

**HODDER**  
EDUCATION

**MY REVISION NOTES**  
Eduqas GCSE (9–1)  
**GEOGRAPHY B**

# Eduqas

## GCSE (9–1)

# GEOGRAPHY B

## SECOND EDITION

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



Stuart Currie



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7 Exam breakdown

9 Exam questions

## 1 Urban and rural processes and change in the UK

- 12 Urban areas of the UK
  - 14 Factors helping to drive urban and rural change across the UK
  - 16 Factors contributing to population movement within the UK
  - 18 Rural changes ... for the worse?
  - 19 Possible routes to sustainable development
  - 22 Retail change across the UK
  - 24 Leisure in urban areas
  - 25 Leisure in rural areas
  - 26 Honeypot sites
- 2 Urbanisation in contrasting global cities**
- 28 Global cities
  - 30 Two global cities ... and their challenges
- 3 A global perspective on development issues**
- 32 How might development be measured?
  - 34 Living in a global world
  - 36 An uneven interconnected world
  - 38 Multi-national companies
  - 40 Newly industrialised countries
  - 42 Globalisation and changing world links
  - 46 What is the role of aid?

## 1 Coasts and coastal management

- 50 Coastal processes and UK coastal landscapes
  - 52 How coastal landforms are produced
  - 54 Coastal transport and deposition
  - 55 Hold the line or managed retreat?
  - 56 Managing coastlines
- ## 2 Rivers and river management
- 61 The water cycle: a system of stores and flows
  - 64 River processes and UK river landforms
  - 66 Causes of river floods
  - 68 Responding to river floods

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### 3 Weather and climate

- 72 Weather and climate
- 74 Global climate zones
- 76 Typical weather of UK high- and low-pressure weather systems
- 78 Two contrasting extreme weather events

### 4 Climate change – cause and effect

- 80 Climate change and its causes
- 82 The consequences of climate change
- 84 Climate change: reducing the risk

## Theme 3 Environmental Challenges

### 1 How ecosystems function

- 86 How ecosystems function
- 89 The hot semi-arid biome in detail
- 90 Small-scale ecosystems in the UK

### 2 Ecosystems under threat

- 94 Using ecosystems for human profit (or loss)
- 96 Damage to an ecosystem

### 3 Water resources and management

- 100 Global water supply and demand
- 104 The impact of over-abstraction of water
- 106 The imbalance of water supply and demand in the UK
- 108 Water management across national boundaries

### 4 Desertification

- 110 The extent of desertification
- 112 Causes of desertification
- 114 Managing environments vulnerable to desertification

### 116 Problem solving

### 128 Fieldwork

### 133 Index

Now test yourself answers and exam practice answers available at [www.hoddereducation.co.uk/myrevisionnotesdownloads](http://www.hoddereducation.co.uk/myrevisionnotesdownloads)

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EXAM  
READY

# Countdown to my exams

## 6–8 weeks to go

- Start by looking at the specification — make sure you know exactly what material you need to revise and the style of the examination. Use the revision planner on pages 4 and 5 to familiarise yourself with the topics.
- Organise your notes, making sure you have covered everything on the specification. The revision planner will help you to group your notes into topics.
- Work out a realistic revision plan that will allow you time for relaxation. Set aside days and times for all the subjects that you need to study, and stick to your timetable.
- Set yourself sensible targets. Break your revision down into focused sessions of around 40 minutes, divided by breaks. These Revision Notes organise the basic facts into short, memorable sections to make revising easier.

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## 2–6 weeks to go

- Read through the relevant sections of this book and refer to the key terms. Tick off the topics as you feel confident about them. Highlight those topics you find difficult and look at them again in detail.
- Test your understanding of each topic by working through the Now test yourself questions in the book. Look up the answers online.
- Make a note of any problem areas as you revise, and ask your teacher to go over these in class.
- Look at past papers. They are one of the best ways to revise and practise your exam skills. Write or prepare planned answers to the exam practice questions provided in this book. Check your answers online and try out the quick quizzes at [www.therevisionbutton.co.uk/myrevisionnotesdownloads](http://www.therevisionbutton.co.uk/myrevisionnotesdownloads)
- Use the revision activities to try out different revision methods. For example, you can make notes using mind maps, spider diagrams or flash cards.
- Track your progress using the revision planner and give yourself a reward when you have achieved your target.

