Raising Achievement Evening

Geography

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Paper One

Component 1: Global Geographical Issues (*Paper 1 code: 1GB0/01)
Written examination: 1 hour and 30 minutes ***37.5% of the qualification*** ***94 marks***
Content overview • Topic 1: Hazardous Earth • Topic 2: Development dynamics • Topic 3: Challenges of an urbanising world
Assessment overview An externally-assessed written exam with three 30-mark sections. Of the 94 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology. **Section A: Hazardous Earth** **Section B: Development dynamics** **Section C: Challenges of an urbanising world** The exam includes multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions.

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Paper One

DO NOT WRITE IN THIS AREA

(ii) Identify when mean monthly rainfall is at its highest.

(1)

- ☒ **A** June
- ☒ **B** August
- ☒ **C** September
- ☒ **D** November

(iii) Calculate the range in mean monthly temperature.

(1)

.....°C

(b) Explain **one** reason why temperatures are higher at the equator than at the poles.

(2)

.....

.....

WRITE IN THIS AREA

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Paper One

(f) Study Figure 3 which shows the total number of hurricanes (tropical cyclones) which reached the United States in each month between 1851–2018.

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
0	0	0	0	0	19	25	80	111	54	5	0

Figure 3

(i) Identify which two month period has experienced the largest number of hurricanes.

(1)

- ☐ **A** July and August
- ☐ **B** August and September
- ☐ **C** September and October
- ☐ **D** October and November

(ii) Between 1851 and 2018, a total of 294 hurricanes reached the United States.

Calculate the percentage of hurricanes which were recorded in September.

Give your answer to one decimal place.

You **must** show your working.

(2)

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Paper One

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(h) Global climate is now changing as a result of human activity.

Evaluate the view that it is difficult to predict the consequences of global climate change.

(8)

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Paper Two

Component 2: UK Geographical Issues (*Paper 2 code: 1GB0/02)
Written examination: 1 hour and 45 minutes   ***37.5% of the qualification***   ***94 marks***
Content overview   • Topic 4: The UK's evolving physical landscape – including sub-topics 4A: Coastal change and conflict and 4B: River processes and pressures.   • Topic 5: The UK's evolving human landscape – including a Case Study - Dynamic UK cities.   • Topic 6: Geographical investigations – including **one** physical fieldwork investigation and **one** human fieldwork investigation linked to Topics 4 and 5.

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Paper Two

Assessment overview

An externally-assessed written exam with three sections. Of the 94 marks available up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.

Section A: The UK's evolving physical landscape

Section B: The UK's evolving human landscape

Section C: Geographical investigations

- C1: Students choose **one** from two optional questions (Coastal change and conflict **or** River processes and pressures)
- C2: Students choose **one** from two- optional questions (Dynamic urban areas **or** Changing rural areas).

The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions.

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Paper Two

If your child has not attended one or more of the fieldwork sessions then they **MUST** attend the session to make it up.

Coasts: 26th February Lunchtime Maths field
Urban: 6th March Lunchtime F92

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Paper Two

SECTION A

The UK's Evolving Physical Landscape

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 (a) Identify which **one** of the following countries of the UK has the highest mountains.

(1)

- ☐ **A** England
- ☐ **B** Northern Ireland
- ☐ **C** Scotland
- ☐ **D** Wales

(b) Explain **one** reason why precipitation is higher in the western regions of the UK.

(2)

(c) Explain **one** way in which tectonic processes have affected the physical landscape of the UK.

(2)

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Paper Two

Assess the possible impacts of the weather in the summer of 2022 on the rivers and lakes of the UK.

You **must** use evidence from Figure 2 in your answer.

(8)

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Paper Two

Do not answer Question 9 if you have answered Question 8

If you answer Question 9, put a cross in the box ☐ .

Investigating River Processes and Pressures

9 You have carried out your own fieldwork investigating the influence of drainage basin and channel characteristics on flood risk.

Name your river fieldwork location.

(a) Explain **one** way that you collected quantitative data to investigate the influence of drainage basin and channel characteristics on flood risk.

(2)

(b) Explain **one** reason why the quantitative data that you collected might not all be accurate.

