

GCSE Geography Essentials 2024

Welcome to GCSE Geography!

Our GCSE in Geography A course encourages you to think like geographers through the study of geographical themes applied within the context of the UK and wider world.

Before you know it, your Year 11 exams will have come and gone, and you'll have your GCSE certificates in hand ready to move onto the next challenge!

This booklet contains 'essentials' you need to know to be successful, including:

- Exam information
- Study advice
- Recommended reading
- Past Paper links
- Topic summaries (with key ideas and content)
- Case study overviews
- Exam Questions
- Geographical Skills PLC (Personal Learning Checklist)

Exam Information

The course you are studying is called OCR GCSE Geography A (J383).

<https://www.ocr.org.uk/qualifications/gcse/geography-a-geographical-themes-j383-from-2016/>

The Oxford, Cambridge and RSA Examinations (OCR) board was first created in 1998. Today it is one of the largest exam boards in the country and it continues to be run by the University of Cambridge. OCR is responsible for writing and marking your exam papers.

Like most subjects, OCR GCSE Geography is a 'linear' course. This means you'll be assessed on your knowledge at the very end of the GCSE course. The course you are sitting takes two academic years to complete.

The A course approaches the subject thematically: teaching you about UK-specific geography and then about global geographical topics.

OCR does not require any prior qualification or knowledge from you. But they do specify that you are likely to have learned some basics about geography throughout their Key Stage 3 classes. Therefore, the GCSE course does assume some basic knowledge about geography.

If you are taking Geography A, then your first two exams (Living in the UK Today and The World Around Us) will last 1 hour each and count for 30% of your final grade each. The final paper (Geographical Skills), which includes a fieldwork assessment, will last 1 hour and 30 minutes and count for 40% of your final grade.

End of course assessment overview

| Content Overview | Exam Papers | % of total GCSE |
|---|--|-----------------|
| 1.1 Landscapes of the UK 1.2 People of the UK 1.3 UK Environmental Challenges | Living in the UK Today (Paper 01) 60 marks 1 hour written exam | 30% |
| 2.1 Ecosystems of the planet 2.2 People of the planet 2.3 Environmental threats to our planet | The World Around Us (Paper 02) 60 marks 1 hour written exam | 30% |
| 3 Geographical skills & Fieldwork* | Geographical Skills (Paper 03) 80 marks 1 hour 30 minutes written exam | 40% |

*Includes a *synoptic component*

Content overview

Component 01: Living in the UK

Students investigate the dynamic and diverse geography of the UK, exploring the distinctive physical and human environments, the processes which drive them and the challenges they create.

There are three topics:

- Landscapes of the UK
- People of the UK
- UK environmental challenges.

Component 02: The world around us

This component explores the complexities of the planet and its interconnections. Students examine the changing, dynamic nature of physical and human environments, the role of decision-makers and the sustainable nature and management of these environments.

There are three topics:

- Ecosystems of the planet
- People of the planet
- Environmental threats to our planet.

Component 03: Geographical skills

Geographical skills are integrated into all aspects of the subject. Learning these skills in the context of components 01 and 02 stimulates students to 'think geographically' and apply the skills in a range of contexts.

Geographical skills:

- Cartographic
- Graphical
- Numerical
- Statistical.

Synoptic assessment is the students' understanding of the connections between different elements of the subject, this will include material from either or both of the first two components.

Fieldwork skills include understanding and applying specific geographical knowledge, understanding and skills to real-world physical and human geographical contexts.

Delivery sequence

| Year 10 | Year 11 |
|--|--|
| 1.1 Landscapes of the UK (01) 1.2 People of the UK (01) 2.1 Ecosystems of the planet (02) 2.2 People of the planet (02) 3 Geographical Skills & Fieldwork (03) | 1.3 UK Environmental challenges (01) 2.3 Environment threats to our planet (02) <i>Exam Revision</i> |

Changes to the sequence may occur due to internal or external factors such as staffing.

Study Advice

One way to stay away from low-efficiency revision is to avoid passive studying (i.e. just reading). Instead, write some revision cards, take some quizzes and draw some mind maps. This will help you remember your definitions and memorise your case studies for your exams.

