing a stretch of coastline in Southern England

'Explain' require a justification or exemplification of a point. They will always carry 2, 3 or 4 marks, depending on whether a figure is used or if more than one point is expected.

Answer only two questions from Question 2 (Coastal landscapes and processes), Question 3 (River landscapes and processes) and Question 4 (Glaciated upland landscapes and processes).

Question 2: Coastal landscapes and processes

If you answer Question 2 put a cross in the box .

Coastal landscapes are constantly being changed by different processes.

2 (a) Study Figure 1 in the Resource Booklet.

(i) Identify **one** erosional landform shown in the coastal landscape on Figure 1.

(1)

(ii) State **one** type of biological weathering that might have an impact on this landscape.

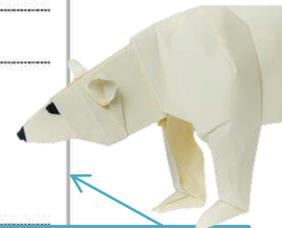
(1)

(iii) Rip rap is an example of hard engineering.

Explain **one** way rip rap helps protect coastal landscapes.

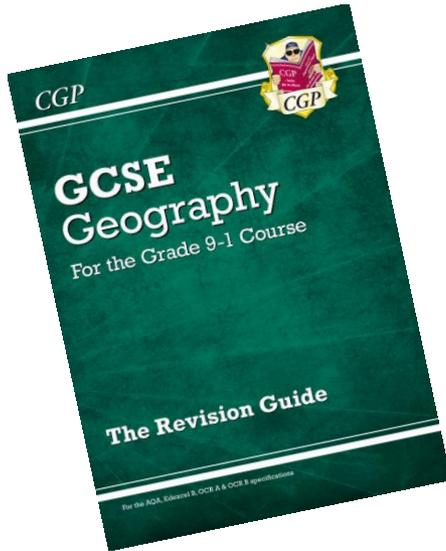
(2)

Questions start with **accessible** items so that all students gain confidence. The question then **ramps up in demand**, finishing with an extended-response question for 8 marks.



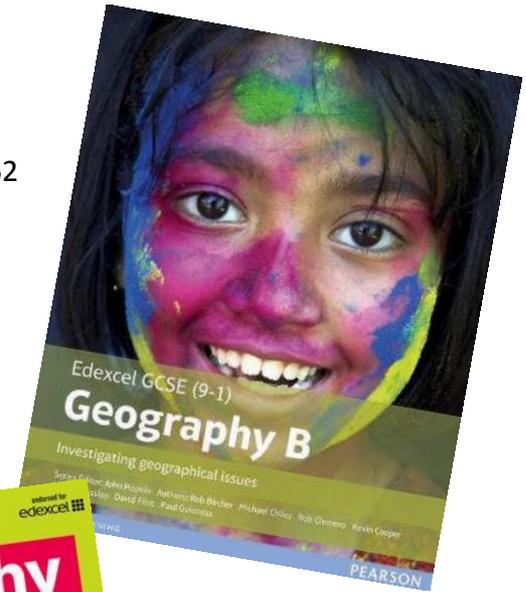
The '**ramping up**' of demand is consistent throughout the exam questions and papers so all students can successfully engage with every part of the exams.