(2)

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Paper Three

Component 3: People and Environment Issues – Making Geographical Decisions (*Paper 3 code: 1GB0/03)
Written examination: 1 hour and 30 minutes ***25% of the qualification*** ***64 marks***
Content overview • Topic 7: People and the biosphere • Topic 8: Forests under threat • Topic 9: Consuming energy resources
Assessment overview An externally-assessed written exam with four sections. Of the 64 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and their use of specialist terminology. **Section A: People and the biosphere** **Section B: Forests under threat** **Section C: Consuming energy resources** **Section D: Making a geographical decision** The exam includes multiple-choice questions, short open, open response and extended writing questions. Section C will include 8-mark extended writing questions and Section D will offer a choice of **one** from three decisions assessed through a 12-mark extended writing question.

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Paper Three

SECTION A

People and the Biosphere

The issue: **the oil beneath Ecuador's rainforest**.

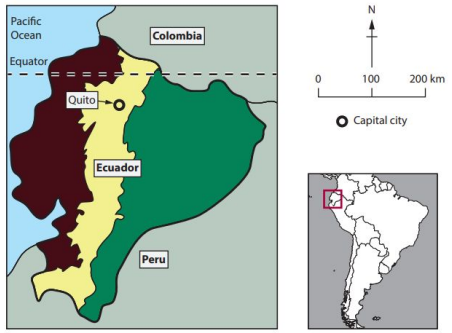
- Ecuador is an oil-rich South American country. Most of this oil lies beneath the Amazon rainforest.
- Ecuador's economy tripled in size between 2000 and 2020, partly due to money from oil sales.
- Past governments also borrowed large amounts of money from other countries. Ecuador now has a large debt to pay back.
- Ecuador's current government wants to pay off its debt while keeping the economy growing. Can this be done without exploiting more oil and destroying more rainforest?

Introduction

- When oil was discovered in 1972, Ecuador's economy began to grow faster. However indigenous Native American communities such as the Tagaeri and Taromenane people have not benefited from the extraction of oil.
- In the past, Ecuador's government borrowed large amounts of money (loans) from developed countries. But due to high annual fees charged for these loans, Ecuador has been unable to repay all the money. Ecuador still owed US$ 60 billion in 2022.
- Over time, money that could have been spent on schools, health and housing has instead been used to pay debt fees.
- In 2007, Ecuador's government proposed a new plan to help its economy while protecting the rainforest. Developed countries were asked to donate money to help protect Ecuador's rainforest. In return, Ecuador would stop developing new oil fields.
- Not enough developed countries agreed to help though, and the plan failed. Afterwards, Ecuador's government chose to work more closely with China instead. China is now giving Ecuador economic help in return for oil.
- As a result, Ecuador's rainforest ecosystems and communities remain under threat from oil exploration and exploitation.

SECTION A

People and the biosphere

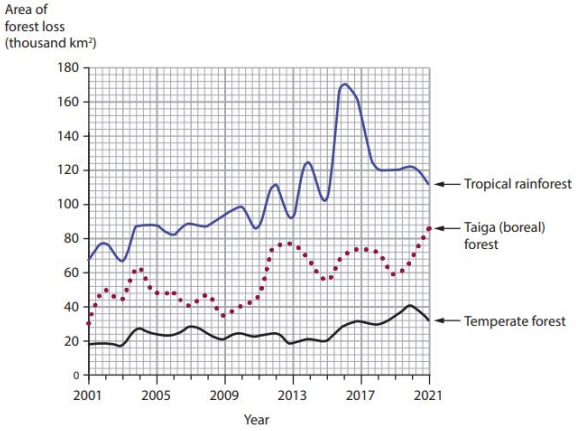


Key: the three geographical regions of Ecuador

- Coastal zone (includes many urban areas and farmland)
- Andes mountains
- Amazon rainforest

Figure 1

The three main geographical regions of Ecuador



- Forests are cut down to provide resources.
- Climate change also affects the distribution and health of forests.

Figure 2

Forest loss in different biomes, 2001–2021

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Paper Three

People and the Biosphere

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 Use Section A (pages 2, 3 and 4) in the Resource Booklet to answer this question.

(a) Study Figure 1.

(i) Identify the geographical region where capital city Quito is located.

(1)

.....

(ii) Identify the best estimate of the area of the rainforest region in Figure 1.

(1)

- ☐ **A** 7,500,000 km^2
- ☐ **B** 750,000 km^2
- ☐ **C** 75,000 km^2
- ☐ **D** 7,500 km^2

(iii) Using Figure 1 and your own knowledge, explain **one** physical reason why rainforest cannot grow in some parts of Ecuador.

(2)

.....

