Learning Outcome: To *analyse* our methods and techniques in revising for GCSE Geography Paper 1.	**Thursday, 30 January 2025**

Lesson Destinations:

1) To ***list*** different **P1** revision techniques.
2) To ***respond*** to an array of GCSE style questions with self-assessment/feedback.
3) **Artemis**: To ***practice*** a Paper One case study mind-map of key facts/statistics.

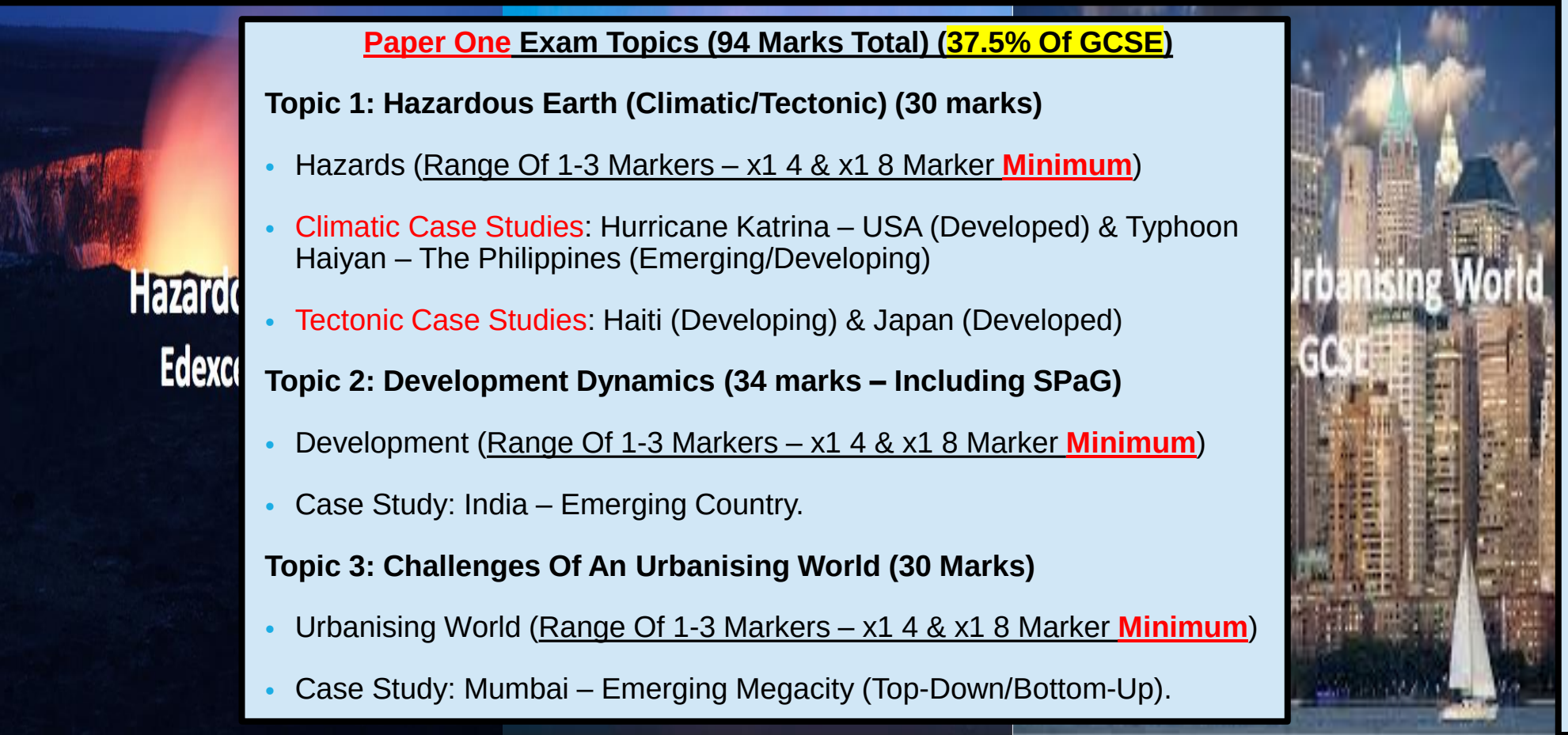
Learning Outcome: To *review* our current knowledge and comprehension of content in Papers 1 & 2.

