

Supporting Revision in Geography

*Students could raise their performance further by **being thoroughly familiar with the content** as displayed in the specification, including key geographical terms. They should **practise how to write clear and precise geographical explanations**, and **learn how to respond to higher level command words such as assess, discuss and “to what extent”**. They should **read each question carefully** to ensure that they are addressing the question set, in the correct context and scale – AQA Geography examiners report 2022*



PREPARING TO REVISE

The challenge of natural hazards

	Page number	R	A	□	Revision unspecified
Natural hazards					
I can define a natural hazard and give some examples of the different types.					
I can explain the different factors that affect risk.					
Tectonic hazards					
I can describe the distribution of earthquakes and volcanoes.					
I explain the differences between destructive, constructive and conservative plate margins.					
I know the main features of an earthquake and two different ways of measuring earthquakes.					
Using named examples of a tectonic hazard in both rich (New Zealand) and poor (Nepal) countries, I can:					
(1) Explain why the tectonic hazard happened there.					
(2) Describe the effects that resulted from the earthquakes both primary and secondary.					
(3) Describe what was done after the earthquake (responses), both in the long and short term.					
I can explain why earthquakes cause more loss of life in poor than in rich countries.					
I can explain why people continue to live in areas at risk of tectonic hazards.					
I can explain how monitoring, planning and prediction of tectonic hazards can reduce their effects.					
Weather hazard					
I can describe the global atmospheric circulation model.					
I can explain how the global atmospheric circulation model affects weather around the world.					
I can describe the distribution of tropical storms.					
I can explain the causes of a tropical storm.					
Using a named example (Typhoon Haiyan) I can describe and explain the primary and secondary impacts of tropical storms.					
I can assess and evaluate methods of responses tropical storms in both the long and the short-term using a named example (Typhoon Haiyan).					
I can explain how tropical storms might be affected by global warming.					
I can explain how monitoring, planning and prediction of tropical storms can reduce their effects.					
I can explain the cause of an extreme weather event using an example.					
I can describe and explain the social, economic and environmental using an example. (Beast from the East)					
I can identify evidence of the weather becoming more extreme using an example. (Typhoon Haiyan or Beast from the East)					
I can explain how extreme events can be managed to reduce the impacts.					
I can assess and evaluate the impact that weather conditions have upon people homes, lives, agriculture, people and transport.					
Climate change					
I can explain the evidence both for and against climate change.					
I can explain both the natural and human causes of climate change.					
I can assess and evaluate the economic, social, environmental and political impacts of climate change both on the world and the UK.					
I can describe and evaluate the mitigation strategies used to reduce the impact of global climate change on a local, national and international level.					
I can describe and evaluate the adaptation strategies used to reduce the impact of global climate change on a local, national and international level.					

Make a plan before you start to revise:

1 – Which topics aren't you confident with?

2 – Which type of questions do you need more support with?

3 – Which command words do you need help with?

Revision questions for unit 1, Physical Geography

Revision questions for Unit 1 – go through them one by one, over an extended period of time. It would be good if a parent or guardian or friend could work through these with you. You can use <http://www.coolgeography.co.uk> if you struggle to answer some of the questions. Don't be put off if you struggle, that is part of the revision process.

THE CHALLENGE OF NATURAL HAZARDS

Types of Natural hazard.

1. Define the term natural hazard.
2. Identify an atmospheric, tectonic, and biological hazard.

Factors affecting hazard risk.

3. Explain why some places have a higher capacity to cope with a hazard than others.
4. What is Hazard Magnitude?
5. What is hazard frequency?
6. Explain how natural factors such as soil type can affect the amount of damage during a natural hazard.
7. Discuss how level of development of a country (HIC versus LIC) affects the amount of damage during a hazard event.
8. Identify the 3 PIs used to reduce hazard impact.

Global distribution (where they are) of earthquakes and volcanic eruptions.

9. Describe the general distribution of volcano and earthquake events.
10. Explain (give reasons for) the general distribution of volcano and earthquake events.
11. Draw a labelled diagram to show the 4 basic layers that make up the Earth's structure.
12. Describe what convection currents are.
13. Explain the importance of convection currents to the movement of tectonic plates.
14. Contrast continental and oceanic crust.

The physical processes taking place at different types of plate boundaries (constructive, ~~destructive~~ and conservative) that lead to earthquakes and volcanic activity.

15. Provide a 4-to-5-point sequence explaining why we get volcanoes at destructive plate margins.
16. Provide a 4-to-5-point sequence explaining why we get earthquakes at destructive plate margins.
17. Explain why we get earthquakes at conservative plate margins but not volcanoes.
18. Explain why volcanic eruptions are more violent at destructive plate margins than at constructive.
19. Outline what happens at a constructive plate margin.
20. Create hand movements or a dance to show what is happening at all 3 types of plate boundary.

