



Year 11 PPE1: Revision Guidance

Circulation	Year 11 Students
Title	Y11 Revision Guidance for GCSE exams
Purpose	To provide revision information for GCSE Examinations

You will sit three papers for your Geography GCSE.

Paper 1: Living with the Physical Environment

Section A: The Challenges of Natural Hazards

- Climate Change: Evidence, causes impacts, adaptation, mitigation
- Tectonic Hazards: Structure of the earth, plate margins, causes, impacts, responses, living/responding to risk
- Weather Hazards: Tropical storms (causes, impacts, responses), UK weather hazards (causes, impacts, responses)

Section B: The Living World

- Ecosystems: Small-scale and global
- Tropical Rainforests: Features, adaptations, opportunities, challenges, deforestation (causes, impacts, management)
- Hot Deserts: Features, adaptations, opportunities, challenges, desertification (causes, impacts, management)

Section C: The UK's Physical Environment

- Coasts: Processes, landforms, coastal management
- Rivers: Processes, landforms, river management

Paper 2: Challenges in the Human Environment

Section A: Urban Issues and Challenges

- Urban Issues and Challenges: Importance of, opportunities, challenges in HIC and LIC, sustainable urban living/transport

Section B: Changing Economic World

- Changing Economic World: Development, Nigeria and the UK

Section C: Resource Management

- Resource Management: Global resource distribution and water
- Water

Paper 3: Geographical Applications

- Issue evaluation using the pre-release
- Unfamiliar fieldwork
- Seaford fieldwork

All Geography will be 1 hour and 30 minutes. The papers will contain a variety of question types including multiple choice, short answer questions, longer answer questions and practical skills questions.

You will need a black pen, pencil and ruler for the exam. **You are allowed calculators**



Paper 1 – Living with the Physical Environment

Case studies and examples



The Challenge of Natural Hazards	<ol style="list-style-type: none"> 1. Tectonic hazard – two contrasting countries – effects and responses: Japan 2011 & Nepal 2015 2. Tropical storm – effects and responses: Typhoon Haiyan 2013 3. Recent extreme weather event in UK – causes, impacts, management: Somerset Floods 2014
The Living World	<ol style="list-style-type: none"> 1. Small scale UK ecosystem: Ponds – Stow Bedon, Norfolk 2. Tropical rainforest-causes of deforestation, impacts and issues: Malaysia 3. Hot desert: development opportunities and challenges: Thar Desert 4. Area of the fringe of a hot desert: The Sahel (desertification)
Physical landscapes in the UK	<ol style="list-style-type: none"> 1. Section of river valley area-landforms of erosion and deposition: River Tees 2. Flood management scheme (rivers): Banbury 3. Section of Coast area-landforms of erosion and deposition: Swanage (Dorset coast) 4. Coastal management scheme: Lyme Regis



DO NOT do the Section B Cold Environments or Section C Glacial Landscapes Questions



Paper 2 – Challenges in the Human Environment

Case studies and examples



Urban issues and challenges	<ol style="list-style-type: none"> 1. City in an LIC/NEE: Lagos 2. Example of how urban planning improves quality of life for the urban poor in an LIC/NEE city: Makoko Floating School 3. City in the UK: London (Including Shoreditch, London Docklands) 4. Urban regeneration scheme: Olympic Park regeneration scheme (Stratford) 5. Sustainable urban living: East Village in the Olympic Park 6. Sustainable urban transport scheme: Bristol Cycling Scheme
The changing economic world	<ol style="list-style-type: none"> 1. A country that has developed through tourism: Jamaica 2. Country in an LIC/NEE: Nigeria 3. TNC that operates in Nigeria: Shell 4. Sustainable industry in the UK: Nissan car plant, Sunderland 5. Rural area in the UK with population decline: Outer Hebrides 6. Rural area in the UK with population growth: South Cambridgeshire
The challenge of resource management	<ol style="list-style-type: none"> 1. Large scale water transfer scheme: Lesotho Highland water project 2. Sustainable water scheme: Wakal river basin sustainable project



DO NOT answer Section C question 4 (Food) or question 6 (Energy)



Fieldwork title: *How does the sediment size and roundness, and the beach profile change moving East across Seaford beach?*

Hypothesis: *The sediment will become smaller and rounder, and the beach profile will become steeper moving East across Seaford beach.*

Methods

1. **Beach profile (quantitative)** - We worked in groups. We laid a tape measure from the shoreline to the top of the beach. One person stood a safe distance from the edge of the sea holding a metre stick. Another person stood holding a metre stick further up the beach where there was a change in slope. The distance between the two metre sticks was recorded. Another person used a clinometer to measure the angle between the tops of the metre sticks and this was recorded. This was repeated at each change in slope until the top of the beach was reached. We did this at 3 sites along Seaford beach.

Equipment: tape measure, clinometer, 2 metre sticks, data collection sheet.

Justification: We did this to enable us to see how the steepness of the beach changes as we got closer to the groyne.

Limitations: clinometer not at correct level, metre sticks not held straight, tape measure not taut.



2. **Sediment analysis (quantitative)** - At four evenly spaced points up the beach, 10 pebbles were randomly selected. The long axis of each pebble was measured with a ruler and recorded. The roundness of each pebble was determined using the Roundness Index and recorded. We did this at 3 sites along Seaford beach.