.....

.....

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(d) Using evidence from Figures 7 and 8, assess the threats to Yasuní National Park (YNP) and its communities.

(8)

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SECTION D

Making a Geographical Decision

Answer Question 4. Write your answers in the space provided.

In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and your use of specialist terminology.

4 Study the three options below for Ecuador's government.

Option 1: Ask foreign governments again if they will pay to stop oil production and save the rainforest in Ecuador.

Option 2: Allow all of Ecuador's oil resources to be used carefully, provided the profits are shared with rainforest communities.

Option 3: Gradually shut down Ecuador's oil industry, starting with any drilling in national parks and populated rainforest areas.

Select the option you think offers the best long-term future for all of Ecuador's people.

Justify your choice.

Use information from the Resource Booklet and knowledge and understanding from the rest of your geography course to support your answer.

(12)

Chosen option

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Questions:

Command word	Marks	Advice
Identify	1 (maybe 2)	Either multiple choice or singular words. Keep it short. Spend as little time on these as possible.
State	1 (maybe 2)	Singular word or short phrase. Keep it short. Spend as little time on these as possible.
Calculate	1-2	Use a calculator. Show your working
Describe	2,4	Use the TEA structure, start on major trend and work smaller, focus on vocabulary, use the figures
Explain	2,3,4	Idea plus detail is two marks. Use academic phrases- because, this means that, this leads to, this results in
Assess/evaluate	8	Use the figures, PLAN, two points and a conclusion, use judgement language- socially, long term, effective etc
Select and justify	12 (plus 4)	Short intro, one paragraph for each option (three), conclusion. Use the figures! PLAN. Use judgement language- socially, long term, effective etc

Questions:

GCSE Geography

Home | Revision Plan | Writing Help | Climate Change | Tropical Storms | Tectonics | Development Dynamics | Urbanising world | UK Physical | Rivers | More

T

Trend (Start BIG)

Identify the main, overall pattern or distribution shown in the data or map.

`Use: Overall, the general pattern is... There is a clear trend of...`

E

Example (Specific Data)

Provide precise data, a specific location, or a high/low point to support the Trend (AO1).

`Use: For example, the highest value is... This is evident at [Location], which has [Data].`

A

Anomaly (Go SMALLER)

Point out any specific exceptions, outliers, or areas that do not fit the main pattern.

`Use: However, an anomaly is seen in... In contrast, the region of [Location] shows...`

TEA in Action: Quick Summary

STEP	FOCUS	KEY SENTENCE EXAMPLE
T: Trend	Overall Pattern	Overall, there is a clear trend of urban population increasing rapidly across all global regions shown in the data.
E: Example	Specific Data/Place	For example, the region of South Asia shows the steepest rise, growing from 18% urban in 1970 to a projected 55% urban by 2050.
A: Anomaly	Exception	However, an anomaly is seen in the High Income Countries category, where the growth rate has slowed considerably since 2010, remaining largely static at around 82% urban.

Academic writing support:

What are you trying to do?	Phrases	Command words
Add detail or expand an idea	Because, this means that, therefore, for example	Explain, assess, select and justify
Describe or explain a process	This leads to, this results in, this causes, firstly etc, and then	Describe, explain (Assess, select and justify)
Add an opinion	Socially, economically, environmentally, politically, short term, long term, local, national, global, effective (in), important (un)	Assess, evaluate, select and justify
Conclude your answer	Despite….. Ultimately…. Therefore overall….	Assess, evaluate, select and justify

Revision website: There is a section titled 'Writing Help'. This breaks down each question with model answers, tips and tricks.

PEEL VS OREO

In geography we do not use the PEEL structure. THis is because it does not match the mark scheme. If a student uses the PEEL structure on an 8 mark question they could cap themselves as low as 4 marks.

We encourage all students to use the OREO structure.

PEEL VS OREO

Why Use the OREO Structure?

This framework ensures every paragraph fully develops your point (AO2) and backs it up with specific case study evidence (AO1), preparing you for a strong final **judgement (AO3).**

ASSESSMENT OBJECTIVE (AO)	HOW OREO ADDRESSES IT
AO1: Knowledge (Case Studies)	Handled by integrating specific, detailed case study evidence (E).
AO2: Application & Explanation	Handled by explaining the 'why' and 'how' (R), developing the point into a clear causal chain.
AO3: Judgement & Evaluation	Handled by stating a clear point (O1) and linking it directly to the question's overall judgement (O2).

