

Geography

All 3 exams are 1 hour 30 minutes

Paper 1 - Physical Geography	Paper 2 - Human Geography	Paper 3 - Fieldwork and Geographical Skills
Part A: Natural Hazards <ul style="list-style-type: none">- Tectonic hazards- Tropical Storms- Climate Change	Part A: Urban Issues and Challenges <ul style="list-style-type: none">- Case study of Rio- Case study of Bristol	Part A: Issue Evaluation <ul style="list-style-type: none">- Decision making exercise based on a pre-release information booklet
Part B: The living world <ul style="list-style-type: none">- Ecosystems- Tropical Rainforests- Cold environments	Part B: Economic World <ul style="list-style-type: none">- Development- Nigeria- UK Economy	Part B: Fieldwork <ul style="list-style-type: none">- Unseen fieldwork- Bournemouth fieldwork
Part C: <ul style="list-style-type: none">- Rivers- Coasts	Part C: Resource Management <ul style="list-style-type: none">- Food, energy & water- Energy Management	The upcoming mocks will cover all topics except resource management and the issue evaluation.

Geography

For geography it is really important to be confident with both the **knowledge and exam technique**.

It is a very content heavy subject so **regular revision** is essential. Flashcards and quizzes are good methods to use.

Doing practice questions as part of your revision is really important. Exam technique is just as important as knowledge to achieve the higher grades.

Exam questions can be found on google classroom and the AQA website.

Any exam questions completed at home can be handed in to your child's geography teacher and they will provide feedback.

There is also a guide on google classroom which explains how to answer exam questions.

Geography - How to Answer Exam Questions

General Tips:

- **Check the command word** - there is a glossary of them in the revision guide.
- When answering a 'to what extent' question, make sure you put throughout your answer if you agree to a 'large extent' or to 'some extent'. A really common mistake when answering these questions is not actually answering the 'to what extent?' part.
- If a question asks if you agree with a statement, make sure you make a **clear judgment** and back up your points.
- Remember **PEEL** - **point, evidence, explanation, link**.
- Answer **all parts** of the question. BUMP the question to ensure you don't miss anything.
- Use **specific facts and figures** for case studies and examples.
- Always **refer to the figure** if asked to.

Box the command word

Underline key geography

Marks (check the number of marks the question is worth)

Pivotal words (underline any important words such as importance, risk, advantages)

BUMP the question:



Box the command word and label what it is meaning (what do you need to do)

Underline the Geography words

Marks circle to indicate how many points and paragraphs

Pivotal word what the main emphasis or the focus of the question

Suggested response structure: PEEL

Point - make a statement, give a piece of information or knowledge

Evidence - refer to a figure, prompt or fact/statistic

Explain - offer reasons, interpret things from the evidence or investigate it

Link - connect ideas together/develop further, link back to the focus of the question

Explain how coastal landforms are created due to deposition. (6 marks)

Explain = give reasons for. 2 paragraphs needed for 6 marks.

When answering questions about landforms, it is important to go through the sequence of formation in the correct order.

If the question mentions physical processes such as erosion or deposition, make sure they are in your answer.

Sometimes questions simply say "physical processes" without specifying which ones. This means you still need to include erosion, transportation and/or deposition in your answer.

If you use diagrams, make sure they have detailed labels.

There are only a certain amount of landforms that questions can ask about. Learn the sequence of formation for all of the landforms on rivers and coasts and you should be able to answer any questions that come up.

Make sure to not get rivers and coasts confused. Read the question carefully and check which section of the exam paper you are completing (Q3 = coasts; Q4 = rivers).

Straight to the point. No need for an introduction.

