

Oxford Cambridge and RSA Examinations



OCR GCSE IN GEOGRAPHY C (BRISTOL PROJECT)

1988

STUDENT HANDBOOK MATERIALS

AIMS

These Student Handbook Materials are designed to accompany the OCR General Certificate of Secondary Education Specification in Geography C (1988) for teaching from September 2001 and are designed to enable teachers to support their candidates during their course.

The materials have been collected from practising teachers, Specification Advisers and Examiners and assembled in loose-leaf format so that they can be enclosed in a ring binder. This will allow easy updating and the incorporation of new material. It also allows teachers to use what is appropriate for their own school circumstances. It is hoped that Centres will produce and personalise their own student handbooks selecting from the pages provided.

It was decided not to include information about ‘What is Geography?’ as part of this pack of materials. This will form an important and essential introduction to any GCSE Geography course. This is best done by individual Geography Departments in the context of their particular ethos, expertise and the teaching and learning opportunities offered to candidates. The Geographical Association produces two very useful publications to help promote Geography in schools, ‘Going Places; A Geography Careers Resource Pack’ and a booklet ‘Promoting Geography in Schools’. There are also occasional features in Teaching Geography. Visit the GA website at <http://www.geography.org.uk>.

If there any updates to the Student Handbook Materials, these will be posted on the OCR website (www.ocr.org.uk).

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The materials have been grouped into three sections to be used:

- at the start of the course;
- during the course;
- to maximise examination performance.

The pages are designed for photocopying. They may also be downloaded from the OCR website as a .pdf document (www.ocr.org.uk).

SECTION ONE: THE START OF THE COURSE

The transition from Key Stage 3 to the candidates' GCSE Geography course is a whole new world to the student. New levels, new expectations, new deadlines are some aspects of this 'brave new world'. Candidates need support if they are to maximise their potential.

The contents of this section are:	Page
• Student Handbook (Cover)	1.2
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SECTION TWO: DURING THE COURSE

These pages give you ideas to pass on to your candidates. The contents of this section are:

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• My Favourite Websites	2.6
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SECTION THREE: MAXIMISING EXAMINATION PERFORMANCE

Technique is a major factor in examination performance. Candidates must know what to do and how to do it if they are to access the examination and succeed. The contents of this section are:

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SECTION ONE

THE START OF THE COURSE

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Name.....

Teaching Group.....

PUT YOUR
DEPARTMENT LOGO
OR
SCHOOL BADGE
HERE



**OCR GCSE Geography Specification C
(Bristol Project) 1998**

Bristol Project GCSE Geography Triathlon

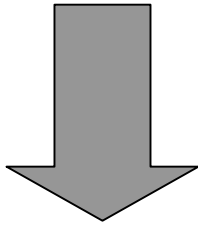
EVENT ONE 20% COURSEWORK - AN INVESTIGATION

This can be undertaken in Year 10 or 11, but must be completed by April in Year 11



SWIMMING

A 4-week endurance event based on fieldwork. You could get wet, or....?



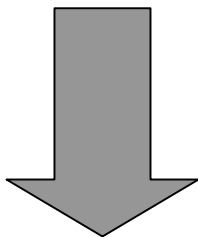
EVENT TWO 30% DECISION MAKING

This can be undertaken in June of Year 10 or January or June of Year 11.



CYCLING

An event where you have seen the course (resources) 3 weeks before the race (exam). It will last 1 hour 45 minutes so you will have to pace yourself.



EVENT THREE 50% THE TERMINAL EXAMINATION

This is undertaken in June of Year 11.



RUNNING

The final event, which lasts 2 hours and 15 minutes. It has 4 hurdles (questions) to complete.

How To Use The Student Handbook

Every subject is the same. You go from Key Stage 3, doing a lot of work in class and for homework, to find in Key Stage 4 that the books get bigger and so does the claim on your time.

You have got to get **ORGANISED** if you want to do well and get those high grades.

The Student Handbook can help if you use it throughout your course because it can help you with information about:

- What the *GCSE* course in *Geography* is all about.
- What the grades mean when your teacher/tutor marks your work.
- How to improve your performance.
- How to do well in your *Geography* coursework and examinations.

We want you to get the highest grade and you can do that.

Some pages are for information and you will see this sign



Some pages are for you to complete



to help you remember facts and deadlines.

If you have to collect key skills for certification, I.C.T., your Progress File or your National Record of Achievement there are pages for you to help yourself. The handbook is designed to be added to when you or your teacher/tutor have important ideas.

Keep it Safe

Examination Content



What Makes 100%?

The Terminal Examination has 3 sections.	Theme 1 Physical Systems and Environments	Theme 2 Natural Hazards and People	Theme 3 Economic systems and development	Theme 4 Population and Settlement
Section A (Places) (25%) Section B (Physical Themes) and Section C (Human Themes) (25%) 50% Total	(a) Geomorphic processes and landforms (b) Atmospheric processes and climate (c) Physical environments and systems	(a) The nature and distribution of natural hazards (b) The processes responsible for natural hazards (c) The effects of natural hazards on people	(a) Economic systems (b) Economic activity, growth and change (c) International disparities, trade and interdependence	(a) Population distribution, structure and change (b) The location and function of settlements (c) Land use within settlements (d) The growth and decline of settlements

Internal Assessment (Geographical Investigation) (20%)	Internal assessment may be based on any part of the specification content but you must consult with your teacher to find an acceptable topic that can use primary as well as secondary resources. Your teacher will check that your investigation matches your ability.
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Decision Making Exercise (30%) Paper 3 or Paper 4	Theme 5 Sustainable Development
Your teacher will know the topic for your DME at the start of your course.	a) The Earth's Resources b) Exploitation and management of natural resources c) Resolving Issues

Total 100%

Check Out The Year Planner



It's very important to get organised in Key Stage 4 because every subject wants coursework and deadlines met and you want to organise your out of school activities.

Deadlines for giving in work cannot be missed as the examination board sets these and your teacher has to stick to them.

So you need to keep your planner up to date.

What dates might you put in?

Assessments - Examinations - Investigation start and finish date - Fieldwork - Work Experience - Revision Classes - and don't forget the holidays!

- Ask your Geography teacher for important dates at the beginning of the year if they are not already on the planner.
- Check assessment and examination dates with your school's Examinations Officer.
- You can also use the planner for keeping track of your course content or themes.

Here's an example for Year 11 - these are not actual dates.

Month / Year	Course Content and Deadlines	Important dates
DECEMBER	Geog. Study Club every Wednesday. Preparation for the DME starts. One week before Christmas (but not last week of term).	
JANUARY	Two more weeks of preparation for the DME ⇓ Revision Club for DME on Weds. and Thursday this week. DME HIGHER PAPER in the morning 1 $\frac{3}{4}$ hours	Term starts 8 TH JAN 10 TH & 11 TH JAN 17 TH JAN

Year Planner



There are lots of important dates to keep each school year.