PEEL VS OREO

The OREO Structure: Your Paragraph Blueprint

O

Point/Argument (Opening)

State one clear argument that answers the question. Use geographical terms (e.g., economically, socially, long-term).

```
Use: One significant factor is, It can be argued that, Socially/Economically, etc.
```

R

Reason/Explanation (The 'How' and 'Why')

Explain the process in detail. Build a clear cause-and-effect chain (AO2) without using your case study data yet.

```
Use: Because, this leads to, which in turn causes, therefore, consequently.
```

E

Example/Evidence (AO1)

Integrate specific, factual evidence (case studies, data, dates, statistics) to directly support the Reason (R).

```
Use: For example, this is shown by, evidence supports this as...
```

O

Link to Overall Judgement (Closing)

Briefly link this paragraph's argument back to the main question and your final judgement.

```
Use: As a result, this demonstrates that, this is a more important factor than...
```

Resources:

1. **Revision website:**

https://sites.google.com/ashlyns.herts.sch.uk/miss-hirsts-gcse-geography/home

2. **Knowledge organisers:**

Three booklets, summaries of all key content

3. **Exam board website:**

https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html

Revision Website

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GCSE GEOGRAPHY

PAPER ONE

Paper 1: Global Geographical Issues:

1. Hazardous Earth - climate change, extreme weather hazards and tectonic hazards;
2. Development dynamics - global inequality, a depth study of how one emerging country is developing;
3. Challenges of an urbanising world - causes and challenges of rapid urbanisation across the world, plus one depth study of a megacity in a developing country.

PAPER TWO

Paper 2: UK Geographical Issues:

4. The UK's evolving physical landscape - geology, coastal change and conflict, river processes and pressures;
5. The UK's evolving human landscape - socio-economic and political processes, plus a case study of a major UK city;
6. Geographical investigations - two investigations – either coasts or rivers and either urban or rural areas.

PAPER THREE

Paper 3: People and Environment Issues – Making Geographical Decision:

7. People and the biosphere - ecosystems and human uses of resources;
8. Forests under threat - tropical rainforests and the taiga, biodiversity and sustainable use and management;
9. Consuming energy resources - renewable and non-renewable energy, energy security, sustainable use and

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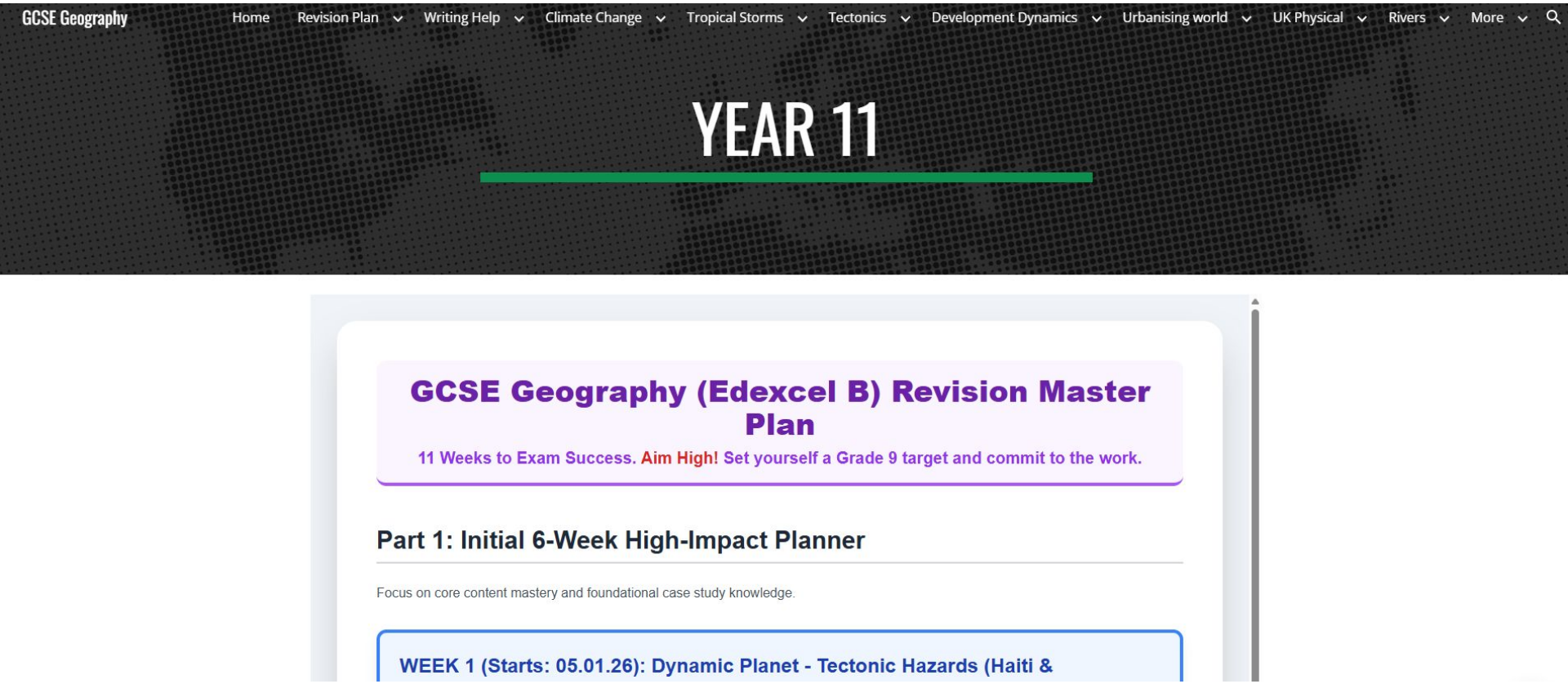