21. Provide a located example for a constructive, destructive and conservative plate boundary/margin.

Contrasting tectonic hazard case studies

22. Contrast the magnitudes of 2 Earthquake events that you have studied.
23. Define the term "Economic Impact" with reference to a tectonic hazard you have studied.
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26. Account for the differences in impact of 2 tectonic hazard events that you have studied.
27. Assess the reasons why tectonic events of similar size can have different impacts.
28. Assess the short and long-term management of a tectonic hazard you have studied.
29. "Social impacts are greater than economic impacts during tectonic hazard events." Discuss with reference to examples you have studied.

Reasons why people continue to live in areas at risk from tectonic hazards.

30. Describe an economic reason why people live in tectonically active areas.
31. Explain how building design can reduce the risks of earthquake damage.
32. Describe a social reason why people live in tectonically active areas.
33. Justify why people continue to live in tectonically active areas in HICs.
34. Justify why people continue to live in tectonically active areas in LICs.
35. Explain the ADVANTAGES of living in tectonically active areas.

How monitoring, prediction, ~~protection~~ and planning can reduce the risks from a tectonic hazard.

36. Describe how seismometers can be used to monitor earthquake activity.
37. Describe how seismometers can be used to monitor volcanic activity.
38. Outline how satellite imagery can be used to monitor volcanic activity.
39. How can we use land use planning to limit the impact of volcanoes/earthquakes?

Global atmospheric circulation.

40. Describe the movement of air within the Hadley cell.



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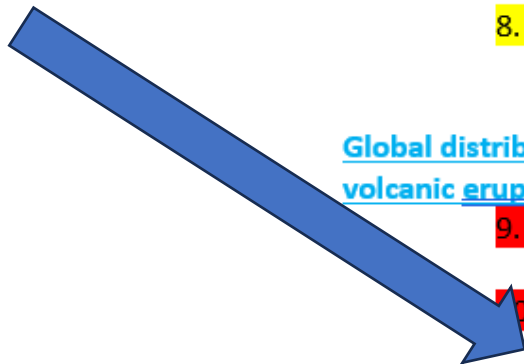
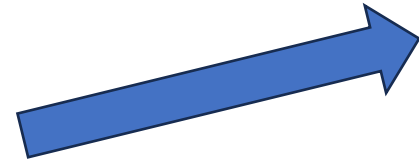
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Priorities



PREPARING TO REVISE

Command word	What is it asking you to do?	Here's an example . . .
Assess	Weigh up which is the most/least important.	<i>Choose either an earthquake or a volcanic eruption. Assess the extent to which primary effects are more significant than secondary effects.</i>
Calculate	Work out.	<i>Using the data in Figure 9, calculate the interquartile range of the pebble size data.</i>
Compare	Identify similarities and differences.	<i>Using Figure 4, compare HDI values in Africa and South America.</i>
Complete	Add information to finish the task.	<i>Using Figure 10, complete the graph for Dartmoor using the following data for rainfall.</i>
Describe	Say what something is like. No explanation is needed.	<i>Describe the distribution of hot deserts shown in Figure 6.</i>
Discuss	Give the points on both sides of an argument and come to a conclusion.	<i>Discuss the effects of urban sprawl on people and the environment.</i>
Evaluate	Make judgements about which is most or least effective.	<i>Evaluate the effectiveness of an urban transport scheme you have studied.</i>
Explain	Give reasons why something is the case.	<i>Explain how food security can be improved.</i>
Identify	Name an example, sometimes from a map, photo or graph.	<i>Identify two data collection techniques that could be used to carry out a geographical fieldwork investigation in one of the areas shown.</i>
Justify	Give evidence to support your ideas.	<i>Do you agree with this statement? Justify your decision.</i>
Outline	Summarise the main points.	<i>Outline one reason why the concentration of carbon dioxide in the atmosphere has changed over time.</i>
Suggest	Give a well-reasoned guess to explain something where you can't be sure of the answer.	<i>Using Figures 11 and 12, suggest why there might be a need for water transfer from one part of the UK to another.</i>
To what extent...?	Judge the importance of something.	<i>To what extent do urban areas in LICs or NEEs provide social and economic opportunities for people?</i>
Use evidence to support this statement	Choose information to prove or disprove something.	<i>'Weather in the UK is becoming more extreme.' Use evidence to support this statement.</i>



