MY REVISION NOTES

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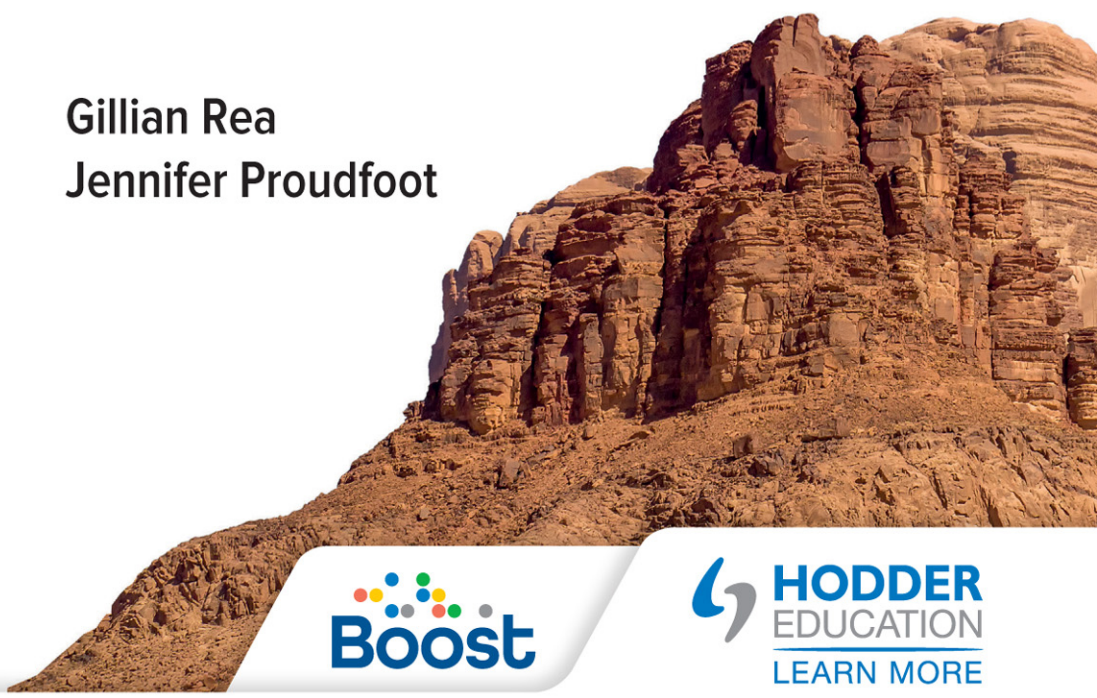
- Plan and organise your revision
- Reinforce skills and understanding
- Practise exam-style questions

MY REVISION NOTES

CCEA GCSE

GEOGRAPHY

Gillian Rea
Jennifer Proudfoot



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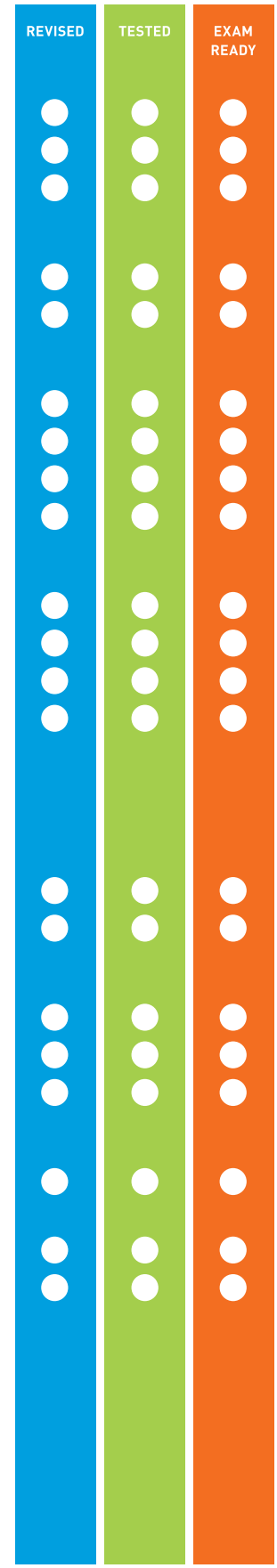

Exam practice answers at
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REVISED TESTED EXAM READY

Introduction

Why use this book?

Exam success depends on two things:

- your knowledge and understanding of the subject matter
- your ability to use that knowledge in the manner that will gain most marks in the examination.

To help you to gain your best possible grade, this book aims to:

- set out the subject content essential to the CCEA GCSE Geography course
- give you hints and revision tips that will help you to understand and memorise the material
- advise you on the best way to approach various types of exam questions.

Each chapter covers one of the eight themes making up the GCSE course, as well as providing now test yourself questions and exam questions so that you can check, as you go along, how much you understand and can remember. The Glossary on pages 120–25, provides clear and concise definitions of the key ideas required for each topic. This section is important as you will almost certainly be asked to define some of them in the examinations.