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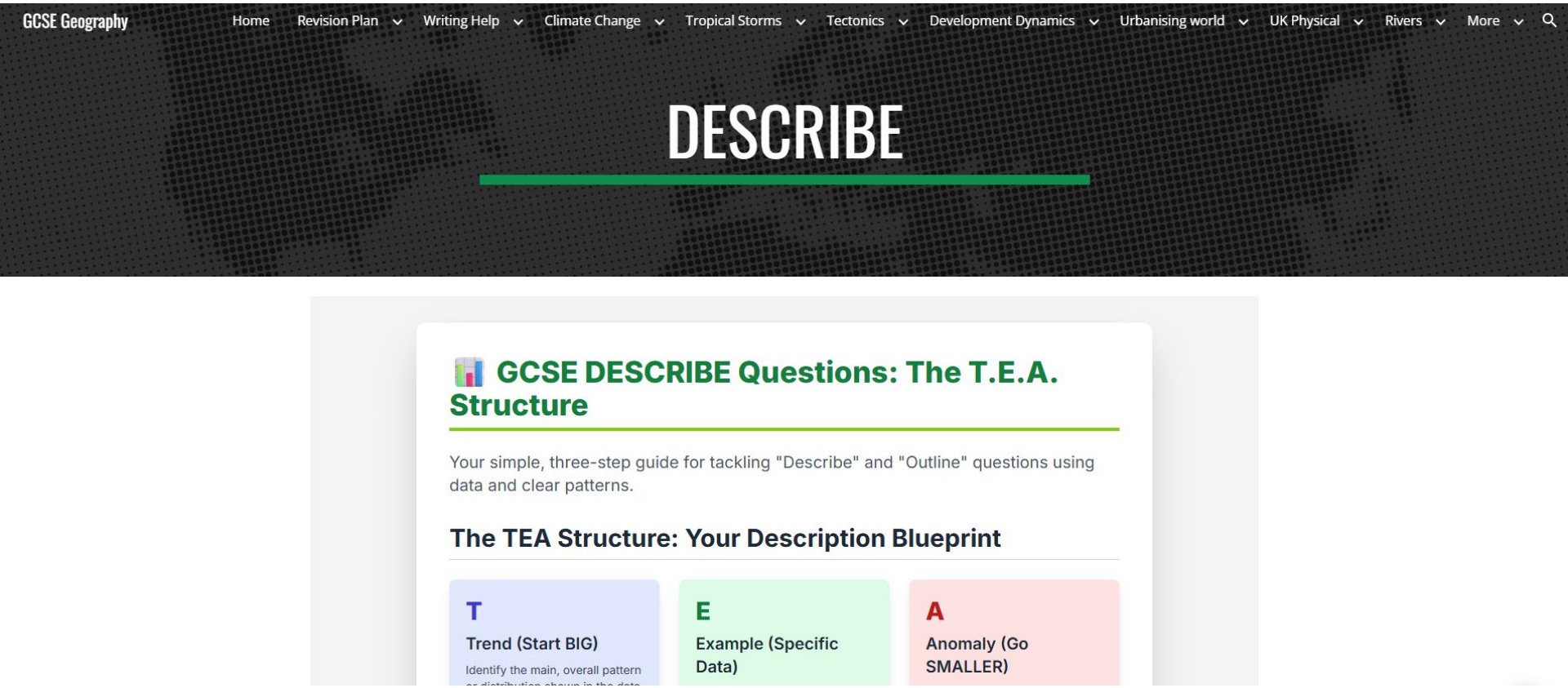