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## One week to go

- Try to fit in at least one more timed practice of an entire past paper and seek feedback from your teacher, comparing your work closely with the mark scheme.
- Check the revision planner to make sure you haven't missed out any topics. Brush up on any areas of difficulty by talking them over with a friend or getting help from your teacher.
- Attend any revision classes put on by your teachers. Remember, they are experts at preparing people for examinations.

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## The day before the examination

- Flick through these Revision Notes for useful reminders.
- Check the time and place of your examination.
- Make sure you have everything you need – extra pens and pencils, tissues, a watch, bottled water, sweets.
- Allow some time to relax and have an early night to ensure you are fresh and alert for the examinations.

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## My exams

### Component 1: Investigating Geographical Issues

Date: .....

Time: .....

Location: .....

### Component 2: Problem Solving Geography

Date: .....

Time: .....

Location: .....

### Component 3: Applied Fieldwork Enquiry

Date: .....

Time: .....

Location: .....

# Introduction

## Exam breakdown

You will sit the components that make up your examination in three separate sessions. These are likely to be in June of your Year Eleven and spaced several days apart.

### Component 1: Investigating Geographical Issues

- This examination will last 1 hour and 45 minutes and will test all three geographical themes:
  - Changing Places - Changing Economies
  - Changing Environments
  - Environmental Challenges.
- Each theme is subdivided into a large number of organising ideas and concepts. These are listed on pages 4 and 5 of this book.
- There will be three questions – one question on the ideas and concepts of each of the three themes.
- Each question will be worth a total of 32 marks.
- So, make sure that you know and understand all of these ideas and concepts. If unsure, ask your teacher.
- In addition, a total of 4 marks will be awarded on the final sub-question of one of the themes for your ability to spell, punctuate and use grammar and specialist terms accurately.
- This component is worth 40 per cent of the whole examination.

### Component 2: Problem Solving Geography

- This examination will last 1 hour and 30 minutes and will assess your ability to provide and justify solutions to a geographical problem that is presented to you.
- It will draw on ideas and concepts drawn from across all three themes.
- The exam will be in three parts:
  - Part A will introduce you to a place and a problem there that needs to be solved.
  - Part B will ask you to explore different solutions to the problem.
  - Part C will ask you to do one of two things:
    - select one of the solutions offered to you in Part 2 *or*
    - rank the solutions according to your view as to their relative importance.
- Having made your choice(s) you will then need to fully justify the decision you have made.
- There are no 'right' or 'wrong' solutions. Whatever you choose, the marks awarded will be for the quality of your justification of the choice(s) you have made and not the amount you write.
- A total of 4 marks will be awarded on Part C for your ability to spell, punctuate and use grammar and specialist terms accurately.
- This component is worth 30 per cent of the whole examination.
- There is a chapter about 'problem solving' on pages 116–127.

### Component 3: Applied Fieldwork Enquiry

- This examination will last 1 hour and 30 minutes.
- It is actually in three parts. The first two test your fieldwork abilities:
  - **Part A** tests techniques you have learned while carrying out two fieldwork activities. They are called *fieldwork methodologies*.
- Before you started your course the exam board selected one of these methodologies for you to study:
  - Use of transects
  - Change over time
  - Qualitative surveys
  - Geographical flows

Underline the fieldwork methodology you have studied.
- **Part B** tests your ability to explore one *conceptual framework*. This was also chosen for you to study from the following list:
  - Place
  - Spheres of influence
  - Cycles and flows
  - Mitigating risk
  - Sustainability
  - Equality

Underline the conceptual framework you have studied.
- **Part C** tests your ability to make a decision based on your understanding of the geography of the UK. It is called '*The wider UK dimension*'.
  - It is similar to *Component 2, 'The problem-solving paper'*, in that, after exploring information about an event or issue in the UK, you will be asked in the final sub-question to give and justify your opinion about it.
  - As with *Component 2*, you will gain high marks for the justification of the choice you make and not just the choice itself.
  - As with the problem-solving paper, 4 marks will be awarded on this final sub-question for your ability to spell, punctuate and use grammar and specialist terms accurately.
- This component is worth 30 per cent of the whole examination.