When you start feeling confident about the subject content, start doing timed practice questions and papers (see below). That way you'll learn about what to expect on exam day and you'll get a hang of how to manage your time in an exam. There is a selection of questions at the back of this booklet. If a question is worth 5 marks, you should probably aim to spend around 5 minutes answering it (one mark per minute)

Finally, always ask for help if you need it, but do think and try to solve problems for yourself. Remember; all of your teachers are here to support you in getting the very best grades.

Practice papers with mark schemes

Paper 1:

<https://www.ocr.org.uk/Images/207278-unit-j383-01-living-in-the-uk-today-sample-assessment-material.pdf>

Paper 2:

<https://www.ocr.org.uk/Images/207279-unit-j383-02-the-world-around-us-sample-assessment-material.pdf>

Paper 3:

<https://www.ocr.org.uk/Images/207280-unit-j383-03-geographical-skills-sample-assessment-material.pdf>

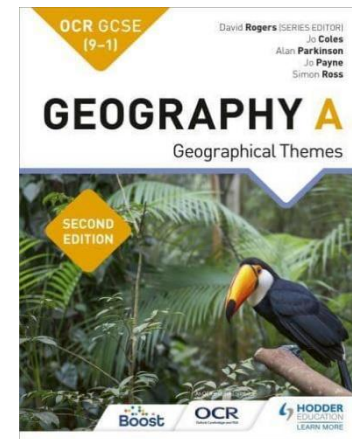
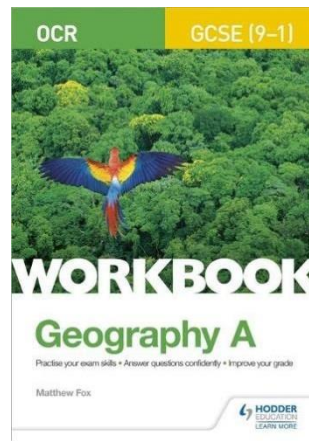
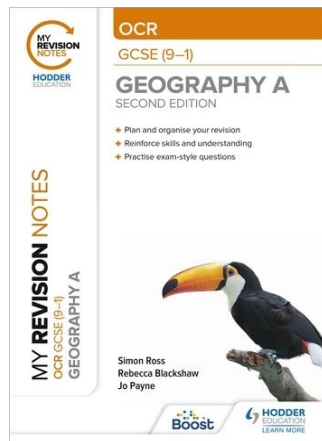
Recommended Reading

Revision books:

- My Revision Notes: OCR GCSE (9-1) Geography A Second Edition Paperback – 29 Oct. 2021 by Simon Ross, Jo Payne *et al*
- OCR GCSE (9–1) Geography A Workbook Paperback – 30 Aug. 2019 by Matthew Fox

Course text book:

- OCR GCSE (9-1) Geography A Second Edition Paperback – 26 Jun. 2020 by Jo Coles, Jo Payne *et al*



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| Topic | 1.1 Landscapes of the UK |
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| <p>The physical landscapes of the UK have distinctive characteristics.</p> | <p>There are a number of geomorphic processes which create distinctive landscapes.</p> | <p>Rivers create a range of landforms which change with distance from their source within a river basin.</p> | <p>There are a range of landforms within the coastal landscape.</p> | <p>Landscapes are dynamic and differ depending on their geology, climate and human activity</p> |
| <p>Overview of the distribution of areas of:</p> <ul style="list-style-type: none"> - upland - lowland - glaciated landscapes. <p>Overview of the distinctive characteristics of these landscapes including:</p> <ul style="list-style-type: none"> - geology - climate - human activity | <p>Definitions of the main geomorphic processes including types of:</p> <ul style="list-style-type: none"> - weathering (mechanical, chemical, biological) - mass movement (sliding, slumping) - erosion (abrasion, hydraulic action, attrition, solution), - transport (traction, saltation, suspension, solution) - deposition. | <p>The formation of river landforms</p> <ul style="list-style-type: none"> - Waterfall - Gorge - V-shaped valley - Floodplain - Levee - Meander - Oxbow lake | <p>The formation of coastal landforms</p> <ul style="list-style-type: none"> - headland - bay - cave - arch - stack - beach - spit | <p>Two case studies:</p> <ul style="list-style-type: none"> - UK river basin - UK coastal landscape |