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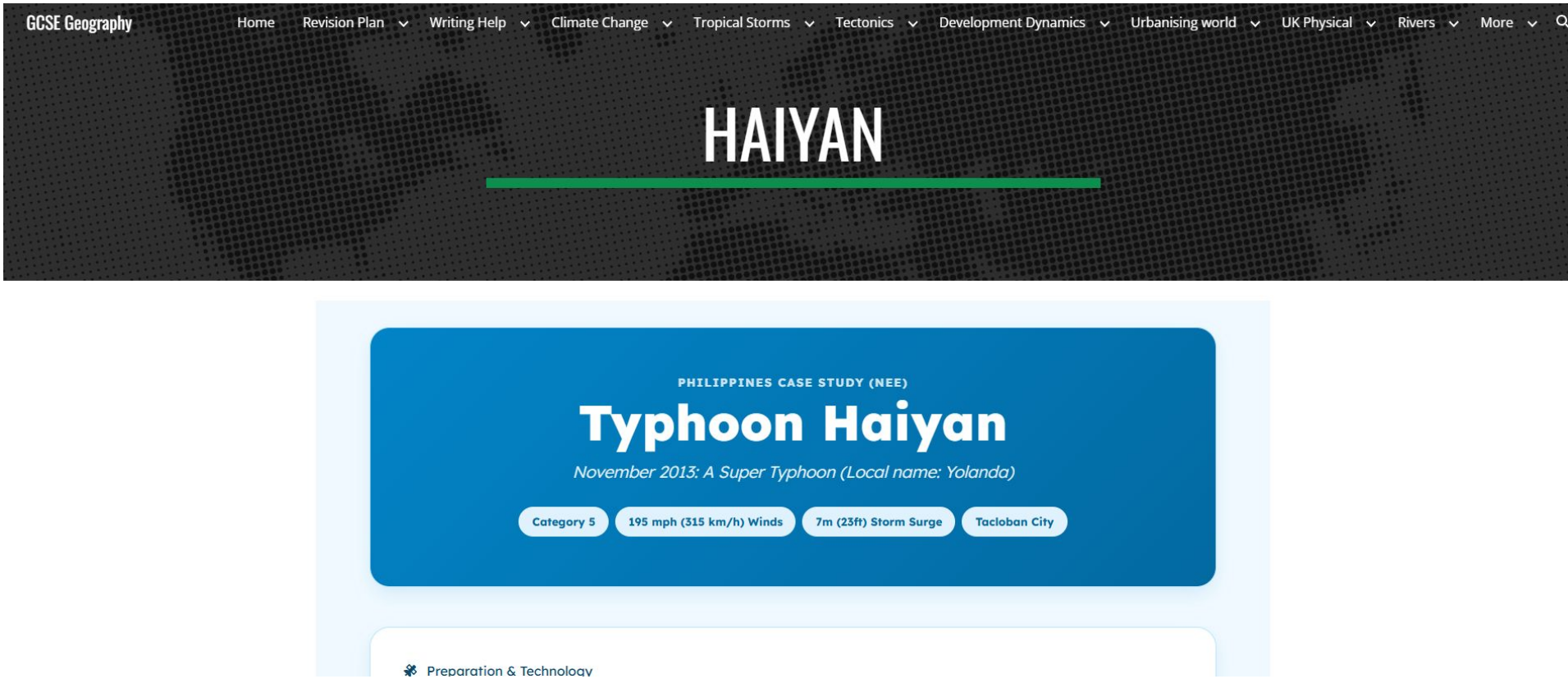

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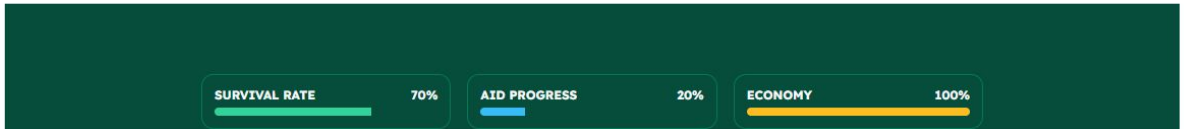