### Qualities tested across all three components


Your ability to:


- complete, and take information from maps, graphs and tables of data
- analyse information from maps, graphs and tables of data
- respond to question styles ranging from simple multiple choice, through short open responses to extended responses
- demonstrate mathematical and statistical abilities including understanding of terminology, calculation, interpretation of evidence to make predictions and to identify limitations of mathematical and statistical techniques.



# Exam questions

- Your exam group uses *assessment objectives* in order to discover your abilities in geography.
- Assessment objectives are a breakdown of your abilities to help judge what you know, understand and can do.
- Your examiners write questions that are designed to encourage you to write answers that target each different assessment objective.

Assessment objective	Type of question/ command terms	How to respond	
AO1 <u>Knowledge</u> You can show your knowledge of locations, processes and environments at different scales	List, Name, Give, Circle Complete the passage Underline Recall one/two/three facts about	Do no more than you are asked. Unless the question clearly asks for it, don't even attempt to describe the feature/fact you've been asked to name or recall If you do any more than asked, you are wasting valuable time and possibly confusing the examiner	
	Give the meaning of What is meant by? Describe how	Extend and elaborate beyond just naming something. Give as many different pieces of description as there are marks for the question. Don't, though, explain why something happens. That will give you no marks and is often the answer to the next question	
AO2 <u>Understanding</u> You can show understanding of concepts related to, and interrelationships between, places, environments and processes	Give one reason, give reasons to agree/disagree with ... Explain why	This is your opportunity to show that you understand why something is happening. The word 'because' is worth using in your answer to make sure you keep on track In an extended explanation, a useful link word is 'so', especially when a series of statements, each an explanation of the previous one, is needed	
AO3 (1) <u>Application</u> of knowledge and understanding <u>Analysis/interpretation</u> : you can use your knowledge and understanding to analyse and interpret information provided in the paper	Use information from the graph to suggest how people's lives will be affected by ... Use map evidence to suggest why ...	This goes a step further than the description of resources that are asked for in AO4. You are expected to use your findings in order to bring geographical sense or meaning to them. For example, to suggest ways in which the information may affect people or the built and natural environments	
AO3 (2) <u>Application</u> of knowledge and understanding <u>Evaluation</u> : you are asked to use evidence to decide how good a particular activity, plan or strategy is, whether in isolation or compared to others	Weigh up the strengths and weaknesses of ... Explain why x strategy is more sustainable than y strategy	Now is the chance for you to start giving your own opinions on a particular issue You are asked not only to compare but also to make a value decision about the options being offered. Always back up the decisions you make with evidence either from the given resource or from your own geographical knowledge	

Assessment objective	Type of question/ command terms	How to respond	
AO3 (3) <u>Application of knowledge and understanding</u> <u>Making judgements</u> : you will need to use your evaluation of a situation to decide the best way forward to a sustainable future	Choose the best/most sustainable strategy ... Prioritise/rank in order of importance (3) strategies ... ... and justify your choice	It's a very short step from evaluation to here. Your evaluation of any alternative strategies to solve a geographical problem or issue will have triggered preferences in your mind  You will need to make a decision based on these preferences and then justify it	
AO4 <u>Using skills and techniques</u> You are able to use your skills and techniques to both complete and read resources like maps, graphs and tables, and to state what you have found when using them	Complete the graph using the following figures Describe the pattern ... on the map Work out the mean ... Calculate ... Compare the changes in electricity production in country X and country Y	Read the question carefully. It may ask you to describe, for example, simply what is happening along a single line graph or it could ask for a comparison between the lines for two different places. In this case the term 'whereas' is often a useful one to use  Do quote clear evidence from the source, using <i>accurate</i> figures. Don't, though, go further. The question is not asking you for a judgement as to which is better for a particular purpose ... unless it specifically asks for it, for example:  'To what extent does the graph show that A is better than B for ...'	



### Other hints and tips

- All questions you are asked will give an indication of the amount of writing expected of you.
- Some questions may use methods to help make the question clear to you including writing a single word or short phrase in **bold** and underlining key words.
- Some questions will contain gaps for single word responses while others provide you with a number of lines for your response.
- Each question also shows in brackets the number of marks you can gain by fully and answering it fully and correctly. This called the question's *mark tariff*.
- Low-tariff questions are usually assessed using *points credit* marking in which your examiner will tick each correct statement you make.
- High-tariff questions are more likely to be *levels of response* marked. Your examiners will have a series of three or four levels statements, each successive level describing more impressive levels of geographical ability than the previous one. You will gain marks according to the level you reach. They are looking for quality, not quantity.
- Unless you have incredibly large writing, you shouldn't need more space than is provided for your answer.
- If you must write more than the space allows, make sure that the number of the question you are answering is clearly written at the top of your continuation on the back pages provided for extended answers.