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| Topic | 1.2 People of the UK |
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| <p>The UK is connected to many other countries and places.</p> | <p>The UK is a diverse and unequal society which has geographical patterns.</p> | <p>There are different causes and consequences of development within the UK</p> | <p>The UK's population is changing</p> | <p>There are causes for and consequences of urban trends in the UK</p> | <p>Cities have distinct challenges and ways of life, influenced by its people, culture and geography.</p> |
| <p>Overview of the UK's current major trading partners to include</p> <ul style="list-style-type: none"> - principal exports - imports | <p>An understanding of the UK's geographical diversity through patterns of:</p> <ul style="list-style-type: none"> - employment - average income - life expectancy - educational attainment - ethnicity - access to broadband. | <p>The causes of uneven development within the UK, including</p> <ul style="list-style-type: none"> - geographical location - economic change - infrastructure - government policy. <p>Case study of the consequences of economic growth and/or decline for one place or region in the UK.</p> | <p>Changes in the UK's population structure from 1900 to the present day, including its changing position on the Demographic Transition Model.</p> <p>An understanding of the causes and the effects of, and responses to an ageing population.</p> <p>Outline flows of immigration into the UK in the 21st century including an overview of the social and economic impacts on the UK.</p> | <p>Overview of the causes for contrasting urban trends in the UK, including</p> <ul style="list-style-type: none"> - suburbanisation - counter-urbanisation - re-urbanisation. <p>Outline of the</p> <ul style="list-style-type: none"> - social - economic - environmental consequences of contrasting urban trends in the UK. | <p>Case study of one major city in the UK</p> |

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| Topic | 1.3 UK Environmental Challenges |
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| <p>The UK has a unique climate for its latitude which can create extreme weather conditions</p> | <p>Extreme flood hazard events are becoming more commonplace in the UK</p> | <p>Humans use, modify and change ecosystems and environments to obtain food, energy and water</p> | <p>There are a range of energy sources available to the UK.</p> | <p>Energy in the UK is affected by a number of factors and requires careful management and consideration of future supplies.</p> |
| <p>How the following influence the weather in the UK:</p> <ul style="list-style-type: none"> - air masses - the North Atlantic Drift - continentality <p>How air masses cause extreme weather conditions in the UK, including extremes of</p> <ul style="list-style-type: none"> - wind - temperature - precipitation | <p>Case study of one UK flood event</p> | <p>Overview of how environments and ecosystems in the UK are used and modified by humans, including:</p> <ul style="list-style-type: none"> - mechanisation of farming - commercial fishing to provide food - wind farms - fracking to provide energy - reservoirs - water transfer schemes to provide water | <p>Identification of renewable and non-renewable energy sources.</p> <p>The contribution of</p> <ul style="list-style-type: none"> - renewable - non-renewable <p>sources to energy supply in the UK.</p> | <p>Changing patterns of energy supply and demand in the UK from 1950 to the present day, and how changes have been influenced by government decision making and international organisations.</p> <p>Strategies for sustainable use and management of energy at local and UK national scales, including the success of these strategies.</p> <p>The development of renewable energy in the UK and the impacts on people and the environment.</p> <p>The extent to which non-renewable energy could and should contribute to the UK's future energy supply.</p> <p>Economic, political and environmental factors affecting UK energy supply in the future.</p> |