<i>Month / Year</i>	<i>Course Content and Deadlines</i>	<i>Important dates</i>
SEPTEMBER		
OCTOBER		
NOVEMBER		
DECEMBER		
JANUARY		

<i>Month / Year</i>	Course Content and Deadlines	Important dates
FEBRUARY		
MARCH		
APRIL		
MAY		
JUNE		
JULY		

ASSIGNMENT PLANNER



NAME: _____ GROUP/CLASS: _____

START DATE: _____ DATE DUE IN: _____

TITLE OF INVESTIGATION/STUDY: including any special details

ACTION PLAN			
Breakdown of how I am going to complete task	Date and time when this will be done	What information and resources will I need?	Date finished
1.			
2.			
3.			
4.			
5.			

What Do The Levels Mean?



Your teachers use 3 levels. Although they operate very similarly to Key Stage 3 levels, their numbering and meaning are different. Confusing isn't it!

- ❖ We use levels I, II, III for your coursework including your written work.
- ❖ Level III is what you are aiming for because it is the top level.

Read the descriptions below. Work out what you are now and what you need to do in the future.

Level III working towards B to A grades
Answers in sentences, with detailed description and using geographical terms. Gives reasons and conclusions based on the analysis of evidence.
Level II working towards E to C grades
Answers in sentences that show structure and geographical meaning. Sometimes uses geographical terms. Can collect and use data. Answers often include explanation.
Level I working towards G to F grades
Uses everyday language to answer in short unstructured sentences. Can read maps and data. Rarely gives evidence or explanations in answers.

You sometimes get marks for your work in assessments. What grade might you be working towards?

A=80%	B=70%	C=60%	D=50%	E=40%	F=30%	G=20%
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(This a rough guide. Your teacher can give you more detail about the marks needed on the different papers.)

- ❖ Look at your grades. Look at your marks. What do you have to do to improve your written answers?
- ❖ Put your ideas on the back of this sheet and discuss them with your teacher, tutor or mentor.

The Grade I Want To Get



At the end of the year I am aiming to achieve level:

Autumn Review	Parent/Tutor Comment	Signed
I need to:		
Spring Review	Parent/Tutor Comment	Signed
I need to:		
Summer Review	Parent/Tutor Comment	Signed
I need to:		



What The GCSE Grades Mean



Grade F

You recall basic information about places, environments and themes, locally and in the rest of the world, as required by the specification, and show a basic knowledge of location and of geographical words.

You understand simple geographical ideas from the specification content. You understand some simple physical and human processes and you recognise geographical characteristics of places and environments. You also understand that they can be part of a pattern. You understand some simple ideas about how people and the environment affect each other, and the idea of sustainable development. You show some awareness of the attitudes and values of people involved in geographical conflicts and problems, and in decision-making about the use and management of environments.

You complete a geographical investigation. You collect and record geographical evidence from primary and secondary sources, draw simple maps and diagrams, communicate information and outcomes using brief statements, and recognise some of the limitations of evidence.

Grade C

You recall accurately information about places, environments and themes, at local and world scale, as required by the specification. You show a broad knowledge of location and of geographical terminology.

You understand geographical ideas from the physical and human content of the specification. You understand a range of physical and human processes and their contribution to the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. You understand conflicts and issues between people and the environment. You understand the importance of sustainable development in the planning and management of environments and resources. You understand the effects of attitudes and values of those involved in geographical issues, and in decision-making about the use and management of environments.

You complete a geographical investigation, identifying questions or issues, setting up an investigation, collecting evidence from a variety of primary and secondary sources. You use a range of relevant skills and techniques. You reach conclusions, communicate outcomes, and appreciate some of the limitations of your collected evidence and conclusions.

Grade A

You recall accurately detailed information about places, environments and themes, from local to world scale, as required by the specification. You show detailed knowledge of location and geographical terminology.

You thoroughly understand geographical ideas from the specification content. You apply your understanding to analyse unfamiliar situations and places. You understand thoroughly the way in which a wide range of physical and human processes interacts to influence the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. You understand complex interrelationships between people and the environment. You understand how considerations of sustainable development affect the planning and management of environments and resources. You evaluate the significance and effects of attitudes and values of those involved in geographical issues, and in decision-making, about the use and management of environments.

You complete a geographical investigation, identifying relevant geographical questions. You plan effective sequences of investigation, collecting a range of appropriate evidence from a variety of primary and secondary sources, using relevant skills and techniques. You are selective in thinking about geographical ideas and resources to interpret evidence. You reach substantiated conclusions. You communicate clearly and effectively outcomes, and evaluate the validity and limitations of collected evidence and conclusions.







SECTION TWO

DURING THE COURSE

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I Can Do!



			
Map Skills			
Four figure grid references			
Six figure grid references			
Locate height on an O.S. map using contours			
Draw a cross section of part of an O.S. map			
Follow and describe a route on an O.S. map			
Locate and recognise features on an O.S. map			
Describe patterns of settlement on an O.S. map			
Describe water features on an O.S. map			
Draw a sketch map of part or all of an O.S. map			
Annotate a map/diagram			
Target I need to:			
ICT			
Use the internet for research.			
Use a program to collect and store data			
Use a program to select and analyse data			
Use a program to present data			
Use satellite images to describe features and patterns			
Use photographs to present geographical ideas			
Target I need to:			

I Can Do!



Geographical Terms			
I know the meaning of the command words			
I can spell most geographical terms			
I can understand and use geographical terms			
Target I need to:			

Some Useful Websites



General Sites

<http://www.multimap.com>

National O.S. cover to 1:25 000 or larger scale.
World cover at 1:100 000.

<http://www.uk2.multimap.com>

Aerial photographs of UK using post codes and grid references.

<http://www.bbc.co.uk>

With a suffix of '/weather', '/education' etc this gives links to many useful pages.

<http://www.geography.org.uk>

Home page of the Geographical Association - which also links to a range of relevant websites.

<http://www.georesources.co.uk>

It calls itself 'The UK's number 1 geography portal'. Quite a boast, but also quite a site, with outline maps, virtual fieldwork, quizzes and Internet links.

<http://www.educationunlimited.co.uk/netclass/>

An excellent general education site linking to a range of education topics. The geography page opens up a wide range of well-designed websites.

<http://www.internetgeographer.co.uk/>

A portal site with a range of recommended Internet sites, quizzes, searches and e-mail links.

<http://www.icom.org/vlmp/world.html>

Super virtual library site linking to libraries around the world.

<http://europa.eu.int>

Portal site for the European Union and its institutions.

<http://www.nfu.org.uk/education/farmstud.shtml>

A range of farming case studies for the UK with full details, maps and aerial photographs.

<http://gallery.in-tch.com/~earthhistory/images%20index.html>

A clumsy address but a fascinating site of images from our geological past.

<http://www.lib.utexas.edu/Libs/PCL/News.html>

University of Texas portal site. Opens a gateway to news sites all over the world.

<http://www.usgs.gov/>

United States Geological Survey site with multiple links to assorted hazard sites.

<http://volcano.und.nodak.edu/>

One of the best volcano sites with lots of teacher and pupil friendly pages.

