

AQA GCSE GEOGRAPHY



PAPER 1 LIVING WITH THE PHYSICAL ENVIRONMENT

EXAM - 1 HOUR 30 MINUTES - 88 MARKS - 35% OF COURSE

Section 1A – The challenge of natural hazards

Natural hazards

- What major risks do natural hazards pose to people and property?

Tectonic hazards

- What physical processes cause earthquakes and volcanic eruptions?
- How does the level of wealth affect the impact of, and response to, a tectonic hazard?
- How can management reduce the effects of a tectonic hazard?

Weather hazards

- How does global atmospheric circulation help determine patterns of weather and climate?
- What physical conditions cause tropical storms?
- How do tropical storms affect people and the environment?
- What weather hazards affect the UK?
- How does extreme weather affect human activity in the UK?

Climate change

- What are the natural and human causes of climate change?
- What are the social, economic and environmental impacts of climate change?
- How can climate change be managed through mitigation and adaptation?

Section 1B – The living world

Ecosystems

- How do biotic and abiotic components interact within ecosystems?

Tropical rainforests

- What distinctive characteristics do tropical rainforests have?
- What are the economic and environmental impacts of deforestation?
- How can tropical rainforests be managed sustainably?

Students are required to study one of the following topics:

Hot deserts

- What distinctive characteristics do hot deserts have?
- What opportunities and challenges are created by the development of hot desert environments?
- How are areas on the fringe of deserts at risk of desertification?

Cold environments

- What distinctive characteristics do polar and tundra environments have?
- What opportunities and challenges are created by the development of cold environments?
- How are cold environments at risk from economic development?

Section 1C – Physical landscapes in the UK

UK physical landscapes

- What diverse landscapes exist across the UK?

Students are required to study two of the following topics:

Coastal landscapes in the UK

- What physical processes shape the coast?
- How do rock type, structure and physical processes cause distinctive coastal landscapes?
- What different management strategies can be used to protect coastlines from the effects of physical processes?

River landscapes in the UK

- How does the shape of the river valley change as the river flows downstream?
- How do physical processes cause distinctive fluvial landforms?
- What different management strategies can be used to protect river landscapes from the effects of flooding?

Glacial landscapes in the UK

- How has ice shaped the physical landscape of the UK?
- What physical processes shape distinctive glacial landforms?
- How do glaciated upland areas provide opportunities for economic activity?
- What different management strategies can be used to reduce land use conflicts in glaciated areas?

Geography prepares for the world of work – geographers, with their skills of analysis are highly employable!

Michael Palm

I am passionate about reducing our carbon footprint, so I became a...

SUSTAINABILITY CONSULTANT



I really wanted to travel to some remote places so I became a...

GEOPHYSICIST



I really want to make a difference to people's lives, so I became an...

INTERNATIONAL AID/ DEVELOPMENT WORKER



Conservation has always been a priority for me, so I became an...

ECOLOGIST



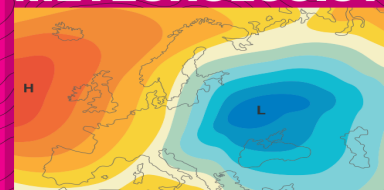
I am calm and cool in a crisis, so I use my skills as an...

EMERGENCY PLANNER/ MANAGEMENT OFFICER



I really wanted to travel to some remote places so I became a...

METEOROLOGIST



PAPER 2 CHALLENGES IN THE HUMAN ENVIRONMENT

EXAM - 1 HOUR 30 MINUTES - 88 MARKS - 35% OF COURSE

Section 2A – Urban issues and challenges

Urbanisation

- How does urban growth create opportunities and challenges for cities in LICs and NEEs?

Case study of a major city in an LIC or NEE

- What is the regional, national and global importance of this city?
- How has natural increase and migration affected the growth and character of this city?
- How has urban growth created opportunities and challenges?
- How has urban planning improved the quality of life for the urban poor?

UK urban change

- How does urban change in UK cities lead to social, economic and environmental opportunities and challenges?

Case study of a major UK city

- What is the regional, national and global importance of this city?
- How has natural increase and migration affected the growth and character of this city?
- How has urban growth created opportunities and challenges?
- How has urban planning improved the quality of life for the urban poor?
- How has an urban regeneration project improved quality of life?

Urban sustainability

- How is urban sustainability affected by resource and transport management?

Section 2B – The changing economic world

The development gap

- How does economic development and quality of life vary across the globe?
- What economic and social indicators can be used to measure development?
- What is the demographic transition model?
- What are the causes of uneven development?
- What are the consequences of uneven development?
- What strategies can be used to reduce the development gap?

Case study of an LIC or NEE

- What is the regional and global importance of this country?
- What is the wider political, social, cultural and environmental context of this country?
- How has the industrial structure of this country changed?
- What role do TNCs play in this country?
- How have political and trading relationships changed?
- How does international aid affect this country?
- What have been the environmental impacts of economic development in this country?

UK economic futures

- How has the UK economy changed and why?
- What is a post-industrial economy?
- How does industry affect the physical environment and how can it be made more sustainable?
- What are the effects of population change in rural areas?
- How is infrastructure being developed across the UK?
- What is the north-south divide and how can it be addressed?
- What is the UK's place in the wider world?

Section 2C – The challenge of resource management

Global overview

- How does resource consumption and supply vary across the globe?

UK overview

- How does the changing demand for food, water and energy in the UK create opportunities and challenges?

Students are required to study ONE of the following topics:

Food management

- How and why does food surplus and deficit vary across the globe?
- What are the impacts of food insecurity?
- What are the different strategies that can be used to address food supply?
- How can we move towards a sustainable food future?

Water management

- How and why does water surplus and deficit vary across the globe?
- What are the impacts of water insecurity?
- What are the different strategies that can be used to address water supply?
- How can we move towards a sustainable water future?

Energy management

- How does energy surplus and deficit vary across the globe?
- What are the impacts of energy insecurity?
- What are the different strategies that can be used to address energy supply?
- How can we move towards a sustainable energy future?

PAPER 3 GEOGRAPHICAL APPLICATIONS

EXAM - 1 HOUR 15 MINUTES - 76 MARKS - 30% OF COURSE

Section 3A – Issue evaluation

- Synoptic unit drawing together knowledge, understanding and skills from across the whole course.
- Critical thinking/problem solving task that will address an issue from any compulsory part of the specification.
- Students will be issued with a resource booklet 12 weeks before the exam to enable them to work through the resources and become familiar with the material. This original resource booklet cannot be taken into the exam – a fresh copy will be given in the exam.

Section 3B – Fieldwork

- These fieldwork enquiries will take place in contrasting environments, eg. urban and coastal, and at least one will consider the interaction between human and physical geography.
- Fieldwork will be assessed in two ways in Paper 3. There will be questions based on unfamiliar fieldwork (using material from a resource booklet), and questions from the students' own fieldwork.
- Students will need to demonstrate that they can: (1) Select a suitable question for geographical enquiry; (2) Select, measure and record data appropriate to the chosen enquiry; (3) Select appropriate ways of processing and presenting fieldwork data; (4) Describe, analyse and explain fieldwork data; (5) Reach conclusions; (6) Evaluate their geographical enquiry.