Thursday, 30 January 2025

Lesson Destination: To ***review*** our basic exam expectations.

Introduction: Paper One Exam Guidance/Support (5mins)

1. ***Review*** the Paper One exam guidance/advice to support.



Paper One Exam Topics (94 Marks Total) (37.5% Of GCSE)

Topic 1: Hazardous Earth (Climatic/Tectonic) (30 marks)

- Hazards (Range Of 1-3 Markers – x1 4 & x1 8 Marker **Minimum**)
- Climatic Case Studies: Hurricane Katrina – USA (Developed) & Typhoon Haiyan – The Philippines (Emerging/Developing)
- Tectonic Case Studies: Haiti (Developing) & Japan (Developed)

Topic 2: Development Dynamics (34 marks – Including SPaG)

- Development (Range Of 1-3 Markers – x1 4 & x1 8 Marker **Minimum**)
- Case Study: India – Emerging Country.

Topic 3: Challenges Of An Urbanising World (30 Marks)

- Urbanising World (Range Of 1-3 Markers – x1 4 & x1 8 Marker **Minimum**)
- Case Study: Mumbai – Emerging Megacity (Top-Down/Bottom-Up).

Paper One Grade Boundaries 2024

Level 9: 80: 85%

Level 8: 73: 77%

Level 7: 67: 71%

Level 6: 60: 64%

Level 5: 53: 56%

Level 4: 47: 50%

Level 3: 34: 36%

Level 2: 21: 22%

Level 1: 5: 5%

U – Quit Geog.

Topic content			
I can describe and explain global atmospheric circulation and how circulation cells and ocean currents transfer and redistribute heat energy around the Earth.			
I can describe and explain how atmospheric circulation determines the location of arid and high rainfall areas.			
I can describe and explain the natural causes of climate change and how they explain past climate change events.			
I can describe and explain evidence that supports natural climate change, and how it is used to reconstruct glacial and interglacial climates during the Quaternary and UK climates since Roman times.			
I can describe and explain evidence for how human activity is causing climate change and the possible consequences on people.			
I can describe and explain the range of projections for global temperature change and sea level rise in the future, including physical processes and human reasons for an uncertainty about those projections.			
I can outline the characteristics and explain the seasonal global distribution of tropical cyclones including source areas and tracks and change over time.			
I can describe and explain how the global circulation of the atmosphere leads to tropical cyclones and source areas, and reasons why they intensify and dissipate.			
I can describe and explain the physical hazards of tropical cyclones and their impact on people and environments.			
I can explain why some countries are more vulnerable than others to the impact of tropical cyclones.			
I can describe and explain how countries can prepare for, and respond to, tropical cyclones.			
I can describe and explain the effectiveness of these methods of preparation and response in one developed country and in one developing or emerging country.			
Geographical skills			
I can use and interpret climate graphs.			
I can use and interpret line graphs/bar charts showing climate.			
I can use GIS to track the movement of tropical cyclones.			
I can use weather/storm surge data to calculate Saffir–Simpson magnitude.			
I can use social media sources, satellite images and socio-economic data to assess impact.			

Revision Activity One: Specification Brainstorming RAG

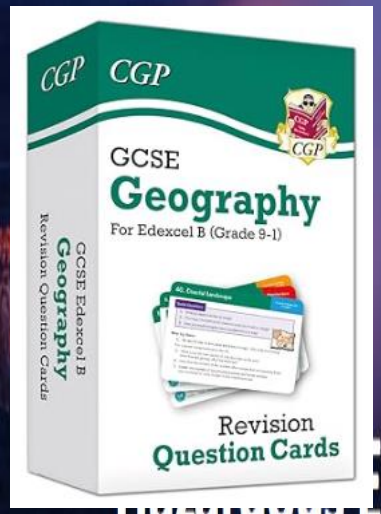
1. ***Review*** the key themes of each topics that appear on the GCSE Geography specification, and list bullet points or creating a mind-map of your prior knowledge.
2. The area's you analysis as Red, means you need to focus your attention onto this specification theme, whether using Educake, a revision guide, reviewing past papers and so forth.

