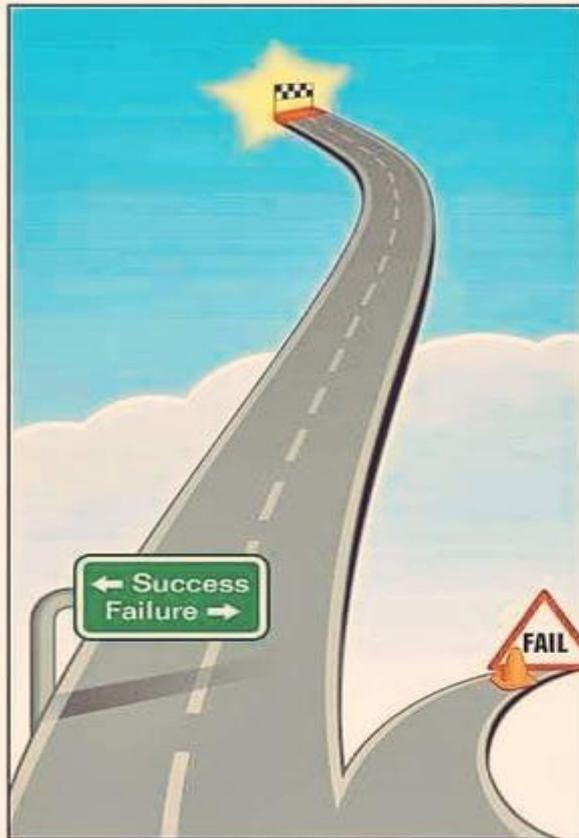
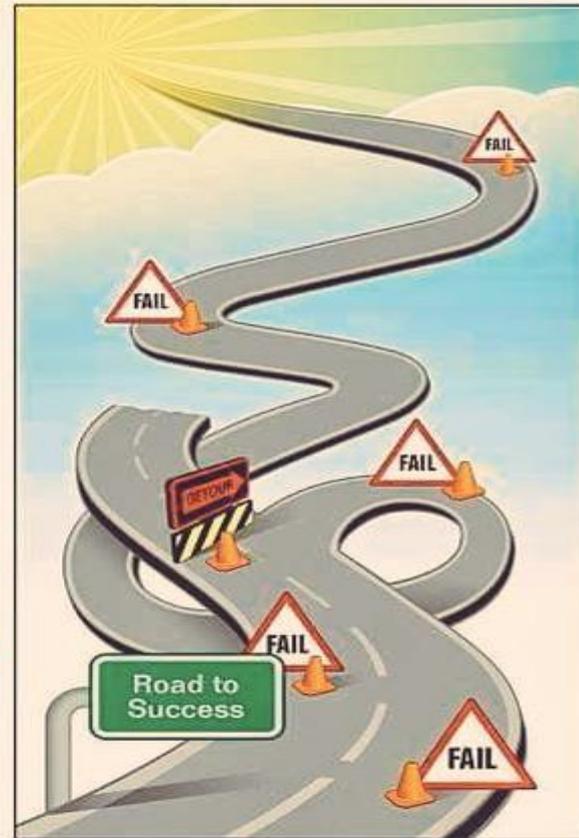


# Exam Review



What most people think



What successful people know



## The Road to Success

# Diagnosis, Therapy, Test aka DTT



- Your scripts will be reviewed to consider WWW & EBI
- You will diagnose using your 'post mortem' sheets.
- 'Therapy' – help on areas needing attention
- Exam Paper to be annotated using purple pen.
- Retest to demonstrate progress: Friday 30<sup>th</sup> November 2018.



# Market Place Therapy

- You will all visit each station for 30 minutes
- At the station you will
  - a) Check the YELLOW examiner misconception/gap sheet to spot what lost you the marks. **PURPLE PEN YOUR EXAM WITH THIS!**
  - b) Draft a model answer on YELLOW lined paper using the guidance materials provided to help you [check which 2 or 3 stations you NEED to do this at]
  - c) EITHER attempt the  activities if you got a 😞 on the post mortem sheet; the  activities if you got a 😐 OR go straight to the **GO FURTHER/APPLY TO A NEW CONTEXT** if you got a 😊
- Get your answers checked by Mrs E and convert your  to 
- Finished within 30 mins? Use the PiXL Independence materials to 'make this stuff stick' OR Try a Nando's

