AQA GCSE GEOGRAPHY

Knowledge and Skills Guidance

FOUNDATION FOR GROWTH

WOOTTON PARK

'Ipsum quod faciendum est diutius'

Course Details

The geography course you are studying is with AQA and the qualification is made up of three different units. All of these are exam based, the first two of which are based on physical and human geography respectively. The third exam is partly based on the fieldwork that you have done over the course of the two years and an issues investigation that will be introduced in a resources booklet that is released just before your exam. You will sit the exams at the end of Year 10, and details of the units you will study are below:

Unit title	Topics	Length/ time	Marks	Worth
Paper 1: Living with the physical environment	Section A: The challenge of natural hazards Section B: The living world Section C: Physical landscapes in the UK	1 hour 30 mins	88	35%
Paper 2: Challenges in the human environment	Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenge of resource management	1 hour 30 mins	88	35%
Paper 3: Geographical applications	Section A: Issue Evaluation Section B: Fieldwork	1 hour 15 mins	76	30%

Exam dates

18th May 2020

Paper 1: Living with the Physical Environment
Start time: Morning
Duration: 1 hour 30 minutes

3rd June 2020

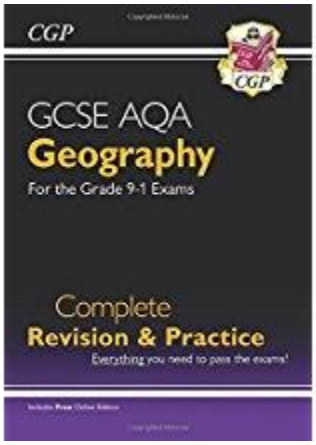
Paper 2: Challenges in the human environment
Start time: afternoon
Duration: 1 hour 30 minutes

11th June 2020

Paper 3: Geographical applications
Start time: morning
Duration: 1 hour 15 minutes

Textbooks and Revision Guides

All books available from online book shops such as Waterstones or Amazon. Kindle editions are available as well.

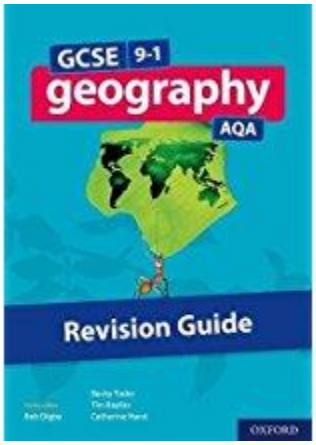


Grade 9-1 GCSE Geography AQA Complete Revision & Practice (CGP)

ISBN: 1782946136

Most students will be familiar with CGP revision guides and this one is a good outline of the course and can be used to help you with your revision.

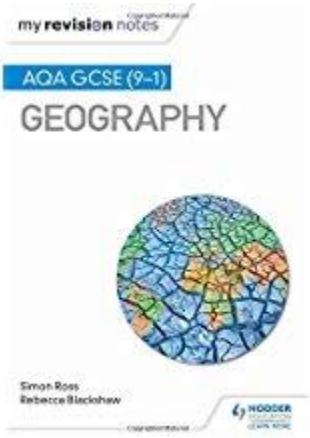
It also includes practice questions which many students find useful.



GCSE 9-1 Geography AQA Revision Guide

ISBN: 0198423462

Well-structured revision guide that covers the key content and combines with exam style tasks and practical tips for your revision



My Revision Notes: AQA GCSE (9–1) Geography

ISBN: 1471887316

Structured revision: key content combined with exam-style tasks and practical tips to help review, strengthen and test your knowledge.

Apps and Websites

Seneca Learning

Seneca has been designed by cognitive scientists to help students remember topics better and reduce their stress levels. You can access revision notes on each of your topics and then take quick tests to check your learning. It has been proven to make learning 2 x faster than traditional methods.

https://www.senecalearning.com/

Cool Geography

Created by teachers for students studying GCSE geography, this website has content, diagrams, animations and videos that will help you through your revision.

http://www.coolgeography.co.uk/

Gojimo

This revision app boasts mostly free content and covers GCSE, A level, and more.

It works like this: you pick your subject and your exam board, then you take part in quizzes to test your knowledge. Not only do you get instant feedback, you're also given detailed explanations, so if you go wrong, you can work out why.

At the end of a quiz you're told how many you got right, how long you took and you can review your errors. The app will also track your progress over time so you can identify your best and worst topics for revision.