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| Topic | 2.1 Ecosystems of the Planet |
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| Ecosystems consist of interdependent components | Ecosystems have distinct distributions and characteristics. | There are major tropical rainforests in the world. | There are major coral reefs in the world | Bio-diverse ecosystems are under threat from human activity. |
| Ecosystems include abiotic (weather, climate, soil) and biotic (plants, animals, humans) components which are interdependent. | <p>Overview of the global distribution of</p> <ul style="list-style-type: none"> - polar regions - coral reefs - grasslands - temperate forests - tropical rainforests - hot deserts. <p>Overview of the climate, plants and animals within these ecosystems.</p> | <p>The location of the tropical rainforests including</p> <ul style="list-style-type: none"> - the Amazon - Central American - Congo River Basin, - Madagascan - South East Asian - Australasian. | <p>The location of warm water coral reefs including</p> <ul style="list-style-type: none"> - the Great Barrier Reef - Florida Reef - Andros Coral Reef. | <p>The processes that operate within tropical rainforests, including</p> <ul style="list-style-type: none"> - nutrient - water cycles. <p>The process of nutrient cycling that operates within coral reefs.</p> <p>Two case studies, including one tropical rainforest and one coral reef.</p> |

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| Topic | 2.2 People of the Planet |
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| The world is developing unevenly. | There are many causes of Uneven development | Many factors contribute to a country's economic development | The majority of the world's population now live in urban areas | There are causes & consequences of rapid urbanisation in LIDCs. | Cities have distinct challenges and ways of life influenced by its people & culture. |
| <p>Social, economic and environmental definitions of development, including the concept of sustainable development.</p> <p>Different development indicators, including</p> <ul style="list-style-type: none"> - GNI per capita - Human Development Index - Internet Users <p>and the advantages and disadvantages of these indicators.</p> <p>How development indicators illustrate the consequences of uneven development.</p> <p>Current patterns of</p> <ul style="list-style-type: none"> - advanced countries (ACs), - emerging developing countries (EDCs) - low-income developing countries (LIDCs). | <p>Outline the reasons for uneven development, including:</p> <ul style="list-style-type: none"> - the impact of colonialism on trade - the exploitation of natural resources. <p>Different types of aid and their role in both promoting and hindering development.</p> | <p>Case study of one LIDC or EDC</p> <p>Using the case study of the LIDC or EDC explore Rostow's model to determine the country's path of Economic development.</p> | <p>Definition of city, megacity and world city.</p> <p>The distribution of megacities and how this has changed over time.</p> <p>How urban growth rates vary in parts of the world with contrasting levels of development.</p> | <p>Overview of the causes of rapid urbanisation in LIDCs including push and pull migration factors, and natural growth.</p> <p>Outline of the social, economic and environmental consequences of rapid urbanisation in LIDCs.</p> | <p>Case study of one major city in an LIDC or EDC</p> |

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| Topic | 2.3 Environmental Threats to our Planet |
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| The climate has changed from the start of the Quaternary period. | There are a number of possible causes of climate change. | Climate change has consequences. | The global circulation of the atmosphere controls weather and climate | Extreme weather conditions cause different natural weather hazards. | Drought can be devastating for people and the environment. |
| <p>Overview of how the climate has changed from the beginning of the Quaternary period to the present day, including ice ages.</p> <p>Key periods of warming and cooling since 1000AD, including the medieval warming, Little Ice Age and modern warming.</p> <p>Evidence for climate change over different time periods, including global temperature data, ice cores, tree rings, paintings and diaries.</p> | <p>Theories of natural causes of climate change Including:</p> <ul style="list-style-type: none"> - variations in energy from the sun - changes in the Earth's orbit - volcanic activity. <p>How human activity is responsible for the enhanced greenhouse effect which contributes to global warming.</p> | <p>Summary of a range of consequences of climate change currently being experienced across the planet.</p> | <p>Distribution of the main climatic regions of the world.</p> <p>Outline how the global circulation of the atmosphere is controlled by the movement of air between the poles and the equator.</p> <p>How the global circulation of the atmosphere leads to extreme weather conditions (wind, temperature, precipitation) in different parts of the world.</p> | <p>Outline the causes of the extreme weather conditions that are associated with the hazards of</p> <ul style="list-style-type: none"> - tropical storms - drought. <p>The distribution and frequency of tropical storms and drought, and whether these have changed over time</p> | <p>Case study of one drought event caused by El Niño / La Niña:</p> |

