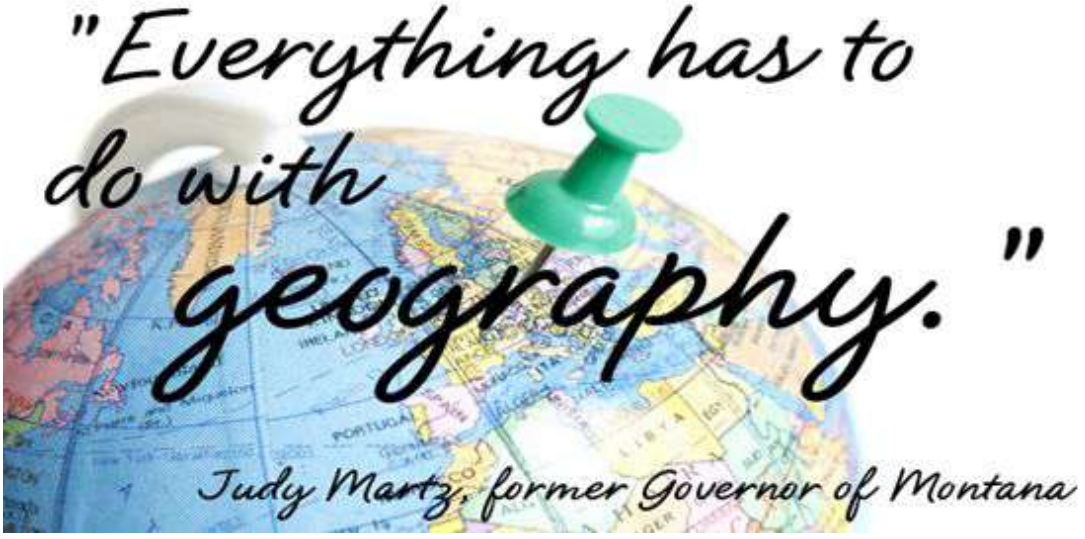
St Edmund's Catholic Academy

SIXTH FORM

To Love and Serve the Lord

Geography A Level



This booklet is a guide to the subject you have chosen. Use it to plan your time.

Course Content

Year 12

- Hazardous Earth
- Coastal Landscapes
- Changing Spaces, Making Places
- Independent Investigation

Year 13

- Earth's Life Support Systems
- Human Rights
- Trade in the Contemporary World
- Disease Dilemmas

Key dates

Paper 1

- Mock =
- Official exam =

Paper 2

- Mock =
- Official exam =

Paper 3

- Mock =
- Official exam =

You will sit exams at the end of Year 12 – you must pass these exams in order to continue into Year 13.

Hazardous Earth Systems						
Key Idea	**Work Covered**	**Notes Completed ?**	**Text Book page**	**Detailed (level 3)**	**Clear (level 2)**	**Basic (level 1)**
There is a variety of evidence for the theories of continental drift and plate tectonics.	Earth structure and plate tectonics theory including: ● Convection currents ● Sea-floor spreading ● Continental drift ● Palaeomagnetism.		466 – 468			
There are distinctive features and processes at plate boundaries.	Destructive plate margins including processes and landforms: ● Fold mountains ● Deep sea trenches ● Island Arcs ● Earthquakes ● Composite volcanoes		470 – 472			
	Constructive plate margins including processes and landforms: ● Sea floor spreading ● Fissure/Shield volcanoes ● Earthquakes ● Rift Valley ● Ocean Ridges		469 – 470			
	Conservative plate margins including processes and landforms: ● Transform faults ● Earthquakes		472			
There is a variety of volcanic activity and resultant landforms and landscapes.	The nature of vulcanicity including: ● Types of volcano ● Types of eruption ● Intrusive features (Batholith, sills & dykes) ● The products of effusive eruptions		473 – 474			
	Hot spots associated with plumes of magma and their relationship to plate movement.		474 – 475			
	Super-volcanoes – Yellowstone caldera and common misconceptions.		475 – 476			
	Measuring an assessing volcanic activity using the Volcanic Explosivity Index (VEI)		477			
Volcanic eruptions generate distinctive hazards	Hazards produced by volcanic activity including: ● Lava flow ● Pyroclastic flow ● Tephra ● Lahars ● Flooding ● Tsunami		477 – 479			

There is a variety of earthquake activity and resultant landforms and landscapes	What is an earthquake and where do they happen including: ● Seismic waves ● Depth of focus		480			
	Assessing earthquake energy including: ● Ricther Scale ● Mercalli Scale		480 – 481			
	The effects of earthquakes on landforms and landscapes: ● Rift valleys ● Fault scarps		481			
Earthquakes generate distinctive hazards	Hazards produced by seismic activity including: ● Ground shaking and displacement ● Liquefaction ● Landslides and avalanches ● Tsunamis		482 – 484			
There are a range of impacts people experience as a result of volcanic eruptions	Active, dormant and extinct volcanoes.		484			
	Case study : Living with volcanoes – Mount Ontake, Japan		485 – 486			
	Case study : Living with volcanoes – Mount Merapi, Indonesia		486 – 487			
	Why people choose to live in tectonically active locations, including the benefits of vulcanicity.		487 – 488			
There are a range of impacts people experience as a result of earthquake activity	Case study : Living with Earthquakes – Tohoku, Japan (tsunami)		489 - 491			
	Case study : Living with Earthquakes – Gorkha, Nepal		491 – 492			
The exposure of people to risks and their ability to cope with tectonic hazards change over time	Exposure and vulnerability to tectonic hazards including: ● Vulnerability ● Resiliance ● The disaster risk equation		493 – 494			
	How and why risks from tectonic hazards have changed over time, including: ● Trends in tectonic hazards ● Contrasting risk between volcanoes and earthquakes ● The disaster response curve		494 - 497			
There are various strategies to manage hazards from volcanic activity	Managing tectonic hazards, including: ● Managing vulnerability ● Managing the event ● Managing the loss ● Aseismic building design		498 – 499			