# Map Interpretation

## Qn1: Distinctive Landscapes

1a. Use the map provided on the next page to answer questions (a) & ii & (b)

(a) (i) The straight line **distance** between Mupe Rocks (8479) and Worbarrow Tout (8679) based on the 1:50000 scale in reality is:

- A 1600m
- B 2000m
- C 2400m
- D 2800m

Correct  
Answer = C  
(1)

Write the correct letter in the box [ ]

(ii) The **four figure grid reference** for the museum in Tyneham is:

- A 8582
- B 8781
- C 8880
- D 8979

Correct  
Answer = C  
[ ] (1)

Write the correct letter in the box



## Key Learning Points

1. Grid references – BLC, ATC, UTS
2. Check the scale
3. Measure distance accurately
4. Double check the readings
5. Halve or quarter the cm reading to get km

# GIS

(b) Geographical Information Systems (GIS) can show different types of data on one map, with each kind of data representing a new layer on the map.

**Suggest** one extra layer which could be added to the OS map extract in figure 3 making it more informative to a group of secondary school students using the area for a coastal study. **Give a reason** for your answer.

GIS – electronic mapping system

- Layers added to the base map to add extra detail eg GEOLOGY
- Useful to work out where the more and less resistant rock types are – useful for geography students so they can decide where to .....?

Key Learning Points - APPLY

1. Think about your own experience of getting outside completing geography.
  - a) How might this layer add value to a regular map of CMV?



# **Explain** the stages in the formation of an arch.



F ..... = lines of w enlarged to form C

**F-C-C-A-S-S-**



Erosion is responsible



**Two main types?**

Forms a ?, which is a h in the h



2 possible scenarios to result in this?



**Name a river basin in the UK.**

**Explain how human activity has influenced the geomorphic processes in this landscape.**

Examples of  
human activity  
in river basins  
in the UML

Examples of  
Geomorphic  
processes

Examples of  
places along the  
River Severn

*Building ? in the UC alters the c\*\*rs\* of the river/stream flow and reduces d\*s\*\*\*rg\*. In the MC, humans have built on the F P of Place Name & Place Name which reduces i \_\_\_\_\_, increases run away and erosion rates and increases the fold risk [1]. Hoft and Sard engineering has been used at Mousebury. This l\*\*\*\*\* and st\*\*\*\*\*en\*\*\* of the channel [1] causes increased v, moving the water quickly downstream where it might erode more/less than it might have done, as well as allowing it to carry h?/b? washing machine contents [1]. L.U.Z. close to the flood plain allows i to continue and holds the water in times of flood, reducing the risk of e and f downstream.*

1. Write out the text so it makes sense, paying careful attention to spelling errors, missing words, incorrect words eg Mousebury!!!
2. Highlight human activities that are mentioned – have you got at least three?
3. Highlight (different colour) the processes that have been affected
4. Highlight or underline the affect on the processes

e.g. human activity: humans have built on the flood plain

processes affected by this: I, RO, E FR

How the processes were affected? reduces, increases, more/less

# Climatic Hazards

Fig. 1 – A map showing tropical storm tracks in North America

Qn2: Climatic Hazards

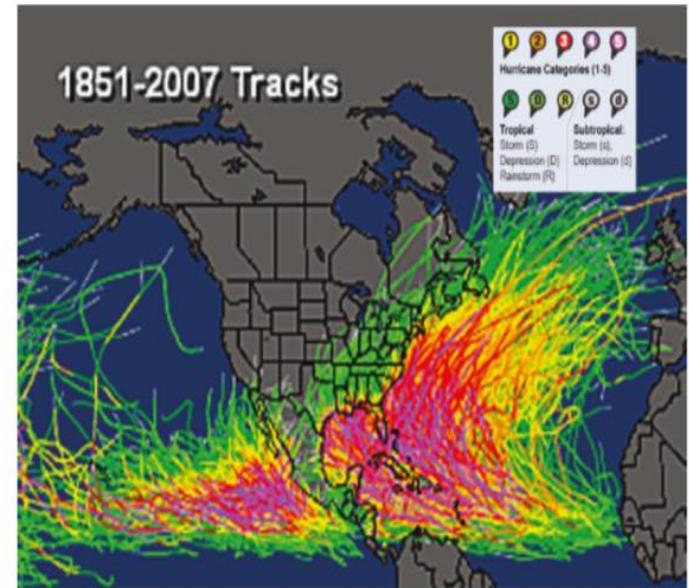
a. Study Fig.1 below showing the tropical storm tracks in North America. Describe the regional distribution of tropical storms [2]

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- Major strip across central America
- Clustered around the East/South Coast of North America; West of Central and North America
- Originate in the Atlantic Ocean

Key Learning Points: CLOCCK it (use some or all, depending upon the map provided!)