### Now test yourself

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For each question in part three below:

- 1 Underline the key words that you feel help you to understand the question.
- 2 Decide what type of question it is, based on the 'Type of question' column in the table on pages 9 and 10.
- 3 Write a brief outline of your response to the question.
  - a) Explain why government in the UK may wish to reduce the threat of climate change.
  - b) Many central business districts (CBDs) have pedestrianised areas. Describe the features of pedestrianised areas.
  - c) Evaluate the use of the internet as a source of secondary data to support fieldwork. You should support your answer by referring to actual examples from your own fieldwork.

### Exam tip

Did you find this exercise useful?

If so, you may wish to continue to underline the key words in each of the 'Exam practice' questions you answer as you work through this book.

# 1 Urban and rural processes and change in the UK

## Urban areas of the UK

### Urban changes in the UK

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Historically, UK urban areas have grown because of the need for people to be close to places of work. Much of the work was in factories. These caused air pollution, and **suburbanisation** took place as those people who could afford it moved out to the edges or as new council-owned houses were built there for rent. Improved public transport and car ownership helped this and also encouraged **counter-urbanisation**. Many urban areas are now much more pleasant areas to live and **re-urbanisation** is occurring. A shortage of houses to meet this has resulted in **infill** and **gentrification** taking place. A possible future of fewer people working in offices could result in another change: towards even greater emphasis on city centres being used mainly for leisure and entertainment.

### Distinctive features of urban areas of the UK

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There are a number of factors that are common to all UK towns and cities. However, they combine in different ways to give each town and city its individual character.

#### Physical changes over time

The historical, often rapid, growth of urban areas, during the Industrial Revolution of the nineteenth century, created a structure that has little relevance to lives in the twenty-first century. A decline in secondary industry in the second half of the twentieth century and an increase in the ability of most people to travel has caused the old established structure to be adapted. As the functions of urban areas have changed, so have the needs of people who live in them. Most factories have now gone. More people work in offices. Many inner-city areas have been converted into high-value housing for people who work in city-centre businesses and wish to travel to work on foot.

#### Economic changes over time

Where people live usually depends on their ability to either buy or rent a property. The more desirable areas tend to be more costly and attract people with higher earnings. In the past, there was a general increase in house values the further out from the centre you moved. Inner-city infill is now challenging the suburbs as high-priced housing areas. Recent IT developments and reaction to Covid-19, though, suggest a shift towards more people working from home for at least part of each week. Some will seek to live further from urban centres.

#### Social changes over time

There is a long history of people from the same cultural background grouping together. During the Industrial Revolution one such group was Irish immigrants. Today, there are enclaves of people from some Commonwealth countries and countries in Europe. While there is some movement out of

**Suburbanisation** A trend for more people to live on the edges of towns and cities

**Counter-urbanisation** A movement of people and businesses from large towns and cities to rural areas

**Re-urbanisation** A trend of more people moving to live in or close to the centres of cities and large towns

**Infill** The reuse of derelict land in urban areas. Also known as 'land recycling'

**Gentrification** The conversion and renovation of existing buildings raises their value for sale or rent

**Urbanisation** The physical and human growth of towns and cities

these areas as families become economically successful, there are strong cultural and family reasons for not leaving.

The complex changes that have taken place have resulted in many examples of different zones forming in urban areas. Some are defined in the boxes below.

# Characteristics of zones or areas in a town or city I have studied

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## Revision activity

- a) Draw a sketch map of the town or city on a separate sheet of paper.
  - b) Label areas of your map to show the locations of one example of each of the zones shown below.
  - c) Letter each zone, choosing from A to G in the separate box of zone definitions.
  - d) Write three brief statements in each box to describe the zone's main features.
- A box below has been left blank for you to add a zone found in your settlement that isn't already named.

