Specification details

We are studying the new 2016 AQA GCSE Geography 9-1.

Students will have three exams: Unit 1 35% (Physical) Unit 2 35% (Human) and Unit 3 30% (fieldwork and applications)

- In March students will receive a pre-release which includes resources for their Unit 3 paper.

What are we doing in lessons?

- We are completing the course – the final two topics are energy resources and ecosystems. Following this, we will spend some time working through the pre-release information for paper 3.

Topics and case studies

Students have a variety of case studies for each topic. In the exam 6 and 9 mark questions will be related to these. Getting these case studies right will make the biggest difference to the student's grades.

Topic	Case study
Natural hazards	**Nepal earthquake, Chile earthquake, Typhoon Haiyan, UK Somerset floods**
Ecosystems	**Somerset levels, Malaysia Tropical rainforest, Svalbard**
Rivers and Coasts	**Lulworth Cove and Durdle Door, Lyme Regis, The river Tees, Banbury Flooding**
Economic Development	**The UK, Nigeria, Tourism in Jamaica**
Urban challenges	**Rio de Janiero, Bristol**
Energy resources	**Camisea gas Project, Chambamontera micro hydro project (Peru)**

Fieldwork:

For Unit 3 students need to recall their fieldwork days and results. Students must write these in the exam before answering the 6 and 9 mark questions. They must remember the following questions:

For the physical enquiry:

- Enquiry Question: What is the evidence of coastal processes on Monmouth beach?

For the human enquiry:

- Does the regeneration of Bristol Temple Quarter have a sustainable high quality environment?

For each fieldwork enquiry, they should be able to explain – Why we went to that location. What we did there? What we found out? How we presented our findings? What our findings told us? How we could make the fieldwork more reliable?

The most common mistakes from the mock exam:

1. Not knowing the fieldwork questions
2. Not understanding how we carried out the fieldwork in a way that would get the most reliable results
3. Not understanding what they learnt from the fieldwork?
4. Rushing resource questions and not *describing* what it is showing students fully
5. Not 'assessing' and 'evaluating' the 6 and 9 mark questions
6. Using the incorrect case study or not including one at all
7. Lack of key terms to fully develop points
8. Not getting to grips with the pre-release information and not using the information in answers

What can GCSE students be doing at home?

For paper 1 & 2 revising the content. This should be done in the following steps:

1) Review the information using the attached checklists
2) Make revision notes on the information – could be mind maps, revision notes, quizzes, mnemonics anything but it needs to involve more than just copying out.
3) Get someone to test you on the information.

For paper 3: going over the fieldwork using the fieldwork revision booklet and spending some time getting to grips with the pre-release

Key Dates for exams in 2018:

19th march – release date for the pre release materials

Unit 1 – Living with the physical environment - 35% of the assessment and 1 hour 30 minutes **Date: 22 May**

Unit 2: Challenges in the human environment 35% of the assessment and 1 hour 30 minutes **Date: 5 June**

Unit 3: Geographical applications 30% of the assessment and 1 hour 15 minutes **Date: 11 June 2018**

Physical landscapes in the UK

	Covered in class?	☺	😐	☹	Revision undertaken
I can describe the location of the major upland and lowland areas within the UK					
I can describe the location of the major river systems within the UK					
Coastal landscapes of the UK					
I can define what the coast is					
I can describe and explain the different types of **waves**					
I can name and explain the four processes of **erosion**					
I can name and explain the processes of **weathering**					
I can name and explain the processes of **mass movement**					
I can describe **erosional landforms** and the sequence of (arch, caves, stacks, stump, wave cut platforms, wave cut notch) are formed.					
I can describe and explain the process of **mass movement** and **slumping**					
I can explain, using an example, how **erosion** and **deposition** will impact on the people and the environment at the coast.					
I can describe the processes of **transportation** in the coastal zone. (Longshore drift and traction, saltation, suspension and solution)					
I can explain the reasons why sediment is **deposited** on the coast.					
I can explain how **depositional landforms** (beaches, spit and bars) are formed.					
I can describe and explain methods of **hard** and **soft engineering** using an example.					
I can evaluate the cost and benefits of **hard** and **soft engineering** using an example.					
I can explain why people have different views about the way the coast in managed and the conflicts this may cause using an example.					
I can identify on an OS map all of the coastal landforms and use 4 & 6 fig grid references to locate them on a map					
River landscapes of the UK					
I can describe how a rivers **long profile** and **cross profile** varies over it's course					
I can explain how **vertical** and **lateral** erosion changes the cross profile of a river					
I can explain the four process of **erosion**					
I can describe the four processes of **transportation** in a river					
I can explain the reasons why a river **deposits** its eroded material					
I can explain how **interlocking spurs, waterfalls** & **gorges** are formed					
I can explain that **meanders** are formed by erosion & deposition					
I can describe an **Ox Bow lake** and explain how they form from meanders					
I can explain how a **flood plain**, levee and estuaries are formed					
I can use an example of a river valley to demonstrate my understanding of the erosional and depositional landforms					
I can explain how physical and human factors affect the risk of flooding including precipitation, geology, relief and land use.					
I can explain what river **discharge** means & how it is shown on a **hydrograph**					
I can explain at least 4 **factors** (things!) that will either **increase or decrease** river discharge					
I can explain how **hard engineering** can reduce the risk of flooding or the effects of flooding					
I can explain how **soft engineering** can reduce the risk of flooding or the effects of flooding					
Using an example I can explain 1. Why the scheme was required 2. How the area was managed 3. The social, environmental and economic issues.					
I can identify on an OS map all of the river landforms and use 4 & 6 fig grid references to locate them on a map.					