	Case study : Managing volcanoes – Mount Pinatubo, Philippines		N/A			
There are various strategies to manage hazards from volcanic activity	Case study : Managing volcanoes – Indonesia		499			
	Case study : Managing volcanoes – Mount Etna, Sicily		500			
There are various strategies to manage hazards from earthquake activity	Case study : Managing earthquakes – Gorkha, Nepal		501			
	Case study : Managing earthquakes – Tohoku, Japan		502			
	Case study : Managing earthquakes – Kobe, Japan		N/A			

Coastal Landscapes						
Key Idea	**Statement**	**Notes completed ?**	**Text Book**	**Detailed (level 3)**	**Clear (level 2)**	**Basic (level 1)**
Coastal Landscapes can be viewed as systems	How coastal landscapes can be viewed as systems including: ● The components of open systems ● System feedback ● Sediment cell		2 – 3			
Coastal Landscape systems are influenced by a range of physical factors	What are the physical factors that influence coastal landscape systems? This includes: ● Winds ● Waves including: ○ Wave anatomy ○ Breaking waves ○ Constructive waves ○ Destructive waves ● Tides ● Geology – lithology & structure ● Currents		3 – 8			
Coastal sediment is supplied from a variety of sources	The sediment at the coast is supplied by: ● Terrestrial sources ● Offshore sources ● Human sources		8 – 9			
Coastal landforms develop due to a variety of interconnected climatic and geomorphic processes	The geomorphic processes affecting the coastal landforms are: ● Weathering including: ○ Physical/mechanical ○ Chemical ○ Biological ● Mass movement ● Wave processes including: ○ Erosion ○ Transportation ○ Deposition ● Fluvial processes including: ○ Erosion ○ Transportation ○ Deposition ● Aeolian processes including ○ Erosion ○ Transportation ○ Deposition		9 – 13			
	The landforms that develop at coasts by erosion are: ● Cliffs and shore platforms ● Bays and headlines ● Geos and blowholes ● Caves, arches, stacks and stumps		13 - 17			
	The landforms that develop at coasts by deposition are: ● Beaches ● Spits ● Onshore Bars ● Tombolos ● Salt Marshes ● Deltas		17 – 22			

Coastal landforms are interrelated and together make up characteristic landscapes	**Case study – A low-energy coastal environment: The Nile Delta, Egypt.** ● The River Nile ● The Nile Delta ● Coastal Landforms ● Changes to the sediment budget		23 – 24			
	Case study – A high-energy coastal environment: Saltburn to Flamborough Head, Yorkshire ● Geology ● Energy ● Sediment sources ● Cliffs ● Shore platforms ● Headlands and bays ● Landforms on headlands ● Beaches		25 – 28			
Emergent coastal landscapes form as sea level falls	How coastal landforms evolve over time as climate changes and sea levels fall.		28			
	The emergent landforms that develop as a consequence of climate change and sea levels falling. This includes: ● Raised beaches and abandoned cliffs ● Modification of landforms		28 – 30			
Submergent coastal landscapes form as sea levels rise	How coastal landforms evolve over time as climate changes and sea levels rise.		30			
	The submergent landforms that develop as a consequence of climate change and sea levels falling. This includes: ● Rias ● Fjords ● Shingle beaches ● Modification of landforms		30 – 33			
Human activity intentionally causes change within coastal landscape systems	Human activity can cause change within coastal landscape systems. When intentional, this is either done by hard or soft engineering.		34			
	Case study – Coastal landscape management: Sandbanks, Dorset. ● The need for management ● Management strategies and their impacts		34 – 36			
Economic development unintentionally causes change within coastal landscape systems	**Case study – Sand mining along the Mangawhai-Pakiri coastline of New Zealand.** ● Economic development ● Offshore sand mining and the sediment budget ● Impact on coastal landforms		36 – 37			

Changing Places, Making Spaces						
Key Idea	**Work Covered**	**Notes Completed ?**	**Text Book page**	**Detailed (level 3)**	**Clear (level 2)**	**Basic (level 1)**
Places are defined by a combination of characteristics which change over time.	What is meant by space/place? What turns a space into a place? How is this different for different people?		140			
	What are the characteristics that combine to make a place? : ● Physical geography ● Demography ● Socio-economic ● Cultural ● Political ● Built environment		140			
	Place profiling – including the characteristics of the place, their past and present connections and the shifting flows of people, money and ideas. Place profiling case studies: ● Lympstone ● Toxteth		141 – 146			
People see, experience and understand place in different ways and this can change over time.	What a place is and influences on perceptions of place including: ● Age ● Gender ● Sexuality ● Religion ● Roles		147 – 150			
	The influence of emotional attachment to a place including The Kurds as a named example.		150 – 151			
	Globalisation and the time-space compression – for whom is globalisation positive/problematic?		152			
Places are represented through a variety of contrasting formal and informal agencies	Informal representation of place including: ● Films ● Television ● Music ● Books		153			
	Formal representation of place including: ● Census data ● Statistics		153 – 155			
	Love actually – is formal or informal representation of Wandsworth and Westminster more important?		N/A			