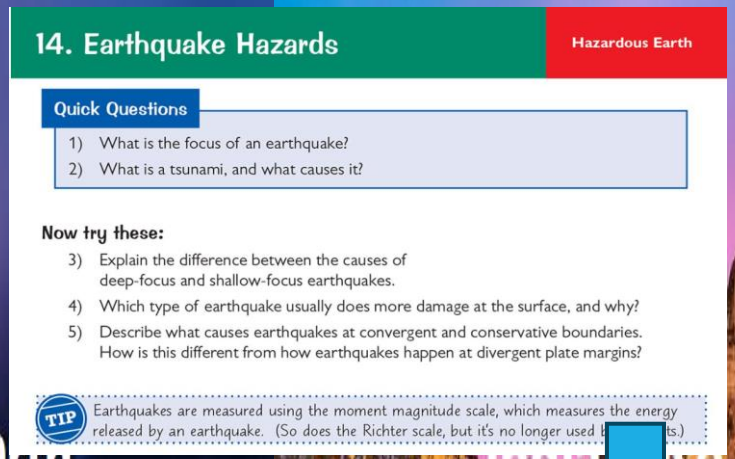
Topic/Year	2018	2019	2020 (Cancelled)	2021 (Cancelled)	2022 (Reduced – Topic 2/3)	2023
Hazardous Earth – Climatic & Tectonic	***Evaluate*** Tropical Storm Methods – Developed Country (Katrina)	***Assess*** The Importance Of Primary/Secondary Impacts Of Tectonic Hazards In A Developing Country (Haiti).	***Assess*** Reasons Why Countries Are Vulnerable To Tropical Storms (Katrina & Haiyan)	***Evaluate*** The Effectiveness Of Managed Tectonic Hazards In A Developing Country (Haiti)	***Assess*** Reasons Why Countries Are Vulnerable To Tropical Storms (Katrina & Haiyan)	***Assess*** The View That Human Activities Causing Climate Change Have Become More Important Than Natural Causes.
Development Dynamics – India (PAST 4 MARKS SPAG)	***Evaluate*** The Impact Of India's Globalisation	***Assess*** The Extent To Which Economic Development Has Change India's International Role	***Evaluate*** The Role Of TNC's In Supporting India's Development	***Assess*** The View That Economic Growth Always Has Negative Environmental	***Evaluate*** India's Colonial History Upon Their Development	***Evaluate*** The Importance Of Location In The Development Of A Named Emerging Country
Challenges Of An Urbanising World - Mumbai	***Assess*** The Different Strategies Making Mumbai Sustainable.	***Evaluate*** The Success Of Different Top-Down Development Strategies.	***Assess*** The Reasons Why The Quality Of Life Varies So Much Across Mumbai			***Evaluate*** How Successful Different Have

Revision Activity Two: 8 Marker Planning – 2018-2024 RAG

1. ***Review*** the 3 8 markers that have appeared each year. You know you require **x2 PEEL** paragraphs plus a **conclusion** minimum. Plan your PEEL for 2 paragraphs.

2. Review past mark schemes of relevant evidence. For Paper One, 8 markers centralise around your case studies, so knowing specifics facts and figures is vital to attain high marks.





14. Earthquake Hazards

Hazardous Earth

Quick Questions

1) What is the focus of an earthquake?
2) What is a tsunami, and what causes it?

Now try these:

3) Explain the difference between the causes of deep-focus and shallow-focus earthquakes.
4) Which type of earthquake usually does more damage at the surface, and why?
5) Describe what causes earthquakes at convergent and conservative boundaries. How is this different from how earthquakes happen at divergent plate margins?