The challenge of resource management

	Covered in class?	☺	😐	☹	Revision undertaken
I can describe the importance of **food**, **water** and **energy** to the economic and social wellbeing.					
I can describe the distribution of **resource**s around world.					
I can explain why **resources** are unevenly distributed around the world.					
Resource management core content					
I can describe the distribution of **resources** around the UK.					
I can explain the **changing demand** for different foods in the UK.					
I can explain why **food miles** are increasing in the UK.					
I can explain how **food miles** can be reduced in the UK.					
I can describe the different industries involved in agriculture (**agribusiness**) and explain how they are changing in the UK.					
I can explain the changing **demand** for water in the UK.					
I can describe the problems with **water quality** and **pollution** in the UK and how they can be managed.					
I can explain how the UK is trying to manage water to meet **supply** and **demand**.					
I can describe the UKs **energy mix** and how it has changed over time.					
I can explain how the UK can reduce its reliance on **fossil fuels**.					
I can describe and explain the economic and environmental issues with exploitation of energy sources.					
Resource management option: Energy					
I can describe the global distribution of energy resources both **surplus (security)** and **deficit** (insecurity)					
I can explain the following reasons for increasing energy consumption • Economic development • Rising population • Technology					
I can explain how the following factors affect energy supply: physical (natural) factors, cost of exploitation, technology, political factors					
I can analyse the impacts of energy insecurity including: exploration of environmentally sensitive areas such as the Arctic, environmental costs, impacts of biofuels on food production and conflict					
I can explain how renewables can be used to increase energy supply e.g. wind, solar, hydroelectric power					
I can explain how we can find new fossil fuel reserves to increase energy supply and I can give a specific **example** to show the advantages and disadvantages of exploiting more fossil fuels					
I can <u>explain how we can move to a more sustainable energy future through energy conservation – redesigning homes and transport to be more energy efficient</u>					
I can explain how technology can make the use of fossil fuels more efficient					
I can <u>use an example</u> of a **local scheme** renewable scheme in a LIC or NEE to produce more sustainable sources of energy					

The changing economic world

	Covered in class?	☺	😐	☹	Revision undertaken
I can describe the methods of classifying countries and use different **development indicators.**					
I can evaluate the use of different **developmental indicators**.					
I can use the **Demographic Transition Model** to explain the link between changing population structure and level of development.					
I can explain the causes of **uneven development**: 1. Physical 2. Economic 3. Historical					
I can explain the impacts of **uneven development** on people					
I can explain how the **development gap** can be reduced looking at: 1. Investment 2. Industrial development and tourism 3. Aid 4. Using intermediate technology 5. Fairtrade 6. Debt relief 7. Microfinance loans.					
I can use an example to show how tourism in an LIC can help to reduce the development gap					
Case study of the LIC or NEE – Nigeria					
I can explain why Nigeria is important within Africa and internationally					
I can describe the political, social and culture contact of Nigeria within a **world context.**					
I can describe the changing **industrial structure** within in Nigeria.					
I can explain how manufacturing can stimulate **economic growth** in within Nigeria.					
I can define a **Transnational Corporation (TNC)** using a case study. (Shell in Nigeria)					
I can explain the advantaged and disadvantages of TNCS to Nigeria					
I can describe how Nigeria's **politics** and **trading relationship** have changed over time.					
I can described what **aid** is where is comes from using a case study.					
I can explain what **aid** Nigeria has received and how it has impacted upon the country using a case study.					
I can explain and evaluation the **environmental** impacts of **economic development**.					
I can explain and evaluation impacts of **economic development** on the **population of Nigeria**					
Economy of the UK					
I can explain why **deindustrialisation** has occurred in the **UK**					
I can explain the advantages and disadvantages of the **UK** move in the **tertiary sector (post-industrial economy**					
I can explain, using an example, how modern industry can reduce its impact upon the environment and become more **sustainable**					
I can explain, using an example, the social and economic impacts of **population growth** on a **rural landscape**.					
I can explain, using an example, the social and economic impacts of **population decline** on a **rural landscape.**					
I can describe and explain the impact or **transport developments** in road, rail, port and airports.					
I can describe the North – South divide in the UK.					
I can evaluate and explain the strategies use to solve **regional differences** within the UK.					
I can examine the **global links** made with the wider world through trade, culture, increased communication, economics and **political groupings** such as the commonwealth and the European Union.					
I can analyse the growing **interdependence** and **globalisation** of the UK in relation to its economy and politics.					