Mind mapping tools

A great way to revise is by creating mind maps on a topic or case study, memorising them and then even sketching them out quickly again in the exam to use them for all my essay questions. Here are some popular online mind mapping tools:

Mindomo https://www.mindomo.com

Coggle https://coggle.it

Xmind https://www.xmind.net

Quizlet

Quizlet enables you to create their own revision flashcards, as well as to use sets created by others. When you access a set, there are four different modes in which you can use them: cards, learn, match and test.

https://quizlet.com

Get Revising

Whatever apps or tools students use (or don't use), being organised about their revision is key. So why not create revision timetables using Get Revising's Study Planner tool?

http://getrevising.co.uk

Other online revision tools

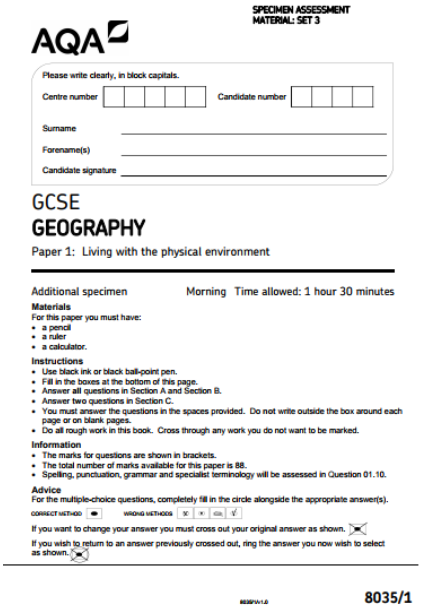
Flashcards++
https://itunes.apple.com/gb/app/flashcards++/id378786877?mt=8

Examtime https://www.examtime.com/en-GB/

Flashcards to go http://www.flashcardstogo.com

Memrise – helping to learn vocab https://www.memrise.com

Exam Papers



SPECIMEN ASSESSMENT MATERIAL: SET 3

AQA

Please write clearly, in block capitals.

Centre number | Candidate number

Surname

Forename(s)

Candidate signature

GCSE

GEOGRAPHY

Paper 1: Living with the physical environment

Additional specimen — Morning — Time allowed: 1 hour 30 minutes

Materials
For this paper you must have:
- a pencil
- a ruler
- a calculator.

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the bottom of this page.
- Answer all questions in Section A and Section B.
- Answer two questions in Section C.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information
- The marks for questions are shown in brackets.
- The total number of marks available for this paper is 88.
- Spelling, punctuation, grammar and specialist terminology will be assessed in Question 01.10.

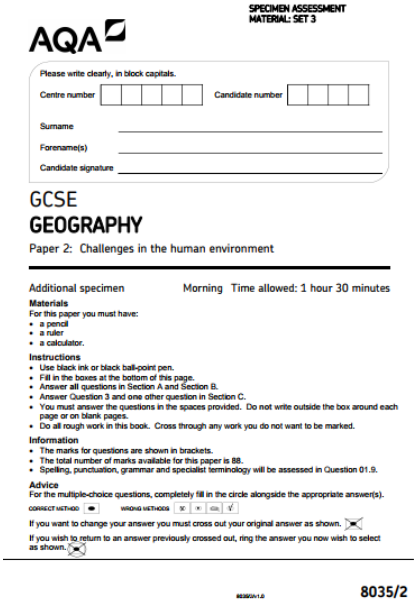
Advice
For the multiple-choice questions, completely fill in the circle alongside the appropriate answer(s).

CORRECT METHOD ● WRONG METHODS ✗ / ○ / √

If you want to change your answer you must cross out your original answer as shown.

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown.

8035/1



SPECIMEN ASSESSMENT MATERIAL: SET 3

AQA

Please write clearly, in block capitals.

Centre number | Candidate number

Surname

Forename(s)

Candidate signature

GCSE

GEOGRAPHY

Paper 2: Challenges in the human environment

Additional specimen — Morning — Time allowed: 1 hour 30 minutes

Materials
For this paper you must have:
- a pencil
- a ruler
- a calculator.

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the bottom of this page.
- Answer all questions in Section A and Section B.
- Answer Question 3 and one other question in Section C.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information
- The marks for questions are shown in brackets.
- The total number of marks available for this paper is 88.
- Spelling, punctuation, grammar and specialist terminology will be assessed in Question 01.9.