<div>Central business district (CBD)</div> <div><div></div><div></div><div></div></div>	
<div>Zone of affluence</div> <div><div></div><div></div><div></div></div>	<div>Pedestrianised zones</div> <div><div></div><div></div><div></div></div>
<div>Zone of deprivation</div> <div><div></div><div></div><div></div></div>	<div>Zone of almost entirely one culture</div> <div><div></div><div></div><div></div></div>
<div>Zone of rapid regeneration</div> <div><div></div><div></div><div></div></div>	<div>Multi-purpose zone</div> <div><div></div><div></div><div></div></div>
<div></div> <div><div></div><div></div><div></div></div>	<div>Zone definitions:</div> <div>A where the wealthy group together B most people and buildings are of a single heritage C where people live, work and relax D rebuilding or upgrading rundown areas E where almost all road traffic is banned F in the middle where shops and offices are grouped G where infrastructure is poorly developed</div>

Figure 1 Zones or areas in \_\_\_\_\_.

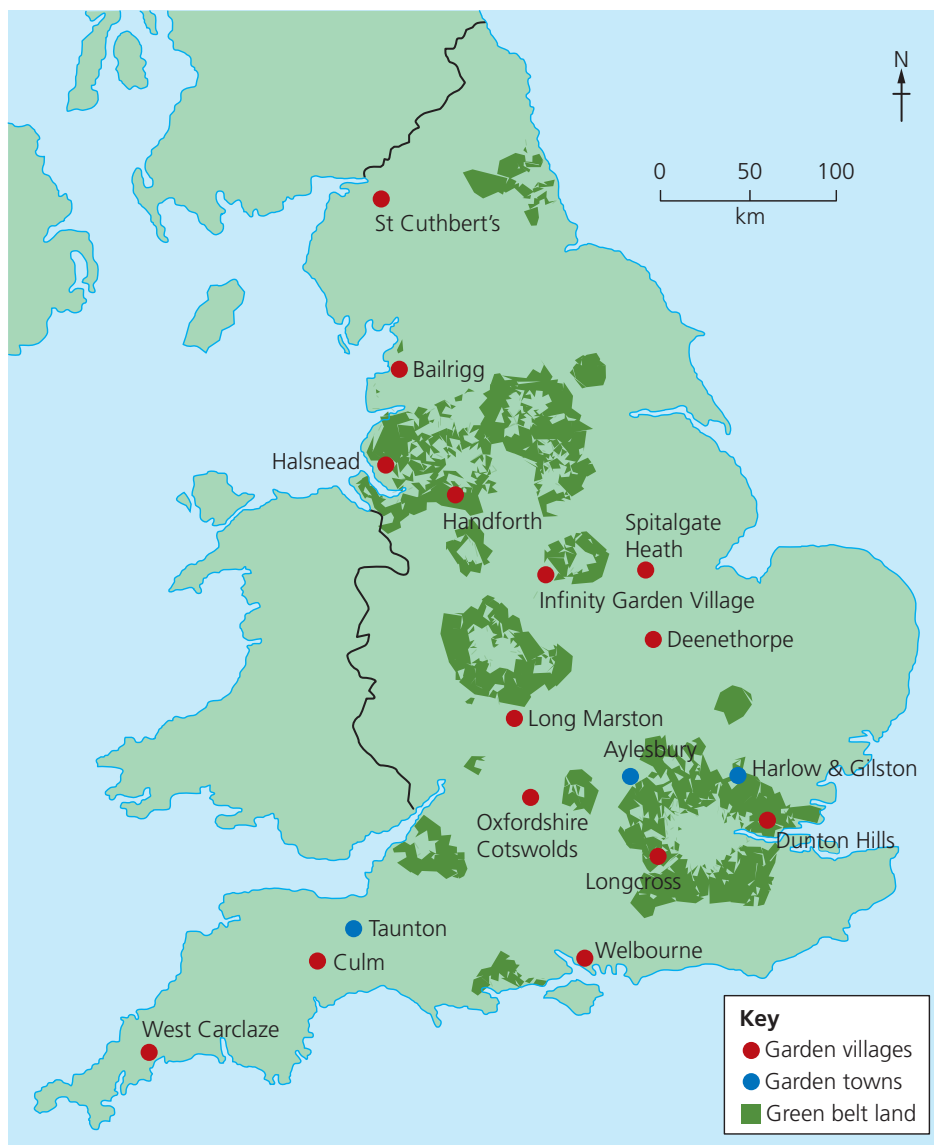
# Factors helping to drive urban and rural change across the UK

England is short of housing. Recent house building has failed to meet the increased demand made by such factors as people *living longer* and *marrying later*, *an increase in single-parent families* and *an increase in immigration*.