The Living world

	Covered in class?	☺	😐	☹	Revision undertaken
Using an example from the UK, I can explain the **interrelationship** within the natural system.					
I can define and give UK examples of **producers consumers, decomposer, food chain, food web** and **nutrient cycle**					
I can explain their **interdependence** of each of the above and explain how changes might affect each other.					
I can describe the **distribution** and characteristics of **global ecosystems** around the world.					
Tropical rainforests (core content)					
I can describe the physical characteristics of the **tropical rainforests**					
I can explain the **interdependence** of the climate, water, soils, plants, animals and people in a tropical rainforest					
I can explain how plants and animals have **adapted** to the physical conditions of tropical rainforests.					
I can describe and explain the problems and issues with changing **biodiversity** within the tropical rainforest.					
I can describe and explain the changing rates of **deforestation**.					
I can use a case study to explain the causes of **deforestation** subsistence and commercial farming, 1. Logging, 2. Road Building 3. Mineral Extraction 4. Energy Development, 5. Settlement 6. Population Growth					
I can use a case study to explain the impacts of **deforestation** 1. Economic development 2. Soil erosion, 3. Contribution to climate change.					
I can explain the importance and **value** of the tropical rainforest on a local, national and international scale.					
I can explain why it is important the tropical rainforest should be **managed sustainably**.					
I can explain how the tropical rainforest can be managed sustainably using a range of methods 1. Selective logging and replanting 2. Conservation and education 3. Ecotourism 4. International agreements about the use of tropical hardwoods, 5. Debt reduction.					
Cold environments					
I can describe the physical characteristics of cold environments					
I can explain the **interdependence** of the climate, permafrost, water, soils, plants, animals and people in cold environments					
I can explain how plants and animals have **adapted** to the physical conditions of cold environments					
I can describe and explain the problems and issues with changing **biodiversity** within cold environments.					
I can use a case study to explain: **Development opportunities** in cold environments: mineral extraction, energy, fishing and tourism					
I can use a case study to explain: **Challenges of developing cold environments**: extreme temperature, inaccessibility, provision of buildings and infrastructure.					
The value of cold environments as wilderness areas and why these environments should be protected					
Using technology to allow economic development in cold environments whilst minimising environmental destruction.					
Role of government in allowing economic development in cold environments whilst minimising environmental destruction					
Role of international agreements in allowing economic development in cold environments whilst minimising environmental destruction					
Role of conservation groups in allowing economic development in cold environments whilst minimising environmental destruction					

Urban issues and challenges

	Covered in class?	☺	😐	☹	Revision undertaken
I can explain how **urbanisation** has happened at different rates and at different times in different parts of the world making reference to LICs and HICs.					
I can explain some of the **causes** of **urbanisation** in different parts of the world making reference to LICs and HICs.					
Case study of the NEE – Rio de Janiero					
I can explain why Rio de Janeiro is important **nationally** and **internationally**					
I can explain why and how Rio de Janeiro has grown					
I can explain, analyse and evaluate the **opportunities** in Rio de Janeiro including: 1. Access to services – health 2. Access to services - education 3. Access to resources - water supply 4. Access to resources - energy 5. How urban industrial areas can promote economic development					
I can explain, analyse and evaluate the **challenges** in Rio de Janeiro including: 1. Managing urban growth – slums, squatter settlements 2. Clean water, sanitation systems and energy 3. Access to services – health and education 4. Unemployment and crime 5. Managing environmental issues – waste disposal, air and water pollution, traffic congestion.					
I can explain and evaluation the how Rio de Janeiro can plan to improve the **quality of lives** for the **urban poor**. [use the example Favela Bairro Project]					
Case study of a HIC - Bristol					
I can explain why Bristol is important **nationally** and **internationally**					
I can explain why and how Bristol has grown					
I can explain the impact of national and international migration on the growth and character of the Bristol.					
I can explain, analyse and evaluation the **opportunities** in Bristol including 1. Cultural mix 2. Recreation 3. Entertainment 4. Employment 5. Integrated transport systems 6. Urban greening					
I can explain, analyse and evaluation the **challenges** in Bristol including 1. Inequalities in housing, education and employment. 2. Urban deprivation 3. Dereliction of buildings 4. Building on **brown** and **greenfield** sites. 5. Water disposal 6. Urban sprawl on the rural – urban fringe and of commuter towns					
I can explain, analyse and evaluation the how Bristol has undergone **regeneration.[**Bristol Temple Quarter]					
Urban sustainability					
I can describe how people can live more **sustainably**					
I can explain how **sustainable urban living** can conserve water and energy, recycle waster and create more green space. [Great Bow Wharf]					
I can explain how urban transport strategies are used to reduce traffic congestion [Curitiba] .					

The challenge of natural hazards

	Covered in class?	☺	😐	☹	Revision undertaken
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 and poor 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 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.					
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 expel the social, economic and environmental using an example.					
I can identify evidence of the weather becoming more extreme using an example.					
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, health 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 **adaption** strategies used to reduce the impact of global **climate change** on a **local, national and international** level.					