REVISING - FIGURES

NEPAL

1980
magnitude
6.5
178 killed and 40,000
homes destroyed

Pokhara •

KATHMANDU

1988
magnitude
6.8
722 killed across Nepal and
India, 12,000 injured and
460,000 left homeless

2015
magnitude
7.9 25th April
7.3 12th May
80km from Kathmandu.
Population: Over 2.5 million

1934
magnitude
8.0
Over 10,000 killed in the most
destructive earthquake in
Nepal's history

2011
magnitude
6.9
6 killed, 20 seriously
injured and 13,000
displaced

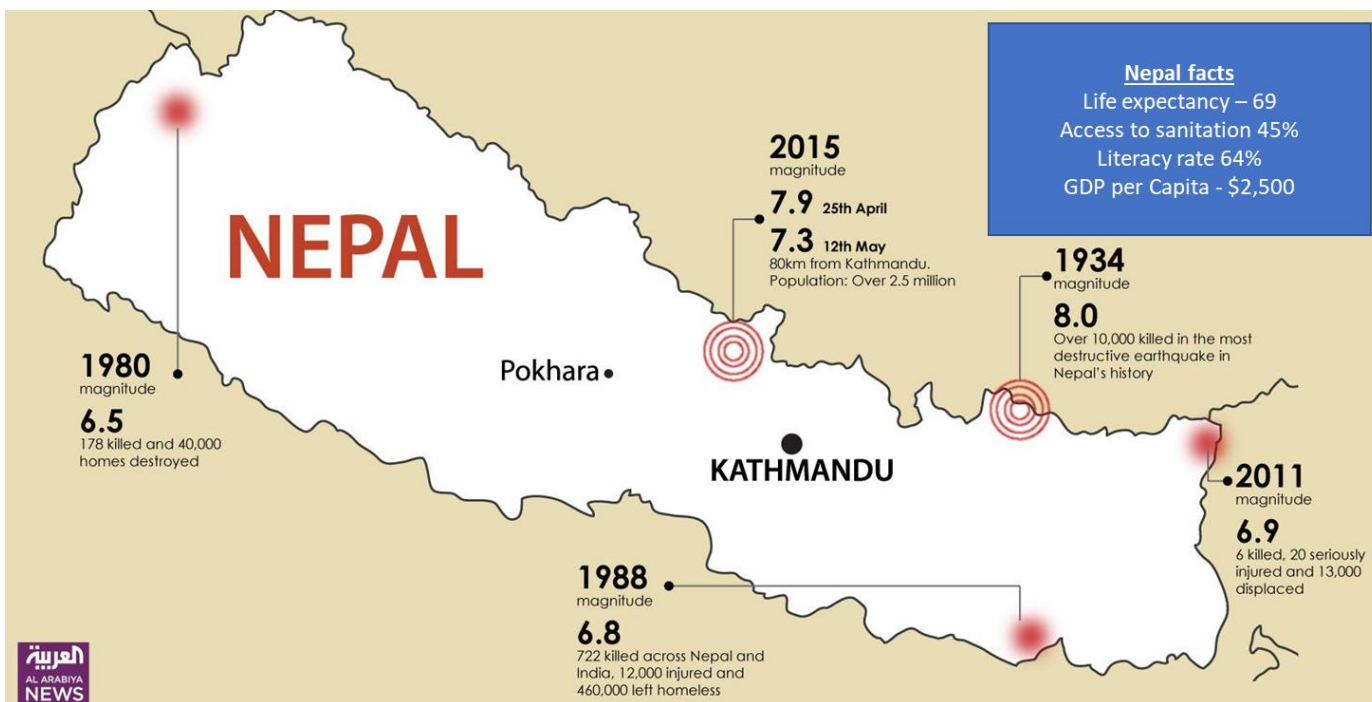
Nepal facts

Life expectancy – 69
Access to sanitation 45%
Literacy rate 64%
GDP per Capita - \$2,500

Using the figures and an example you have studied, explain why some countries experience more destruction from earthquakes of a similar strength. (6 marks)



REVISING – EXAM QUESTIONS – FIGURES



Using the **figures** and an **example** you have studied, explain why some countries experience more destruction from earthquakes of a similar strength.