The distribution of resources, wealth and opportunities are not evenly spread within and between places	What is social inequality and how can it be measured? How is this related to spatial inequality?		155 – 156			
	Measures of social inequality including: ● Income ● Housing ● Education ● Health care ● Employment		156 – 159			
	How and why spatial patterns of social inequalities vary including: ● Wealth ● Housing ● Health ● Education ● Access to services		159 – 160			
Processes for economic change can create opportunities for some while creating and exacerbating social inequality for others.	The role of globalisation in economic change.		161 – 162			
	The impacts of structural economic change on people and places with a focus on AC's and EDC's/LIDC's.		164 – 165			
	How cyclical economic change (booms and recessions) has varied impacts on social opportunities and inequality.		165 – 166			
	Case study – UK Government including the role of government in reducing, reinforcing and creating patterns of social inequality in places.		167 – 168			
Social inequality impacts people and places in different ways.	**Case study 1 of contrasts in social inequality – Jembatan Besi, Jakarta, Indonesia**		168 – 170			
	Case study 2 of contrasts in social inequality – Northwood, Irvine, southern California		170 – 171			
Places are influenced by a range of players operating at different scales	The role of players in driving economic change including: ● Local and national government ● MNC's ● International institutions.		171 – 172			
	Case study : Structural economic change in Birmingham.		172 – 177			

Place is produced in a variety of ways at different scales	How places are created through placemaking processes including: ● The role of governments ● Planners and architects ● Community groups ● FDI ● 24 hour city		178 – 181			
Rebranding changes places through regeneration and giving a place a new image.	How the placemaking process of rebranding constructs a different place meaning through reimaging and regeneration.		181 – 182			
	The strategies used in rebranding and the people and groups involved in the process, including why it is often a contested process.		182 – 184			
Making a successful place requires planning and design.	**Case study – Barcelona – making a successful place requires planning and design.**		184 – 187			
	How the success of rebranding can be assessed.		187 – 188			

Earth's Life Support Systems						
Key Idea	**Work Covered**	**Notes Completed ?**	**Text Book page**	**Detailed (level 3)**	**Clear (level 2)**	**Basic (level 1)**
Water and carbon support life on Earth and move between the land, oceans and the atmosphere.	The importance of water and carbon to life on Earth – how people, flora and fauna use water.		98			
	The water and carbon cycles		99			
	The water and carbon cycle as open and closed systems.		99			
The carbon & water cycles are systems with inputs, outputs and stores.	The global water cycle including inputs, stores, flows and outputs of water into the cycle.		99 – 100			
	The global carbon cycle including inputs, stores, flows and outputs of into the slow & fast carbon cycles.		100 – 101			
The carbon and water cycles have distinctive processes and pathway that operate within them.	Processes of the water cycle including: ● Precipitation ● Transpiration ● Condensation ● Cloud formation and lapse rates ● Catchment Hydrology		102 – 106			
	Processes of the carbon cycle including: ● Precipitation ● Photosynthesis ● Weathering ● Respiration ● Decomposition ● Combustion ● Carbon sequestration in oceans ● Vegetation		106 – 109			
It is possible to identify the physical and human factors that affect the water and carbon cycles in a tropical rainforest and Arctic Tundra	**Case study** – How the water and carbon cycles operate in the Amazon Rainforest including human and physical factors and strategies to manage tropical rainforests.		110 – 115			
	Case study – The physical and human factors that affect water and carbon cycles in the Arctic Tundra including management strategies.		116 – 119			
Human factors can disturb and enhance the natural processes and stores in	Change over time in the water and carbon cycles including: ● Dynamic equilibrium ● Land-use changes ● Water extraction ● Aquifers & artesian basins ● Fossil fuels		120 – 125			

the water and carbon cycles	Positive and negative feedback loops in the water and carbon cycles.		125 – 126			
The pathways and processes which control the cycling of water and carbon vary over time	Monitoring changes in the water and carbon cycles including: ● Diurnal Changes ● Seasonal changes ● Long-term changes in both the water and carbon cycles.		126 – 130			
The water and carbon cycles are linked and interdependent	The ways in which human activities cause changes in the water and carbon cycle.		131 – 132			
	The impact of long-term climate change on the water and carbon cycle.		133			
The global implications of water and carbon management	Management strategies to protect the global carbon cycle including: ● Wetland restoration ● Afforestation ● Agricultural practices ● Internal agreements to reduce carbon emissions ● Caps and trade		134 – 135			
	Management strategies to protect the global water cycle including: ● Forestry ● Water allocation ● Drainage basin planning		135 – 136			