Paper 1 Case Study Checklist

| UK river basin | UK coastal landscape | UK place or region | Major city in the UK | UK flood event |
|---|---|---|--|---|
| <p>The geomorphic processes operating at different scales</p> <p>How these processes are influenced by geology and climate landforms and features associated with your case study</p> <p>How human activity, including management, works in combination with geomorphic processes to impact the landscape</p> | <p>The geomorphic processes operating at different scales</p> <p>How these processes are influenced by geology and climate landforms and features associated with your case study</p> <p>How human activity, including management, works in combination with geomorphic processes to impact the landscape</p> | <p>The consequences of economic growth and/or decline</p> | <p>The influences of the city within its region, the country and the wider world</p> <p>Migration (national and international) and its impact on the city's growth and character</p> <p>Ways of life within the city, such as culture, ethnicity, housing, leisure and consumption</p> <p>Contemporary challenges that affect urban change, including housing availability, transport provision and waste management</p> <p>Sustainable strategies to overcome one of the city's challenges.</p> | <p>Causes of the flood event, including extreme weather conditions</p> <p>Effects of the flood event on people and the environment</p> <p>Management of the flood event at a variety of scales.</p> |

Paper 2 Case Study Checklist

| Tropical rainforest | Coral reef | An LIDC or EDC | A major city in an LIDC or EDC | Drought event caused by El Niño/La Niña |
|---|---|--|--|--|
| <p>The interdependence of climate, soil, water, plants, animals and humans</p> <p>Their value to humans and to the planet</p> <p>Threats to biodiversity</p> <p>Attempts to mitigate these through sustainable use and management</p> | <p>The interdependence of climate, soil, water, plants, animals and humans</p> <p>Their value to humans and to the planet</p> <p>Threats to biodiversity</p> <p>Attempts to mitigate these through sustainable use and management</p> | <p>This should illustrate its changing economic development, including the influence of and interrelationships between:</p> <ul style="list-style-type: none"> - The country's geographical location, and - Environmental context (landscape, climate, ecosystems, availability and type of natural resources) - The country's political development and relationships with other states - Principal imports and exports and the relative importance of trade - The role of international investment - Population and employment structure changes over time - Social factors, including access to education and healthcare provision - Technological developments, such as communications technology - One aid project | <p>Including the influences of: the city within its region, the country, and the wider world</p> <p>Migration (national and international) and its impact on the city's growth and character</p> <p>The ways of life within the city, such as culture, ethnicity, housing, leisure & consumption</p> <p>Contemporary challenges that affect urban change, including housing availability, transport provision and waste management</p> <p>Sustainable strategies to overcome one of the city's challenges.</p> | <p>How the extreme weather conditions of El Niño / La Niña develop and can lead to drought</p> <p>Effects of the drought event on people and the environment</p> <p>Ways in which people have adapted to drought in the case study area.</p> |

Sample Exam Questions for 01 & 02

Landscapes of the UK

- Explain how human activity has negatively affected the coastal landscape in your chosen area (8 marks)
- Outline the distribution of upland, lowland and glaciated landscapes across the United Kingdom (6)
- Explain the geomorphic processes that lead to the creation of distinctive upland landscapes (6)
- To what extent have geomorphic processes impacted the landscape of your chosen UK river basin more than human activity? (8)
- Describe the distribution of areas of upland, lowland and glaciated landscapes in the UK (5)
- Define the following terms:
 - Weathering
 - Mass movement
 - Erosion
 - Transport
 - Deposition (10)
- Use diagrams to explain how the following landforms are formed:
 - Waterfall and gorge (5)
 - Floodplain, levee, meander and ox-bow lake (5)
- Describe the distribution of areas of upland, lowland and glaciated landscapes in the UK (5)
- Explain how human activity has impacted the landscape in the drainage basin of a river you have studied (5)
- Use diagrams to explain how the following landforms are formed:
 - Headland, bay, cave, arch and stack (5)
 - Beach and spit (5)
- Explain how human activity has impacted a stretch of coastline you have studied (5)