Weather Sites

www.meto.govt.uk/

Met Office with associated links.

www.nottingham.ac.uk/meteosat/

Various satellite images.

www.meteo.fr/temps

Meteo France - French Met Office with good satellite imagery.

<http://earth1.esrin.esa.it/ew>

Earth Watching. A superb environmental site with hot links to news agencies such as CNN and various natural hazard reports.

[http://ww2010.atmos.uiuc.edu/\(Gh\)/home.rxml](http://ww2010.atmos.uiuc.edu/(Gh)/home.rxml)

A messy address but this 'Weather World 2010' project by the University of Illinois is very powerful with some excellent weather links.

<http://www.underground.org.hk/>

Hong Kong weather site.

<http://www.sam.usace.army.mil/op/opr/hurr.htm>

Gulf Coast Hurricanes site with full background teaching coverage.

<http://www.tropicsweather.com/tropicft.html>

America's weather.

Development and Regional sites

<http://library.thinkquest.org/16645/contents.html>

Thinkquest site: 'The Living Africa'.

<http://www.virtualtourist.com>

Virtual Tourist has a worldwide database on different countries.

<http://www.odci.gov/cia/publications/pubs.html>

Who else but the Central Intelligence Agency would have so much data on all countries in the world!!

<http://www.oneworld.org>

Strong environmental and issues-based site.

<http://www.ran.org/ran/>

The Rainforest Action Network with extensive environmental links.

<http://www.who.int>

A bit specialised, but if you want detail on disease eradication campaigns this World Health Organisation might help.

<http://www.globaleye.org.uk/>

An excellent development site. It has clear theme structure and case study material.

Case Study



Write down the names of the places/features that you study as you go along. This will help you when you need to revise for an assessment.

Look at this example

Theme	Place	Area
Geomorphic Processes and Landforms		
Erosion by sea	Holderness Coast	UK/EU
River example	Brahmaputra / Bangladesh	LEDC
River example	Rhine valley and use/transport	EU
River example	The Arizona Project	MEDC
Theme 1	Physical Systems and Environments	Area
Geomorphic Processes and Landforms		
Atmospheric Processes and Climate		

Case Study



Theme 1	Place	Area
Physical Environments and Systems		
Theme 2	Natural Hazards and People	Area
The nature and distribution of natural hazards		
The processes responsible for natural hazards		

Case Study



Theme 2	Place	
The effects of natural hazards on people		Area
Theme 3	Economic Systems and Development	
Economic Systems		Area
Economic activity, growth and change		

Case Study



Theme 3	Place	
International disparities, trade and interdependence		Area
Theme 4	Population and Settlement	
Population distribution, structure and change		Area
The location and function of settlements		

Case Study



Theme 4	Place	Area
Land use within settlements		
The growth and decline of settlements		
Theme 5	Sustainable development	Area
The Earth's resources		

Case Study



Theme 5 Exploitation and management of natural resources	Place	Area
Resolving issues		

Notes

'My Top Eight Case Studies'



Eight Case Studies Exam Paper Sections	1	2	3	4	5	6	7	8
Places A1 European Union (EU) (including the UK)								
Places A2 Less Economically Developed Countries (LEDCs)								
Places A3 More Economically Developed Countries (MEDCs)								
Themes B1 Physical Systems and Environments								
Themes B2 Natural Hazards and People								
Themes C1 Economic Systems and Development								
Themes C2 Population and Settlement								

Case Study Cards



A Case study of: _____

Name: _____

Location: _____

Sketch map

Section of Paper	
A1	
A2	
A3	
B4	
B5	
C6	
C7	

Facts and Figures

Card No:

Scale And Places



What makes *Geography* especially interesting and unique is the study of places. Some places are small, some are medium-sized, others are enormous.

It is important to know the scale of the places you learn about.

Local scale, this is a small place. It could be a stream, a farm, a factory, Ramsay Street, a village, your local community (the area around your home or school).

Regional scale, these are medium sized places. Regional scale could be part of a country such as North-east England, the Brazilian Rainforest, the island of Honshu, Sydney and its surroundings in New South Wales, the Mezzogiorno.

National scale, this means whole countries, such as Wales, the UK, Italy, Australia, Japan, South Africa.

International scale, this means more than one country. It could be several countries, such as the EU, continents like Africa or South America. It could also mean the links between countries or groups of countries e.g. trade links between an MEDC such as USA and an LEDC such as Nigeria, migration to the EU from the rest of the world.

Global scale, this means a scale that covers the whole world; this is as large as your geography goes! This would be the distribution of different kinds of hazards, living standards and Gross Domestic Product, world population growth.

Scale Of Places And Topics



Places and topics at different scales that I know about:

Places	Theme 1	Theme 2	Theme 3	Theme 4
Scale				
Local				
Regional				
National				
International				
Global				

Natural Disaster Record



In the Natural Hazards Theme you will be expected to recall details of recent natural disasters. Keep an eye on the TV news and the newspapers to keep up to date. You can always find out more on the INTERNET.

Remember to use your books to try and find out WHY the disaster happened.

Type of Disaster	Location	Date	What Happened

Natural Disaster Record



Type of Disaster	Location	Date	What Happened

Risk Assessment



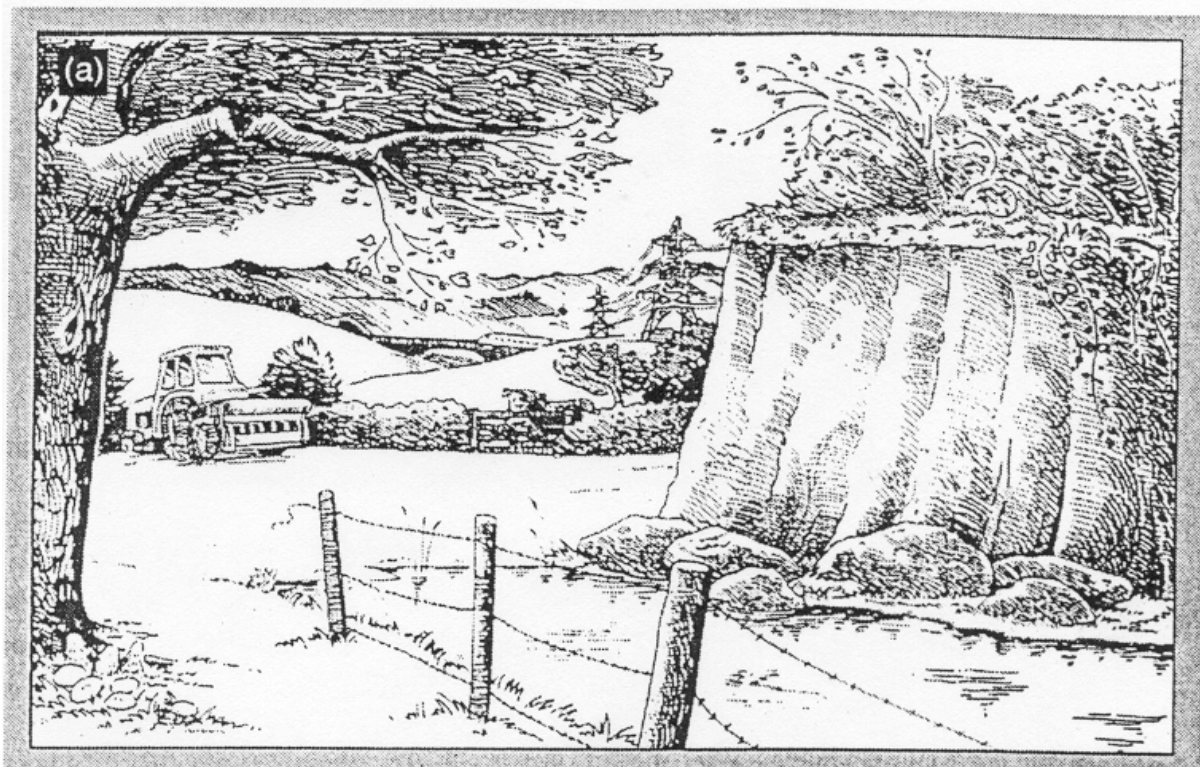
There are risks associated with any fieldwork and out of classroom activities. The key question is whether you have the resources, the skill and the confidence to manage risk.