1. Overall Pattern
2. Apply the points of a compass

# Climatic Hazards 2

Qn 2: Climatic Hazards continued

b) Select the most suitable graphical technique for presenting the total number of tropical storms column. [1]

- A Bar graph
- B Climate graph
- C Cross-section
- D Rose chart

Write the correct letter in the box

- Bar Chart
- Total number can be clearly represented
- Process of elimination

Study the table below, showing the total and average number of tropical storms in the USA (1851–2013).

Month	Total number of tropical storms	Average number of tropical storms
January	2	-
February	1	-
March	1	-
April	1	-
May	20	0.1
June	86	0.5
July	116	0.7
August	373	2.3
September	564	3.5
October	332	2.0
November	88	0.5
December	17	0.1

## Key Learning Points

1. Read the question
2. Which graphs do you know it definitely isn't

BONUS: What are the other graph types used to display then?

# Weather in Contrasting Countries

c) Extreme weather conditions vary in contrasting countries.

Discuss the differences in extreme weather conditions in contrasting countries.

You should develop your ideas fully. [6]                      3 x 2

- Expected to compare precipitation (rain), wind and temperature in a minimum of two locations.
- Australia and UK could be compared.



Australia		UK	Difference?
33° c	Average max temp [Sum]	23 ° c	The maximum temperature in Australia is 10 degrees higher than the UK
51° c	Highest temp extreme	38 ° c	
-23 ° c	Lowest temp extreme	-27 ° c	
465 mm	Ave annual rainfall	1154 mm	
314 mm	Annual rainfall in driest year	835 mm	
760 mm	Annual rainfall in wettest year	1337 mm	
407 km/h	Strongest recorded wind	229 km/h	

1. Complete the table in your book
2. Australia's usual Summer maximum of 33° c would be considered pretty extreme in the UK, where our usual Summer temperatures are in the twenties [2 marks].

That's temperature done, that leaves rainfall and wind speed – more help on next slide if you are stuck!

# Weather in Contrasting Countries

c) Extreme weather conditions vary in contrasting countries.

Discuss the differences in extreme weather conditions in contrasting countries.

You should develop your ideas fully. [6]

- One country's normal can be another country's extreme. My chosen contrasting countries are 'A' and the UK, who are both located in the 'T\_\_\_\_\_ ' climate zone.
- Max Summer temperatures in Australia are XX degrees, routine/normal for them, but would be extreme for the UK, where we usually expect XX degrees.
- UK annual average rainfall is XXXXmm, almost 'y' times </>? than Australia's XXXmm, usual for them but ?? as dry as our driest year on record which is XXXmm, which would equate to a 'd'.
- Finally, in terms of 'WS', Australia's maximum recorded is XXXkm/hr, likely experienced during a 'W W' whereas for the UK it is XXXkm/hr, likely experienced during a 'H'

# Non UK Based Hazard Event

CASE STUDY: a non-UK based natural weather hazard event

Discuss the place-specific causes of your chosen natural weather hazard event.[6]

## Key Learning Points

1. Have you used place specific causes  
So are you naming particular places and facts? REVISION IS KEY
2. Focus on the **causes** only, not the consequences or the responses-  
***make sure you read the question.***
3. Plan your response



CASE STUDY: a non-UK based natural weather hazard event  
Discuss the place-specific causes of your chosen natural weather hazard event.[6]

Use Typhoon Haiyan

- Originated at a latitude of ?? N on the date/year
- As a result of low/high pressure?
- Began in the ? Ocean due to:
- Temperatures of ?? degrees.
- Water well over ?? metres deep.
- CE was responsible for the storm starting to spin.
- Reached Category ?
- Made Landfall at?
- Brought SS, TR and W of ?km/hr
- Maintained its strength due to the fact that the P is made up of ? 000 islands

TIP: Causes of Tropical storms are the same the World over BUT must **personalise** them to be **developed** AND **specific** to Haiyan for 4-6 marks

1. Write your perfect answer using this scaffold as a structure
2. Highlight/underline the place specific detail

# UK in 21<sup>st</sup> Century – Economic Hubs

b) Explain one way an economic hub has changed. (4)