Examination techniques

Command words

To answer exam questions correctly, it is important to be sure what the examiner is really asking. Read the question carefully and underline the command words – these are words such as *state*, *describe* or *explain*. They tell you what to do in your answer. If you explain when asked to describe you will earn no marks, even if what you write is otherwise correct.

The following table gives the meanings of some of the command words you will meet.

Command word	Meaning
State	A short answer, presenting a fact or facts (for example, the temperature in January, taken from a graph)
Describe	A descriptive answer *without* trying to explain When describing a *graph*, it is important to *quote figures* When describing a *map*, it is important to mention *place names*
Explain	Give a reason or reasons
Describe and explain	Make descriptive statements and give the reasons why (for example, describe the pattern of rainfall shown on a map and explain why it falls there)
Label	Add labels to a diagram
Complete	Add information to a graph or a table so that it is complete. If you are completing a graph, make sure you follow the shading that has already been used. If a bar is coloured in completely, make sure you colour it completely rather than scribbling, if you want full marks
Match	Match statements that have been presented in the form of 'heads and tails'
State the meaning	Usually used for definitions. You need to show that you know what the term means
Suggest	This is used when there may be more than one correct answer and any relevant answer is acceptable

Structure of the examination

You will have three exams for your Geography GCSE.

Unit 1 40%

Understanding our Natural World

You must answer four questions, one on each theme:

- River Environments
- Coastal Environments
- Our Changing Weather and Climate
- The Restless Earth

Each question will be made up of several parts, including short and long answer questions.

Unit 2 40%

Living in our World

You must answer four questions, one on each theme:

- Population and Migration
- Changing Urban Areas
- Contrasts in World Development
- Managing our Environment

Each question will be made up of several parts, including short and long answer questions.

Skills for Unit 1 and 2

You might be asked to:

- Give a definition for a term.
- Explain a geographical feature or process.
- Analyse a graph or table of data, and describe what it shows, quoting data to help.
- Give reasons for the patterns in a graph.
- Analyse a photograph, map or diagram.
- Use an Ordnance Survey map to answer questions: using grid references, measuring distances, using a key, giving compass directions, or recognising specific geographical features that you have learnt about.
- Write about a case study, giving precise information such as place names and numbers, to answer a question.

Unit 3 20%

Fieldwork

You will need to take into the exam a summary of your fieldwork, and a table of your data, which you will hand in with your answers. You will be asked questions about each stage in the Enquiry Process, starting with the planning stages and working right through to the Evaluation.

Some of these questions will need short answers of just a few words. Others will require more extended answers. You will have to draw a graph of some of your data.

Skills for Unit 3

You need to answer questions very precisely, talking about your fieldwork specifically. This might include place names and detailed descriptions, such as how exactly you took measurements.

You need to select an appropriate type of graph, draw it accurately and precisely, using a ruler and a sharp pencil, with accurate labels for your axes.

Revision techniques

Here are some useful tips about revision:

- Ideally, revision should be on-going throughout the course. Don't leave it all to the days just before the exam.
- Case studies, in particular, should be memorised as you go along so that facts about each one are clear in your mind before you study the next.
- Revision is *not* just rereading your notes or the textbook.
- Revision should involve reworking the subject matter, perhaps into a spider diagram or by summarising into brief bullet points.
- Next, you have to memorise the material by repeating it to yourself, explaining it to someone else, writing a list or making a poster.
- Test yourself, to see how much your memory has retained, by writing out the bullet points or list, redrawing the diagram or explaining it all to someone – this time without the help of your notes or book.
- Visual forms of revision, such as spider diagrams and learning maps, can be a big help. They let you picture the key points, arrange them under headings and see connections.
- Case studies need careful revision, with facts, figures and places committed to memory. Writing the title of each one with bullet points covering the main ideas (including the facts, figures and place names) on a card will help you to concentrate on this aspect of the course. Gradually, you will build up a collection of cards, ready for last-minute revision on the eve of the exam.

Do → **Rework** → **Memorise** → **Write an answer**

Stage 1

- Do classwork
- Do homework
- Make notes highlighting key words and relevant facts: places, figures and names

Stage 2

- Change notes into spider diagrams or learning maps
- Add own ideas/theory and make links with previous notes
- Discuss your work with the teacher or a friend
- Make a summary box and structure the information under meaningful headings
- Find new ways of thinking about something, such as using thinking skills

Stage 3

- Commit to memory by repetition
- Say the information out loud or make up a rhyme or tune
- Explain your topic to a friend
- Put the information up on posters around your room and move around when learning
- Take short breaks
- Close your notes
- Recall information by writing it out

Stage 4

- Select the information which is relevant to answer a GCSE question
- Compose an answer to the question

Exam questions

Recall questions

These are designed to test your knowledge. For example, 'State the meaning of the term earthquake'.