Human Rights						
Key Idea	**Work Covered**	**Notes Completed ?**	**Text Book page**	**Detailed (level 3)**	**Clear (level 2)**	**Basic (level 1)**
There is global variation in the human rights norms.	What is meant by human rights? This includes all work on the Universal Declaration of Human Rights (30 article breakdown).		240			
	What are human right norms and how are they monitored?		240 – 241			
	How is intervention used to protect and conserve human rights?		242			
	The geopolitics of human rights.		243			
Patterns of human rights violations are influenced by a range of factors.	What impact does forced labour have on human rights?		244 – 245			
	What impact does maternal mortality rates have on human rights?		245 – 246			
	What impact does capital punishment have on human rights?		246 – 247			
The geography of gender inequality is complex and contested.	What are the variations in women's rights? This includes: ● Spatial variations ● Indices used to create the Global Gender Gap Index		246 – 247			
	Gender inequality can be seen through the differing educational opportunities of men and women.		248 – 249			
	Gender inequality can be seen through the differing access to reproductive health services.		250			
	Gender inequality can be seen through the differing employment opportunities of men and women.		250 – 251			
	Case Study – Women's rights in India – including: ● Gender inequality issues in India ● Consequences of these issues ● Evidence of changing norms or strategies to address gender inequality issues in India.		252 – 254			
Human rights violations can be a cause and	How can the violation of human rights cause conflict?		255			

consequence of conflict.	How can the violation of human rights be a consequence of conflict and how can it be addressed through geopolitical intervention?		255			
	What role does the flows of people, money, ideas and technology play in geopolitical intervention?		255 – 256			
Global governance of human rights involves co-operation between organisations at scales from global to local, often in partnership.	How human rights are promoted and protected by institutions, laws and norms including: ● The United Nations ● NGO's ● Treaties and laws		256			
	Case Study – Strategies for global governance of human rights in Afghanistan, an area of conflict – including: ● Contributions and interactions of different organisations at a range of scales from global to local ● The UN in Afghanistan ● The Afghan government ● Afghan Aid – an NGO ● Consequences of global governance of human rights for local communities.		257 – 259			
Global governance of human rights has consequences for citizens and places.	How the global governance of human rights issues has consequences for citizens in places including: ● Short term effects ● Long term effects		259 – 260			
	Case Study – The impact of global governance of human rights in Honduras, an LIDC – including: ● The human rights issues ● Global governance strategies used ● Opportunities for stability, growth and development and challenges of inequality and injustice.		260 – 261			

Trade in the Contemporary World						
Key Idea	**Work Covered**	**Notes Completed ?**	**Text Book page**	**Detailed (level 3)**	**Clear (level 2)**	**Basic (level 1)**
International trade involves flows of merchandise, services and capital which vary spatially	The contemporary patterns of international trade including an glossary of key concepts.		190			
	Understanding the key factors as components of international trade including: ● Merchandise ● Services ● Capital		190 – 195			
	The current spatial patterns in direction and components of international trade including: ● The inter-regional trade between Europe and North America ● The inter-regional trade within the EU ● Factors that influence patterns of international trade.		195 – 197			
Current patterns of international trade are related to global patterns of socio-economic development	The relationship between patterns of international trade and socio-economic development including the value of exports and HDI.		197			
	How international trade can promote stability, growth and development within and between countries.		197 – 198			
	How international trade causes inequalities, conflicts and injustices for people and places through uneven flows of people, money, ideas and technology.		198 – 199			
Access to markets is influenced by a multitude of interrelated factors	International trade has increased connectivity due to changes in the 21st century, including: ● Supply chains ● Communications and technology ● Transport and technology		199 – 201			
	The increasing influence of MNC's in EDC's including outsourcing.		201 – 203			
	The role of regional trading blocs including **2 case studies:** ● NAFTA case study ● EU case study		203 - 205			
	The growth of South-South trade between developing countries.		205 – 206			
	Growth of services in the global economy		206			

	Increasing labour mobility and New International Division of Labour		206 – 207			
There is interdependence between countries and their trading partners	**Case study** – India, an EDC – including: ● Current trading patterns ● Changes to trade patterns ● Interdependence ● Impacts of trade on India		207 – 209			
International trade creates opportunities and challenges which reflect unequal power relations between countries.	Case Study – USA, an AC – including: ● Advantages for trade including patterns, partners, negotiations and agreements. ● Opportunities and challenges		210 – 211			
	Case Study – Sierra Leone, an LIDC – including: ● Trade components including patterns, partners, negotiations and agreements. ● Limited access to global markets. ● Opportunities and challenges.		212 – 213			

Disease Dilemmas						
Key Idea	**Work Covered**	**Notes Completed ?**	**Text Book page**	**Detailed (level 3)**	**Clear (level 2)**	**Basic (level 1)**
Diseases can be classified and their patterns mapped. The spread of disease is complex and influenced by a number of factors.	How diseases can be classified, including infectious and non-infectious, communicable and non-communicable, contagious and non-contagious, epidemic, endemic and pandemic.		334 – 335			
	Patterns of diseases, including global distributions: ● Malaria ● HIV ● Tuberculosis (TB) ● Diabetes ● Cardio-vascular disease		336 – 338			
	Disease diffusion and spread to new areas (Hägerstrand's model), including the phases of diffusion, physical and socio-economic barriers.		338 – 339			
There is a relationship between physical factors and the prevalence of diseases which can change over time.	Global patterns of temperature, precipitation, relief and water sources and how they affect patterns of disease.		339 – 340			
	Physical factors can influence vectors of disease such as the prevalence of mosquitoes in warm, humid areas close to water sources.		340			
	How seasonal variations influence disease outbreaks such as periods of drought or monsoon rains		340 – 341			
	Climate change provides the conditions for emerging infectious diseases to spread to new places and new hosts such as West Nile virus, tsetse fly and tick seasons.		341			
	The conditions for zoonotic infectious diseases, such as bird flu or rabies, to establish and spread from animals to humans.		342			
Natural hazards can influence the outbreak and spread of disease.	**Case study – Cholera in Haiti** including: • geographical area covered by the hazard and its influence on the risk and outbreak of disease • environmental factors affecting the spread of disease such as climate, sanitation, water supply and food • human factors affecting the spread of the disease such as population density, access to clean water, immunisation programmes		-			