Equipment: ruler, tape measure, Roundness index, data collection sheet.

Justification: I did this to record how the size and roundness of sediment changes along the beach as we got closer to the groyne.

Limitations: human error in measuring, subjectivity of roundness index.

3. **Field sketch (qualitative)** - I sat on the beach and drew a field sketch of the groyne with detailed annotations.

Equipment: pencil, data collection sheet.

Justification: I did this to collect qualitative data and record how the groyne affected the beach.

Limitations: field sketches are subjective and open to interpretation.

Data presentation and justification

1. **Line graph** for beach profile because... They show change over a distance, simple and easy to understand, easy to compare. Improvement: put on a map.
2. **Bar chart** for sediment analysis because... They are very visual, clear and easy to read, easy to see differences in data, we can compare values in different categories. Improvement: put on a map.
3. We could have drawn a **Scatter graph** because... this would have allowed us to see if there is a correlation between distance up beach and sediment size/roundness.

Physical fieldwork
investigation
Seaford Beach



Evaluation

The key limitations with our fieldwork investigation were that the tape measure might not have been straight or taut, the metre sticks may have not been straight, human error, the roundness index is subjective and we couldn't collect any data on the other side of the groyne due to safety.

Risks

Drowning; kept safe distance from sea.
Tripping over; we wore sensible footwear.
Heat stroke; carried water and wore sensible clothing/hats.

Sampling strategy

Our sampling strategy was **systematic** sampling. We collected our data at 3 equally spaced sites along Seaford beach, with decreasing distance from groyne.

Conclusions

We can conclude that our hypothesis is partially proven – *The sediment did not become smaller and rounder, but the beach profile became steeper moving East across Seaford beach.*



Fieldwork title: *How does the transport system in Seaford affect the environment?*

Hypothesis: *The transport system in Seaford has a negative impact on the environment.*



Methods

1. **Traffic count (quantitative data)** - We started a 5-minute timer. I counted how many sustainable and non-sustainable transport types were travelling either into or out of town. My partner counted the other direction. We did this at 3 sites around Seaford town centre.

Equipment: stopwatch, data collection sheet.

Justification: I did this to enable me to collect quantitative data on types of transport going into and out of the town.

Limitations: human error (miscounting), only did it once for each site, only did it on a weekday.

2. **Traffic environment survey (quantitative data)** - At each of the 3 sites, I looked around and gave the area a score from 0-5 for four factors: safety, noise, smell and traffic. I added up the scores to calculate a total score for each site.

Equipment: data collection sheet.

Justification: This will help me to judge the impact that the traffic has on the environment and the people in Seaford.

Limitations: subjective (based on opinion), only did it on a weekday.

3. **Word picture (qualitative data)** – At each site, I recorded what I could see, hear and smell through descriptive writing.

Equipment: data collection sheet.

Justification: This allowed me to get a detailed description of different areas within Seaford Town Centre.

Limitations: subjective, could vary within site.

Data presentation and justification

1. **Flow diagram** for traffic count because... it clearly shows direction, it is easy to read so it will be accurate, it shows a visual comparison between locations. Improvement: put on a map.

2. **Radar graph** for traffic environment survey because... it can easily compare 2 places, patterns can be clearly identified visually you can see which areas had the nicest traffic environment by size of diamond. Improvement: put on a map.

3. **Word cloud** for word pictures because... we can easily see patterns in qualitative data and see more common words. Improvement: put on a map.



Human fieldwork
investigation
Seaford town centre

Evaluation

The key limitations with our fieldwork investigation were that we only collected data once and this was on a weekday. Some of our data collection methods were subjective (based on opinion). To improve our investigation, we could go back and collect data on a weekend and we could do this more than once to increase the *reliability*. We could look at more than 3 sites around Seaford.

Risks

Hit by car; we crossed the road safely. Getting lost; we made sure we had a meeting point. Tripping over; we wore sensible footwear.







Sampling strategy

Our sampling strategy was **systematic** sampling. We collected our data at 3 equally spaced sites along the main road in Seaford.

Conclusions

We can conclude that our hypothesis is proven – overall, *the transport system in Seaford has a negative impact on the environment.*

QR codes for revision

	<p>Internet Geography</p> <p>Great for revision quizzes and content!</p>		<p>Educake</p> <p>Great for quick quizzes to see what you know!</p>
	<p>BBC Bitesize</p> <p>Great for revision quizzes and content!</p>		<p>GCSEPod</p> <p>Bitesize videos to help you revise!</p>
	<p>Cool Geography</p> <p>Great for revision videos and content!</p>		<p>Time for Geography</p> <p>Great for revision videos and content!</p>
	<p>Geography YouTube Hawks</p> <p>Bitesize videos to help you revise!</p>		<p>Past Papers (AQA website)</p>
	<p>Mr B Geography YouTube</p> <p>Bitesize videos to help you revise!</p>		<p>Seneca Learning</p> <p>Great for quick quizzes to see what you know!</p>
	<p>Physics and Maths tutor revision guides</p> <p>Great for revision guides and past papers</p>		