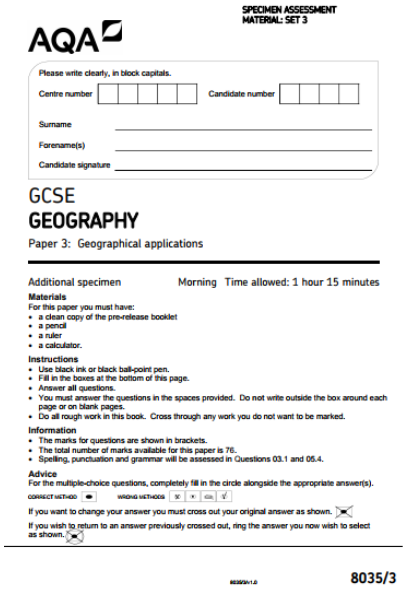
Advice
For the multiple-choice questions, completely fill in the circle alongside the appropriate answer(s).

CORRECT METHOD ● WRONG METHODS ✗ / ○ / √

If you want to change your answer you must cross out your original answer as shown.

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown.

8035/2



SPECIMEN ASSESSMENT MATERIAL: SET 3

AQA

Please write clearly, in block capitals.

Centre number | Candidate number

Surname

Forename(s)

Candidate signature

GCSE

GEOGRAPHY

Paper 3: Geographical applications

Additional specimen — Morning — Time allowed: 1 hour 15 minutes

Materials
For this paper you must have:
- a clean copy of the pre-release booklet
- a pencil
- a ruler
- a calculator.

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the bottom of this page.
- Answer all questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information
- The marks for questions are shown in brackets.
- The total number of marks available for this paper is 76.
- Spelling, punctuation and grammar will be assessed in Questions 03.1 and 05.4.

Advice
For the multiple-choice questions, completely fill in the circle alongside the appropriate answer(s).

CORRECT METHOD ● WRONG METHODS ✗ / ○ / √

If you want to change your answer you must cross out your original answer as shown.

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown.

8035/3

Materials

For all papers you must have:

- a pencil
- a rubber
- a ruler
- a calculator

Instructions

Answer questions using a black pen.

Paper 1: Physical geography

Answer **ALL** questions in Section A and B
Answer **Question 3** (Coasts) and **Question 4** (Rivers) in Section C

Paper 2: Human geography

Answer **ALL** questions in Section A and B
Answer **Question 3** and **Question 5** in Section C

Paper 3: Geographical applications

Answer **ALL** questions

What do I need to revise?

The challenge of natural hazards

Natural hazards
I can define a **natural hazard** and give some examples of the different types.
I can explain the different factors that affect **risk**.
Tectonic hazards
I can describe the distribution of **earthquakes** and **volcanoes**.
I explain the differences between **destructive**, **constructive** and **conservative** plate margins.
I know the main features of an **earthquake** and two different ways of measuring earthquakes.
Using named examples of a tectonic hazard in both rich and poor countries. I can: (1) Explain why the **tectonic hazard** happened there, (2) Describe the effects that resulted from the **earthquakes** both primary and secondary. (3) Describe what was done after the **earthquake** (responses), both in the long and short term.
I can explain why **earthquakes** cause more loss of life in poor than in rich countries.
I can explain why people continue to live in areas at risk of **tectonic hazards**.
I can explain how monitoring, planning and prediction of **tectonic hazards** can reduce their effects.
Weather hazard
I can describe the **global atmospheric circulation model.**
I can explain how the **global atmospheric circulation** model affects weather around the world.
I can describe the distribution of **tropical storms.**
I can explain the causes of a **tropical storm.**
Using a named example I can describe and explain the primary and secondary impacts of **tropical storms**.
I can assess and evaluate methods of responses **tropical storms** in both the long and the short term using a named example.
I can explain how **tropical storms** might be affected by **global warming.**
I can explain how monitoring, planning and prediction of **tropical storms** can reduce their effects.
I can explain the cause of an **extreme weather** event using an example.
I can describe and expel the social, economic and environmental using an example.
I can identify evidence of the weather becoming more extreme using an example.
I can explain how extreme events can be managed to reduce the impacts.
I can assess and evaluate the **impact** that weather conditions have upon people homes, lives, agriculture, health and transport.
Climate change
I can explain the evidence both for and against **climate change.**
I can explain both the **natural** and **human** causes of climate change.
I can assess and evaluate the economic, social, environmental and political impacts of **climate change** both on the world and the UK.
I can describe and evaluate the **mitigation** strategies used to reduce the impact of global **climate change** on a **local, national and international** level.
I can describe and evaluate the **adaption** strategies used to reduce the impact of global **climate change** on a **local, national and international** level.