Resources

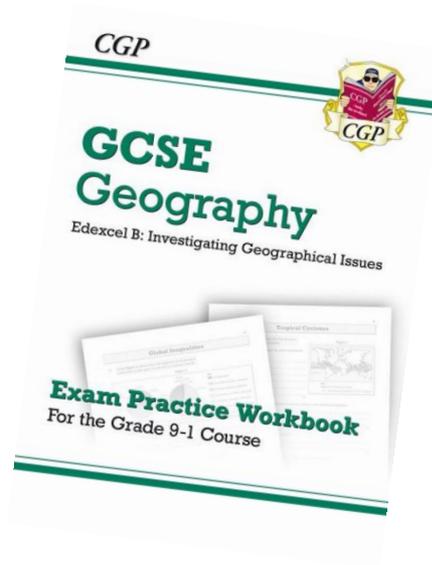


Price: £5.99
ISBN: 9781292133768
Available: Oct 2016

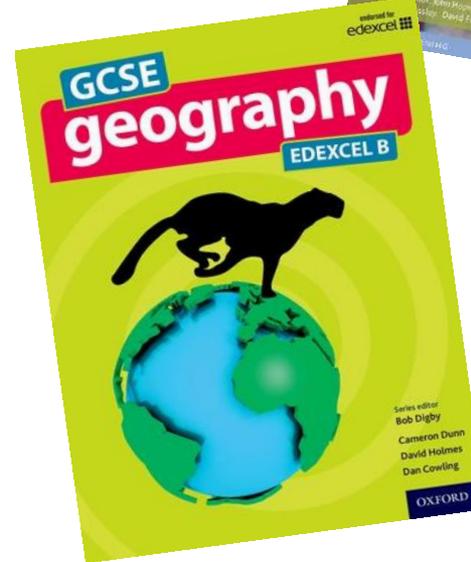
Price: £24.99
ISBN: 9781446927762
Available: June 2016



Price: £25.00
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Available: May 2016



Price: £5.99
ISBN: 9781292133782
Available: Oct 2016



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Geography: Edexcel A Level



Geography: Edexcel B GCSE

Suggested for you 🔥



Geography: Edexcel B GCSE - Diagnostic Misconceptions



Geography: Edexcel A GCSE - Diagnostic Misconceptions



Geography: Edexcel A GCSE



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Other strategies that could be adopted...



The big picture

The best way to aid your understanding is to make sure you are confident with the overview of each topic and the connections between them.

- Create a mind map to show the links between each topic
- Write down everything you know about a topic before you revise it.



Interleaving

Rather than revising all your topics in one go, you should revise chunks of a topic for a smaller amount of time (15 minutes) and then move onto another chunk from a different topic.

- Practice exam with a range of different topics.



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 to create your own topics and quizzes based on content.



Deliberate practice

Set time aside to practice improving your knowledge or geographical skills. Choose what you need to do, it must be tough enough to challenge you and involve practice, practice, practice!

- Use model answers and then pull it apart. Then answer a similar question.

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Flash Cards

Question(s) What type of boundary is shown? Describe what happens.

Answer(s) oceanic and continental plate move towards each other. Convection currents are formed, forming a deep sea trench.

Question(s) Give three differences between oceanic and continental crust.

Answer(s)

- Oceanic crust is 5-10km thick (Continental 25-100km)
- Oceanic crust is denser than continental crust
- Oceanic crust is constantly renewed and destroyed (continental is permanent and cannot be destroyed).



Restless Earth

Case Study Cards

Case Study: HIC Japan Earthquake 2011

Case Number: 1

Topic (s)?	Hazardous Earth	
Locations:	Town/City/Region: Tohoku Earthquake	Exam Paper and section: Country: Japan Continent: Asia
General Facts & Figures:	<p>There was a magnitude 7.2 earthquake on the 9th of March, 2 days before the 8.9 or 9 magnitude earthquake of the 11th. There were also 1235 aftershocks, many of 7 of above and over eight hundred aftershocks of magnitude 4.5 M_w or greater.</p>	
Cause:	 <p>Japan is located at the meeting point of 3 tectonic plates, The Eurasian, Pacific and Philippines. It is a convergent (Destructive) boundary, with faults running off the boundary.</p>	

Impacts

Primary

- The island of Honshu was moved 2.4 m east and shifted the Earth on its axis by estimates of between 10 cm and 25 cm.
- Several nuclear incidents occurred but the most notable was 3 power meltdowns at the Fukushima power plant. Nuclear power and force the evacuation of local residents.
- The official death toll report confirmed 15,854 deaths, 26,892 injured and 2,155 people missing across twenty prefectures. Buildings partially collapsed and another near 700,000 buildings were damaged.
- Structural damage was caused in north-east Japan, including areas, and a dam collapse.
- 4.4 million households in northeastern Japan were left without electricity and 1.5 million without water.
- All of Japan's ports had to close at least temporarily during the disaster, and 50% of the fishing ports were damaged.

