Dear student and parent/carer,

The information in this document will help you plan focused revision between now and your exams.

Ensure that you honestly RAG the content and make sure you are answering as many practice questions as possible in the run-up to the exam. Your teachers can provide more questions for you.

Some Key Dates (subject to change: changes will be notified):

- February 12-16 Half term: Revision
- February 22: Masterclass session “using resources in exams”
- March 8: the 6 mark question
- March 17: Spring Revision Morning
- March 19: Paper 3 issue evaluation booklet released
- March 22: Map Skills
- April 19: Fieldwork
- May 5: Spring Revision Morning
- May 22: Paper 1 exam (Living With the Physical Environment)
- June 5: Paper 2 exam (Challenges in the human environment)
- June 3: Paper 3 exam (Geographical skills)

Paper 1 (Living With the Physical Environment) comprises:

- Section A: The challenge of natural hazards (all compulsory)
- Section B: The Living World (you have studied the optional Cold Environments component)
- Section C: Physical Landscapes in the UK (you have studied the optional Rivers and Coasts components)

Paper 2 (Challenges in the human environment) comprises:

- Section A: Urban issues and challenges
- Section B: The changing economic world
- Section C: The challenge of resource management (you will study the optional Energy component)

Paper 3 (Geographical skills) comprises:

- Issue Evaluation
- Fieldwork skills

Please find to follow a detailed checklist of the units you need to revise.
3.1.1 The challenge of natural hazards
Within this unit there are: Tectonic Hazards
Weather Hazards
Climate Change

### 3.1.1.1 Natural hazards

<table>
<thead>
<tr>
<th>Key idea</th>
<th>Specification content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural hazards pose major risks to people and property.</td>
<td>Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk.</td>
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</tbody>
</table>

### 3.1.1.2 Tectonic hazards

<table>
<thead>
<tr>
<th>Key idea</th>
<th>Specification content</th>
<th>Case studies/examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earthquakes and volcanic eruptions are the result of physical processes.</td>
<td>Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. The physical processes taking place at different types of plate margins (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.</td>
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</tr>
<tr>
<td>The effects of and responses to a tectonic hazard vary between areas of contrasting levels of wealth.</td>
<td><strong>Primary</strong> and <strong>secondary effects</strong> of a tectonic hazard. (Earthquake) <strong>Immediate</strong> and <strong>long-term responses</strong> to a tectonic hazard. (Earthquake) Use <strong>named examples</strong> to show how the effects and responses to a tectonic hazard vary between <strong>two areas of contrasting levels of wealth</strong>.</td>
<td>Earthquakes: LICs: Nepal (2015) NEEs: Chile (2010)</td>
</tr>
<tr>
<td>Management can reduce the effects of a tectonic hazard.</td>
<td>Reasons why people continue to live in areas at risk from a tectonic hazard. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</td>
<td>Example: Iceland (geothermal power, tourism, volcanic rock used in construction and hot water).</td>
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</tbody>
</table>
### 3.1.1.3 Weather hazards

<table>
<thead>
<tr>
<th>Key idea</th>
<th>Specification content</th>
<th>Case studies/examples</th>
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<tbody>
<tr>
<td>Global atmospheric circulation helps determine patterns of weather and climate.</td>
<td>General atmospheric circulation model: pressure belts and surface winds.</td>
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<tr>
<td>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.</td>
<td>Global distribution of tropical storms (hurricanes, cyclones, typhoons). Relationship between tropical storms and general atmospheric circulation. Cause of tropical storms and the sequence of their formation and development. Structure and features of a tropical storm. How climate change might affect the distribution, frequency and intensity of tropical storms. (Example – Hurricane Catarina)</td>
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<tr>
<td>Tropical storms have significant effects on people and the environment.</td>
<td>Primary and secondary effects of tropical storms. (Typhoon) Immediate and long-term responses to a tropical storm. (Typhoon) Use named example of a tropical storm to show its effects and responses. (Typhoon) How monitoring, prediction, protection and planning can reduce the effects of tropical storms.</td>
<td>Typhoons Haiyan (2013) Philippines Bangladesh – cyclone shelter and early warning systems.</td>
</tr>
<tr>
<td>The UK is affected by a number of weather hazards.</td>
<td>Overview of types of weather hazard experienced in the UK.</td>
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<tr>
<td>Extreme weather events in the UK have impacts on human activity.</td>
<td>One example of a recent extreme weather event in the UK to illustrate:</td>
<td>Somerset Levels</td>
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<tr>
<td></td>
<td>- causes</td>
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<td></td>
<td>- social, economic and environmental impacts</td>
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<td></td>
<td>- how management strategies can reduce risk</td>
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<td></td>
<td>- evidence that weather is becoming more extreme in the UK.</td>
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</tbody>
</table>
### 3.1.1.4 Climate change