Over 240,000 new homes were created in the 2018/2019 building year. In June 2020 the government relaxed the need for planning permission to encourage even more building, partly to help the economy after the Covid-19 lockdown.

## The brownfield/greenfield debate

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**Figure 2** Green belts and planned developments.

Following the Second World War, large numbers of houses were built, resulting in towns and cities growing outwards into the countryside. **Green belts** were created to stop this expansion. Now that more housing is required there have been proposals to build new **garden towns** and garden villages. The idea is that these will produce pleasant, sustainable places to live, with a new infrastructure. Some of this building is planned for green belt land.

### Now test yourself

Suggest how each of the four reasons shown in *italics* in the text will place pressure on existing housing in England.

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Green belts help preserve rural communities and provide areas of recreation and lower air pollution for the benefit of urban dwellers.

### Revision activity

- 1 Use an atlas to help you name the major urban areas on the map that the green belt areas coloured in dark green are located near.
- 2 What might be the advantages and disadvantages of building on green belt land?

**Green belt** Area surrounding major cities intended to be kept as open space

**Garden town** A residential community having landscaped gardens, parks and other open areas

# Making and justifying a decision: what would you do?

Complete the table below:

- Each statement is a simple fact about the site. Elaborate on how developing the site may be an advantage or disadvantage. Use specific information from your studies to help you. You could write your advantages in green and disadvantages in red. The first one has been done for you.
- Finally, complete the right-hand column to state whether it is a social (S), economic (E) or environmental (En) effect. Suggest another statement of your own for each type of site.

**Brownfield site** Land suitable for redevelopment. Usually in urban areas

**Greenfield site** Land previously unused for building. Usually in rural areas

Site	Statement	Elaboration
Brownfield site	Mainly areas of unsightly disused or derelict land	Improves the visual appearance of the area (En)
	Existing buildings can be adapted to housing	
	Increases demand on existing public transport	
	Reduces commuting distance	
	Increases cars on city roads	
	Reduces urban expansion	
	Utilities like water and power are already in place	
Greenfield site	No existing buildings to clear away	
	May change the character of the area for existing residents	
	Building not constrained by limited space	
	Could reduce farmland	
	Slow to get planning permission	
	Potential damage to habitats	
	Land unlikely to have been polluted by a previous use	
	Increases overall use of cars	

## Revision activity

Now make the decision:

- Where would you recommend future housing development to take place? On brownfield or greenfield sites or a combination of both?
- Fully justify the decision you have made by referring to both types of site and including examples from your studies.

# Factors contributing to population movement within the UK

## Regional variations

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There are many differences between regions within the UK. The south-east of England, for example, is traditionally regarded as being the most wealthy, with people becoming poorer as we travel north and west. This is a very simplistic picture, though.

Looking at average earnings doesn't always tell you a great deal about real wealth. Areas of high earnings may also be expensive areas in which to live. Higher transport costs, **council tax** and **mortgages** or rent payments could leave people with relatively low **disposable incomes**. And, of course, averages for any region hide the differences that affect the lives of individuals living in these regions.

These can affect movement between regions. People attempting to move to the south-east for a job may be put off by the high cost of living, especially the cost of renting or buying a house. On the other hand, people who live in the south-east may be able to sell their house and buy one more cheaply in an area with a lower cost of living, to use as a place from which to telework or as a retirement home.

