



Exam 1: The Physical Environment

37.5% of your grade

1 hour and 30 minutes written paper

Worth 94 marks

Section A: The changing landscapes of the UK

You will answer a question on 'Changing landscapes of the UK'; Coastal landscapes and processes; and River landscapes and processes

Section B: Weather Hazards and Climate Change

Section C: Ecosystems, biodiversity and management.

Exam 2: The Human Environment

37.5% of your grade

1 hour and 30 minutes written paper

Worth 94 marks

Section A: Changing cities

Section B: Global development

Section C: Resource management

You will answer one question on resource management and one question on Water resource management

Exam 3: Geographical investigations

25% of your grade

1 hour and 30 minutes written paper

Worth 64 marks

Section A: Geographical Investigations - Physical Environments

Coasts fieldwork and skills

Section B: Geographical Investigations - Human Environments

Urban areas fieldwork and skills

Section C: UK Challenges

Common Command Terms Explained

Assess - Make an informed judgement.

For example, 'Assess how effective your presentation technique(s) were in representing the data collected in this enquiry'

Calculate - Work out the value of something.

For example, 'Using Figure 7, calculate the increase in retail sales value of Fairtrade bananas between 2000 and 2012'

Compare - Identify similarities and differences.

For example, 'Using Figure 4, compare HDI values in Africa and South America'

Complete - Finish the task by adding given information.

For example, 'Complete the following sentences:

The greatest number of category four tropical storms happen in the Ocean. Apart from very strong winds, one other associated weather feature of a category four storm is.....'

Describe - Set out characteristics.

For example, 'Using Figure 9, describe the distribution of areas with existing licenses for fracking in the UK'

Discuss - Present key points about different ideas or strengths and weaknesses of an idea.

For example, 'Discuss the effects of urban sprawl on people and the environment. Use Figure 3 and a case study of a major city in the UK'

Evaluate - Judge from available evidence

For example, 'Evaluate the effectiveness of an urban transport scheme(s) you have studied.

Explain - Set out purposes or reasons.

For example, 'Using Figure 12 and your own knowledge, explain how different landforms may be created by the transport and deposition of sediment along the coast'

Give - Produce an answer from recall.

For example, 'Give one condition that is needed for a tropical storm to form'

Identify - Name or otherwise characterise.

For example, 'Identify the river landform at grid reference 653532'

Justify - Support a case with evidence.

For example, 'Transnational corporations (TNCs) only bring advantages to the host country.' Do you agree with this statement? Justify your decision.

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Outline - Set out main characteristics.

For example, 'Outline one way that Fairtrade helps to deal with the problems of unequal development'

State - Express in clear terms.

For example, 'State one characteristic of the course of the River Ouse in grid square 5754'

Suggest - Present a possible case.

For example, 'Suggest how the sea defences shown in Figure 11 help to protect the coastline'

To what extent - Judge the importance or success of (strategy, scheme, project).

For example, 'To what extent do urban areas in lower income countries (LICs) or newly emerging economies (NEEs) provide social and economic opportunities for people?'

Use evidence to support this statement - To select and present information to prove or disprove something.

For example, 'Weather in the UK is becoming more extreme.' Use evidence to support this statement.

Useful links:

<https://getrevising.co.uk/> - contains flashcards, mind maps, resources, ppts, tests for a variety of subjects, topics and exam boards.

<http://www.bbc.co.uk/schools/gcsebitesize/geography/> - BBC Bitesize

<http://www.s-cool.co.uk/> - it is free to sign up which enables you to access detailed revision notes.

https://www.facebook.com/OfficialGeographyGCSErevisionPage/?ref=br_rs - Facebook group 'Geography Revision Videos'

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2009.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials> - past papers

Lesson PowerPoints are periodically being uploaded onto the student shared area where you can download and revise from home.

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GCSE Geography Grade Descriptors

Grades: U, 1, 2, 3	Grades: 4, 5, 6,	Grades: 7, 8, 9
Some simple geographical ideas discussed	Shows understanding of a range of geographical ideas	Shows a very thorough understanding of very complex geographical interrelationships
Shows awareness of some simple interrelationships between people and the environment	Shows awareness of interdependence between people and the environment	Shows awareness of sustainable development and how it affects the planning and management of resources
Use of basic techniques, geographical skills and language	Use of some appropriate techniques, skills and language	Use of appropriate techniques, skills and language
Few linkages made between ideas	Some good linkages between ideas	Clearly understands and explains linkages between ideas
Little analysis, evaluations and conclusions	Some analysis, evaluation and conclusion	Ability to extend ideas with developed analysis, evaluations and conclusions
Limited knowledge of some geography	Good knowledge of geographical issues	Deep understanding of geographical issues outlined all areas of the knowledge checklists
Identifies geographical problems	Can suggest solutions to geographical problems to solutions presented	Considers 'knock-on-effects' of geographical problems and of the solutions
Answers consist of brief statements / incomplete answers	Answers all questions fully	Answers all questions using exam techniques effectively
Lack of real world case study examples	Use of 'given' case study examples only	Use of 'given' and own case study examples
Poorly completed fieldwork / investigation. Lack of focus and/or failure to engage with tasks	Completed fieldwork that follows guidance and fieldwork tasks have been completed and can be applied to exam questions	Able to draw on their fieldwork skills and processes confidently and consistently and can apply understanding to relevant questions in the exam
Poor SPaG with simple sentences	Good SPaG with developed sentences	Excellent SPaG with developed sentences embedded with a wide variety of connectives