Example answer:

Spits are formed when sediment that has been transported along the coast by **longshore drift** is deposited. **Longshore drift** is in the direction of the **prevailing wind** but sediment is deposited where the coastline changes direction, usually due to the mouth of an **estuary**. Sediment is deposited on the sheltered side of the land as the water loses energy. Finer sediment is carried into the bay before being deposited as the water loses its capacity to carry it any further. Bars are formed in a similar way. The sediment that has been carried by **longshore drift** has been deposited in a sheltered bay, due to the water losing energy. Further deposition eventually leads to a bar forming which has grown across the bay, cutting off the water behind it to form a lagoon.

Beaches are formed when the waves lose energy and deposit sediment. This is usually due to the presence of low-energy **constructive waves** in a sheltered bay. **Constructive waves** move material up the shore (strong **swash**) and deposits sediment. Over time, more deposition of sediment builds up the beach.

Explanation of the sequence of formation of each landform.

Key geographical terminology in **bold**.

Links back to the question by mentioning deposition throughout the answer.

"Transnational corporations (TNCs) only bring advantages to the host country." Do you agree with the statement? Justify your decision. [9 marks]

Justify = Give evidence and detailed reasons for an idea.

The question is asking whether you agree with the statement and to explain your opinion. There is no right or wrong answer. The marks are awarded on the quality of your arguments.

3 paragraphs are needed for a 9 mark question - 2 + conclusion. Remember PEEL.

Example answer:

Some people may agree with this statement because **TNCs** in Nigeria, including Shell, have brought many advantages to the country. The extraction of oil has led to major contributions to the taxes and export revenue in Nigeria. Another economic benefit is jobs for the Nigerian people. Shell employs 65,000 Nigerians directly and another 250,000 work in related industries. This means that these employees have more money to spend in shops and other local businesses, which increases the advantages of the **TNCs** to the wider community (the **multiplier effect**). As a result, more jobs are created in other businesses and more taxes are paid to the Nigerian government, which can be spent on improving **infrastructure** and public services. This shows that TNCs bring many advantages to host countries.

However, I disagree with this statement because **TNCs** can also have negative impacts on host countries. In Nigeria, oil spills have impacted agriculture and fishing industries. This has caused food shortages in rural communities in the Niger Delta area that rely on agriculture and fishing for income and food supply. The oil spills have also had negative impacts on the **biodiversity** of Niger Delta and Shell has not fulfilled promises made to clean the area and prevent future oil spills. Also, many of the jobs created are low paid and a significant amount of the money generated from Shell's oil extraction in Nigeria returns to Shell's headquarters in the UK.

To conclude, I disagree with this statement because while **TNCs** can bring advantages to host countries by creating jobs, the economic advantages are limited because money is returned to where each company is based, usually a **HIC**. There is also clear evidence that **TNCs** can bring significant disadvantages to host countries, which have long lasting negative impacts on people and the environment.

Point

Evidence to back points up, including specific facts and figures.

Explanation of each point.

Key terminology in **bold**.

Links back to the question. Developed conclusion justifying opinion.

SEE is an acronym used to help students structure their answers to exam questions, particularly for 4, 6, or 9 mark questions that require in depth analysis of impacts, effects, or solutions.



It stands for:

SOCIAL: Impacts on people, including quality of life, health, culture, and community.

ECONOMIC: Impacts on money, jobs, businesses, and the wealth of an area or country.

ENVIRONMENTAL: Impacts on the natural landscape, pollution levels, ecosystems, and wildlife.

TEA the resource/graphs/data

TEA stands for:

- **T - Trend:** Identify the overall pattern or general trend shown in the graph, map, or data.
- **E - Example/Evidence:** Provide specific data points, statistics, or examples from the source to back up the trend.
- **A - Anomaly:** Identify any data points or examples that do not fit the overall trend.

FOR GRAPH INTERPRETATION QUESTIONS, USE **TEA...**



TREND

IDENTIFY THE TREND.



EXAMPLE

GIVE EXAMPLES FROM THE GRAPH OR DATA.



ANOMALY

ARE THERE ANY ANOMALIES? DOES ANYTHING NOT FIT THE TREND?