- Study pictures (a) and (b). One shows a rural environment, the other an urban environment.
- Identify and describe the hazards that may exist in the two environments.
- Work out a way of scoring the risks you have identified.
- Which environment has the greatest potential risk? How could you manage risk in these environments?

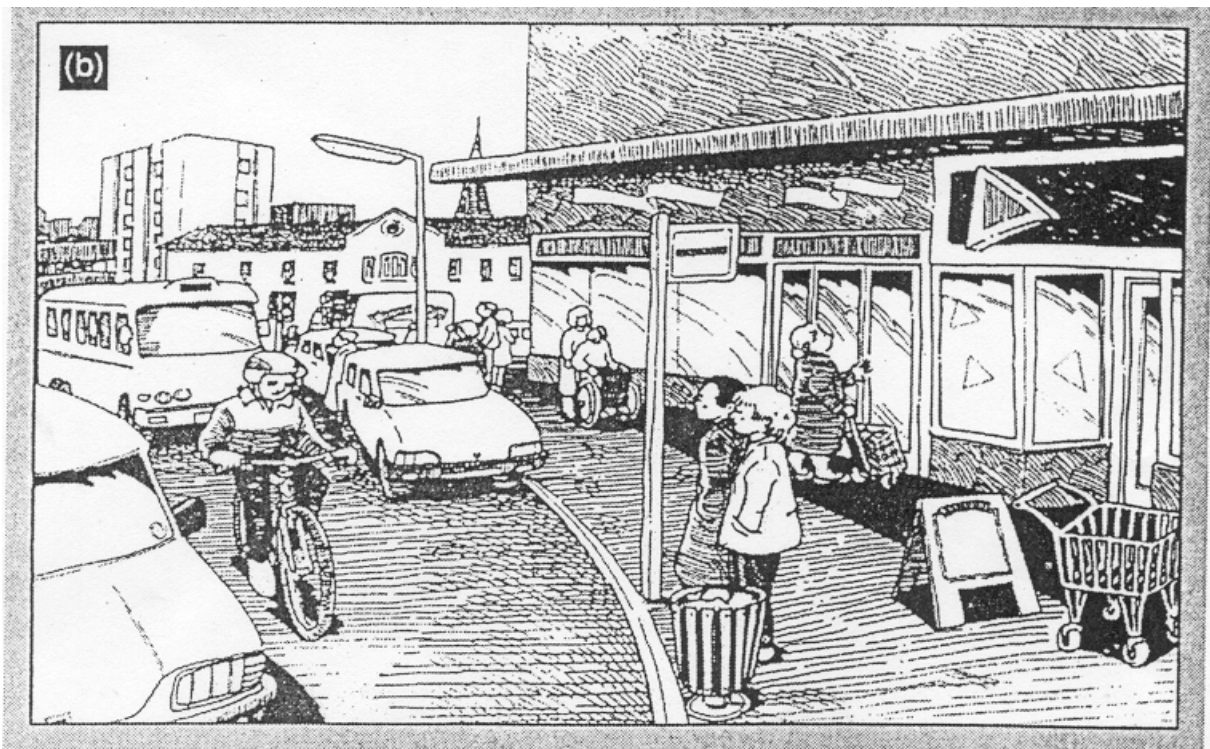
If you are planning some personal fieldwork it is important that you identify the potential risks and undertake a risk assessment. Your teacher/tutor will help you.

The process of assessing risk should be a normal part of everyone's life.

A Rural Environment



An Urban Environment



Source: Thomas, A. and May, S. (1994)
Fieldwork in Action 3: Managing Out-of-Class Activities
Sheffield: Geographical Association

Key Skills Enquiry Evidence



You cannot attempt to find evidence of all the Key Skills and all the levels in the Enquiry BUT YOU CAN PLAN to achieve several. Here are some suggestions.

Remember you are responsible for keeping a record of key skills, not your teacher, but I expect your teacher will help.

Here are some examples of how you could collect evidence.

Level	Key Skill	Suggested Evidence
WO1.1	Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements.	<i>My evidence is my action plan showing how I planned with my group of three the traffic survey we did on our fieldwork visit to Star City. My action plan shows that I understood what I had to do.</i>
WO2.2	Work co-operatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.	<i>Evidence - the photo of us in the river completing the cross section task and the results sheet with everyone's job on it. Teachers' comments on how well I worked with others to do the task.</i>
N1.2	Carry out straightforward calculations to do with: a) amounts and sizes; b) scales and proportion; c) handling statistics.	<i>Evidence of handling statistics is my calculations of how many cars were there at different times etc. from data I had collected.</i>
N2.3	Interpret the results of calculations and present findings. The student must use at least one graph, one chart and one diagram.	<i>Evidence - homework diary and report showing results of river work including graphs.</i>
C1.3	Write (one of) two different types of documents about straightforward subjects. Include at least one image in one of the documents.	<i>Evidence - my writing on floods in South Wales. In this I stuck a photo of the floods and labelled it to show exactly what was going on.</i>
C2.1a	Contribute to a discussion about a straightforward subject.	<i>Evidence - I had a discussion with Miss Witty about the traffic survey, later I made notes about the discussion and Miss Witty signed these to show that the discussion was OK for Key Skills evidence.</i>

Key Skills Enquiry Evidence



Level	Key Skill	Suggested Evidence
PS 1.2	Plan and try out at least one option for solving the problem using advice and support given by others.	<i>Evidence - action plan and log showing how I measured the rate of flow of the river using a flowmeter as agreed with Miss Witty.</i>
PS 2.3	Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.	<i>Evidence - my evaluation of the traffic survey showing what worked and what didn't work and what I might do differently if I had to do another survey when the road was really busy e.g. using more people to count or digital counters.</i>
LP 1.1	Confirm understanding of your short-term targets and plan how these will be met, with the person setting them.	<i>Evidence is in my action plan for my enquiry.</i>
LP2.3	Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task.	<i>Evidence - my review of how well I am doing where I had to say how I could use the techniques I learnt on the river survey to help me achieve a grade A.</i>
IT1.1	Find, explore and develop information for (one of) two different purposes.	<i>Evidence - the 2 printouts I got when I used the www.uk2.multimap.co.uk website to print an aerial photo of Star City and I got to work out the route and directions from my house. Miss Witty signed my IT log to show she had seen me do the search.</i>
IT2.3	Present combined information for (one of) two different purposes. Work must include at least one example of text, one of images and one example of numbers.	<i>My final word processed report on the traffic survey. In it I did a spreadsheet to show results of my survey and a pie chart using Excel to show the proportion of HGVs. Early drafts signed by Miss Witty.</i>



Remember it is better to review your input regularly for evidence of Key Skills because if you leave it the task will be too great.