Data response questions

These questions provide you with visual clues, so make the best use of them.

Describing tables and graphs

Give the overall pattern, with figures to back it up, and any exceptions.

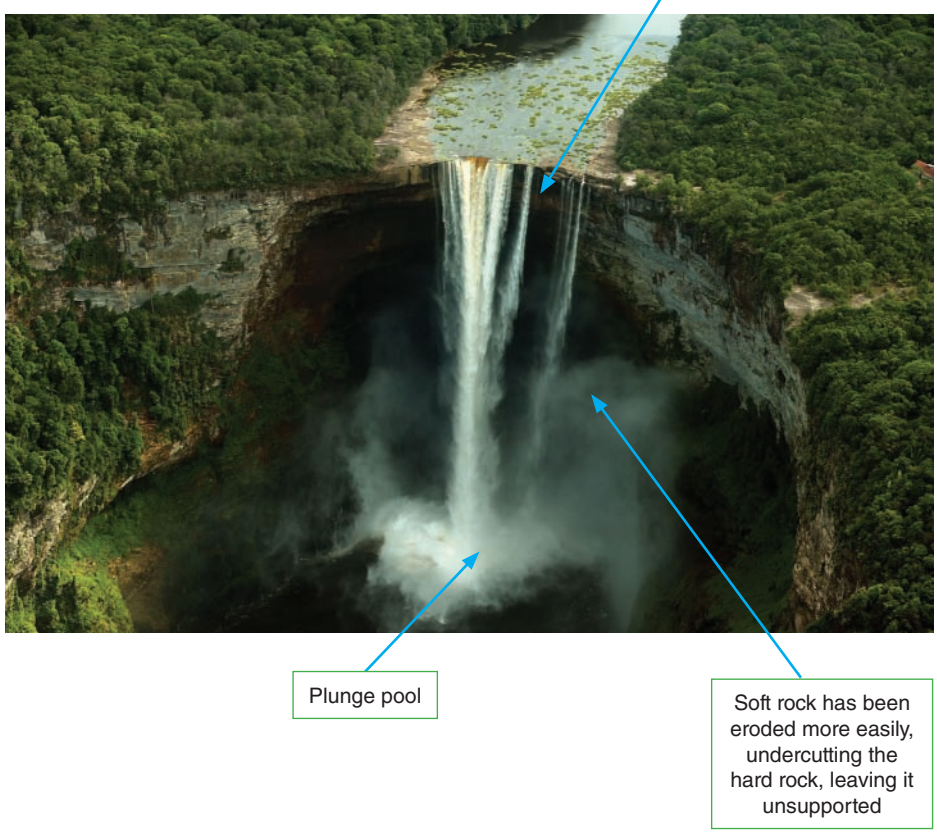
OS maps

Each year there will be an Ordnance Survey map in either Unit 1 or Unit 2. You will need several skills to answer the questions – you can see more detail on this on pages 9–11.

Photographs

You might need to:

- match up a photograph with a location on an OS map
- comment on or label a feature such as a land use zone, evidence of regeneration or a waterfall.

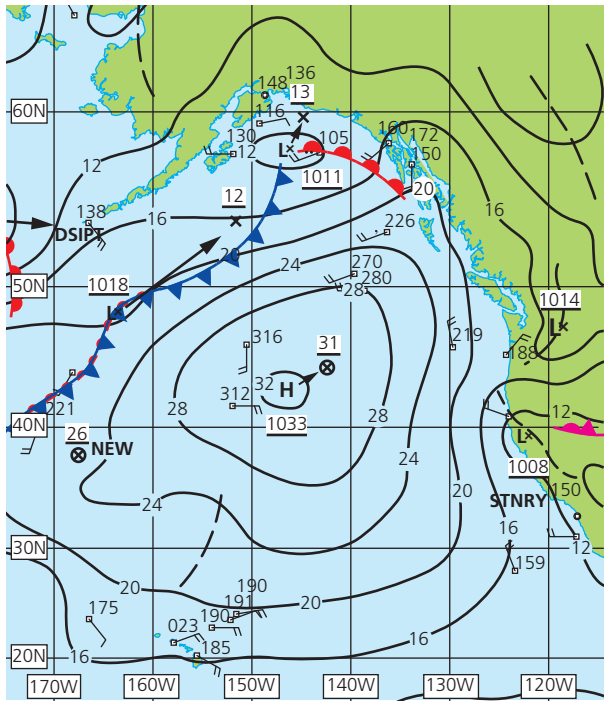


Weather maps

Check if there is a date: winter or summer may make a difference.

Look at the pattern of the isobars:

- High pressure in the centre – anticyclone, clear skies.
- Low pressure in the centre – depression, rain and wind.



Case studies

For some level of response questions, you need to write about a specific place. For top marks, you should include at least two facts (figures, names or places).