People of the UK

- Give an overview of the UK's current major trading partners to include principal exports and imports (5)
- Summarise the recent trends in UK employment over the last 25 years (5)
- Describe and explain the causes of the UK's geographical diversity through patterns of employment, average income, life expectancy, educational attainment, ethnicity and access to broadband (5)
- Evaluate the UK government's strategies aimed at overcoming regional imbalance (5)
- Discuss the consequences of economic growth and decline for a place or region in the UK (12)
- To what extent has government policy contributed more to uneven development across the UK than economic change? (8)
- Assess whether the opportunities associated with an ageing population outweigh the challenges (6)
- 'The negative social and economic impacts of immigration into the UK in the 21st Century are greater than the positive impacts' To what extent do you agree with this statement (8)
- Discuss the consequences of contrasting urban trends in the UK (12)
- Examine the contemporary challenges that affect urban change in a UK city you have studied (8)
 - Refer to housing availability,
 - Transport provision
 - waste management
- To what extent can the sustainable strategies adopted by the city overcome the city's challenges? (12)

UK Environmental Challenges

- To what extent were the effects of a UK flood event caused more by physical rather than human factors? (6)
- Asses the management of the flood event at a variety of scales (12)
- Discuss the causes of the flood event (12)
- 'The impacts of the flood event were worse for the environment of the area more than the people' To what extent do you agree (12)
- Explain how air masses can cause extreme weather in the UK (4)
- Explain how mechanisation of farming modifies the environment (4)
- Discuss the impact on both people and environment from the development of renewable energy in the UK (8)
- Examine the factors affecting the UK's future energy supply (6)
- To what extent should non-renewable energy contribute to the UK's future energy supply? (12)

Ecosystems of the planet

- Evaluate the sustainability of one attempt to manage threats to the biodiversity of a coral reef ecosystem you have studied. (12)
- With reference to your tropical rainforest case study evaluate its value to humans and to the planet (12)
- Discuss the threats to biodiversity and attempts to mitigate in a tropical rainforest through sustainable use (12)
- With reference to your tropical rainforest case study evaluate its value to humans and to the planet (12)
- Discuss the threats to biodiversity and attempts to mitigate in a coral reef ecosystem through sustainable use and management (12)
- Evaluate the use of rainforests to humans and the planet (8)
- To what extent are the biodiversity of rainforests under threat (8)
- With reference to a specific example, evaluate the strategies for managing tropical rainforests (8)
- Explain the interdependence that exists between plants and animals in coral reefs (6)
- Explain the interdependence that exists between plants and animals in tropical rainforests (6)
- Evaluate the threats to coral reefs (6)
- Evaluate the sustainability of one attempt to manage threats to the biodiversity of a coral reef ecosystem (12)
- Assess the extent to which coral reefs can be managed (6)
- Examine the interdependence of climate, water, plants, animals and humans in one coral reef ecosystem you have studied (12)
- State two distinct layers found in a rainforest structure. (4)
- Outline the process of nutrient cycling that operates within coral reefs (3)
- Describe the global distribution of the world's biomes (4)
- Outline the climate found in each ecosystem: polar, tropics, coral reefs, tropical grasslands, temperate grasslands, temperate forests. (12 – 2 points for each ecosystem!)
- Outline the interdependence of soil, water, plants, animals and humans in a tropical rainforest (4)
- On the map below draw a line to the location of tropical rainforests including the Amazon, Central American, Congo River Basin, Madagascan, South East Asian and Australasian. (6)
- Also, on the map locate warm water coral reefs including the Great Barrier Reef, Red Sea Coral Reef, New Caledonia Barrier Reef, the Mesoamerican Barrier Reef, Florida Reef and Andros Coral Reef. (6)