<table>
<thead>
<tr>
<th>Key idea</th>
<th>Specification content</th>
<th>Case studies/examples</th>
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</thead>
<tbody>
<tr>
<td>Climate change is the result of natural and human factors and has a range of effects.</td>
<td>Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change. Natural factors: orbital changes, <strong>volcanic activity</strong> and solar output. Human factors: use of fossil fuels, agriculture and deforestation. Overview of the effects of climate change on people and the environment.</td>
<td>Example: Eruption of Mount Tambora 1915</td>
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</tbody>
</table>
| Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). | Managing climate change:  
  - **mitigation** – alternative energy production, carbon capture, planting trees, **international agreements**  
  - **adaptation** – change in agricultural systems, managing water supply, reducing risk from rising sea levels. | Mitigation:  
  - **International agreements**:  
    - 2005 Kyoto Protocol  
    - 2009 Copenhagen Accord  
    - 2015 Paris Agreement  
  Adaptation:  
  - **Agricultural systems** Gambia  
  - **Managing water supply** Ladakh, India  
  - **Reducing risk from rising sea levels** Maldives |   |   |   |
### 3.1.2 The living world

#### 3.1.2.1 Ecosystems

<table>
<thead>
<tr>
<th>Key idea</th>
<th>Specification content</th>
<th>Case studies/examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</td>
<td>One example of a small-scale UK ecosystem, to illustrate the concept of inter-relationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycle. The balance between components. The impact on the ecosystem of changing one component. Overview of the distribution and characteristics of large scale, natural, global ecosystems.</td>
<td>Small-scale ecosystem example Avington Park Lake, Winchester, Hampshire</td>
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</tbody>
</table>

#### 3.1.2.2 Tropical rainforests

<table>
<thead>
<tr>
<th>Key idea</th>
<th>Specification content</th>
<th>Case studies/examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tropical rainforest ecosystems have a range of distinctive characteristics.</td>
<td>The physical characteristics of a tropical rainforest. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical environment. Issues related to biodiversity.</td>
<td>Case study: SE Asia, Malaysia pages 60-63</td>
</tr>
</tbody>
</table>
| Deforestation has economic and environmental impacts.                   | Changing rates of deforestation. A case study of a tropical rainforest to illustrate:  
  - causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth  
  - impacts of deforestation - economic development, soil erosion, loss of biodiversity, contribution to climate change.                                                                                                                             | Case study: SE Asia, Malaysia pages 60-63 |
| Tropical rainforests need to be managed to be sustainable.              | Value of tropical rainforests to people and the environment. Strategies used to manage the rainforest sustainably:  
  - selective logging and replanting  
  - conservation and education  
  - ecotourism and international agreements about the use of tropical hardwoods  
  - debt reduction.                                                                                                               | Example: Brazil: Achuar people in the Amazon Malaysia: selective management system page 66 |
### 3.1.2.4 Cold environments

<table>
<thead>
<tr>
<th>Key idea</th>
<th>Specification content – what you need to know</th>
<th>Case studies/examples</th>
<th>R</th>
<th>A</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Cold environments (polar and tundra) have a range of distinctive characteristics.</td>
<td>The physical characteristics of a cold environment. The interdependence of climate, permafrost, soils, plants, animals and people. How animals adapt to the physical conditions. Issues related to biodiversity.</td>
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<tr>
<td>Development of cold environments creates opportunities and challenges.</td>
<td>A <strong>case study</strong> of a cold environment to illustrate: - development opportunities in cold environments: mineral extraction, energy, fishing and tourism - challenges of developing cold environments: extreme temperature, inaccessibility, provision of buildings and infrastructure.</td>
<td>Case study: Svalbard, Norwegian territory (Arctic Ocean) pages 80-83</td>
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<tr>
<td>Cold environments are at risk from economic development.</td>
<td>The value of cold environments as wilderness areas and why these fragile environments should be protected. Strategies used to balance the needs of economic development and conservation in cold environments: - use of technology - role of governments - international agreements - conservation groups.</td>
<td>Examples: Alaska – page 84</td>
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</table>