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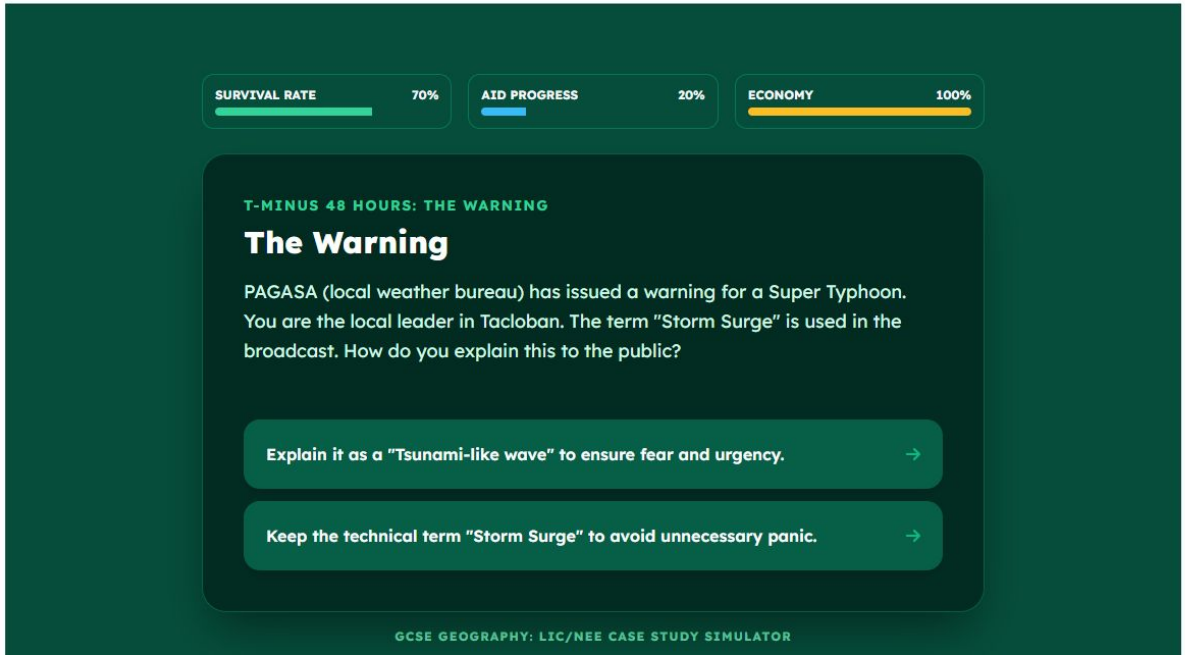

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Revision Website

How to use the website:

1. Use your trial exam to identify your weakest topics
2. Read through the relevant pages for that topic, including completing the games
3. Use the relevant pages to create notes, flashcards, or mind maps about the topic
4. Use the home page to find an exam question linked to that topic
5. Using the notes you have made plan an answer to the question
6. Complete the question in timed conditions (roughly one mark per minute)
7. Use the markscheme on the homepage to mark your own question and then hand it in to your teacher to check it!

Knowledge organisers

Edexcel B Geography GCSE
Paper 1 – Global Geographical Issues
These topics include physical and human processes and people-environment interactions to consider key contemporary global geographical issues. This paper includes three topics: • Topic 1: Hazardous Earth • Topic 2: Development dynamics • Topic 3: Challenges of an urbanising world

Topic 1: Hazardous Earth
Enquiry Question: **How does the world's climate system function, why does it change and how can this be hazardous for people?** • 1.1 - The atmosphere operates as a global system which transfers heat around the Earth • 1.2 - Climate has changed in the past through natural causes on timescales ranging from hundreds to millions of years • 1.3 - Global climate is now changing as a result of human activity, and there is uncertainty about future climates

Knowledge organisers

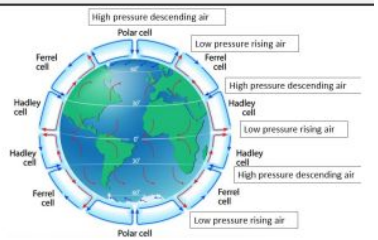
Learning Objectives	R	A	G
I can explain the global circulation system and its effect on climatic zones			
I can use and interpretation of climate graphs			
I can explain the natural factors behind climate change			
I can outline the historical evidence for climate change			
I can use and interpretation of line graphs/bar charts showing climate change			
I can explain the human factors behind climate change			
I can outline the evidence for human activity affecting climate change			
I can use and interpretation of temperature and sea-level projection graphs to 2100			
I can suggest ways in which climate change might have impacts in the future			