Secondary

- The tsunami waves that reached heights of up to 40 metres in so 30 km (6 mi) inland.
- Miyako and which, in the Sendai area of Honshu, traveled up the most expensive natural disaster in world history.
- Estimates of insured losses from the earthquake alone ranged from US\$14.9 to \$16.6 billion.

Responses

Primary

- Many people got outside during the earthquake, alert, and even if they did the 20 minutes or less warning was insufficient for the people to escape.
- The seismic activity in the areas was monitored and warnings were issued to people.
- Residents within a 30 km radius of the plant were evacuated, for, and issues included shortages of food, water, shelter, medicine and fuel for survivors.
- Japanese government responded by sending in specially trained people such as the self-defence forces, a domestic response.
- 100,000 Japanese soldiers sent out to search and rescue.

Secondary

- Many countries such as the UK sent search and rescue teams to help search for survivors. NGOs and other Aid agencies in donations.
- Re-building, re construction.
- Port facilities rebuilt.
- Tsunami defence system reconsidered and extended.

Key Words for this case study:

- HIC - High Income Country
- Primary Impact - occurs as a result of the immediate consequence e.g. death
- Secondary Impact - occurs as a result of the immediate consequence e.g. disease
- Primary Response - how people react as the disaster happens and in the immediate aftermath
- Secondary Response - reactions that occur in the weeks, months and years after the event

Find course materials

Specification and sample assessments (12)	Controlled assessments (27)	Exam materials (219)	Forms and administration (1)	Teaching and materials
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Content type

All

Question paper (54)

Mark scheme (54)

Examiner report (61)

Advance information and Pre release material (13)

Show more

Exam Series

All

June 2016 (19)

View Units: Units - First to Last

Sort by:

Content type

1 - 20 of 219

June 2016

Question paper - Unit 1 Paper 1F - June 2016

Unit 1 Paper 1F - Dynamic Planet - Approved for GCSE 2009 modular excluding SPaG

| PDF 871.6 KB | 06 July 2016

Mark scheme - Unit 1 Paper 1F - June 2016

Unit 1 Paper 1F - Dynamic Planet - Approved for GCSE 2009 modular excluding SPaG

| PDF 252.4 KB | 19 July 2016

Past Paper Questions



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Flash Cards

Simply create with questions on one side and answers on the other, you can colour code them for different topics and quiz yourself or others.

How to use on Geography:



Key words

Create for key words and terms



Formation and processes

Create for showing the stages of geographical formations and



Case studies/ examples

Create for the causes, effect and response of case studies and example events



Evaluation

Create for giving advantages and disadvantages of management techniques

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Dual Coding

Dual coding is the method of putting your knowledge into visual form alongside words.

How to use on Geography:



Step one

Look at your notes and visuals, compare these to words



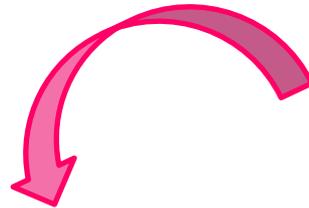
Step two

Looks at visuals to explain in your own words what they mean



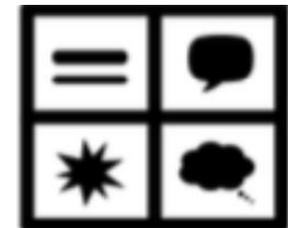
Step Three

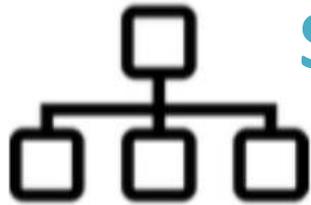
Take information you are trying to learn and draw visuals to go with it



Geography

Use for key words and to make





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Transform it

Graphic organisers are a great way of transforming information into visual revision topics. They can be used to create links, show narrative, identify the causes/ consequence and importance of something.

How to use on Geography:



Concept mapping

At the end of the week mind map all you can remember about a topic and link areas together. Then use your notes to further add to your mind map.



Case studies/ examples

To identify the main features of case studies and examples



Processes

Create a visual flow diagram to show processes and the formation of geographical