TIP Earthquakes are measured using the moment magnitude scale, which measures the energy released by an earthquake. (So does the Richter scale, but it's no longer used b ts.)

Hazardous Earth

14. Earthquake Hazards

ANSWERS

1) The focus of an earthquake is the point in the Earth where the earthquake starts. (The epicentre is the point on the Earth's surface that's straight above the focus.)
2) A tsunami is a series of enormous waves caused when huge amounts of water get displaced. This can happen when underwater earthquakes cause the seabed to move.
3) Shallow-focus earthquakes are caused by tectonic plates moving at or near the Earth's surface. Deep-focus earthquakes are caused by crust that has previously been subducted into the mantle moving towards the centre of the Earth, heating up or decomposing.
4) Shallow-focus earthquakes usually do more damage at the surface, because shock waves from deeper earthquakes have to travel through more rock to reach the surface. This reduces their power (and the amount of shaking) when they reach the surface.
5) Earthquakes are caused by the tension that builds up at all three types of plate boundary. The plates eventually jerk past each other, sending out shock waves. These vibrations are the earthquake. At convergent and conservative plate boundaries, tension builds up when plates get stuck as they move past each other. At divergent plate boundaries, tension builds along cracks within plates as they move away from each other.

Revision Activity Three: Case Study Flash Cards

1. Flash cards can be a powerful tool when evaluating your knowledge of the specification, in order to create exam-style questions on one side, with answers on the other.
2. Students have used these massively for Paper One case studies to remember specifics e.g. "List India's GDP rate since 1997" → "Answer: 7%".

(h) Explain **two** reasons why some countries are more socially and economically vulnerable to the impacts of tropical cyclones.

(4)

1 .....

2 .....

1h

Award 1 mark for identifying a reason why some countries have a high level of vulnerability and a further mark for explanation up to a maximum of 2 marks for each explanation.

- Some countries lack the finances to put adequate protective measures in place (1).
- In poorer countries (1) the population may be less prepared for a tropical cyclone (1).
- Poorer countries (1) are often more vulnerable as buildings may be poorly constructed (1).
- Poorer countries may suffer from a lack of emergency services (1).
- Some countries lack satellite technology (1) due to a lack of money (1).
- Some countries lack infrastructure (1) to alert their citizens to oncoming cyclones (1).
- Countries with access to satellite technology (1) can alert their population when a tropical cyclone is due to make landfall (1).
- Countries lacking financial resources (1) struggle to construct storm-surge defences (1).
- Low lying countries (1) are vulnerable to storm surges / coastal flooding (1).
- Countries which are isolated (1) may find it difficult to receive aid (1).
- Countries with large numbers of people living in coastal areas are vulnerable to the impact from storm surges / coastal flooding (1).
- An elderly / ageing population (1) may find it difficult to evacuate (1).
- The population may lack access to information relating to the cyclone (1) therefore may not evacuate in time (1).
- Some locations have removed natural defences such as mangroves (1) leaving themselves vulnerable to the coastal flooding / storm surges (1).

Note: Either two well-explained social reasons, two well-explained economic reasons or one social reason and one economic reason are all equally valid ways to achieve 4 marks.
Additionally, reasons to do with the physical geography of countries (for example their low-lying nature) should be credited as they do create social/economic vulnerability.