	• impacts of the disease on resident populations • strategies used to minimise the impacts of the disease at national and international scales.					
As countries develop economically, the frequency of communicable diseases decreases while the prevalence of non-communicable diseases increases.	How rising standards of living, including access to food, clean water and sanitation, impact upon susceptibility to disease and influence a country's epidemiological transition.		345			
	The reasons why LIDCs have a higher prevalence for communicable diseases (diseases of poverty) and ACs have a higher prevalence for non-communicable diseases (diseases of affluence).		345 – 346			
	Case study – India : a country experiencing air pollution and the impact this has on incidences of cancers (such as lung or bladder). The global and national solutions in dealing with this.		347 – 348			
Communicable diseases have causes and impacts with mitigation and response strategies which have varying levels of success.	**Case study – Malaria in Ethiopia,** including: ● Environmental and human causes of the disease ● Prevalence, incidence and patterns of the disease ● Socio-economic impacts of the disease Direct and indirect strategies used by government and international agencies to mitigate against the disease and respond to outbreaks.		350 – 351			
Non - communicable diseases have causes and impacts with mitigation and response strategies which have varying levels of success.	**Case study – Cancer in the UK,** including: ● Social, economic and cultural causes of the disease ● Prevalence, incidence and patterns of the disease ● Socio-economic impacts of the disease ● Direct and indirect strategies used by government and international agencies to mitigate against the disease.		352 - 353			
Increasing global mobility impacts the diffusion of disease and the	The role of international organisations, such as the World Heath Organization, in providing international strategies to combat disease, including predicting diseases, gathering data, research, support programmes and their work with agencies and governments.		353 – 354			

ability to respond to it.	H1N1 disease outbreak at a global scale, including its rate of spread and patterns of outbreak distribution.		354 – 355			
	Case study : The British Red Cross and the cholera epidemic following the Haiti earthquake of 2010		355 – 356			
Mitigation strategies to combat global pandemics and overcome physical barriers.	Physical barriers, such as relief, natural hazards, excess water, remoteness of communities, have positive and negative effects on mitigation strategies and response efforts in dealing with diseases.		356 – 357			
	Mitigation strategies used by government and international agencies to combat global pandemics, such as HIV/AIDS, including screening, availability and funding of treatment and education programmes.		357 – 358			
Nature has provided medicines to treat disease for thousands of years.	Medicines from nature, their habitats and conditions for growth including the influence of soil type and climate.		359			
	Case study – A medicinal plant : the rosy periwinkle including: ● It's growing conditions. ● International trade. ● Medicinal importance for disease. ● Sustainable use.		360			
	Conservation issues relating to the international trade in medicinal plants such as endangering species survival, erosion of genetic diversity, threats to the survival of natural ecosystems.		360 – 361			
Top-down and bottom-up strategies deal with disease risk and eradication .	**Case study – GlaxoSmithKline – a pharmaceutical transnational** including: ● Scientific breakthroughs made ● Patents, ● Drug manufacturing ● Their global flows for distribution.		361			
	Strategies for disease eradication at a range of scales, including global and national campaigns.		362 – 363			
	Impact of grassroots strategies in educating communities and the role of women in combating disease risk.		363 – 364			

Command words

One of the major errors made by candidates in any examination is in interpreting the demands of the questions asked. Thorough revision is **essential***,* but candidates can find all their hard work comes to nothing because of the lack an awareness of what is expected of them in the examination. Too often candidates attempt to answer a question they **think** is there – or **wish** was there – rather than the one the examiners have set. Answering examination questions is challenging enough as it is without the extra, self-imposed, handicap of having misread the question!

Examiners try to set questions that are clear in what they ask for, and that can be answered by everyone who has followed the course and prepared adequately for the examination. It is not in the interest of the examiner for a question to be able to be interpreted in several ways. Apart from the 'unfairness', it would also make marking much harder!

Correct interpretation of the **command words** (the instruction to **do** something in a question) is therefore essential. In all Geography papers, a variety of commands words are used. The rest of this document attempts to highlight the requirements of some of the major command words you will come across.

1. **IDENTIFY** ... **STATE** or **NAME** ...

These words ask for a *brief* answer to a simple task such as:

a) 'Identify the landform from the photograph ...'

b) 'Identify the value of ... from the graph'

c) 'Name and example of ...'

Candidates are not advised to answer these with a single word. It is always better to incorporate the answer in a short sentence.

2. **DEFINE** ... or **EXPLAIN THE MEANING OF** ...