**Council tax** A tax placed on each property that is payable to the local council

**Mortgage** The repayment to a lender, like a building society, of money borrowed to buy a property

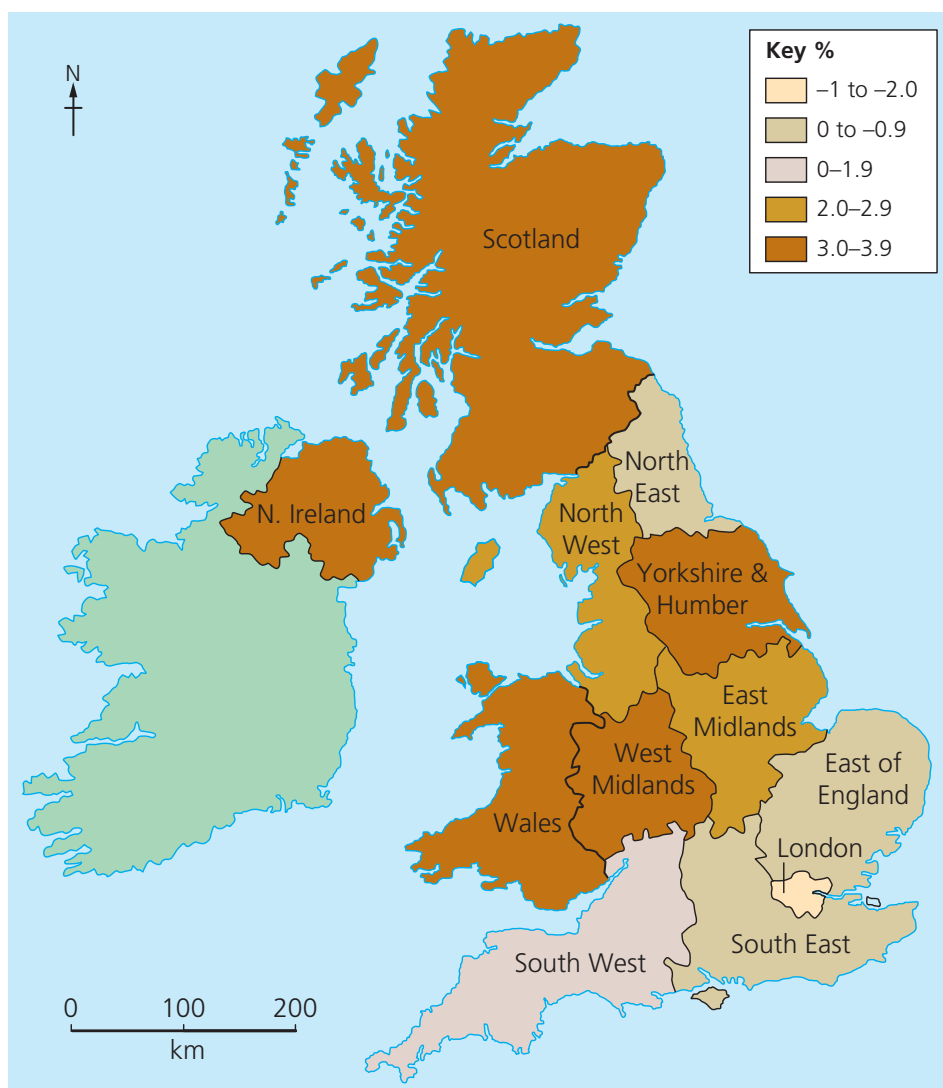
**Disposable income** Money left after all essential payments have been made

### Exam practice

Study the map in Figure 3.

- Describe the pattern shown on the map. [3] [5 lines]
- Suggest why the ability to migrate between UK regions depends on where a person lives. [3] [5 lines]

In the year 2015–2016, the South East, East of England and London's house prices rose between 9 and 12 per cent. Rises became steadily smaller further north and west with Scotland having a price drop.

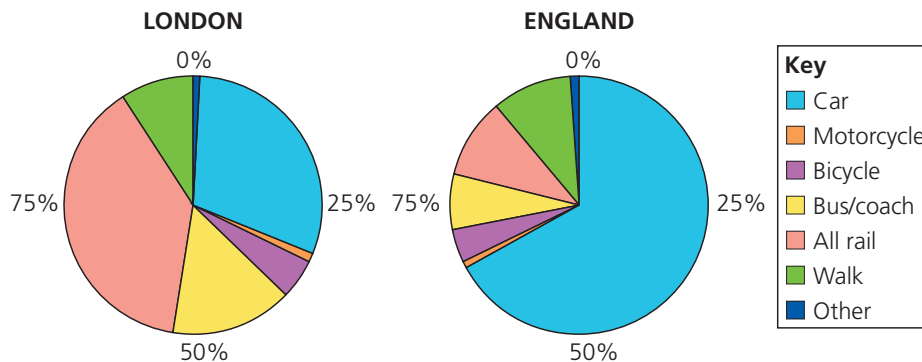


**Figure 3** UK house price changes 2018–19.



## The daily commute

UK workers **commute** using different modes of transport. The decision of how to travel has implications for the sustainability of the UK's urban areas. The more cars travelling into a town or city, the higher the air and noise pollution and the greater the congestion on its roads. However, the morning rush period and evening return home, whatever the transport type, causes a large increase in people travelling within city centres every weekday.