People of the planet

- Do what extent do development indicators illustrate the consequences of uneven development on the planet (8)
- To what extent is colonialism and trade responsible for uneven development? (8)
- Assess the value of different types of aid in promoting development (8)
- Explain how (LIDC's) climate and relief has influenced its development (6)
- Evaluate the influence of transnational corporations on LIDC's development (6)
- To what extent does (LIDC) fit into Rostow's model of development? (8)
- To what extent do the advantages of megacities outweigh the disadvantages for the people that live in them? (8)
- Explain how world cities gain their status (6)
- Comment on the causes and consequences of rapid urbanisation in LIDCs (12)
- Evaluate the success of schemes that have be implemented to improve the quality of life for people in an LIDC city (8)
- To what extent has (LIDC city) been successful in developing sustainable strategies to overcome its challenges (12)
- To what extent can Rostow's model help to determine the path of economic development for one LIDC or EDC that you have studied? (12)
- Examine the influence that TNCs have on a LIDC / EDC that you have studied (6)
- With reference to a LIDC / EDC city that you have studied, outline how the area has attempted to achieve sustainable development. (8)
- Evaluate the success of schemes to improve the quality of life in either a LIDC / EDC city (8)
- Outline the social, economic and environmental consequences of rapid urbanisation in LIDCs (8)
- Suggest how development indicators illustrate the consequences of uneven development. (4)
- Explain the causes uneven development (4)
- To what extent have sustainable strategies overcome one of the city's challenges? (12)
- Examine the impact of migration on a city's growth and character (12)
- Culture, ethnicity, leisure housing and consumption all influence the ways of life within LIDC or EDC cities. With reference to a case study, to what extent do you agree that culture is the most significant influence on ways of life within an LIDC/EDC city? (12)

Environmental threats to our planet

- Describe how climate has changed during the Quaternary period (4)
- Assess the reliability of the evidence for climate change (6)
- Explain the natural causes of climate change (6)
- How far are humans responsible for the enhanced greenhouse effect? (8)
- Outline the social, economic and environmental consequences of sea level change (8)
- To what extent can extreme weather events be related to climate change? (8)
- Outline the causes of tropical storms (6)
- Explain how the extreme weather conditions of El Niño / La Niña develop and can lead to drought (8)
- Evaluate the success of the attempts to manage the impacts of the 'Big Dry' drought event (8)
- Outline the consequences of climate change (6)
- With reference to a specific case study, explain how the extreme weather conditions of El Niño/La Niña develop and can lead to drought (8)
- With reference to a specific case study, evaluate the success of attempts to manage the impacts of a drought (12)
- Outline how the global circulation of the atmosphere is controlled by the movement of air between the poles and the equator. (4)
- Summarise the theories of natural causes of climate change (6)

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| Topic | 3 Geographical Skills & Fieldwork |
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| Map (Cartographic) Skills | Graph Skills | Numeracy Skills | Fieldwork Skills |
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| Atlas OS Base Choropleth Isoline Flow line Desire-line Sphere of influence Thematic Route Sketch | Bar Histogram Line Scatter (with line of best fit) Pie Climate Proportional symbols Pictograms Cross-sections Population pyramids Radial graphs Rose charts | Number, area and scale Proportions / ratios Magnitude Frequency Measures of central tendency: mean, media, mode, quartiles and inter-quartiles Bivariate data relationships Make predictions (interpolate and extrapolate) Trend lines in scatter plots Percentage increase and decrease Percentiles | Demonstrate an understanding of fieldwork and the Enquiry process outside the classroom and beyond the school grounds in both physical and human contexts. Including: Range and techniques used in fieldwork Processing and presenting fieldwork data in various ways (including maps, graphs and diagrams) Analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories Drawing evidenced conclusions and summaries Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gains. |

Links:

Geographical Skills - 03 Sample question and mark scheme:

<https://www.ocr.org.uk/Images/207280-unit-j383-03-geographical-skills-sample-assessment-material.pdf>

Student answers and examiner comments:

<https://www.ocr.org.uk/Images/466548-geographical-skills.pdf>

Geographical Skills Personal Learning Checklist (PLC)

Read through each statement and decide whether you feel that you are **not confident (NC)**, **sort of confident (SC)** or **confident (C)**.