Figure

- Access to sanitation low → More likely to get diseases → Greater chance of death
- GDP per capita is low → Likely to be poor quality buildings → More buildings collapse

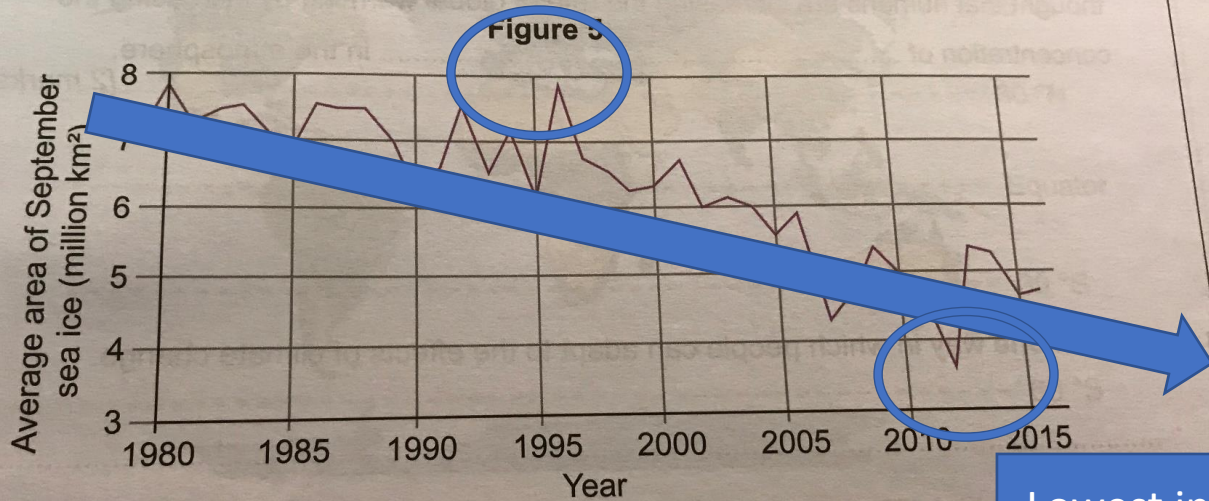
Example

- Nepal and New Zealand
- Only 2 deaths in New Zealand due to immediate responses such as tsunami warnings and support from the military



REVISING – EXAM QUESTIONS – GRAPHS AND MAPS

Study **Figure 5**, which shows the average area of sea ice in the Arctic in September between 1979 and 2016.



General trend is down

Peaks in 1996 at 8 (million km²)

Line fluctuates greatly

Lowest in 2012 at 3.6 (million km²)

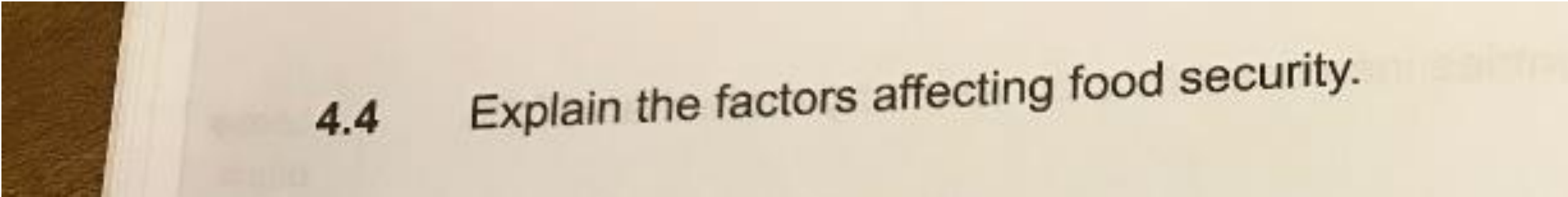
Overall average decrease of approximately 2.5 million

1.6

Using **Figure 5**, describe the change in the average area of Arctic sea ice between 1979 and 2016.



REVISING – EXAM QUESTIONS



4.4 Explain the factors affecting food security.

Physical factors:

Climates → Too hot or too cold

Disease → Pests can destroy crops

Extreme weather → Storms and droughts (could be a human factor linked to climate change)

Human factors:

Overgrazing → Reduce soil quality

Overpopulation → If brth rate goes too high there will not be enough food

Conflict → War can disrupt crop growing and can reduce in no trade with overseas countries.



REVISING – EXAM QUESTIONS

Describe and explain how different plants are adapted in the tropical rainforest (4 marks)

Describe = say what the plant is like

Explain = say how this helps it to survive in the rainforest

Leaves have a waxy surface and a drip tip. *This helps to ensure water runs straight off the leaf so as not to damage it. It also means the leaves can photosynthesise better as the water would reflect sunlight reducing the amount of energy the plants get.*

Emergents grow straight up and stick out above the canopy. *This helps plants to photosynthesise better as they receive more sunlight than the trees below them.*

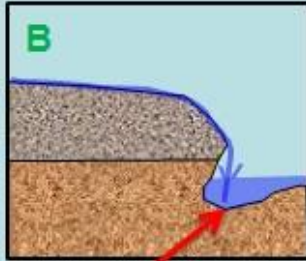
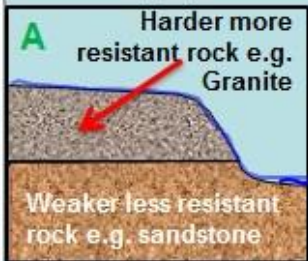
Others could include: Buttress roots, Lianas, etc...