Rather than writing: 'Lots of people were killed', you could say, '5500 people died'.

Rather than writing: 'Jobs were lost because factories closed', you might say, 'There was unemployment when the Mitsubishi factory closed'.

Levels of response questions

- Worth 6 marks or more.
- Require extended written answers.

For example: 'Explain two causes of flooding.'

To get full marks, for each of your causes you need to:

Make a statement

Building on the floodplain can cause flooding.

Give a reason or consequence

This is because it creates impermeable surfaces, so water cannot soak into the soil, but instead flows quickly over the surface to the river.

Elaborate on the reason or consequence

This can be further detail or an actual named example.

For example, in the Somerset Levels new houses were built in Taunton and Bridgewater, so water reached the River Parrett quickly and made it more likely to flood.

Ordnance Survey map questions

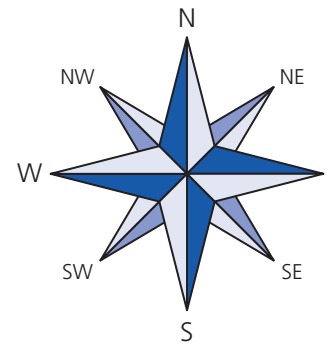
You will almost certainly get an Ordnance Survey map as part of your Unit 1 or Unit 2 exam, with several questions to answer.

You will be given a key with the map, showing you what the symbols mean. You should try to become familiar with these as much as possible, as it will make it much easier in the exam. You can see a full key at www.ordnancesurvey.co.uk/documents/50k-raster-legend.pdf

You need to be able to:

1 **Measure distances accurately** between two places:
- measure carefully with a ruler in cm (remember your ruler)
- always measure from the centre of a symbol
- convert your measurement into kilometres by dividing by 2.

2 **Use compass directions**: for example, farm A is north east of village B. You will only need eight compass directions – if a direction is in between them, pick the closest option. Be careful to make sure you go in the right direction, not the reverse. Put your finger on the starting point and work out in what direction you have to move it to get to your destination. Make sure you use a symbol if there is one, rather than a name.



For example, in the map on the inside back cover, what direction is Cross Slieve from Cushendall?

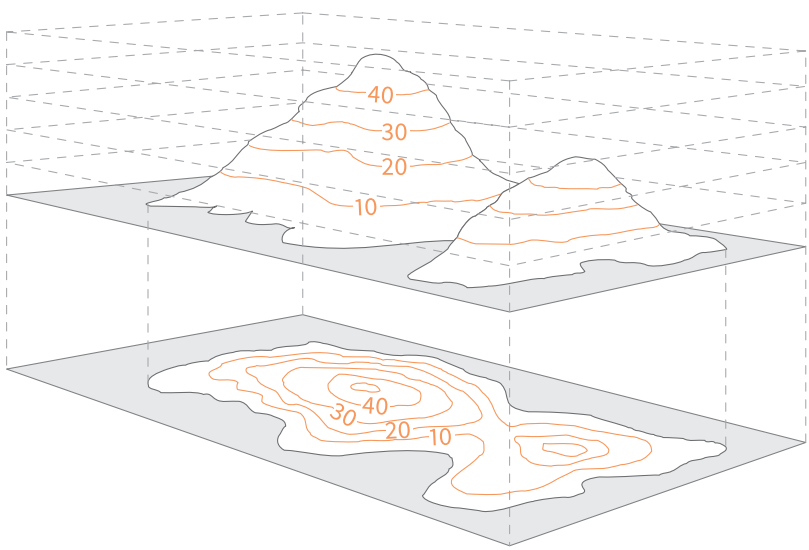
Your starting point is Cushendall, so put your finger on the village. Find Cross Slieve, and move your finger towards it – you are travelling north. So Cross Slieve is north of Cushendall.

3 **Find out the height above sea level** from contour lines, spot heights or triangulation pillars and understand the contours showing hills and valleys.

A **spot height** is a black number – sometimes with a tiny black dot beside it – to show the height.

Triangulation pillar – this will have a number next to it showing the height of the land.

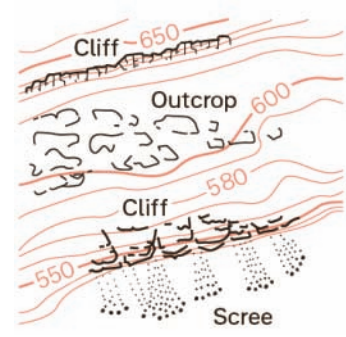
Contours are brown lines which join up the places that are the same height above sea level.



The numbers show the height of the land. Contours are drawn every 10m, so you can work out the height if you need to, by counting the lines from one that is numbered. In the example, you can count the contours from 600, so there is a contour at 610, 620, 630 and 640, then you reach the labelled contour at 650.

Patterns in the contours show the shape of the land.