The skills which you are least confident about are the ones that you need to work on.

| Geographical application or skill | NC | SC | C | Revised? |
|---|----|----|---|----------|
| 1. I can use proportion, ratio, magnitude and frequency. | | | | |
| 2. I can calculate mean, mode, median and interquartile range. | | | | |
| 3. I can use appropriate measures of central tendency, spread and cumulative frequency. | | | | |
| 4. I can calculate percentage increases and decreases. | | | | |
| 5. I can use percentiles | | | | |
| 6. I know what latitude and longitude are. | | | | |
| 7. I can describe patterns and distributions of human and physical features on a map. | | | | |
| 8. I can use maps of different scales, e.g. a world map and a local OS map. | | | | |
| 9. I can identify significant features on a map, e.g. settlement layouts, relief, drainage and population movement. | | | | |
| 10. I can use and understand four- and six-figure grid references. | | | | |
| 11. I can use the scale bar on a map. | | | | |
| 12. I can measure distances of straight and curved lines. | | | | |

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| 13. I can convert the scale on a map, e.g. cm on a ruler to km on the map. | | | | |
| 14. I can read contour lines and gradient on a map | | | | |
| 15. I can identify spot heights. | | | | |
| 16. I can identify valleys and hills on a map. | | | | |
| 17. I can use and understand gradient and contour on an isoline map. | | | | |
| 18. I can identify basic landscape features and describe their characteristics, e.g. rivers. | | | | |
| 19. I can draw inferences about the human and physical landscape from map evidence, e.g. relief, drainage, settlement and land use. | | | | |
| 20. I can interpret cross sections. | | | | |
| 21. I can interpret transects. | | | | |
| 22. I can describe the physical features of coastal landscapes from a large-scale map. | | | | |
| 23. I can describe the physical features of river landscapes from a large-scale map. | | | | |
| 24. I can describe the physical features of glacial upland landscapes from a large-scale map. | | | | |
| 25. I can infer human activity from maps, e.g. tourism. | | | | |
| 26. I can draw, label, understand + interpret a sketch map. | | | | |
| 27. I can interpret and use ground photos. | | | | |
| 28. I can interpret and use aerial photos. | | | | |

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| 29. I can interpret and use satellite photos. | | | | |
| 30. I can describe human and physical landscapes from photographs, e.g. landforms, natural vegetation, land-use and settlement. | | | | |
| 31. I can describe geographical phenomena from photos. | | | | |
| 32. I can draw sketches from photographs. | | | | |
| 33. I can label and annotate diagrams, maps, graphs, sketches and photographs | | | | |
| 34. I can draw and label a pie chart. | | | | |
| 35. I can draw and label a line graph. | | | | |
| 36. I can draw and label a bar chart. | | | | |
| 37. I can draw and label a pictogram. | | | | |
| 38. I can draw and label a histogram with equal class intervals. | | | | |
| 39. I can draw and label a divided bar. | | | | |
| 40. I can draw and label a scatter graph. | | | | |
| 41. I can draw and label a population pyramid. | | | | |
| 42. I can describe relationships in bivariate data. | | | | |
| 43. I can sketch trend lines through scatter plots. | | | | |
| 44. I can draw estimated lines of best fit. | | | | |

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| 45. I can make predictions from sets of data. | | | | |
| 46. I can interpolate and extrapolate data. | | | | |
| 47. I can describe what a choropleth map shows. | | | | |
| 48. I can complete a choropleth map. | | | | |
| 49. I can describe what an isoline map shows. | | | | |
| 50. I can complete an isoline map. | | | | |
| 51. I can describe what desire lines show. | | | | |
| 52. I can complete desire lines. | | | | |
| 53. I can describe what a map with proportional symbols shows. | | | | |
| 54. I can complete a map with proportional symbols. | | | | |
| 55. I can describe what a map with flow lines shows. | | | | |
| 56. I can complete a map with flow lines. | | | | |
| 57. I can interpret and extract information from different types of graphs and charts including population pyramids, choropleth maps, flow line maps and dispersion graphs. | | | | |
| 58. I can interpret and extract information from different types of map. | | | | |
| 59. I can identify weaknesses in the presentation of data. | | | | |