The living world

Using an example from the UK, I can explain the **interrelationship** within the natural system.
I can define and give UK examples of **producers consumers, decomposer, food chain, food web** and **nutrient cycle**
I can explain their **interdependence** of each of the above and explain how changes might affect each other.
I can describe the **distribution** and characteristics of **global ecosystems** around the world.
Tropical rainforests (core content)
I can describe the physical characteristics of the **tropical rainforests**
I can explain the **interdependence** of the climate, water, soils, plants, animals and people in a tropical rainforest
I can explain how plants and animals have **adapted** to the physical conditions of tropical rainforests.
I can describe and explain the problems and issues with changing **biodiversity** within the tropical rainforest.
I can describe and explain the changing rates of **deforestation**.
I can use a case study to explain the causes of **deforestation** subsistence and commercial farming, 1. Logging, 2. Road Building 3. Mineral Extraction 4. Energy Development, 5. Settlement 6. Population Growth
I can use a case study to explain the impacts of **deforestation** 1. Economic development 2. Soil erosion, 3. Contribution to climate change.
I can explain the importance and **value** of the tropical rainforest on a local, national and international scale.
I can explain why it is important the tropical rainforest should be **managed sustainably**.
I can explain how the tropical rainforest can be managed sustainably using a range of methods 1. Selective logging and replanting 2. Conservation and education 3. Ecotourism 4. International agreements about the use of tropical hardwoods, 5. Debt reduction.
Hot deserts (option)
I can describe the physical characteristics of the hot desert
I can explain the **interdependence** of the climate, water, soils, plants, animals and people in a hot desert
I can explain how plants and animals have **adapted** to the physical conditions of hot deserts
I can describe and explain the problems and issues with changing **biodiversity** within the hot desert.
I can use a case study to explain the causes of **desertification** subsistence and commercial farming, 1. Mineral Extraction 2. Energy Development 3. Farming 4. Tourism
I can use a case study to explain the challenges of **desertification** 1. Extreme temperature 2. Water supply 3. Inaccessibility
I can define and describe **desertification**
I can explain the causes of **desertification** both human and natural
I can explain a how **desertification** can be managed using: 1. Water and soil management 2. Tree planting 3. Using appropriate technology

Physical landscapes in the UK

I can describe the location of the major upland and lowland areas within the UK
I can describe the location of the major river systems within the UK
Coastal landscapes of the UK
I can define what the coast is
I can describe and explain the different types of **waves**
I can name and explain the four processes of **erosion**
I can name and explain the processes of **weathering**
I can name and explain the processes of **mass movement**
I can describe **erosional landforms** and the sequence of (arch, caves, stacks, stump, wave cut platforms, wave cut notch) are formed.
I can describe and explain the process of **mass movement** and **slumping**
I can explain, using an example, how **erosion** and **deposition** will impact on the people and the environment at the coast.
I can describe the processes of **transportation** in the coastal zone. (Longshore drift and traction, saltation, suspension and solution)
I can explain the reasons why sediment is **deposited** on the coast.
I can explain how **depositional landforms** (beaches, spit and bars) are formed.
I can describe and explain methods of **hard** and **soft engineering** using an example.
I can evaluate the cost and benefits of **hard** and **soft engineering** using an example.
I can explain why people have different views about the way the coast in managed and the conflicts this may cause using an example.
I can identify on an OS map all of the coastal landforms and use 4 & 6 fig grid references to locate them on a map
River landscapes of the UK
I can describe how a rivers **long profile** and **cross profile** varies over it's course
I can explain how **vertical** and **lateral** erosion changes the cross profile of a river
I can explain the four process of **erosion**
I can describe the four processes of **transportation** in a river
I can explain the reasons why a river **deposits** its eroded material
I can explain how **interlocking spurs**, **waterfalls** & **gorges** are formed
I can explain that **meanders** are formed by erosion & deposition
I can describe an **Ox Bow lake** and explain how they form from meanders
I can explain how a **flood plain**, levee and estuaries are formed
I can use an example of a river valley to demonstrate my understanding of the erosional and depositional landforms
I can explain how physical and human factors affect the risk of flooding including precipitation, geology, relief and land use.
I can explain what river **discharge** means & how it is shown on a **hydrograph**
I can explain at least 4 **factors** (things!) that will either **increase or decrease** river discharge
I can explain how **hard engineering** can reduce the risk of flooding or the effects of flooding
I can explain how **soft engineering** can reduce the risk of flooding or the effects of flooding
Using an example I can explain 1. Why the scheme was required 2. How the area was managed 3. The social, environmental and economic issues.
I can identify on an OS map all of the river landforms and use 4 & 6 fig grid references to locate them on a map.