Name an example e.g. Cambridge

- Has had changes to its transport infrastructure eg what and why
- New bus routes have enabled people to commute to work more easily.
- Roads upgraded such as the A14 and A1309 have enabled improved access to business/Science Parks and promoted trade and have eased congestion
- Introduction of cycle routes to reduce congestion; improve accessibility for commuters by reducing journey times



## Key Learning Points

1. Need to know what an economic hub is! REVISION
2. Which example do you know as a result of you revision?
3. Outline how it has changed

# UK Job Market

C) Outline the changes to the UK job market since 2001. (6)

- Secondary and Primary jobs are  $\uparrow$   $\downarrow$ ?  
This is due to .....
- There are  $\uparrow$   $\downarrow$  tertiary jobs.
- The number of quaternary jobs is  $\uparrow$   $\downarrow$   
as a result of fewer/more university graduates (38%).
- People are  $\uparrow$   $\downarrow$  flexible with their working hours and fewer/more people work Dolly Parton song hours
- People fit jobs around family commitments – facilitated by what sorts of contracts?
- Males now work  $\uparrow$   $\downarrow$ ; females  $\uparrow$   $\downarrow$ ,  
this is because ....?



## Key Learning Points

1. Think P, S T & Q
2. Think of other factors responsible for jobs changing.
3. Think contracts
4. Think working hours

# UK Job Market

C) Outline the changes to the UK job market since 2001. (6)

- Secondary and Primary jobs are now not as common as tertiary jobs as a result of raw materials being not as commonly available in the UK and manufacturing being cheaper abroad.
- The number of quaternary jobs is increasing as a result of more of the UK now attending university (38%).
- People also are more flexible with their work and less people now complete regular 9 to 5 jobs.
- People fit jobs around family commitments with more people working part time or in job shares.
- Tertiary jobs such as call centre work have opened up in areas with previously high unemployment such as South Wales.



## Key Learning Points

1. Think P, S T & Q
2. Think of other factors responsible for jobs changing.
3. Example well referred to in WTM
4. Revision is the key!

# Variations in Ways of Life in EDC City

Examine how ways of life vary within one LIDC or EDC city?

R de J is a city located on the ? coast of the EDC country of B in continent. Ways of life vary considerably, mostly dependent upon the level of \$ of its inhabitants.

Many of the poorest people in the city are rural migrants who inhabit illegally self built homes in favelas, on marginal land like R in the ? and ? zones. In contrast, richer people live along the coastline in the ? zone and inhabit well planned luxurious apartments. These people have 'f' 't' jobs, often working for TNCs and can take advantage of some of the high class resorts and famous beaches like C, [where poorer people are sometimes refused access]. Favella residents on the other hand often have 'i' jobs that are poorly paid or have 'm' jobs. Crime rates are higher in the ? zones due to ? whereas ...

The city is well known for its carnivals, which all people can enjoy. Sporting events such as ? and ? have put R on the map as a tourist destination, although R tried its best to hide the ? And only show the ?



## Key Learning Points

1. EDC – make sure you know your case study.
2. 'ways of life' = you could talk about culture, housing, ethnic background, leisure, employment.
3. Looking for well developed ideas.
4. KEY WORD here = vary WITHIN so need to talk about life in both 'halves' to get credit

# Variations in Ways of Life in EDC City

1. Copy out the text and fill in the blanks
2. Revisit the answer – highlight the examples of ways of life we have covered – how many have we got?
3. For each way of life covered have you contrasted the rich and poor or said that there is no difference? – underline where this happens
4. Make a list of
  - a) Impressive vocabulary (geography or otherwise)
  - b) Place specific detail

# Social Impacts of Climate Change-

Using the extract, explain one fieldwork technique which could be used to identify social impacts of climate change. (4)

Climate change in the UK is causing rising temperatures, with the summer months becoming hotter. The summer months could see drought conditions, however the winter months will be wetter with an increased frequency of flooding.

Examples of questions we could ask?

How can we consider the social impacts of climate change?