These words ask for a relatively short answer (*check the mark allocation*) – usually two or three sentences – where the precise meaning of the term is identified with a limited development in terms of illustration.

3. **DESCRIBE** ...

This is one of the most widely used command words. A written picture of the distinctive features of the item is required. Some examples are:

'*Describe the characteristics of ...'* means what does the feature look like, e.g. in the case of a landform its shape, its dimensions (with measurements), its composition, its location in relation to other features.

'Describe the changes in ...' is often used in relation to a graph or series of graphs. Accurate verbs are required, and using words like rapidly, steeply, gently. One work to avoid is 'steadily' as any graph shape can be 'steady'.

'*Describe the trends in...'* means more of an overall picture is required – not a 'blow by blow' account of what the graph shows. Major exceptions to the trend should be included.

'*Describe the differences between ...'* means **only** differences are required – no credit is given for similarities or for descriptions of one of the items. This can best be done with individual sentences each

identifying a difference. Separate paragraphs require the examiner to do some of the work; you can't get marks for work the examiner does!

'*Describe the relationship between ...'* means **only** the links between the two items are required You must identify and establish the link clearly in written form.

'Describe the distribution of ...' is usually used with a map or set of maps. A description of the location of high concentrations of a variable is required together with significant low concentrations or isolated 'islands' within a distribution. However beware 'blow by blow' answers – e.g. *'There is ... at ... and at ... and at ...'* – as these will not show a pattern.

'Describe the effects of ...' means a factual account of what has occurred is required, after or as a result of the item referred to in the question.

4. **DESCRIBE AND COMMENT ON …**

This demands a higher level of response than just 'describe…'. Usually the description is straight forward – Level 1 response – with judgements about the description reaching higher levels.

5. **COMPARE …**

This causes the most problems to candidates. What is required is a point by point identification of similarities and of differences (the positive term 'compare' includes looking at contrasts, while a command to 'contrast' only means looking for differences). Use comparative adjectives such as larger than, smaller, more steep, etc.

6. **EXPLAIN … or SUGGEST REASONS FOR …**

The difference between these is just a matter of the individual style used by the question setter. Strictly speaking 'explain' suggests that there is **an** answer; this is seldom the case in Geography but it is an easy command for candidates to respond to. These commands are asking for the candidate to show an understanding of why or how something has occurred.

7. **GIVE AN EXPLANATORY (or REASONED) ACCOUNT OF …**

This asks for a combination of the demands of a 'describe' question, and a 'suggest reasons for' question. The setters have recognised that the logical way to present an answer is to describe and provide an explanation for the feature. This will carry high levels of response mark allocation. A long piece of text will be needed; one approach would be to provide the reasons first and then describe the consequent feature. Remember that the response must be logical and well organised.

8. **DISCUSS …**

This is a very common high level command word and is most often used in a question with a large number of marks allocated. Such a question leaves a lot to the candidate. Candidates are expected to build up an argument about an issue and to present more than one side of the evidence with supporting examples. This means that the candidates are required to create a written debate identifying both positive and negative points (be careful what you choose, because some choices give you more scope and cover more of the evidence than others) and then reach a conclusion from the debate. For example, you might be asked to: 'Choose a landform of glacial erosion and discuss the role of moving ice in its formation.' If you choose a pyramidal peak you would have to explain all about a corrie as well as the peak. Is there time? And would you get enough extra marks to be worth it? Take care as some people would choose a drumlin, which is not an erosion feature at all – so they would get very few or no marks!

Support words in the question may give more direction; e.g. *'Discuss the extent to which …'* requires a judgement about the validity of the evidence or outcome; *'Discuss the varying attitudes to …'* tells the candidate that there is a variety of viewpoints (e.g. decision makers and others affected) and priorities to be included in the discussion.

9. **EVALUATE … or ASSESS …**

These command words require an extension to the idea of 'discuss'. In both cases an indication of the candidate's viewpoint, after consideration of the evidence, is required. 'Assess' requires a statement of the overall quality or value of the feature/issue being considered and 'evaluate' asks the candidate to give an overall statement of value. In both these cases the candidate's own judgement is requested –

and this cannot be marked incorrect! However credit is given only for the **logic** of the justification for the position the candidate has taken up.

10. **DECIDE … or MAKE A DECISION …**

In the early parts of any decision making exercise candidates are usually asked to compare different possible solutions to a problem. They often need to assess the strengths and weaknesses of these alternatives. At the end of the exercise you have to decide which one solution is best; or, alternatively you may be asked to suggest how alternative solutions can be combined in different parts of an area. You **must** make a clear decision and give that decision in clear, precise terms. It may be wise to underline or highlight your decision. This emphasises to you and the examiner that you have done what the command word said. It leaves no room for doubt, even if you have spent some time pondering more than one possibilities. Remember that your decision may not be a perfect solution to the problem – but it should be the best from amongst the alternatives.

11. **JUSTIFY** …

When you have made your decision you must justify why that course of action was better than the alternatives. If you have already been asked to describe the strengths and weaknesses of the alternative solutions do **not** go through all the strengths of your chosen course of action again. This would be a waste of time and would gain no marks. Instead explain why your chosen course is **better** than the options that you rejected. Also explain how your choice meets the criteria that were either set out for you in the question, or which you had to describe earlier in your answer. In real life the success of a decision is judged on how well it meets the needs that had to met by the decision. Examination decision making is judged in the same way – does the decision fulfil the criteria that were set? Make sure that you show that your decision does just that.