Pattern	Shape of the land
No contours	Flat land
Contours close together	Steep slope
Contours far apart	Gentle slope
Contours in circular shape	Hilltop
V-shape, with lower numbers in the middle of the V	Valley



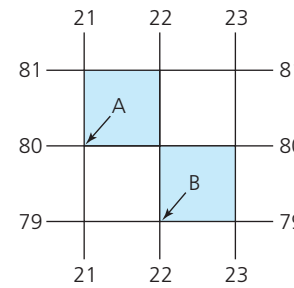
4 Find features on the map using four-figure and six-figure grid references.

All Ordnance Survey maps are divided up into grid squares, marked with blue lines. Grid references are like coordinates. A four-figure reference tells us which square to look at. The first two figures indicate the vertical line on the left of the square. The last two indicate the horizontal line on the bottom of the square.

If you have a six-figure grid reference, start by using the first two figures and the fourth and fifth figures to identify the correct square. The third figure shows how many tenths of the way across the square to go. The last figure shows how many tenths of the way up the square to go.

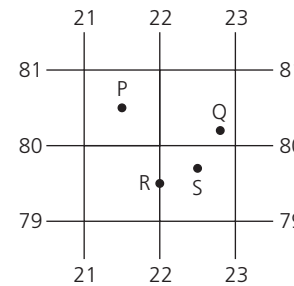
In an exam, you might be given a six-figure grid reference to help you find a specific feature.

Four-figure grid references



Square A is 2180
Square B is 2279

Six-figure grid references



Point P is 215805
Point Q is 228802
Point R is 220795
Point S is 225797

Exam tip

To be really accurate, use a ruler to measure across and up the square. Each tenth is 2 mm.

5 Identify features from Unit 1 and Unit 2.

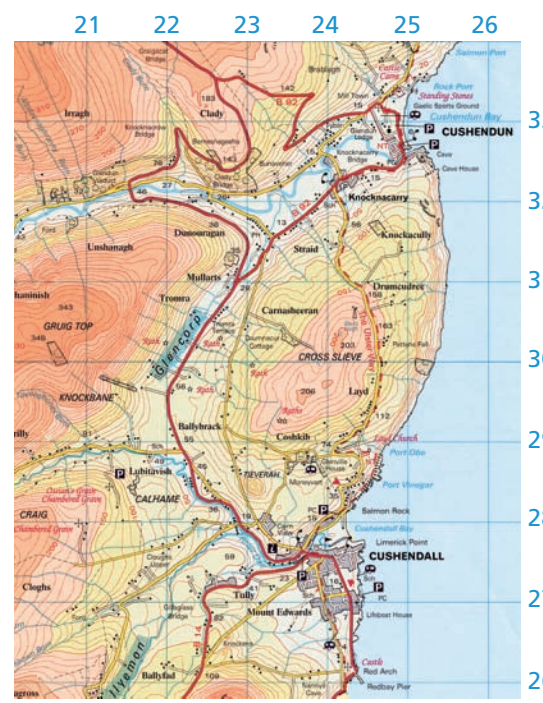
Unit 1: Identify river features and land uses, and coastal features and land uses.

Unit 2: Identify land use zones in a city.

Now test yourself TESTED

Using the map on this page (a large version can be found on the inside back cover of this book):

1. What shape is the land next to the river in grid square 2331?
2. What height is the land at 228276?
3. Using map evidence, suggest one use of the coast in grid square 2427.
4. What direction is Cushendall (2427) from Gruig Top (2030)?
5. What river features can you identify in grid square 2332?
6. Using the map on page 75, **Figure 2** Ordnance Survey map of Sheffield: Measure the distance from the bus station at 358872 to the nature reserve at 315852
7. Identify the land use zone in grid square 3085.
8. Give one piece of evidence that shows square 3587 is part of the CBD.

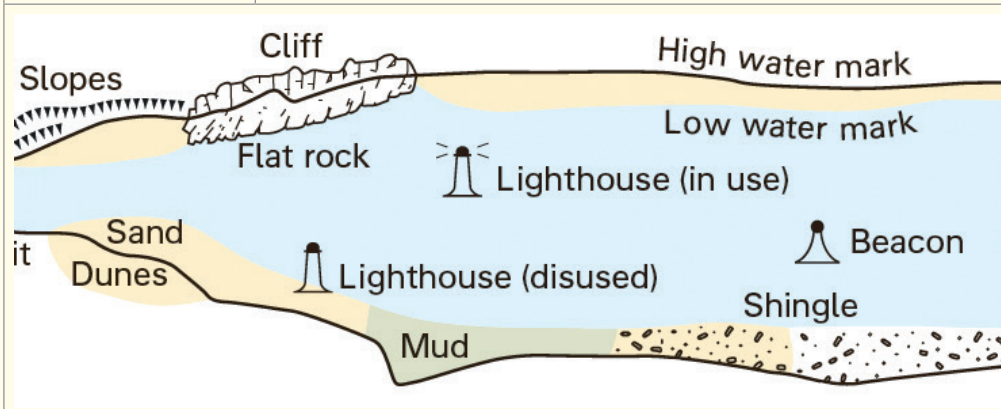


Please note this map is reproduced at a reduced size. The map on the inside back cover is shown at 100%.