Key Skills Evidence Sheet



Communication				
Key Skill	Evidence	Signed Student	Signed Tutor	Date
C1.1 I must:	Take part in discussion			
Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.	One to one			
	Group			
C1.2 I must:	Read and obtain information			
Read and obtain information from two different types of documents about straightforward subjects, including at least one image.	Document one			
	Document two			
C1.3 I must:	Write 2 different types of document			
Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.	Document one			
	Document two			

Key Skills Evidence Sheet



Communication				
C2.1a I must:	Contribute to a discussion	Signed Student	Signed Tutor	Date
Contribute to a discussion about a straightforward subject.				
C2.1b I must:	Give a short talk			
Give a short talk about a straightforward subject, using an image.				
C2.2 I must:	Read and summarise information			
Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.	Document one			
	Document two			
C2.3 Students must:	Write different types of information			
Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image.	Document one			
	Document two			

Key Skills Evidence Sheet



Application of Number				
Key Skill	Evidence	Signed Student	Signed Tutor	Date
N 1.1 I must	Interpret straightforward information			
Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph.				
N1.2 I must:	Carry out straightforward calculations			
Carry out straightforward calculations to do with: a. amounts and sizes; b. scales and proportion; c. handling statistics.				
N1.3 I must:	Interpret the results of the calculations			
Interpret the results of the calculations and present her/his findings. The student must use one chart and one diagram.				

Key Skills Evidence Sheet



Application of Number				
N2.1 I must:	Interpret information	Signed Student	Signed Tutor	Date
Interpret information from two different sources, including material containing a graph.				
N2.2 I must:	Carry out calculations			
Carry out calculations to do with: a. amounts and sizes; b. scales and proportion; c. handling statistics; d. using formulae.				
N2.3 I must:	Interpreting the results of the calculations			
Interpret the results of calculations and present findings. The student must use at least one graph, one chart and one diagram.				

Key Skills Evidence Sheet



Information Technology				
Key Skill	Evidence	Signed Student	Signed Tutor	Date
IT1.1 I must:	Finding exploring and developing information			
Find, explore and develop information for two different purposes.	Purpose one			
	Purpose two			
IT1.2 I must:	Presenting Information			
Present information for two different purposes. The student's work must include at least one example of text, one example of images, and one example of numbers.	Purpose one			
	Purpose two			

Key Skills Evidence Sheet



Information Technology				
IT2.1 I must:	Searching for and selecting information	Signed Student	Signed Tutor	Date
Search for and select information for two different purposes.	Purpose one			
	Purpose two			
IT2.2 I must:	Exploring and developing information			
Explore and develop information, and derive new information, for two different purposes.	Purpose one			
	Purpose two			
IT2.3 I must:	Present combined information			
Present combined information for two different purposes. The student's work must include at least one example of text, one example of images and one example of numbers.	Purpose one			
	Purpose two			

Key Skills Evidence Sheet



Working With Others				
Key Skill	Evidence	Signed Student	Signed Tutor	Date
WO1.1 I must:				
Confirm what needs to be done to achieve given objectives, including my responsibilities and working arrangements.	Example one			
	Example two			
WO1.2 I must				
Work with others towards achieving the given objectives, carrying out tasks to meet responsibilities.	Example one			
	Example two			
WO1.3 I must:				
Identify progress and suggest ways of improving work with others to help achieve given objectives.	Example one			
	Example two			

Key Skills Evidence Sheet



Working With Others				
WO2.1 I must:		Signed Student	Signed Tutor	Date
Plan straightforward work with others, identifying objectives clarifying responsibilities and confirm working arrangements.	Example one			
	Example two			
WO2.2 I must:				
Work cooperatively with others towards achieving identified objectives, organising tasks to meet responsibilities.	Example one			
	Example two			
WO2.3 I must:				
Exchange information on progress and agree ways of improving work with others to help achieve objectives.	Example one			
	Example two			

Key Skills Evidence Sheet



Problem Solving				
Key Skill	Evidence	Signed Student	Signed Tutor	Date
PS1.1 I must:				
Confirm understanding of the given problem, with help from an appropriate person and identify two options for solving it.	Example one			
	Example two			
PS1.2 I must:				
Plan and try out at least one option for solving the problem, using advice and support given by others.	Example one			
	Example two			
PS1.3 I must:				
Check if the problem has been solved by following given methods and describe the results, including ways to improve my approach to problem solving.	Example one			
	Example two			

Key Skills Evidence Sheet



Problem Solving				
PS2.1 I must:		Signed Student	Signed Tutor	Date
Identify the problem and come up with two options for solving it.	Example one			
	Example two			
PS2.2 I must:				
Plan and try out at least one option for solving the problem, obtaining support and making changes to the plan when needed.	Example one			
	Example two			
PS2.3 I must:				
Check if the problem has been solved by applying given methods, describe results and explain the approach, to problem solving.	Example one			
	Example two			

Key Skills Evidence Sheet



Improving Own Learning and Performance				
Key Skill	Evidence	Signed Student	Signed Tutor	Date
LP1.1 I must:				
Confirm understanding of short-term targets and plan how these will be met, with the person setting them.	Example one			
	Example two			
LP1.2 I must:				
Follow plan, using support given by others to help meet targets.	Example one			
	Example two			
LP1.3 I must:				
Review progress and achievements in meeting targets with an appropriate person.	Example one			
	Example two			

Key Skills Evidence Sheet



Improving Own Learning and Performance				
LP2.1 I must:		Signed Student	Signed Tutor	Date
Help set short-term targets with an appropriate person and plan how these will be met.	Example one			
	Example two			
LP2.2 I must:				
Take responsibility for some decisions about own learning, using my plan and support from others to help meet targets.	Example one			
	Example two			
LP2.3 I must:				
Review progress with an appropriate person and provide evidence of achievements, including how have you used learning from one task to meet the demands of a new task.	Example one			
	Example two			

SECTION THREE

MAXIMISING EXAMINATION PERFORMANCE

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Command Words

Command words are the most important words in the exam question. **They tell you what to do.**

Things to remember about command words.