Example exam questions – Paper 1

You will get knowledge questions such as:

'Explain the influence of sea level rise and geomorphic processes in the formation of rias.'

[8 marks]

You will get skills questions such as:

Study **Table 1,** which shows wave height off the coast in the United Kingdom on 28th November 2015.

Time	0100	0300	0500	0700	0900	1100	1300	1500	1700	1900	2100	2300
Wave height (m)	3	3	2	2	3	5	4	4	5	5	6	6

Table 1 Wave height off the coast in the United Kingdom on 28th November 2015

- Calculate the mean wave height for the data shown in **Table 1**. You must show your working.

[2 marks]

- Calculate the standard deviation for the data shown in **Table 1**. You must show your working and give your answer to 2 decimal places.

[4 marks]

You will get extended response, knowledge and application questions such as:

'Human factors affect the water cycle more significantly in the tropical rainforest than in the Arctic tundra'. Discuss.

[16 marks]

'Human activity influences coastal landscape systems more than physical factors'. To what extent do you agree with this statement?

[16 marks]

Example exam questions – Paper 2

You will get knowledge questions such as:

With reference to a **case study**, explain how limited access to global markets is an obstacle to growth and development for low-income developing countries (LIDCs).

[8 marks]

You will get interpretation questions such as:

Study **Fig. 1** which shows a photograph of part of a city in the UK in 2014.

Explain how **one** piece of evidence from **Fig. 1**, shows this place has been rebranded to construct a new place image.

[2 marks]

You will get extended response, knowledge and application questions such as:

'Placemaking is used by governments only to attract inward investment.' How far do you agree with this statement?

[16 marks]

'It is the strategies of the UN which offer the most effective protection of human rights in areas of conflict.' To what extent do you agree?

[16 marks]

Example exam questions – Paper 3

You will get knowledge questions such as:

Explain how global patterns of temperature and precipitation affect patterns of disease.

[6 marks]

You will get skills questions such as:

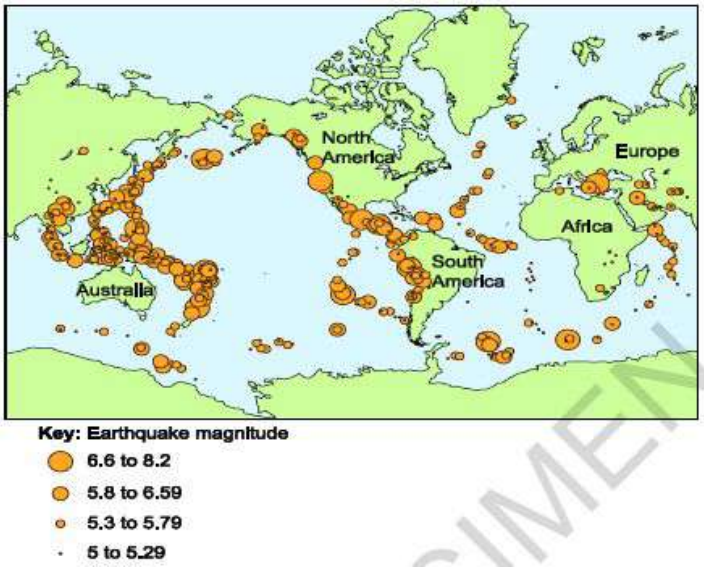


Fig. 5 – Earthquakes of a magnitude 5.0 and greater in 2014

Identify three limitations with the data evidence in **Fig. 5**.

[3 marks]

You will get synoptic questions (which link a geographical debate topic with a core topic) such as:

Examine how the risks from tectonic hazards affect place making processes.

[12 marks]

You will get essay questions such as:

'Increased global mobility is the most important influence on the spread of communicable diseases.' How far do you agree with this statement?

[33 marks]

Assess the importance of governments in reducing the risks of tectonic hazards over time.

[33 marks]

Exam skills and preparation

- Use your time wisely from the beginning of the course - the external assessments will be here before you know it!
- Fully prepare for all internal assessments - these are very good practice for the external assessments.
- Keep clear and neat notes throughout the course so you can easily use them to revise.
- Complete regular practice exam questions.
- As you get more confident, complete these under timed conditions.
- Read through the feedback given to you by teachers and peers several times to ensure you know how to improve.
- The majority of students can improve their work by expanding on their points more - have evidence to back up your points and develop your answers as much as you can.
- Use a system to learn the research studies e.g. have a separate small notebook where you list all of them and key points / images to remind you.
- Create revision resources throughout the course.
- Identify your preferred learning style (i.e. visual, verbal or kinesthetic) and use it to your advantage when revising.
- Create, and stick to, a realistic study plan
- Develop effective note-taking techniques that work for you (see pages 12 and 13 of this booklet for tips)
- Use memory strategies to improve your memory of key material.
- Do not leave revision until the last minute!... It is easier to recall material you UNDERSTAND and that will come with time.

How do we revise for geography?

Three common revision techniques that are least effective in helping you revise are:
-Highlighting texts
-Re-reading texts
-Summarising texts
These methods may make you feel like you are revising, but there are better methods to help you retain the information.
Follow the globe round to find out more.