Exam tip

Use the centre of each symbol.

Exam practice answers and quick quizzes at www.hoddereducation.co.uk/myrevisionnotesdownloads

Unit	Theme	Feature to identify	What to look for
Unit 1	River environments	Waterfall	River going across lots of contours together, usually labelled 'Falls' or 'Waterfalls'
		Floodplain	No contours either side of a river showing flat land
		Meander	Shape of the river, showing bends
		Sewage works	Usually marked with circles, often labelled 'works'
		Factories	May be labelled 'works'
		Roads and railways along the valleys	Red/yellow lines, black railway lines following along the river
	Coastal environments	Headland	Look for the shape – land sticking out to sea. Often has the word 'head' in its name, like Ramore Head in Portrush
		Cliff	Look for vertical cliff symbols (see below)
		Wave-cut platform	Look for rocks marked in the water (see below)
		Cave, arch	These are often not marked, but if there are lots of them they may be labelled
		Stack, stump	These may appear as tiny islands just next to the coast
		Sandy beach, shingle beach	Look for yellow (sand) and yellow or white with speckles (shingle) along a coast (see below)
		Spit, hooked spit	Look for the shape – long and thin, stretching out from the land, often with sand or shingle marked along it
		Port or harbour	Look for a wall shape going out into the sea, with lighthouses or ferry routes
		Tourism	Look for blue tourism symbols, parking, nature reserves, golf courses
			

For Unit 2 features, see page 76.

The drainage basin: a component of the water cycle

You need to be able to:

- understand how water moves around in the drainage basin
- identify and define parts of a drainage basin
- explain what changes occur along the long profile of a river, and why.

Components of the drainage basin

REVISED

The water cycle is the way water is evaporated from the sea, goes through the air and flows back to the sea through rivers or the ground.

A drainage basin is the area of land drained by a river and its tributaries. In other words, any rain that falls in a particular area of land will end up in one particular river.

The rain may have a very eventful journey before it reaches the river. You need to understand the different parts of that journey. We sometimes talk about the parts of the journey as a system – just like the way food goes through our digestive system.

All systems have:

- things which go into them (inputs)
- ways of moving something from one place to another (transfers)
- places where things are stored (stores)
- things which come out at the end (outputs).

Revision activity

Make yourself a set of flashcards using the table below with the names on one side and the definitions on the other. Colour-code them to represent inputs, transfers, stores and outputs. Get someone to test you on them. Then use them to create a giant diagram like Figure 1.

	Name	Meaning
Input	**Precipitation**	Any water falling from the sky: rain, snow, sleet, hail
Stores	**Interception** by vegetation	Leaves and grass catch raindrops as they fall, and store them. Try sheltering under a tree next time you get caught in the rain! But don't stay too long – if there's too much water stored on a leaf it can fall to the ground
Transfers	**Surface runoff/overland flow**	Water running over the surface of the ground
	Infiltration	Water sinking into the soil
	Throughflow	Water flowing through the soil
	Percolation	Water sinking down through the rock
	Groundwater flow	Water flowing slowly from the rock into the river
Outputs	River discharge	Water flowing away in the river
	Evapotranspiration	Water turning into water vapour in the air, and water turned into water vapour by plants through their leaves

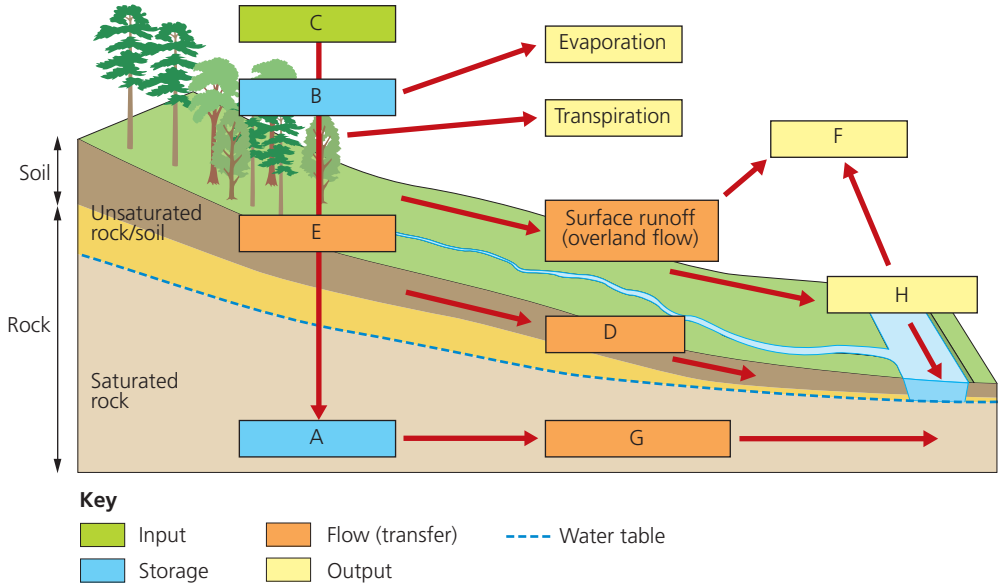


Figure 1 The drainage basin system.