- It is a good idea to pick out the command words when you read a question.
- They tell you exactly what the examiners want you to do and what they will give marks for.
- You will get very few marks if you do something else.

Here are the command words that the examiners will use.

Annotate	Comment	Compare	Contrast
Describe	Draw	Explain	Give reasons for
Identify	Justify	Label	List
Locate	Predict	Select	State
Study	Suggest	Summarise	Use

What do they mean? Check out the table below.

Command Word	Meaning
Annotate	Add notes to describe or explain.
Comment	Write what you think about something, using your own knowledge and understanding.
Compare	Write about what is similar and different about two things. (Remember two different descriptions do not make a comparison).
Contrast	Write about what is different about two things.
Describe	Write what something is like.

Command Words

Draw	Make a freehand sketch of something.
Explain	Write about why something happens.
Give reasons for	Write about how or why something happens. (Try to give at least two points.)
Identify	Pick out something from the information you have been given.
Justify	Say why you chose something or why you think in a certain way.
Label	Write a name against something on a map or diagram.
List	Write a number of pieces of information in a column.
Locate	Write about where something is or mark it accurately on a map.
Predict	Use your own knowledge or some information you have been given to suggest what might happen next.
Select	Choose something from what you have studied or from information given to you.
State	Write a short clear answer.
Study	Look carefully at a piece of information given to you before answering a question.
Suggest	Write down possible reasons for something, using some information given to you or your own knowledge.
Summarise	Write a few words on the main points.
Use	Get the information you need to answer the question from a particular place.

Have you learned what they mean?



Not sure how to use them?



? Look at the grid showing some examples.

Command Word	Meaning	Examples of Use
Annotate	Add notes to describe or explain.	Annotate the sketch to describe the site of the factory. Suggest reasons for changes in population by annotating the graph.
Comment	Write what you think about something, using your own knowledge and understanding.	Comment on what the cartoon shows. Comment on the viewpoints in a newspaper article.
Compare	Write about what is similar and different about two things. (Remember two different descriptions do not make a comparison.)	Compare the photographs taken in 1982 and 1999. Compare the distribution of population in two regions that you have studied.
Contrast	Write about the differences between two things.	Describe the contrasting landscapes in the two photos.
Describe	Write what something is like.	Describe what you can see in the photograph. Describe what the graph shows.
Draw	Make a freehand sketch of something.	Draw a sketch map of the site of the new factory. Draw an annotated sketch of the view in the photograph.
Explain	Write about why something happens.	Explain why earthquakes can happen in places like San Francisco. Explain how weather can affect farming choices.
Give reasons for	Write about how or why something happens. (Try to give at least two points.)	Give reasons for the location of the village on the map. Give reasons for the pattern on the graph.
Identify	Pick out something from the information you have been given.	Identify the highest figures on the table. Identify the area with the highest population on the map.
Justify	Say why you chose something or why you think in a certain way.	Justify why you chose the site for new housing.

Command Word	Meaning	Examples of Use
Label	Write a name against something on a map or diagram.	Label the river features on the diagram.
List	Write a number of pieces of information in a column.	From the table, list cities with more than 10 million people.
Locate	Write about where something is or mark it accurately on a map.	Locate the factory on the map and describe the reasons for its site. Using grid references locate the farms on the map.
Predict	Use your own knowledge or some information you have been given to suggest what might happen next.	Predict how the population of your chosen LEDC might change. Predict how the settlement might grow.
Select/Choose	Choose something from what you have studied or from information given to you.	Select from the table evidence to prove that the country is an LEDC. Choose an example of a farm you have studied in the EU.
State	Write a short clear answer.	State one reason for the water shortage.
Study	Look carefully at a piece of information given to you before answering a question.	Study Fig 1. Study the Ordnance Survey map. Study the satellite image in the resource booklet.
Suggest	Write down possible reasons for something, using some information given to you or your own knowledge.	Suggest reasons for the location of the reservoir. Suggest why the farmer is against the new road.
Summarise	Write a few words on the main points.	Summarise the reasons for picking the northern route for the by-pass.
Use	Get the information you need to answer the question from the resource provided.	Use the information in Figure 1 to help you decide the best location for the factory. Use the graph in Resource 2.

Improve Your Answers



A writing frame can help you structure your answer and get more marks. It can really help in the long answers like those for 9 marks, the (e)'s, at the end of each question on both the Higher and Foundation Papers.

Here are writing frames for the last part of 2 examination questions.

Each frame is there to help you complete the answer with enough information.

No, the whole answer does not have to fit into the box!

QUESTION B4 (HIGHER PAPER)

(e) Many physical environments are under threat:

(i) Name and describe the location of a physical environment.

The environment is _____ (Name it)

It is located _____ (continent/country/interior/coast/north/south)

(ii) Describe the links between its climate and vegetation.

Divide climate into temperature, rainfall etc.

Temperature is _____ (include figures)

Rainfall is _____ (include figures)

These are linked to vegetation _____

(describe the types of plants that grow in those temperatures and rainfall conditions)

And are also linked by _____

(describe special adaptations of the plants)

(iii) Explain why your chosen environment might be under threat.

One way it is being threatened or likely to be damaged is by _____

This is because _____

(link this particular part of the environment to the activity that threatens it)

Another way in which the environment (e.g. soil, climate, vegetation) is under threat is by _____

_____ This is because _____

(link a particular part of the environment to the activity that threatens it)

QUESTION B4 (FOUNDATION PAPER)

(e) Choose an area where you have studied the climate and vegetation.

(i) Name and locate the area.

The area I have chosen is _____
(clearly state the name of the place)

This area is found _____
(say where it is found)

(ii) Describe the climate and vegetation.

The temperature is _____
The rain fall is _____ (give words and figures)

The vegetation is _____
(Give types and examples after asking, 'What are they like?')

(iii) Explain how people's activities in the area are changing the environment.

In this place people are _____ (what are they doing?)
This affects the climate/vegetation/soil by _____
This is good/bad because _____
This also affects _____
because _____

Another activity people do is _____
This affects _____
This is good/bad because _____
and also because _____

You will need to practise this to get it right.



Why not start in Year 10?



Ask your teacher/tutor to help.

Revision Tips



- Use the course outline to help you.
- Pick out headings on the course outline and do some work on each.
- Go through your exercise books carefully.
- Use your textbooks to check any facts.
- Make brief notes on each topic to help you remember facts, **and don't forget to use examples wherever you can.**
- Arrange your revision into short units so you can concentrate on small areas at a time.
- Remember that revision programmes are regularly screened on TV.
- Check out the Internet to find the most useful Geography revision sites.
- Try and find a quiet area to revise where you will not be disturbed too much.
- If you need any extra help please ask your teacher and remember there are resources in the library for your use.

Remember the five themes

Theme 1 - PHYSICAL SYSTEMS AND ENVIRONMENT

Theme 2 - NATURAL HAZARDS AND PEOPLE

Theme 3 - ECONOMIC SYSTEMS AND DEVELOPMENT

Theme 4 - POPULATION AND SETTLEMENT

Theme 5 - SUSTAINABLE DEVELOPMENT

Want To Get A Grade C?