Knowledge organisers

Global atmospheric systems

High pressure - A **high pressure system** has higher pressure at its center.. Winds blow away from high pressure. The air becomes denser and begins to sink. The air now presses on the Earth's surface, creating high pressure and fine weather

Low pressure - A **low pressure system** has lower pressure at its center. Winds blow towards the low pressure, and the air rises in the atmosphere where they meet. The air becomes lighter and rises, creating low pressure. Low pressure draws moisture from the ground creating clouds, rain and storms.



Lines of latitude - This includes both the Equator and the tropics. These are 'lines' that cross the globe east to west and are used to describe placement in terms of the number of degrees north and south. The Equator is 0°. The Tropic of Cancer is in the northern hemisphere 23.5°N. The Tropic of Capricorn is in the southern hemisphere 23.5°S.

Natural causes of climate change

- **Milankovitch cycles**
  - **Eccentricity** - The earths orbit changes shape over long periods of time. When it is more circular we have warmer periods (Interglacial) when it is more elliptical we have colder periods (glacial).
  - **Precession** - The earth does not rotate on its axis perfectly, it 'wobbles' this can create slight changes in seasonal temperatures.
  - **Axial tilt** - Every 40,000 the angle of the earths tilt changes slightly meaning sometimes the earth is tilted slightly further away from the sun making it colder, or slightly towards the sun making it warmer.
- **Solar variation**- The amount of energy the sun produces over time varies. This is sometimes related to sun spots. Periods of lower solar activity can create colder periods.
- **Volcanism**- Large scale volcanic eruptions can eject huge amounts of ash and dust which when blown into the atmosphere can reflect radiation from the sun away from the earth creating a cooler period.
- **Surface impact**- Large cosmic material (asteroids) can crash into earth and emit large levels of dust. This can block or reflect solar radiation which can cause cooling periods.

Knowledge organisers

Key vocabulary
climate change - a long term change in the Earth's climate, especially changes in temperature **climate** - the average weather in an area occurring over many years **Coriolis effect** – the deflection of air movement by the Earth's rotation **correlation -** a pattern or link between two things, normally on a graph (as one thing increases so does another) **eccentricity** – how much a shape has changed between being a circle to an oval **elliptical –** oval shaped **enhanced greenhouse effect-** the trapping of heat radiation around the earth by excess greenhouse gases produced by human activity **Ferrel Cell –** circulation cell that brings warm air north towards the UK **global warming –** a rise in average global temperatures **greenhouse effect -** the trapping of heat radiation around the earth **greenhouse gases -** gases that reflect heat radiation - carbon dioxide, nitrous oxide, sulphates, methane **Hadley Cell –** a circulation cell near the Equator responsible for storms at the Equator and desert belts north and south of the Equator **jet stream** – a fast moving current of air in the upper atmosphere **Latitude -** imaginary lines that cross the earth from east to west **Longitude -** imaginary lines that cross the world from the north pole to the south pole **ocean currents -** a continuous, directed movement of sea water created by temperature and salinity differences **Polar Cell** – a circulation cell furthest from the Equator that brings cold air south towards the UK **precession** - the change in the orientation of the axis of a rotating object **prevailing winds** – direct in which the wind blows most frequently **Quaternary period** – the current period of geological time **redistribute -** move or give out something differently or again, normally to achieve greater social equality **thermal expansion -** as water gets warmer it expands (takes up more space) **transfer -** move from one place to another. **weather -** the day-to-day conditions of the atmosphere e.g. temperature, precipitation, cloud cover etc.

Knowledge organisers

How to use the KOs:

1. Download a copy of each KO, either as a PDF you can edit, or print a copy.
2. For each and every topic complete the RAG.
3. Prioritise your revision
   a. Red- read the KO for that section, make notes and flashcards for the vocabulary, test yourself. Follow up with memorising key case study details from your notes. Complete an exam question and then review - can you move to orange?
   b. Orange- read through the KO for that section. Complete an exam question and then review it - can you move to green?
   c. Green- Complete an exam question to check your understanding