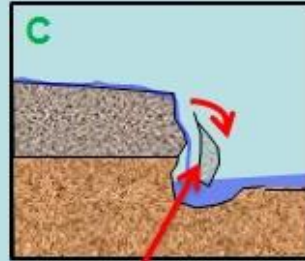
REVISING – KEY KNOWLEDGE

Diagrams

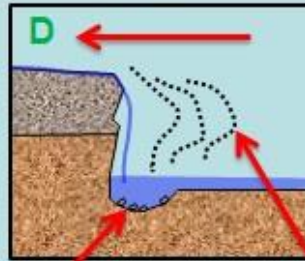
The formation of a waterfall



A plunge pool forms, an over deepened area is created by erosion such as hydraulic action of the softer rock



The overhang collapses as it is weakened by erosion and weathering, and is pulled down by gravity

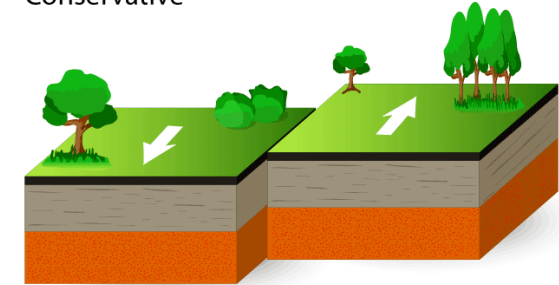


The waterfall retreats back upstream to create a gorge

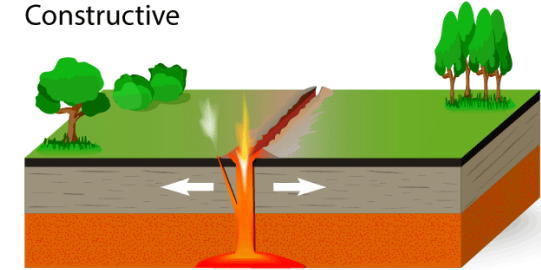


PLATE MOVEMENT

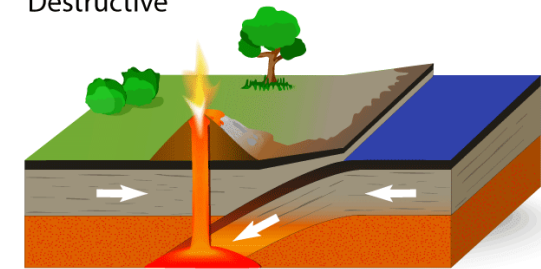
Conservative



Constructive



Destructive



REVISING – KEY KNOWLEDGE

Flashcards

New Zealand Suffered a 7.8 Magnitude Earthquake in 2016...

Place: Kaikoura, New Zealand
Date: 14th November, 2016
GDP per capita: US \$40 331
Plate boundary: Destructive and conservative — the Pacific plate is subducting beneath the Australian plate to the north, and sliding past it to the south.
Magnitude: 7.8 on the moment magnitude scale

Primary Effects

- 2 people died and over 50 people were injured.
- Tens of thousands of homes were damaged, and some were destroyed.
- 60 people needed emergency housing.
- The total cost of damage was around US \$8.5 billion.
- Over 200 km of road and over 190 km of rail line were destroyed.
- Communications, water, sewerage and power supplies were cut off.

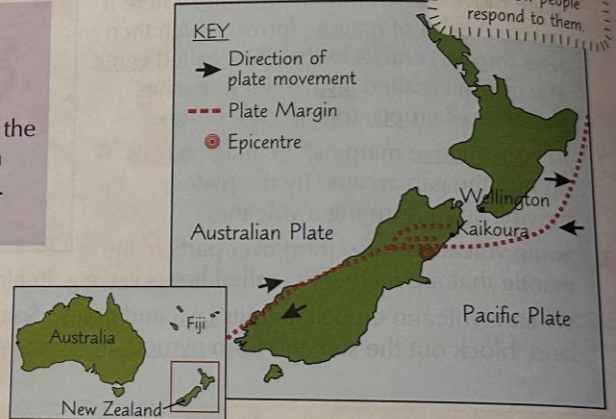
Secondary Effects

- The earthquake triggered up to 100 000 landslides, which blocked major road and rail routes.
- A major landslide blocked the Clarence River, leading to flooding and the evacuation of 10 farms.
- The earthquake generated a tsunami with waves of around 5 m, leaving debris up to 250 m inland.