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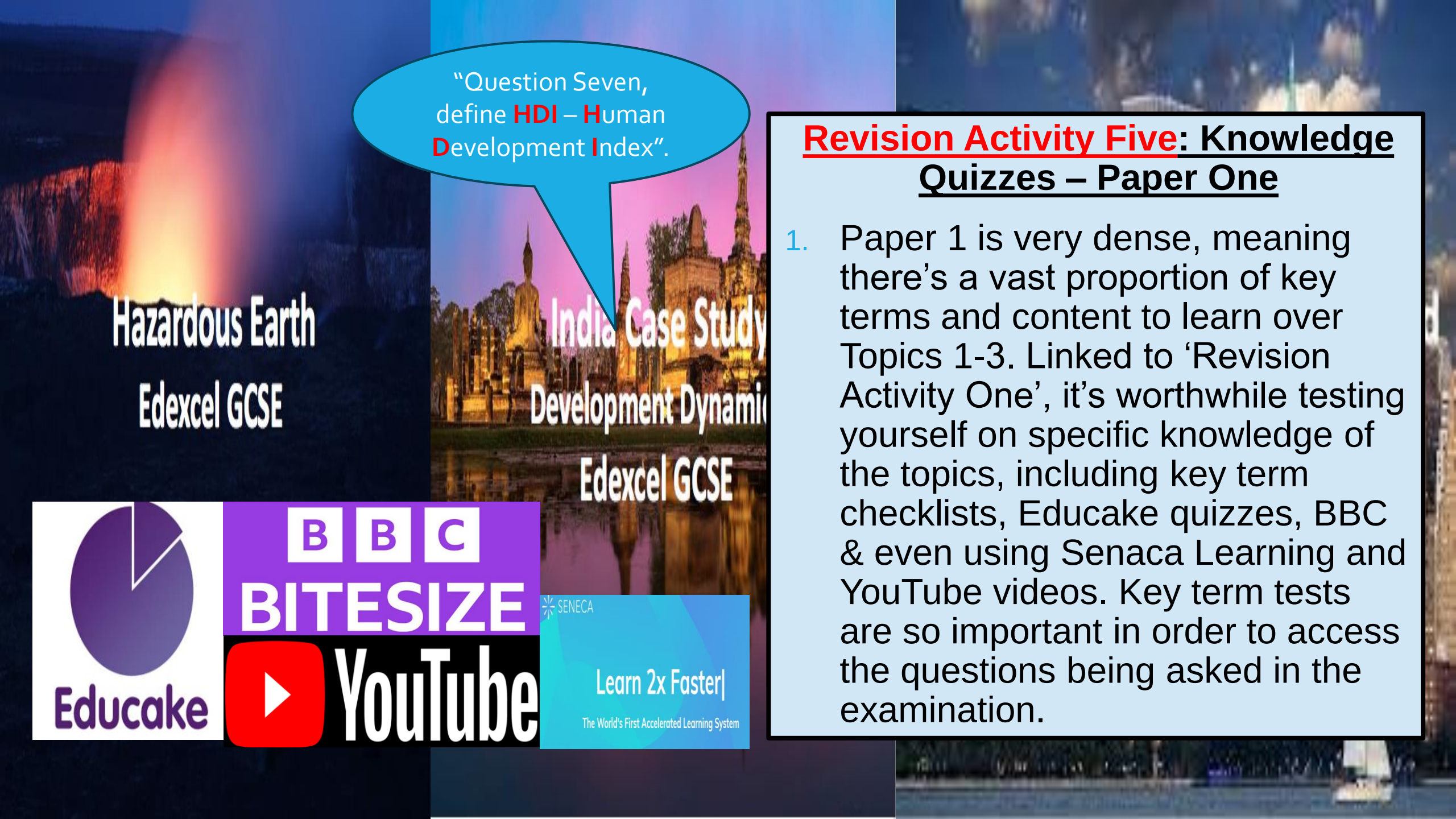
Revision Activity Four: Timed Exam Questions – Paper One

1. Paper 1 is worth 94 marks for 1hr 30 mintes, effectively 1 mark a minute as 4 marks are for SPaG on the Development Dynamics (India) 8 marker.
2. Use a stopwatch to time yourself answering a question, it could be chosen or a blind question from the "Pearson Exam Generator" (LMR can send the links). This includes mark schemes to **SA**.
3. **Example**: 3 Marks – 3 Minutes.



Revision Activity Five: Knowledge Quizzes – Paper One

1. Paper 1 is very dense, meaning there's a vast proportion of key terms and content to learn over Topics 1-3. Linked to 'Revision Activity One', it's worthwhile testing yourself on specific knowledge of the topics, including key term checklists, Educake quizzes, BBC & even using Senaca Learning and YouTube videos. Key term tests are so important in order to access the questions being asked in the examination.