Examples: **Use of technology** – trans Alaskan pipeline pg 86
**Role of government** – Alaska – USA pg 86
**International agreement** Antarctic Treaty pg 87
**Conservation groups** WWF Canada pg 87
3.1.3 Physical landscapes in the UK

### 3.1.3.1 UK physical landscapes

<table>
<thead>
<tr>
<th>Key idea</th>
<th>Specification content</th>
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<tbody>
<tr>
<td>The UK has a range of diverse landscapes.</td>
<td>Overview of the location of major upland/lowland areas and river systems.</td>
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</table>

### 3.1.3.2 Coastal landscapes in the UK

<table>
<thead>
<tr>
<th>Key idea</th>
<th>Specification content</th>
<th>Case studies/examples</th>
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<th>G</th>
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</thead>
</table>
| The coast is shaped by a number of physical processes. | Wave types and characteristics. (constructive and destructive) Coastal processes:  
  - weathering processes – mechanical, chemical  
  - mass movement – sliding, slumping and rock falls  
  - erosion – hydraulic power, abrasion and attrition  
  - transportation – longshore drift  
  - deposition – why sediment is deposited in coastal areas. | Swanage Dorset  
Flamborough Head (Old Harry) to Spurn Head  
Swanage, Dorset page 102-105 | | | |
| Distinctive coastal landforms are the result of rock type, structure and physical processes. | How geological structure and rock type influence coastal forms. Characteristics and formation of landforms resulting from erosion: headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Characteristics and formation of landforms resulting from deposition: beaches, sand dunes, spits and bars. An example of a section of coastline in the UK to identify its major landforms of erosion and deposition. | | | |
| Different management strategies can be used to protect coastlines from the effects of physical processes. | The costs and benefits of the following management strategies:  
  - hard engineering – sea walls, rock armour, gabions and groynes  
  - soft engineering – beach nourishment and re-profiling, dune regeneration  
  - managed retreat – coastal realignment. One example of a coastal management scheme in the UK to show:  
    - the reasons for management  
    - the management strategy  
    - the resulting effects and conflicts. | Example hard/soft engineering:  
Minehead : Rock armour, sea walls, groynes and beach nourishment.  
Lyme Regis (textbook)  
Example of coastal realignment and managed retreat:  
Medmerry – West Sussex pg 110 | | | |
### 3.1.3.3 River landscapes in the UK

<table>
<thead>
<tr>
<th>Key idea</th>
<th>Specification content</th>
<th>Case studies/examples</th>
</tr>
</thead>
</table>
| **The shape of river valleys changes as rivers flow downstream.** | The long profile and changing cross profile of a river and its valley. Fluvial processes:  
- **erosion** – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion  
- **transportation** – traction, saltation, suspension and solution  
- **deposition** – why rivers deposit sediment. | |
| **Distinctive fluvial landforms result from different physical processes.** | Characteristics and formation of landforms resulting from **erosion**: interlocking spurs, waterfalls and gorges.  
Characteristics and formation of landforms resulting from **erosion and deposition**: meanders and ox-bow lakes.  
Characteristics and formation of landforms resulting from **deposition**: levees, flood plains and estuaries.  
**An example of a river valley in the UK to identify its major landforms of erosion and deposition.** | Example:  
| **Different management strategies can be used to protect river landscapes from the effects of flooding.** | How physical and human factors affect the flood risk – precipitation, geology, relief and land use.  
The use of hydrographs to show the relationship between precipitation and discharge.  
The costs and benefits of the following management strategies:  
- **hard engineering** – dams and reservoirs, straightening, embankments, flood relief channels  
- **soft engineering** – flood warnings and preparation, flood plain zoning, planting trees and river restoration.  
**One example** of a flood management scheme in the UK to show:  
- why the scheme was required  
- the management strategy  
- the social, economic and environmental issues. | Example:  
**Hull**, Yorkshire Management scheme:  
**Albert Docks Banbury** (textbook) |
### 3.2 Challenges in the human environment