See p.3 for more on the effects of hazards and how people respond to them.

KEY

- ➔ Direction of plate movement
- Plate Margin
- ⊙ Epicentre



Australian Plate
Pacific Plate
Wellington
Kaikoura

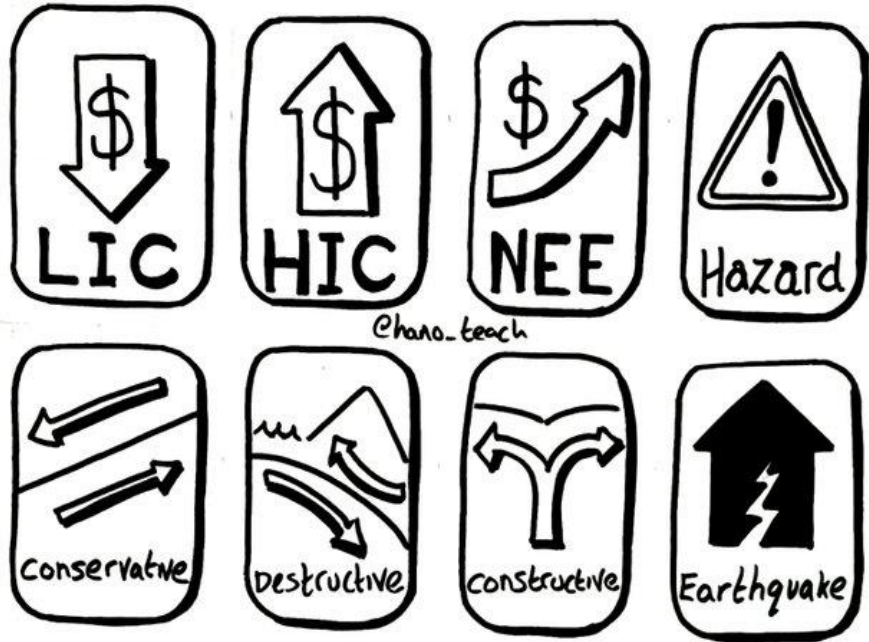
Australia
Fiji
New Zealand

Discuss

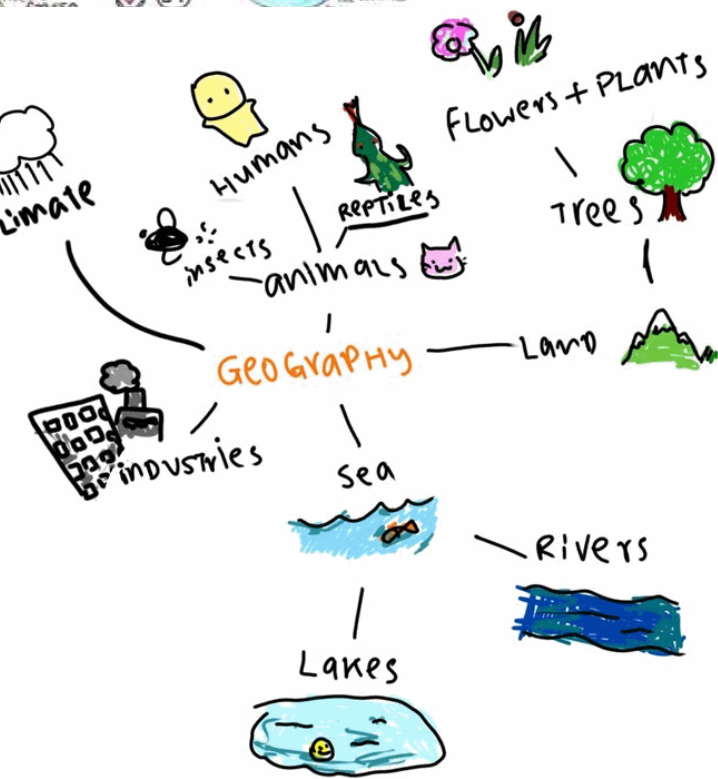
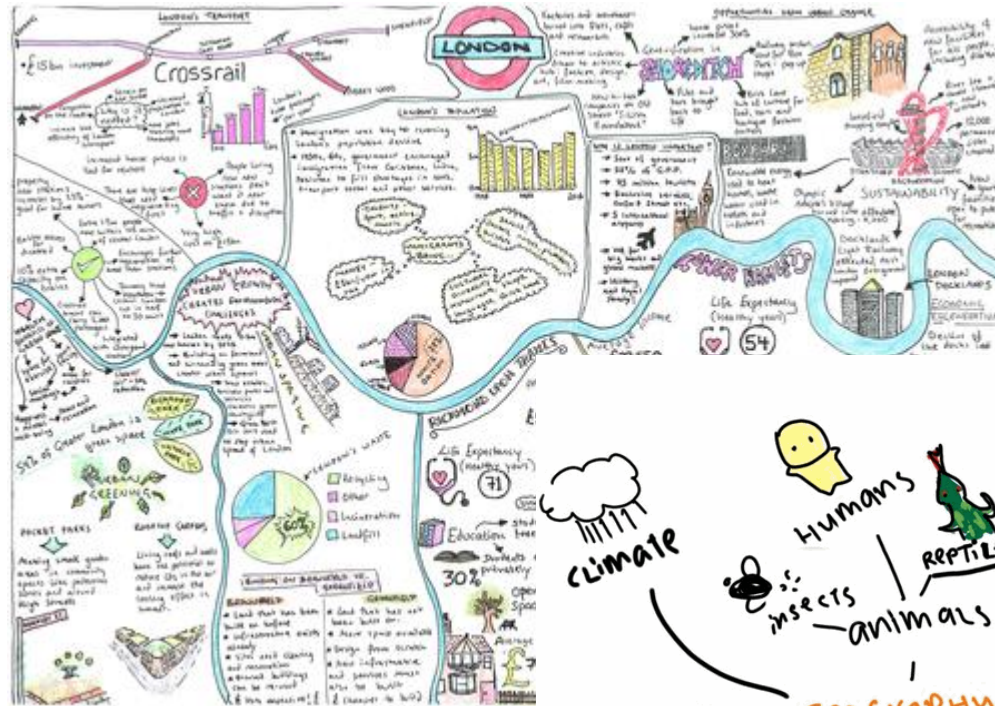
Give points on both sides of the argument and come to a conclusion.



