

Name:

Teacher:

Outwood Academy Danum




AQA GCSE Geography: Checklists

Paper 1: Living with the physical environment	Paper 2: Challenges in the human environment	Paper 3: Geographical applications
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	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	What's assessed: 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills
How it's assessed: <ul style="list-style-type: none">• Written exam: 1 hour 30 minutes• 88 marks (including 3 marks for SPaG)• 35 % of GCSE	How it's assessed: <ul style="list-style-type: none">• Written exam: 1 hour 30 minutes• 88 marks (including 3 marks for SPaG)• 35 % of GCSE	How it's assessed: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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	Questions: <ul style="list-style-type: none">• 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	Questions: <ul style="list-style-type: none">• 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
Summer Exam Date: Tuesday 22 nd May (PM)	Summer Exam Date: Tuesday 5 th June (PM)	Summer Exam Date: Monday 11 th June (PM)




Command words:

Key Word	Definition	😊
Assess	Consider all the relevant factors or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity.	
Calculate	Work out the value of something.	
Compare	Describe similarities and differences.	
Complete	Finish the task by adding in information.	
Describe	Set out the characteristics. It could be an event, feature, pattern, a distribution or process.	
Discuss	Present key points about different ideas or strengths and weaknesses of an idea.	
Evaluate	Consider several options or arguments and come to a conclusion about their importance/ success/ worth.	
Explain	Set out the causes, purpose or reasons.	
Give	Produce an answer from recalling information	
Identify	Name or otherwise characterise.	
Justify	Give reasons for the validity of a view or idea or why some action should be undertaken.	
Outline	Set out the main characteristics.	
State	Express in clear terms.	
Suggest	Present a possible case.	
To what extent	Form and express a view. What is the importance or success of (strategy, scheme, project...?)	




Paper 1 PHYSICAL: The Challenge of Natural Hazards (Tectonic and Climatic)

	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 (Nepal LIC and Italy HIC) of a tectonic hazard in both rich and poor countries. I can: (1) Explain why the tectonic hazard happened there (cause) (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 (Cyclone Nargis LIC) 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 <u>using a named example (Cyclone Nargis LIC)</u> .					
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 <u>using an example (Boscastle Flood HIC)</u> .					
I can describe the social, economic and environmental impacts <u>using an example (Boscastle Flood HIC)</u> .					
<u>I can identify evidence of the weather becoming more extreme using an examples.</u>					
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.					




Paper 1 PHYSICAL: The Living World (Tropical Rainforests and Deserts)

	Covered in class?				Revision undertaken
Using an <u>example</u> from the UK, I can explain the interrelationship within the natural system.					
I can define and give UK <u>examples</u> 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 <u>use a case study (Malaysia, Asia)</u> to explain the causes of deforestation subsistence and commercial farming, <ol style="list-style-type: none"> 1. Logging, 2. Road Building 3. Mineral Extraction 4. Energy Development, 5. Settlement 6. Population Growth 					
I can <u>use a case study (Malaysia, Asia)</u> to explain the impacts of deforestation <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Selective logging and replanting 2. Conservation and education 3. Ecotourism 4. International agreements about the use of tropical hardwoods, 5. Debt reduction. 					
Hot deserts (option)					
I can describe the physical characteristics of the hot desert					
I can explain the interdependence of the climate, water, soils, plants, animals and people in a hot desert					
I can explain how plants and animals have adapted to the physical conditions of hot deserts					
I can describe and explain the problems and issues with changing biodiversity within the hot desert.					
I can <u>use a case study (Thar Desert, India)</u> to explain the causes of desertification subsistence and commercial farming, <ol style="list-style-type: none"> 1. Mineral Extraction 2. Energy Development 3. Farming 4. Tourism 					
I can <u>use a case study (Thar Desert, India)</u> to explain the challenges of desertification <ol style="list-style-type: none"> 1. Extreme temperature 2. Water supply 3. Inaccessibility 					
I can define and describe desertification					
I can explain the causes of desertification both human and natural					
I can explain a how desertification can be managed using: <ol style="list-style-type: none"> 1. Water and soil management 2. Tree planting 3. Using appropriate technology 					




Paper 1 PHYSICAL: Physical Landscapes in the UK (Coasts and Rivers)

	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 e.g. Flamborough Head					
I can describe and explain the process of mass movement and slumping					
I can explain, <u>using an example (Holderness Coast)</u> , 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 <u>using an example</u> .					
I can evaluate the cost and benefits of hard and soft engineering <u>using an example</u> .					
I can explain why people have different views about the way the coast is managed and the conflicts this may cause <u>using an example (Holderness Coast)</u> .					
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 processes 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 <u>use an example (River Tees)</u> 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 (reasons) 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					
<u>Using an example (Boscastle)</u> I can explain <ol style="list-style-type: none"> 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.					

Paper 2 HUMAN: 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 LIC or NEE – Rio de Janeiro (Brazil)					
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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 .					
Case study of a HIC – Sheffield (UK)					
I can explain why Sheffield is important nationally and internationally					
I can explain why and how Sheffield has grown					
I can explain the impact of national and international migration on the growth and character of the Sheffield					
I can explain, analyse and evaluation the opportunities in Sheffield including <ol style="list-style-type: none"> 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 Sheffield including <ol style="list-style-type: none"> 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 Sheffield has undergone regeneration .					
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.					
I can explain how urban transport strategies are used to reduce traffic congestion.					

Paper 2 HUMAN: 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 <u>use an example</u> 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 Asia 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) <u>using a case study (Shell)</u>					
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.					
I can explain what aid Nigeria has received and how it has impacted upon the country.					
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, <u>using an example</u> , how modern industry can reduce its impact upon the environment and become more sustainable					
I can explain, <u>using an example</u> , the social and economic impacts of population growth on a rural landscape .					
I can explain, <u>using an example</u> , 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.					