**Figure 4** The usual means of transport to work for London and England as a whole, 2016.

## Teleworking: an alternative to commuting?

In 2015, 7.4 per cent of the UK workforce spent at least one day working from home. This rose to 65 per cent under the Covid-19 'lockdown'. These employees link with work using their computers. Continued improvements in internet connectivity should encourage the present upward trend to continue. Almost two-thirds of the total were from the 'professional and managerial' **socio-economic group**. Some people 'telework' all of the time. The only influence of their work choices on where they live is the availability of a reliable internet connection.

	Advantages of working from home	Disadvantages of working from home
To employer	Office costs reduced Not disrupted by traffic problems	Less control of staff Difficulty linking team members
To employee	Work in comfort of home Lower travel costs Fewer open-plan office distractions	Difficult to separate family and home life Temptation to work too hard or too little Miss informal chat with colleagues

The increasing popularity of **telecommuting** could have major positive environmental effects, resulting in the development of more **sustainable** urban areas. Consider the positive effects of this on air quality and transport movement. However, a reduction of workers in offices could also have a serious negative effect on city-centre businesses making them economically less sustainable.

**Commute** Travel daily to and from home to a place of employment

### Socio-economic group

A way of categorising people according to their employment

**Telecommuting** Working part of the week in an office and the rest at home linking with the office by computer

**Sustainable** Capable of being able to operate effectively now and in the future

### Exam practice

Study Figure 4.

- Compare the transport used to commute to London with that for England as a whole. [3] [5 lines]
- Suggest two reasons for the differences in the two pie charts. [4] [6 lines]

### Now test yourself

- Make a list of positive effects on urban areas of an increase in telecommuting.
- Make a list of negative effects on urban areas of an increase in telecommuting.

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# MY REVISION NOTES

Eduqas GCSE (9–1)

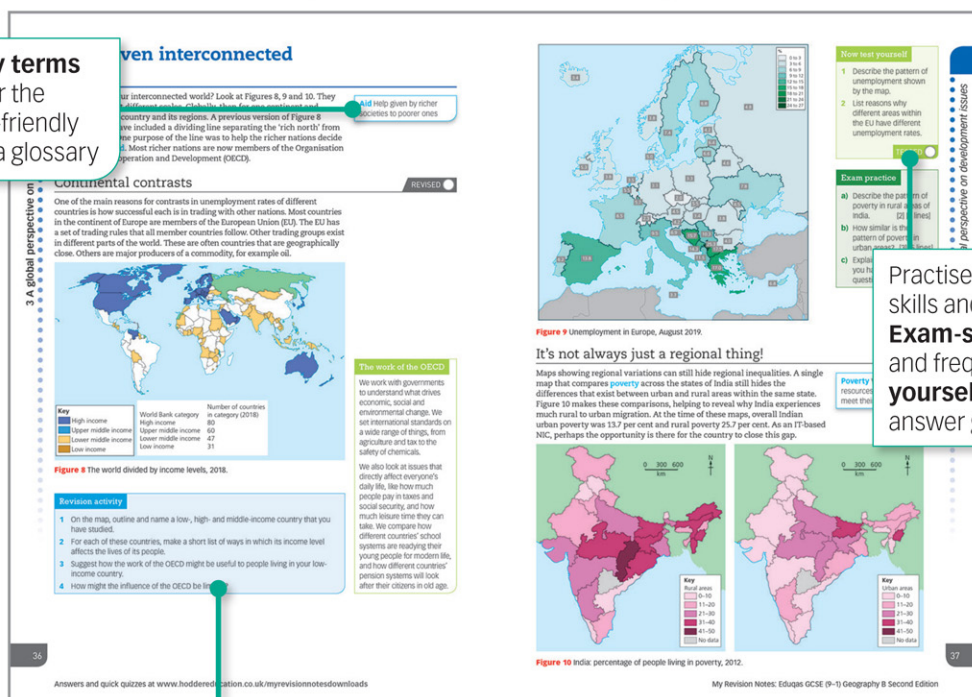
## GEOGRAPHY B

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