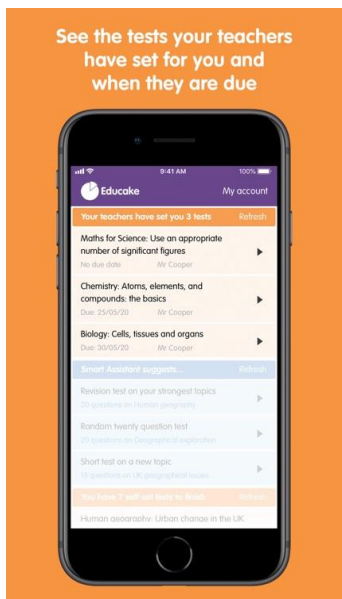
Dual Coding



Mindmaps



School has a new online learning platform



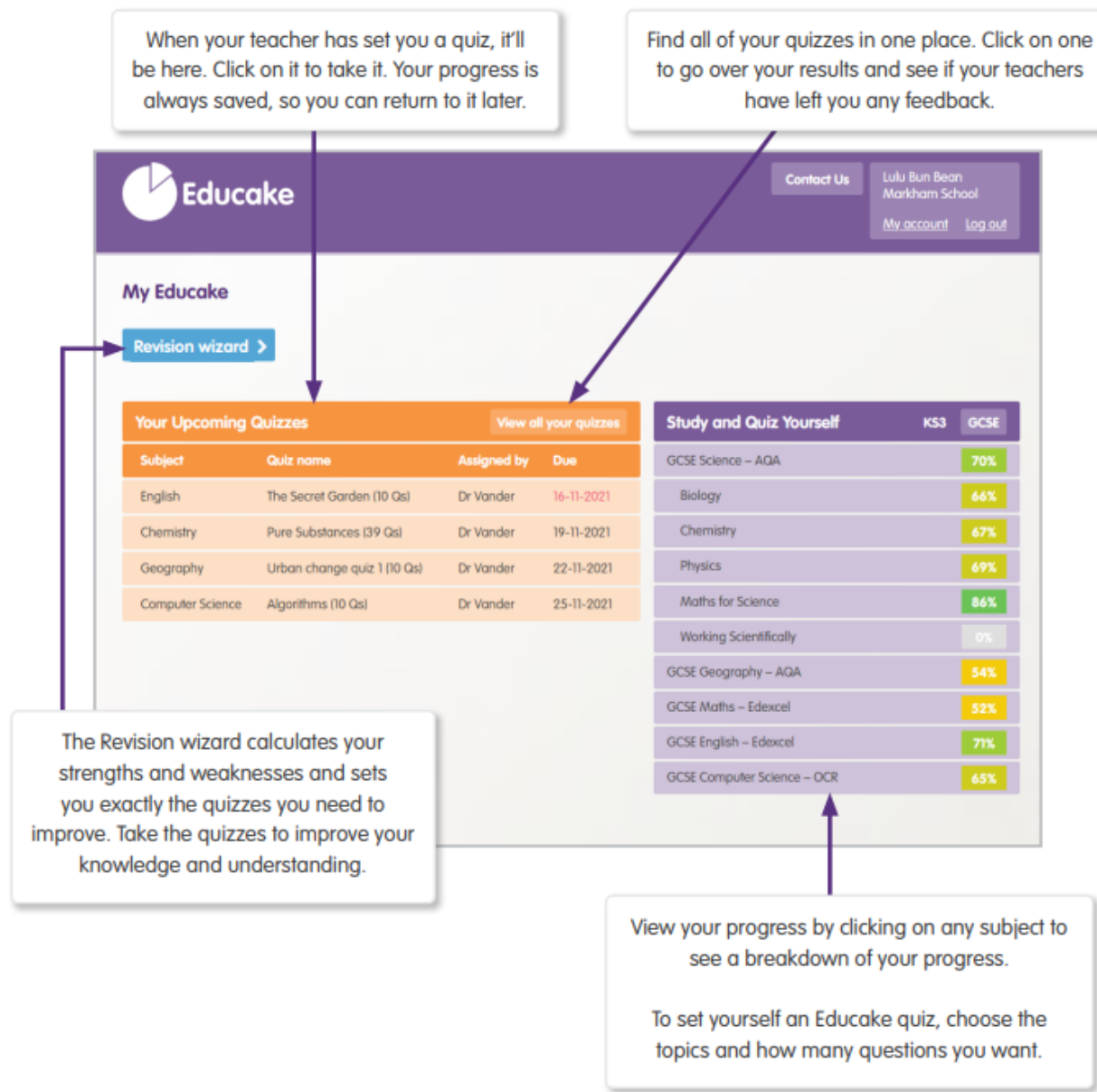
Educake is an online quiz and revision platform that will be used to set homework and help you revise for certain subjects. It will be used in Science, Geography, History, P.E and Computer Science lessons. Over the next few weeks teachers will be setting you tasks in these subjects. You can also use it independently to complete quizzes or use the online study guides.



Sign in with Microsoft

You can access Educake on a PC, tablet or smartphone by going to www.educake.co.uk or downloading the app. To log in simply click on the sign in with Microsoft button, type in your school email address and password and get started right away. Rewards will be given to students who attempt the most questions and have the highest percentage of correct answers

When you use Educake as a student, you see this page first:



When your teacher has set you a quiz, it'll be here. Click on it to take it. Your progress is always saved, so you can return to it later.

Find all of your quizzes in one place. Click on one to go over your results and see if your teachers have left you any feedback.

The Revision wizard calculates your strengths and weaknesses and sets you exactly the quizzes you need to improve. Take the quizzes to improve your knowledge and understanding.

View your progress by clicking on any subject to see a breakdown of your progress.