Paper 2 HUMAN: 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 resources 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: Water					
I can describe the global distribution of water resources both surplus and deficit					
I can explain why water consumption is increasing					
I can explain and evaluate the different factors which effect water availability including: <ul style="list-style-type: none"> • Climate • Geology • Pollution of supply • Over-abstraction • Limited infrastructure • Poverty. 					
I can analyse the impacts of water insecurity including: waterborne disease <ul style="list-style-type: none"> • Water pollution • Food production • Industrial output • The potential for conflict where demand exceed supply. 					
I can explain and evaluate how water supplies can be managed to increase supply in certain areas					
I can <u>use an example</u> (Lesotho Highlands Water Project – LHWP) to show how managing water through a transfer schemes has both advantages and disadvantages					
I can explain how water resources can be managed sustainably					
I can <u>use an example</u> of a local scheme which has managed water sustainably to increase water supplies.					

Geographical Skills.

<u>Geographical Skills</u>	Covered in class?	😊	😐	☹️	Revision undertaken
Cartographic (Map) Skills					
<p>Atlas Maps:</p> <ul style="list-style-type: none"> I can use and understand coordinates – latitude and longitude I can recognise and describe distributions and patterns of both human and physical features I can use maps to identify and describe significant features of the physical and human landscape e.g. population distribution, population movements, transport networks, settlement layout, relief and drainage. I can analyse the inter-relationships between physical and human factors on maps and establish associations between observed patterns on thematic maps. 					
<p>Ordnance Survey Maps:</p> <ul style="list-style-type: none"> I can use and interpret OS maps at a range of scales (and other maps appropriate to the topic) I can use and understand coordinates – four and six-figure grid references. I can use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales. I can use and understand gradient, contour and spot height. I can use numerical and statistical information. I can identify basic landscape features and describe their characteristics from map evidence. I can identify major relief features on maps and relate cross-sectional drawings to relief features. I can draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use. I can interpret cross sections and transects of physical and human landscapes. I can describe the physical features as they are shown on large scale maps of coastal and fluvial landscapes. I can infer human activity from map evidence, including tourism. 					
<p>Maps in associate with photographs:</p> <ul style="list-style-type: none"> I can compare maps sketch maps: I can draw, label, understand and interpret them. Photographs: I can use and interpret ground, aerial and satellite photographs. I can describe human and physical landscapes (landforms, natural vegetation, land-use and settlement.) I can draw sketches from photographs. I can label and annotate diagrams, maps, graphs, sketches and photographs. 					
Graphical skills					
<ul style="list-style-type: none"> I can select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids. I can suggest an appropriate form of graphical representation for the data provided. I can complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines. I can use and understand gradient, contour and value on isoline maps. I can plot information on graphs when axes and scales are provided. I can interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. 					

<u>Geographical Skills</u>	Covered in class?				Revision undertaken
Numerical skills					
<ul style="list-style-type: none"> I can demonstrate an understanding of number, area and scales and the quantitative relationships between units. I can design fieldwork data collection sheets and collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability. I understand and correctly use proportion and ratio, magnitude and frequency. I can draw informed conclusions from numerical data. 					
Statistical skills					
<ul style="list-style-type: none"> I can use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class.) I can calculate percentage increase or decrease and understand the use of percentiles. I can describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends. I can be able to identify weaknesses in selective statistical presentation of data. 					
Use of qualitative and quantitative data					
<ul style="list-style-type: none"> I can use qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Data types: Maps, fieldwork data, geospatial data (GIS), satellite imagery, written and digital sources, visual and graphical sources, numerical and statistical information 					
Formulate enquiry and argument					
<p>I demonstrate the ability to:</p> <ul style="list-style-type: none"> Identify questions and sequences of enquiry Write descriptively, analytically and critically Communicate their ideas effectively Develop an extended written argument Draw well-evidenced and informed conclusions about geographical questions and issues 					
Literacy					
<ul style="list-style-type: none"> I can communicate information in ways suitable for a range of target audiences. I have good literacy skills [SPaG]. 					

Paper 3: Fieldwork

Physical Fieldwork Title: Is hard engineering controlling longshore drift at Hornsea?

Human Fieldwork Title: Do inequalities in housing exist in Doncaster? or Do inequalities in housing exist in Hornsea?

Fieldwork	Covered in class?	😊	😐	☹️	Revision undertaken
Suitable Enquiry Question					
I know the factors that need to be considered when selecting suitable questions.					
I understand the geographical theory/concept underpinning the enquiry					
I know the different sources of primary and secondary evidence including locations					
I know the potential risks of both human and physical fieldwork and how reduced					
Selecting, measuring and recording appropriate data					
I can explain the difference between primary and secondary data					
I can identify and select appropriate human and physical data					
I can explain the measuring and recording of data using different sampling methods					
Select appropriate ways of processing and presenting fieldwork data					
I appreciate that there are a range of visual graphic and cartographic methods					
I can select and use accurately appropriate presentation methods					
I can describe, explain and adapt presentation methods					
I can explain the causes of a tropical storm.					
Describing, analysing and explaining fieldwork data					
I can describe, analyse and explain the results of fieldwork data.					
I can establish links between data sets.					
I can use appropriate statistical techniques					
I can identify anomalies in fieldwork data					
Reaching conclusions					
I can draw evidenced conclusions in relation to original aims of the enquiry					
Evaluation of geographical enquiry					
I can identify the problems of data collection methods					
I can identify the limitations of data collected					
I can suggest other data that might be useful					
I can explain the extent to which conclusions were reliable					