To get a grade C you must be able to:

- ✓ Remember accurate information about named places in the EU, an LEDC and a MEDC.
- ✓ Use geographical words accurately e.g. erosion, tertiary.
- ✓ Understand geographical processes e.g. transpiration.
- ✓ Understand how regions within a country are dependent on each other e.g. NE and SE Brazil.
- ✓ Show how people affect environments e.g. the rainforests.
- ✓ Give opinions and both sides of arguments.



Here's some advice:

- ✓ Always give clear definitions of location for a case study e.g. Sao Paulo in SE Brazil.
- ✓ Always complete a question - no gaps.
- ✓ Avoid vague statements e.g. good education, nice climate, good soils - always add place detail or give facts and figures.
- ✓ Use the resources well and refer to them in your answers.
- ✓ Be precise in your answers remember it's better to have quality rather than quantity.
- ✓ On the Foundation Paper, if 4 lines are given for an answer, then 2 or 3 words are simply not enough.
- ✓ Watch your spelling, punctuation and grammar and always try to use proper geographical terms.

Want To Get A Grade A?



To get a grade A you must be able to:

- ✓ Understand and do exactly what the key words (command word, theme words and focus words) in a question ask for.
- ✓ Remember accurate, detailed information about named places in the EU, an LEDC and a MEDC.
- ✓ Write an answer that the examiner, without looking at the question paper, will be able to read and know exactly what the question was.
- ✓ Use a variety of complex geographical words accurately in writing answers to questions. Words such as spatial segregation, infrastructure, globalisation, core and periphery, counter-urbanisation, agglomeration, morphology, ecotourism.
- ✓ Understand complex geographical processes e.g. processes operating at the different plate margins, the formation of depressions and anticyclones, energy flows, nutrient flows, the multiplier.
- ✓ Understand and explain complex issues and interrelationships e.g. global warming, economic development and the quality of life, sustainable development and progress.
- ✓ Explain how people affect environments and processes e.g. the effects of urbanisation on hydrological processes, the effects of different forms of transport on the environment and communities.
- ✓ Show a comprehensive knowledge of a wide range of relevant concepts and issues and understand their complexity and relevance to the question.



Here's some advice:

- ✓ Always give detailed information about the place and location. Geography is about the real world so show the examiner that you are writing about a real place that you have learnt about.
- ✓ Always target your answer the question being asked, not one that suits you, or everything you have learnt about the topic.
- ✓ Always complete a question. If you are not sure whether a point is correct or relevant, include it. You will not lose any marks and might gain some.
- ✓ Answer precisely and concisely. Facts need to be specific. Marks will not be awarded for vague terms such as 'nice', 'good', 'hot', 'dry' unless you give detailed information to support them.
- ✓ Use the resources, these may be numerical, graphical, pictorial, or written, or a combination, well. Be sure to do what the questions ask. Remember you will not be awarded marks for simply copying information; you need to use it.
- ✓ Make clear, precise and relevant points.
- ✓ Practise writing answers under timed conditions.
- ✓ Manage your time efficiently; remember that if you spend too much time on one question the extra marks you gain are unlikely to make up for the loss of time (and marks) on other questions.
- ✓ Plan your answers to the section (e) questions by making notes. This will help you recall and select the information you need and give it a logical sequence that targets the question being asked.
- ✓ Think of the examination as an opportunity to show what you know and understand about a particular topic you have studied, to 'show off' your Geographical ability in the way you answer the question.
- ✓ Make a real effort to write in clear and concise English with accurate spelling, punctuation and grammar.

The Decision Making Exercise (30%)



General Background

- This paper is 1 hour and 45 minutes long.
- The paper will test Theme 5 (Sustainable Development) and the way in which people use the earth's resources.
- You will be given a resource booklet and maybe a map, satellite image or photographs about a known topic three weeks before the examination. (You must **not** write on the resources because they will be needed for the examination). On the day of the examination you will use the resources to help answer a number of questions on the examination paper.
- Most of the marks on this paper are for showing you understand the resources and can use them to help you reach a decision about a particular issue.

How to do well on this paper when you get the resources

1. Make sure you look at all of the resources carefully. If it helps, make notes on a separate piece of paper if there are any words or ideas that you are not sure about.
2. The resources could contain maps, diagrams, figures, and graphs, written statements, photographs or anything that is relevant. Go through each resource and make sure that you have an idea about what it is telling you. You may decide to make a list.
3. The resources will guide you through the topic in the question so careful preparation will make it clear what the paper is about.
4. The resources will be used with specific questions in the examinations so know them well. You don't want to use a lot of time going over the resources in the exam because you haven't prepared yourself well.

On The Day Of The Examination

1. Read the questions carefully before you start so that you have a good understanding of what the paper is about.
2. Identify the command words in the questions, words like EXPLAIN or DESCRIBE. This will tell you exactly what is wanted from you. It is often a good idea to underline or **highlight** the command words to remind you.
3. Use the resources thoroughly. In the examination you can highlight the resources and match them up to the specific questions. If appropriate, quote the resources in your answers to show you have looked at them carefully and understand what they are saying. **Do not copy out parts of the resource booklet.**
4. Don't forget to use the mark allocations for each question. If a question is worth one or two marks then it only needs one or two points, if it is worth five or six marks then you must write in more detail.
 - If a question asks for a number of reasons make sure that you give that number.
 - If a question asks for information specifically linked to a resource, use the information well and quote from the resource.
 - The final question is often worth a lot of marks and needs to be completed with a lot of detail. Read the instructions again be sure you know how to answer this section. It might be useful to make few notes or to draw a spider diagram/concept map/brainstorm about it before you start to help you plan your answer.

Don't leave any blanks! Even if you are not sure of the answer, just have a go at it. You cannot lose marks and will gain marks for anything that is correct. Try to develop your answers with geographical thought and knowledge that you understand.

DME - Good Or Bad Answer?



What is the best answer?

One that answers the question and uses the command words precisely. Uses geographical terms and proves that you have knowledge and understanding of the place or theme.

Read the questions and answers below. Don't worry, you can do it!

Question 1

Why might the actual population of any country at a particular time be different from an estimation of its population made some years earlier?

(3 marks)

A simple answer might be "because there were more or less deaths than expected".

This is a very good idea, which answers the question but only really makes one point about simple births and deaths. It would not get three marks.



A more detailed answer might be, "birth rates may have fallen due to a higher usage of contraception or people wanting smaller families. Death rates can also go down due to better healthcare or go up in some places because of more disease or even war. Also migration may be affecting the population total".

The answer has made a number of points and developed them into a very detailed answer. This would get all three marks.



DME

Question 2

Study case study 2, which is information about a proposed housing development close to an existing housing estate near Wakefield in West Yorkshire. Why might local people in the area think this development is a good idea, even though some local people are against building more houses?
(5 Marks)

A simple answer might be, "it's a good idea because it will bring work to the area which has become a 'GHOST VILLAGE'."

This answer quotes from one part of the resource and offers a good point so is worth some credit. However, the question is worth 5 marks and needs more detail.



