



The structure of the course

Paper 1-Friday 17TH May PM



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Paper 1: Living with the physical environment

What's assessed

3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE

Questions

- Section A: answer all questions (33 marks)
- Section B: answer all questions (25 marks)
- Section C: answer any two questions from questions 3, 4 and 5 (30 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose



The structure of the course

Paper 2- Wednesday 5th June AM



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Paper 2: Challenges in the human environment

What's assessed

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

Questions

- Section A: answer all questions (33 marks)
- Section B: answer all questions (30 marks)
- Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose



The structure of the course

Paper 3-Friday 14th June AM



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Paper 3: Geographical applications

What's assessed

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

How it's assessed

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before Paper 3 exam

Questions

- Section A: answer all questions (37 marks)
- Section B: answer all questions (39 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose



Available revision materials



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gcsepod
education on demand



Learn better, faster, free.

GCSE POD- Small clips approx. 4 minutes as well as a testing function

Seneca- Integrated information and questions with an intelligent retest function

internet geography

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GEOGRAPHY CASE STUDIES PRESENTS

HOW TO ANSWER GEOGRAPHY
EXAM QUESTIONS

AQA GCSE
GEOGRAPHY

13:28

How to answer Geography Questions (Top tips for 4, 6 and 9 mark questions) AQA

GCSE Geography

34K views • 9 months ago

Geography Case Studies

Use this to help you know exactly how to structure your responses to 4, 6 and 9 mark questions in Geography exam papers.



Six Marker | Suggest Y Volcanoes and Earthquakes Occur at Plate Boundaries | Key Terms |...

7 moments ▾



Tips for impactful revision



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Spacing:

- Spacing is regularly revisiting material so that you are doing little and often instead of all at once.
- Doing a little amount regularly is more effective than doing a lot all at once. We do this so that we don't get swamped and overwhelmed.

WHY? This is because the time in between allows you to forget and re-learn the information, which cements it in your long-term memory.

To commit something to memory, it takes time and repetition.

Optimum Spacing

- Research suggests there is an 'optimal gap' between revision sessions so you can retain the information.
- If the test is in a month, you should review the information around once a week.
- If the test is in a week, create time once a day.

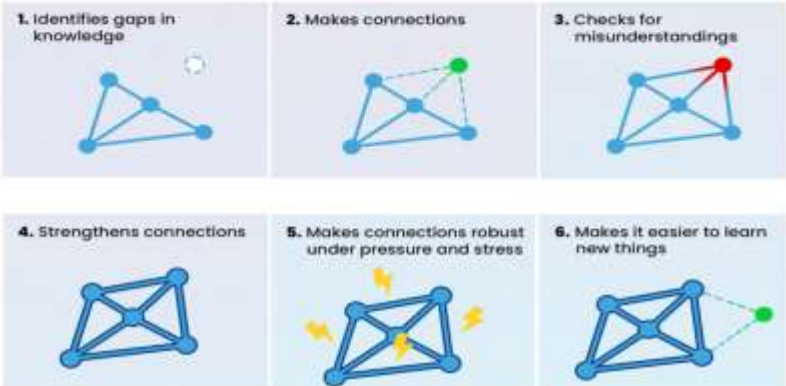
Why use Spacing?

- Doing something little and often – spacing – beats doing it at once, or cramming.
- The time in between revision allows you to forget and re-learn the information, which cements it in your long-term memory.
- It cements information into your long-term memory.
- We can learn more information over time than in one longer session.
- It helps you revise more efficiently.

Time to the test	Revision Gap
1 Week	1-2 days
1 Month	1 week
3 Months	2 weeks
6 Months	3 weeks
1 Year	1 month

Retrieval:

“ Retrieval practice is defined by Mark Esser as 'retrieving something from our memories to make it easier to recall in future.' If using it makes recall easier, surely this is a big win for learning and the progress of our students. ”



Flashcards:



- Identify knowledge**
What are you creating flash cards on?
Do you have your knowledge organized?
Use your book to look at previous misconceptions from whole class feedback.
- Colour coding**
Use different coloured flash cards for different topics. This helps with organization and recall.
- Designing**
1 Question per flashcard.
Making them concise and clear.
Use a one word prompt, so that you can recall as much as you can.
No extended answer questions.
- Using**
Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.
Do not just copy & re-read.
Shuffle the cards each time you use them.
Use the Leitner system to use flash cards effectively.
- Feedback**
How have you performed when you look back at your prompt?
Is there anything you need to revisit in more detail?
Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Interleaving:

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

A → B → C → D

B → D → A → C



- Switch**
Switch between topics during each session.
It allows you to think about what you are doing with your time when you are revising.
- Review in different orders**
When reviewing make sure you do it in a different order that you learnt them, or previously revised them.
By revisiting material from each topic several times, in short bursts, this **increases the amount of information you can recall in your exams.**
- Make links to remember more.**
Try to make links between ideas and review your revision notes.
This helps you make connections between topics and forces you to think harder about which strategies need to be applied to which problems.

Applying interleaving to your revision

- Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.
- Decide on the key topics you need to learn for each subject.
- Create a revision timetable to organise your time and space your learning.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly.



What do students find difficult?



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Some last minute tips about the things that could catch you out on Paper 1...

Terminology:

Frequency=How often

Magnitude=How strong

Distribution=the pattern of something

Effect=the impact of something

Response=what you do about the effects

We might not tell you enough, but we are really proud of you and hope you do as brilliantly as you deserve!!