#### 3.2.1 Urban issues and challenges

<table>
<thead>
<tr>
<th>Key idea</th>
<th>Specification content</th>
<th>Case studies/examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>A growing percentage of the world’s population lives in urban areas.</td>
<td>The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation - migration (push - pull theory), natural increase. The emergence of mega-cities.</td>
<td></td>
</tr>
</tbody>
</table>
| Urban growth creates opportunities and challenges for cities in LICs and NEEs. | A case study of a major city in an LIC or NEE to illustrate:  
  - the location and importance of the city, regionally, nationally and internationally  
  - causes of growth: natural increase and migration  
  - how urban growth has created opportunities:  
    - social: access to services – health, education; access to resources -water supply, energy  
    - economic: how urban industrial areas can be a stimulus for economic development.  
  - how urban growth has created challenges:  
    - managing urban growth - slums, squatter settlements  
    - providing clean water, sanitation systems and energy  
    - providing access to services - health and education,  
    - reducing unemployment, crime  
    - managing environmental issues - waste disposal, air and water pollution, traffic congestion.  
  An example of how urban planning is improving the quality of life for the urban poor. | NEE: BRIC countries:  
  - Brazil – Rio de Janeiro pages 152-163  
Example:  
Rio de Janiero – Rochina – Self-help Schemes/Favela Bairro Project Slum Dwellers International (SDI)  
Example:  
Favela Bairro Project, Complexo de Alemao page 162 |
Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.

Overview of the distribution of population and the major cities in the UK. **A case study of a major city in the UK** to illustrate:

- the location and importance of the city in the UK and the wider world
- impacts of national and international migration on the growth and character of the city
- how urban change has created opportunities:
  - social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems
  - environmental: urban greening
- how urban change has created challenges:
  - social and economic: urban deprivation, inequalities in housing, education, health and employment
  - environmental: dereliction, building on brownfield sites, waste disposal
  - the impact of urban sprawl on the rural-urban fringe and the growth of commuter settlements.

An example of an **urban regeneration project** to show:

- reasons why the area needed regeneration
- the main features of the project.

Urban sustainability requires management of resources and transport.

Features of sustainable urban living:

- water and energy conservation
- waste recycling
- creating green space.

How urban transport strategies are used to reduce traffic congestion.

Case study: **London, Bristol (textbook)**

Example: Olympic Park - London.

Example: Freiberg, Germany page 186-189
### 3.2.2 The changing economic world

<table>
<thead>
<tr>
<th>Key idea</th>
<th>Specification content</th>
<th>Case studies/examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are global variations in economic development and quality of life.</td>
<td>Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. Links between stages of the Demographic Transition Model and the level of development. Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration.</td>
<td></td>
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</tbody>
</table>
| Various strategies exist for reducing the global development gap. | Overview of the strategies used to reduce the development gap:  
- Investment  
- industrial development  
- tourism  
- aid  
- using intermediate technology  
- fair trade  
- debt relief  
- microfinance loans.  
One example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. | Jamaica - tourism |
| Some LICs or NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. | A case study of one LIC or NEE to illustrate:  
- the location and importance of the country regionally and globally  
- the wider political, social, cultural and environmental context within which the country is placed  
- the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development  
- the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country  
- the changing political and trading relationships with the wider world  
- international aid: types of aid, impacts of aid on the receiving country  
- the environmental impacts of economic development  
- the effects of economic development on the quality of life for the population. | LIC: Nigeria |
Major changes in the economy of the UK have affected and will continue to affect employment patterns and regional growth.

Economic futures in the UK:

- causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies
- moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks
- impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable
- social and economic changes in the rural landscape in one area of population growth and one area of population decline
- improvements and new developments in road and rail infrastructure, port and airport capacity
- the north–south divide. Strategies used in an attempt to resolve regional differences
- the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth.