Now test yourself TESTED

1 Match the words from the middle column of the table on page 12 to the boxes A–H on Figure 1.
2 Name one input into the drainage basin cycle.
3 What term means that trees and other plants catch raindrops as they fall?
4 What term means water flowing slowly from rock into the river?
5 What is meant by the term 'percolation'?
6 Is river discharge an input, transfer or output of the drainage basin cycle?
7 What term means water returns to the air from the drainage basin as vapour?
8 What is the difference between infiltration and throughflow?

Features of a drainage basin

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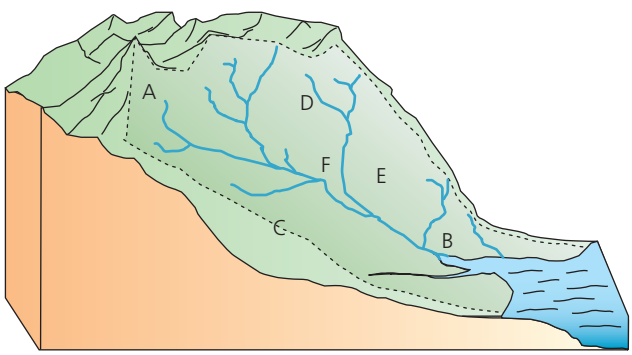

Figure 2 Features of a drainage basin.

Exam tip

In the exam, you could be given a diagram to label with these features. You also need to use technical terms like these when you are explaining things.

Now test yourself TESTED

Match the letters A–F on Figure 2 to the following labels:

1 **Drainage basin**: the area of land drained by a river and its tributaries.
2 **Source**: the place where a river starts.
3 **Tributary**: a stream flowing into a river.
4 **River mouth**: where a river flows into the sea.
5 **Watershed**: the boundary between drainage basins – often a ridge of high land
6 **Confluence**: where two streams or rivers meet.

Changes along the long profile of a river

REVISED

The long profile of a river means its shape from the source to the mouth. Imagine cutting down through the land to be able to see the whole river from source to mouth.

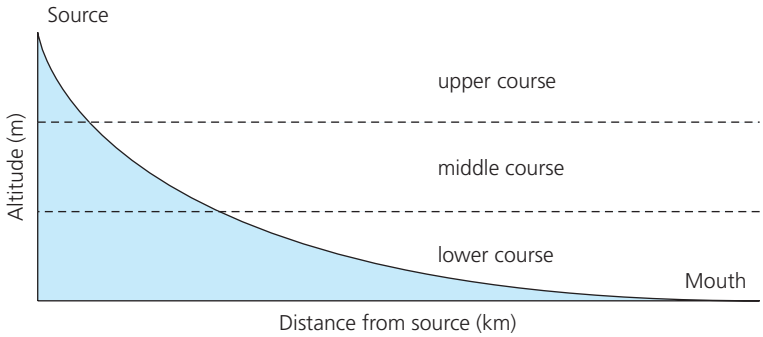

Figure 3 Sketch of long profile of river.

	Gradient	Depth	Width	Discharge	Load
Meaning	The steepness of the slope the river flows down	Measure from top of water to river bed. Take average across river	Distance from one side of the river to the other	Amount of water passing a point in a certain time – cumecs (cubic metres of water per second)	The material a river is carrying – mud, sand, pebbles, rocks
Change as you go downstream	Gets less steep	Gets deeper	Gets wider	Increases	Particles get smaller and more rounded
Why?	The river does more downwards erosion near the source, and more sideways erosion near the mouth	The river erodes downwards as it travels (vertical erosion)	The river erodes sideways as it travels (lateral erosion)	More water flows into the river from each tributary Water flows faster with less friction	Particles knock against each other and break each other up. Sharp angular edges get knocked off

Figure 4 River channel changes along the long profile.