Which methods are most effective?

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 in geography:

Key words
create for key words and terms

Case studies/examples
create for the causes, effects and responses of case studies and example events

Formations and processes
create for showing the stages of geographical formations and processes

Evaluation
create for giving the advantages and disadvantages of management techniques

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

1. Look at your notes and visuals, compare these to the words
2. Looks at visuals and explain in your own words what they mean
3. Take information you are trying to learn and draw visuals to go with it

How to use in geography:
create a comic strip to show the impacts of Haiti, 2010

Interleaving
Rather than revising all your topics in one go (cramming) you should revise chunks of a topic for small amounts of time (15 minutes) and then move onto another chunk form a different topic.

How to use in geography:

Practice exam from past topics questions mixed in with more recent ones.

Knowledge organisers
use these to create 'must know quizzes'

Processes
'Explain the formation of...'

Spaced
Test on old and new

Case studies/examples
To identify the main features of case studies and examples

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 create your own or use quizzes based on topics.
create them, test yourself or get someone to test you! It

Types
There are a number of types of quizzes 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

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:

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
Create a venn diagram to compare two tectonic case studies.

Processes
create a visual flow diagram to show the formation of geographical landforms.

The Cornell method
This method is a great way to get you to 'think' about your revision.

Split your revision book page into three sections, note taking, cues and summary.

The Big picture
The best way to aid your understanding of geography is to make sure you are confident with the big overview of each topic and the connections between topics.

How to use in geography:
create a mind map to show the links between each topic

Write down everything you know about a topic before you revise it

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 practice, practice, practice! You should focus on something you are almost able to do but not just yet!

How to use in geography

Use a model answer from your teacher, pull it apart and identify the key parts. Then answer a similar question and try to replicate

Study material, complete practice questions in timed conditions. Then use your note to correct/improve your answer. A week later re-do a similar question. Repeat as necessary.

Marking guide

- Throughout the course your work will be marked by teachers, peers and yourselves.
- I will aim to mark a piece of work completed by you every fortnight.
- The feedback on this work may include a grade if appropriate, but will always include a comment.
- On the front of every internal assessment I mark, there will be your assessment grade, target grade and feedback which will include areas of strength and weakness.
- You should make a note of all internal topic assessments on your 'Assessment tracker', which should be stuck in the front of your Geography folder.

A guide to taking notes

- It is so important to take notes during lessons, even if handouts have been provided for you.
- You will find work you have written yourself a lot easier to remember.
- If you have been provided with powerpoint slides, you still need to make notes - you could make a note of the structure of the lesson and key points to go with each part of the lesson
- Use images or key words as cues to help you remember the key points from your notes, using the 'Cornell method' or similar (see table below)

Cues (after the lesson)	Notes (during the lesson)
Summary (after the lesson)	

- After the lesson, create a mind map or flow chart to show the material covered in the lesson (you could then test yourself on your memory of it in the days after the lesson, or could create a best copy the next day to refresh your memory and use later on for revision).
- Try splitting your page in half and putting the main points on one side and the additional points on the other side.
- You should always read back through your notes from the previous lesson the night before / morning of your next lesson (this is helpful to refresh your memory but also highlights any questions you may have for me or aspects you would like me to go over again).
- If you are finding it difficult to keep up, you could prepare yourself before the lesson by reading ahead, so you are free to concentrate on anything being said and making additional notes.

- If I say something along the lines of “This is really important...” or “You have to know this...” or “It would be really useful in the exam if you...” make a clear note of it and highlight in some way so your attention is drawn to it when you are reading back over your notes.
- Write things in your own words (if you can’t, then you probably don’t fully understand it and therefore need to tell me so I can make it clearer!).
- If you miss a lesson, photocopy someone’s notes or ask me for a copy of the lesson resources and then write notes in your own words (see point above - if you can’t do it, see me ASAP!)
- Use symbols and abbreviations if it helps you to keep up in lessons.
- Always read back over your notes within 24 hours of the lesson finishing.
- Try different techniques if you find things aren’t working for you.
- Above all, **remain engaged in the lesson**, don’t drift off just copying things off the board or writing every single word I say... That’s not the most effective way to learn new material!

Assessment objectives

All information on this page has been taken directly from the OCR website and can be found here:
https://www.ocr.org.uk/Images/223012-specification-accredited-a-level-gce-geography-h481.pdf

Assessment Objective	
AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions.

The relationship between the assessment objectives and the components are shown in the following table:

Component	% of overall A level in Geography (H481)		
	AO1	AO2	AO3
Physical systems (H481/01)	10	9	3
Human interactions (H481/02)	10	9	3
Geographical debates (H481/03)	14	20	2
Investigative geography (H481/04, 05)	0	0	20
Total	34%	38%	28%

Independent study

- We will cover all of the content on the specification during lessons. However, to achieve the highest grades, it is important that you can show evidence of independent learning within your exam answers. This can be achieved through exploring a wider variety of case studies in addition to those studied in class.
- I would highly recommend completing practice exam questions around the topic that you are studying. We are happy to mark these for you and provide feedback.
- Make use of the student guides to help you solidify your knowledge and improve your grades.
- Let me know if you would like any further additional tasks and I can supply them to you.