University of Southampton Science Park
Cobalt Business Park, Newcastle
Torr Quarry, Somerset
South Cambridgeshire vs. Outer Hebrides

Transport:
- A303
- Crossrail
- HS2
- Liverpool 2 (port)
- London's airports

Lancashire Local Enterprise Partnership (LEP)
### 3.2.3 The challenge of resource management

#### 3.2.3.1 Resource management

<table>
<thead>
<tr>
<th>Key idea</th>
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</thead>
<tbody>
<tr>
<td>Food, water and energy are fundamental to human development</td>
<td>The significance of food, water and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources.</td>
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<tr>
<td>The changing demand and provision of resources in the UK creates opportunities and challenges.</td>
<td>An overview of resources in relation to the UK. Food:</td>
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<td>• the growing demand for high value food exports from low income countries and all year demand for seasonal food and organic produce</td>
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<td>• larger carbon footprints due to the increasing number of ‘food miles’ travelled and moves towards local sourcing of food.</td>
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<td>• the trend towards agribusiness</td>
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<td>Water:</td>
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<td>• the changing demand for water</td>
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<td>• water quality and pollution management</td>
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<td>• matching supply and demand – areas of deficit and surplus</td>
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<td>• the need for transfer to maintain supplies.</td>
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<td>Energy:</td>
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<td>• the changing energy mix - reliance on fossil fuels, growing significance of renewables</td>
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<td></td>
<td>• reduced domestic supplies of coal, gas and oil</td>
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<td>• economic and environmental issues associated with exploitation of energy sources.</td>
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### 3.2.3.4 Energy

<table>
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<th>Key idea</th>
<th>Specification content</th>
<th>Case studies/examples</th>
</tr>
</thead>
</table>
| Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. | Areas of surplus (security) and deficit (insecurity):  
- global distribution of energy consumption and supply  
- reasons for increasing energy consumption: economic development, rising population, technology  
- factors affecting energy supply: physical factors, cost of exploitation and production, technology and political factors. | Exploiting energy resources in the Arctic  
Extracting natural gas in Amazonia  
Sustainable energy in Malmo, Sweden  
Chamba-montera micro-hydro scheme |

| Different strategies can be used to increase energy supply. | Overview of strategies to increase energy supply:  
- renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and nonrenewable (fossil fuels and nuclear power) sources of energy  
- an example to show how the extraction of a fossil fuel has both advantages and disadvantages. Moving towards a sustainable resource future:  
- individual energy use and carbon footprints. Energy conservation: designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels  
- an example of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy. | |
### 3.3 Geographical applications

#### 3.3.1 Issue evaluation

<table>
<thead>
<tr>
<th>Issue evaluation requirements</th>
<th>Case studies/ examples</th>
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<tbody>
<tr>
<td>This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The issue(s) will arise from any aspect of the compulsory subject content, but may extend beyond it through the use of resources in relation to specific unseen contexts. This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision. A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the exam room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.</td>
<td>The school will provide examples</td>
</tr>
</tbody>
</table>

#### 3.3.2 Fieldwork

<table>
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<tr>
<th>Fieldwork requirements</th>
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<tbody>
<tr>
<td>Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the geographical enquiries and the subject content. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries, students are expected to show an understanding of the interaction between physical and human geography. Students will be expected to have an understanding of the following aspects of the process of geographical enquiry:</td>
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<tr>
<td>• Suitable question for geographical enquiry</td>
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<td>• Selecting, measuring and recording data appropriate to the chosen enquiries</td>
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<td>• Selecting appropriate ways of processing and presenting fieldwork data</td>
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<td>• Describing, analysing and explaining fieldwork data</td>
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<td>• Reaching conclusions</td>
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<td>Evaluation of geographical enquiry.</td>
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Missing from your exercise book?

Content is available on the following websites:

http://www.cooleography.co.uk/
https://www.gcsepod.com/

BBC Bitesize https://www.bbc.com/education/examspecs/zy3ptyc

Presentations containing full content from the textbook were posted on SMHW before half term. Please contact Mr Carrera if you would like any of these emailed to you again jcarrera@rickmansworth.herts.sch.uk. These contain plenty of questions that you may not have answered in class so have a go at them. Mark schemes can be provided by Mr Carrera.

As there is very little sample assessment material available that you have not already seen, the department recommends the following revision guides:

- CGP AQA Geography 9-1 study guide with exam practice workbook and answers (£13 for 3 books)
- My Revision Notes: AQA GCSE (9–1) Geography (Hodder; £9.99 – answers available online)
- GCSE 9-1 Geography AQA Revision Guide and GCSE 9-1 Geography AQA Exam Practice (Oxford, £7 each)

Contact your class teacher or Mr Carrera for more information, help and guidance.