CLIMATE MITIGATION=ACTIONS TO REDUCE EMISSIONS

CLIMATE ADAPTATION=HUMAN ACTIONS TO SURVIVE CLIMATE CHANGE

Enhanced greenhouse effect= the impact human created greenhouse gases have had on the greenhouse effect

Decomposers= The animals who break down dead material and **RELEASE THE NUTRIENTS** back to the soil

Biome= Large global scale ecosystem, each biome is related to latitude and the impact of the G.A.C.

Global Atmospheric Circulation System= How air is moved around the earth's atmosphere in a set of cells

Mass Movement= The movement of huge amounts of material down hill due to gravity e.g. cliff collapse and landslides

WEATHERING=THE BREAKDOWN OF MATERIAL IN-SITU

EROSION=THE REMOVAL OF MATERIAL BY AN EXTERNAL AGENT E.G WIND WATER OR ICE

Deposition=The dropping of material due to a lack of energy

Longshore Drift= make sure the back wash arrow is perpendicular to the sea

Hard Engineering=Human built structures to stop natural processes

Soft Engineering=Decisions which are made to work with natural processes

Managed retreat= Is not doing nothing it is about letting the coast inundate the land

Moraine =A line of material deposited by glaciers

Maths:

REMEMBER YOU MUST BRING **A CALCULATOR** TO EVERY GEOGRAPHY EXAM

They can ask you a range of maths skills including for example mean, mode median, scatter graphs, percentages, basic numerical manipulation, cumulative graphs, pi charts, use of data tables

REMEMBER TO USE THE UNITS no Henley geographer should lose marks over units

Technique

1 mark=1 minute

Any question with a figure...Henley Geographers write "IN FIGURE...I CAN SEE"

2 mark questions- fill the whole space with a properly developed sentence

4 mark questions- 2 fully developed sentences ideally with place detail

6 mark questions- 3 developed sentences ideally with place detail

9 Mark Questions- 5 developed sentences=name date locate (no more than 2 lines) 3 developed points, and a conclusion which links back to the question

9 Mark questions add up to a third of the paper and have the ability to change your grade- attempt all of them even if you find them hard

Case Studies

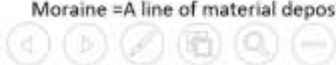
Challenge of Natural Hazards : Nepal (LIC) Chile (HIC) Earthquake, Extreme Weather=Beast from the East or winter 2010, Hurricane Katrina, 3Ps

Living Earth: Small scale ecosystem=Pond, Hot Desert=Thar Desert, Desert Fringe= Burkina Faso/Thar Desert/Zion National Park Deforestation= Malaysia

Coasts: Coastal management= Lyme Regis or Holderness

Glaciation: Snowdonia and the Glenridding zip wire

DO NOT DO RIVERS!!





What do students find difficult?



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Some last minute tips about the things that could catch you out on Paper 2...

Terminology:

Mega City- A city with 10 million inhabitants

(Global city or economic node)

We might not tell you enough, but we are really proud of you and hope you do as brilliantly as you deserve!!



Red Command- Terrorist gang in Rio Informal Sector- Jobs the government don't know about

Guanabara Bay- Main Bay in Rio, Ipanema-rich beach, Rocinha- poor Favela

Integrated Transport System- Get off of one form of public transport straight onto another

Urban Greening- Reducing carbon emissions through increasing open green areas and public transport

Deindustrialisation- The process by which the heavy industries and industries associated with the industrial revolution have closed and been replaced with service industries

Urban Sprawl- The growth of urban areas at their edges which cause them to merge with neighbouring urban areas

Urban regeneration- Improvements made to an urban area to improve it socially, economically and environmentally

Sustainable development- Development which meets the needs of today without compromising the needs of future generations

Human Development Index (HDI)- A composite indicator made up of life expectancy, education and GNI per head

QUALITY OF LIFE :- How happy you are **STANDARD OF LIVING**- How wealthy you are

Demographic- A group of people

Demographic Transition Model- A model showing how a countries population should change over time (photo album)

Population pyramid- A graph to show a SNAPSHOT of a countries population structure

Science Park-A group of scientific and technical knowledge based businesses located on a single site

Business Park- An area of land occupied by a cluster of businesses

Local Enterprise Partnerships- Voluntary partnerships between councils and businesses

Agribusiness-agriculture conducted on strictly commercial principles

Permaculture-"Permanent Agriculture"- A method of food production which follows natural ecosystems e.g. organic gardening

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Case Studies

Section A: Urban Issues and Challenges

Urban World NEE=RIO, Urban Change in the UK=Bristol, Sustainable Urban Development= Freiburg or Curitiba

Section B: Challenges in the Human Environment

Development Gap- Tourism/Jamaica, NEE=Nigeria, UK Economy-Torr Quarry, Outer Hebrides/South Cambridgeshire, UK in the wider world

Section C: Resource Management

Sustainable food production- Farm Africa or Makueni Kenya, Large Scale Agricultural Development

DO NOT DO QUESTION 5 AND 6!



Tips for impactful revision in Geography



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Homework

Intervention:

Friday until 4.10
Mr Adams F4
Miss Price F5

Friday Lunchtime

Saturday Morning
Once a month 10.00-
12.00
Miss Price

Holiday revision in the
new year

Revision at home:

- **Place Detail**- support them by testing them
- **House locations**- different topics different locations
- **Previous Key Assessments**- pupils have green panned key assessments throughout the course
- **Knowledge Organisers and Mindmaps** -make it psychologically more manageable
- **Just email** dprice@henleyschool.com **or** jadams@henleyschool.com