To set yourself an Educake quiz, choose the topics and how many questions you want.

My Educake

Revision wizard >

Your Upcoming Quizzes [View all your quizzes](#)

Subject	Quiz name	Assigned by	Due
English	The Secret Garden (10 Qs)	Dr Vander	16-11-2021
Chemistry	Pure Substances (39 Qs)	Dr Vander	19-11-2021
Geography	Urban change quiz 1 (10 Qs)	Dr Vander	22-11-2021
Computer Science	Algorithms (10 Qs)	Dr Vander	25-11-2021

Study and Quiz Yourself **KS3** **GCSE**

GCSE Science – AQA	70%
Biology	66%
Chemistry	67%
Physics	69%
Maths for Science	86%
Working Scientifically	0%
GCSE Geography – AQA	54%
GCSE Maths – Edexcel	52%
GCSE English – Edexcel	71%
GCSE Computer Science – OCR	65%

REVISION METHODS

Exam Questions

Good for focusing on one topic or when revising for a short time.

Mind Mapping

Good for getting lots of information on one page – good for visual learners.

Educake

Good for key words, key processes and for revising on the go.

Flash Cards

Good for remembering key process, key words and case studies.

Dual Coding

Good for remembering key words – good for visual learners.

Step by step diagrams

Good for remembering detailed key processes and sequencing.

Current affairs

Newspapers, youtube videos, news websites are all useful for building knowledge and context



WHERE TO GO FOR REVISION

Paper resources

Class books

PLCs

Past exam papers

Revision guides

Revision Handouts

Online

Teams... TBC

Educake

BBC Bitesize – AQA Geography specific

Internet Geography

Cool Geography

Youtube playlist - TBC

ANY
QUESTIONS?