Examples of fieldwork techniques

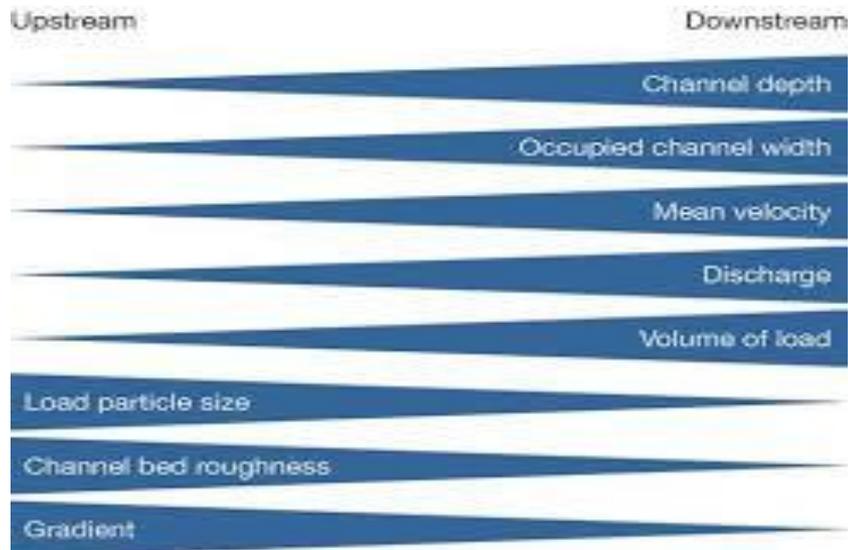
## Key Learning Points

1. Read the question thoroughly.
2. Look at the source in detail
3. Use fieldwork skills

# To what extent were the enquiry processes effective?

What was our enquiry centred around?

1. Which aspects of the model did we investigate? [/8]
2. What problems did we encounter?
3. What suggestions do you have in order to improve the study?
4. Overall how effective was the enquiry?

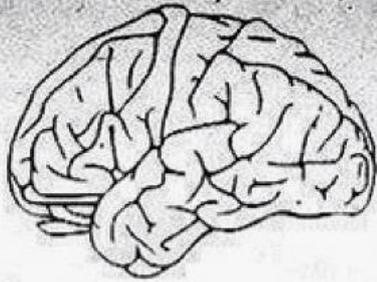


## Key Learning Points

1. Consider all of the enquiry process from the planning to the conclusion – WWW and EBI
2. Remember to answer the question – **to what extent were the processes we used effective** – totally, partly, not at all to help with this ...
  - a) Did we have a plan before we went of what we would do?
  - b) Did we get the data we wanted?
  - c) Did we reach a conclusion about BM?

My physical fieldwork took place at CDM, CS in county?. I believe that the enquiry processes were to some extent/fully/partly/not at all successful. The enquiry process started with a focused question 'How well did the stretch of river meet the BM?', which was easily investigated at the river. I made sure that I collected a range of relevant p\*i\*a\*\* data at the river Ashbrook: W, D, V, L, SSh, SL & G, which matched the BM criteria. However, thinking critically about my data collection, there were some areas which RI. The ? of the river was hard to measure accurately, even though we repeated the test three times and took an average. This was because it was an unusually ?? summer so the river level was ? than usual so the \$%&\* kept getting stuck. It would have been better to use a m\*\*\*\*s\*\*\*\* instead and to repeat the study in the [season?] or even compare results to ??. We only sampled xx pieces of sediment at the river due to time issues, which although chosen 'at r', would not be a truly 'r' sample of the thousands in the channel. Furthermore we only visited the ? and ? course. Despite this, we were still able to 'a' our data and 'c' that the river did/not match the BM to a greater extent. To conclude, the enquiry process was partially/totally/semi successful.

1. Copy out the model answer, filling in missing words and blanks
2. Does the response have the correct structure? Highlight/colour code your version to check
  - a) Comment on effectiveness
  - b) WWW aspects of the enquiry
  - c) EBI aspects of the enquiry
  - d) Revisits the effectiveness as a quick conclusion
3. List the PSD we have used (place specific detail)
4. List any geo-lingo we have used
5. What could you add – to make this answer even better ? Revisit your fieldwork sheets for clues



**use.**

Revise carefully for the re-test

Reading and highlighting is not enough – get active

Condense to the main key words

Make flashcards AND go over (and over) them

Ask yourself questions about what you are revising. E.g. Could I re-word this in another way? What does keyword 'x' mean – can I define it without help?

**SOME PEOPLE**  
want it to **HAPPEN**,  
some wish it would  
**HAPPEN**, others  
**MAKE IT HAPPEN.**

*Michael Jordan*

“ The only place  
**SUCCESS**  
comes before  
**WORK**  
is in the dictionary. ”