A more detailed answer might be, "Many people are against the idea because it might spoil the environment, and turn the village into a bigger town with little open space. This could bring in extra traffic and make it more dangerous for children. A local resident thinks most of the new people will not put anything back into the community.

However, the local shopkeeper thinks it will bring more business to the area and might even encourage new shops and services to open, the map shows few services. Also the councillor states that with more money coming in there will be more for local facilities. This could include local schools, a health centre or youth club. The new houses may even help develop a better community".

This candidate has used the resources well and made a balanced response, which fully answers the question with some detailed ideas. This would score a very high mark.



Geography DME Final Instructions



Your DME examination is on (date)

There is no choice. You have to be there (place) at a.m.

- ❖ If you have a cold or are tired because of a late night THERE IS NO EXCUSE - miss this exam paper and you get no marks. You will be graded on the rest and may fail Geography even if your coursework grade was a B.
- ❖ You need writing equipment either hand held or in a clear pencil bag.
- ❖ Mobile phones and pagers are not allowed in the examination room. If you can't leave them at home, ask the invigilator to put them in the security box.
- ❖ You need to know your seat number e.g. A12.
- ❖ When you have put your coat and bag at the back of the room, find your seat and make sure that your named resource unit is on your desk. Your resource booklet will be taken into the examination room for you.

The weekend before the examination go through your notes. Learn facts and examples.

Paper 3 uses a question and answer booklet

Paper 4 uses writing paper and a question paper

- ❖ **Read each question twice and think.**
- ❖ Look at the marks available this will give you a guideline to the amount required and the reasons or facts you must give.
- ❖ With a long answer you can brainstorm first. You can do this on the paper.
- ❖ Make sure that you answer every page.
- ❖ Name drop, use geography words and terms.

The DME is 1 $\frac{3}{4}$ Hours

3 sections to complete

1. The background to the issue
2. Options
3. Decision



Pace yourself.



Don't rush, but keep an eye on the clock.

- ❖ Use your resource booklet, refer to it, but do not copy pages.
- ❖ You can use quotes “..” and say “in resource 3.....”

Remember this examination is worth a maximum 30% of your final grade.

You can do it.

Good Luck. You are well prepared.



The Terminal Examination Paper (50%)



General Background

- This paper is 2 hours and 15 minutes long.
- This paper tests themes 1 to 4 and is written to give you the chance to show knowledge and understanding of these themes.
- There are quite a lot of knowledge marks **you must revise** if you want to do well.
- The paper is divided up as follows:

Section A Places

This section has **three** questions:
One on the European Union (EU)
One on LEDCs
One on MEDCs (outside the EU)

You must answer two questions

Section B Physical Themes

This section will have **two** questions
One on Physical Systems and Environments
One on Natural Hazards and People

You must answer one question

Section C Human Themes

This section will have **two** questions
One on Economic Systems and Development
One on Population and Settlement

You must answer one question

Summary

You must answer 4 questions in 2 $\frac{1}{4}$ hours

Section A - 2

Section B - 1

Section C - 1

- Each question will have a number of parts.
- Each question will involve some resources, which will be used in part of the question.

Examination - Good Or Bad Answer?



What is the best answer?

One that answers the question and uses the command words precisely. Using geographical terms and proves that you have knowledge and understanding of the place or theme.

Read the questions and answers below. Can you do it?

**Why do people in remote areas often find it difficult to deal with storms?
(6 Marks)**

A simple answer to this might be "Because these places are remote and they cannot get emergency help".

This is a useful point but only has one simple idea so would probably get just one mark.



A more developed answer might be, "Rural, remote areas don't have the communication networks and services of larger places and roads may be blocked for days. If power lines are broken it could take time to get them repaired. The emergency services are not as good and it may even be difficult to shop for food".

This is a much more detailed answer, which makes a number of points and develops the ideas well, making comparison with larger places. Because of this, it would score all six marks.



Examination - Good Or Bad Answer?



- (i) Name a town or city you have studied.
- (ii) Describe how changes other than housing are taking place on the edge of the town or city.
- (iii) Suggest how the changes are affecting people's lives.

(9 marks)

A simple answer would be, "On the edge of Southampton there has been a lot of housing development because people want to live nearer the countryside where there is more space. It is much nicer place to live and safer for children than the town centre. New roads have also been built and a new supermarket".

This answer names the place but does not locate it.

It then mentions a lot of housing (WHICH IS NOT REQUIRED - THE CANDIDATE DID NOT READ THE QUESTION). Although there are other changes mentioned - "roads and supermarkets" - it has no depth and does not answer part (iii) at all. Because of these factors, it would only score one or two marks.



A better answer might be "Southampton, a large city on the south coast of England, has had many changes in recent years. There has been a motorway built on the outskirts (M27/M3) and near these motorway service areas have been built. There are lots of new industrial developments near the motorway, particularly near Eastleigh, which is just outside the city.

Also a large supermarket and a retail park have been built. Alongside the new road there has also been a development of hotels. The Travel Inn and the Hilton are two examples. These changes have brought a lot of work to the area and communication is easier. Shopping facilities have also improved. It has spoilt some of the countryside and causes pollution and traffic congestion which local people living nearby don't like".

This answer takes in all three points (i) (ii) (iii) and is well structured with some detailed information, because of this it would score a lot of knowledge and understanding marks and would be worth 8/9 marks.



How To Do Well On The Examination Paper



1. You have $2\frac{1}{4}$ hours to do 4 questions. Spend up to fifteen minutes looking at all the questions before you choose the questions you want to answer. **This will then give you 30 minutes for each question.**
2. Be careful when choosing questions. **Look at the whole question** (every part) not just the first parts, which might look easy. You could draw up a grid of the parts you can do to help you choose.

Example of a question choice grid:



Represents questions you can do

	Q	a	b	c	d	e
Section A	1					
ANSWER 2 QUESTIONS	2					
	3					
	Section B	4				
ANSWER 1 QUESTION	5					
	Section C	6				
ANSWER 1 QUESTION	7					

This will make sure you have read every part of every question and help you select the best questions for you.



If you want to do well you have to make the effort. Not the night before or even the weekend before.

Your teacher/tutor will help you with your study skills but basically it's up to you.

Examination - Good Or Bad Answer?



Tips

1. Each question will have resources, which could include maps, diagrams, photographs, data and written articles. It is often helpful to mark up or highlight the resources in relation to the questions.
2. Don't forget to identify the command words and answer the questions.
3. Don't forget to use the mark allocation to guide the length of your answers.
4. Each question will ask for an example you have studied so make sure you have revised a number of case studies for each theme.
5. Don't forget to use your local area if it is appropriate, but make sure you describe it carefully, so it is clear where and what you are writing about.
6. Answer every part of your chosen question don't leave any blank parts.
A BLANK SPACE CANNOT SCORE, AN ANSWER MIGHT!
7. Develop your answers, particularly those that have larger mark allocations.
8. Keep an eye on the clock.

Don't PANIC. You are well prepared.