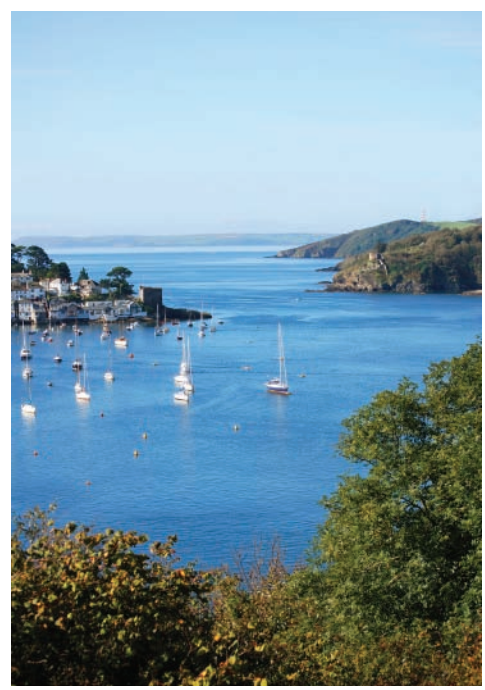

Figure 5 Source and mouth of a river.

Now test yourself

TESTED

1 Complete the table below using the following words: Angular, Deep, Gentle, High, Large, Low, Narrow, Rounded, Shallow, Small, Steep, Wide.

	Near source	Near mouth
Gradient (how steep the land is)		
Width (from bank to bank)		
Depth (from water surface to the river bed)		
Discharge (amount of water going past a certain point in a second)		
Load (particles carried by the river) (two words for each column)		

2 What is the term used for a stream that flows into a river?

3 What is the term used for the point where two streams or rivers meet?

4 What does the term 'watershed' mean?

Revision activity

Try drawing this as a Bradshaw model diagram. For each characteristic of the river, draw a horizontal line, getting wider or narrower as it goes across the page, to represent the change.

For example:

Width 

Exam practice

1 Study Table 1, which shows how the Whitewater River in the Mourne Mountains changes downstream. Answer the questions that follow.

Table 1

Distance from source (km)	Width of river channel (m)	Depth of river channel (m)	Size of load, longest axis (cm)
1	1.27	0.05	14
17	12.20	0.24	7

a) Describe how the river channel changes downstream. [4]

b) The load is smallest near the mouth of the river. State fully **one** reason why this is so. [3]

MY **REVISION** NOTES

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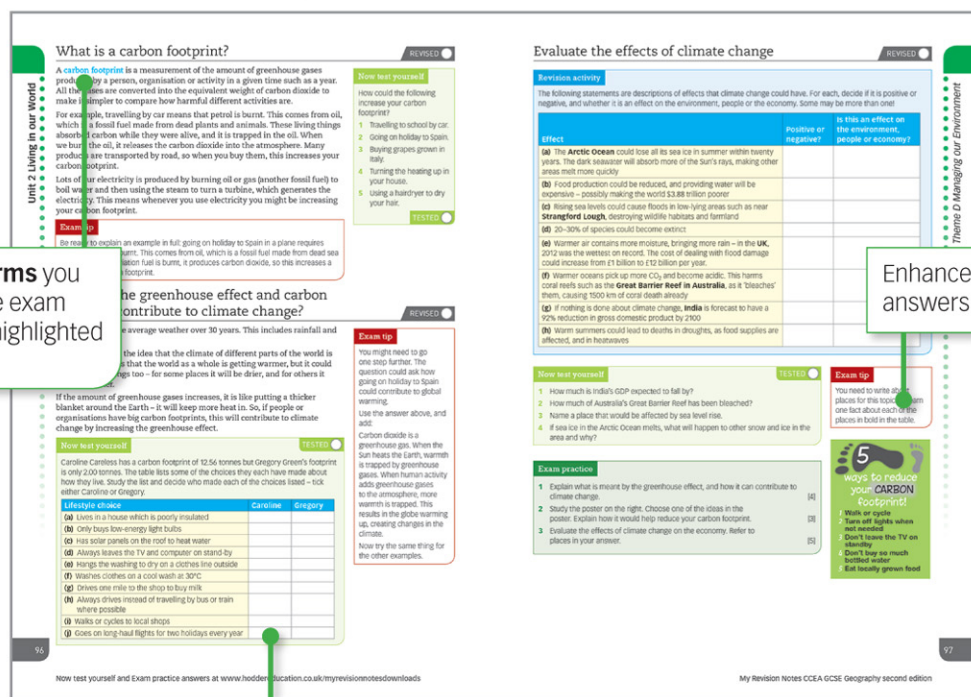
Target exam success with *My Revision Notes*. Our updated approach to revision will help you learn, practise and apply your skills and understanding. Coverage of key content is combined with practical study tips and effective revision strategies to create a guide you can rely on to build both knowledge and confidence.

My Revision Notes: CCEA GCSE (9–1) Geography will help you:

Plan and manage your revision with our **topic-by-topic planner** and exam breakdown introduction



Identify **key terms** you will need for the exam with each one highlighted in the text

Enhance your exam answers with **Exam tips**

Practise and apply your skills and knowledge with **Exam practice questions** and frequent **Now test yourself** questions, and quick quizzes online

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ISBN 978-1-3983-2117-5

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