Urban issues and challenges

I can explain how **urbanisation** has happened at different rates and at different times in different parts of the world making reference to LICs and HICs.
I can explain some of the **causes** of **urbanisation** in different parts of the world making reference to LICs and HICs.
Case study of the LIC or NEE
I can explain why the <u>case study</u> is important **nationally** and **internationally**
I can explain why and how the <u>case study</u> has grown
I can explain, analyse and evaluate the **opportunities** in the <u>case study</u> including: 1. Access to services – health 2. Access to services - education 3. Access to resources - water supply 4. Access to resources - energy 5. How urban industrial areas can promote economic development
I can explain, analyse and evaluate the **challenges** in the <u>case study</u> including: 1. Managing urban growth – slums, squatter settlements 2. Clean water, sanitation systems and energy 3. Access to services – health and education 4. Unemployment and crime 5. Managing environmental issues – waste disposal, air and water pollution, traffic congestion.
I can explain and evaluation the how the <u>case study</u> can plan to improve the **quality of lives** for the **urban poor**.
Case study of a HIC
I can explain why the <u>case study</u> is important **nationally** and **internationally**
I can explain why and how the <u>case study</u> has grown
I can explain the impact of national and international migration on the growth and character of the the <u>case study</u>.
I can explain, analyse and evaluation the **opportunities** in the <u>case study</u> including 1. Cultural mix 2. Recreation 3. Entertainment 4. Employment 5. Integrated transport systems 6. Urban greening
I can explain, analyse and evaluation the **challenges** in the <u>case study</u> including 1. Inequalities in housing, education and employment. 2. Urban deprivation 3. Dereliction of buildings 4. Building on **brown** and **greenfield** sites. 5. Water disposal 6. Urban sprawl on the rural – urban fringe and of commuter towns
I can explain, analyse and evaluation the how the <u>case study</u> has undergone **regeneration.**
Urban sustainability
I can describe how people can live more **sustainably**
I can explain how **sustainable urban living** can conserve water and energy, recycle waster and create more green space.
I can explain how urban transport strategies are used to reduce traffic congestion .

The changing economic world

I can describe the methods of classifying countries and use different **development indicators.**
I can evaluate the use of different **developmental indicators**.
I can use the **Demographic Transition Model** to explain the link between changing population structure and level of development.
I can explain the causes of **uneven development**: 1. Physical 2. Economic 3. Historical
I can explain the impacts of **uneven development** on people
I can explain how the **development gap** can be reduced looking at: 1. Investment 2. Industrial development and tourism 3. Aid 4. Using intermediate technology 5. Fairtrade 6. Debt relief 7. Microfinance loans.
I can use an example to show how tourism in an LIC can help to reduce the development gap
Case study of the LIC or NEE
I can explain why the case study is important within Asia and internationally
I can describe the political, social and culture contact of the case study within a **world context.**
I can describe the changing **industrial structure** within in the case study.
I can explain how manufacturing can stimulate **economic growth** in within the case study.
I can define a **Transnational Corporation (TNC)** using a case study.
I can explain the advantaged and disadvantages of TNCS to the case study
I can describe how India's **politics** and **trading relationship** have changed over time.
I can described what **aid** is where is comes from using a case study.
I can explain what **aid** India has received and how it has impacted upon the country using a case study.
I can explain and evaluation the **environmental** impacts of **economic development**.
I can explain and evaluation impacts of **economic development** on the **population of India**
Economy of the UK
I can explain why **deindustrialisation** has occurred in the **UK**
I can explain the advantages and disadvantages of the **UK** move in the **tertiary sector (post-industrial economy**
I can explain, using an example, how modern industry can reduce its impact upon the environment and become more **sustainable**
I can explain, using an example, the social and economic impacts of **population growth** on a **rural landscape**.
I can explain, using an example, the social and economic impacts of **population decline** on a **rural landscape.**
I can describe and explain the impact or **transport developments** in road, rail, port and airports.
I can describe the North – South divide in the UK.
I can evaluate and explain the strategies use to solve **regional differences** within the UK.
I can examine the **global links** made with the wider world through trade, culture, increased communication, economics and **political groupings** such as the commonwealth and the European Union.
I can analyse the growing **interdependence** and **globalisation** of the UK in relation to its economy and politics.

The challenge of resource management

I can describe the importance of **food**, **water** and **energy** to the economic and social wellbeing.
I can describe the distribution of **resource**s around world.
I can explain why **resources** are unevenly distributed around the world.
Resource management core content
I can describe the distribution of **resources** around the UK.
I can explain the **changing demand** for different foods in the UK.
I can explain why **food miles** are increasing in the UK.
I can explain how **food miles** can be reduced in the UK.
I can describe the different industries involved in agriculture (**agribusiness**) and explain how they are changing in the UK.
I can explain the changing **demand** for water in the UK.
I can describe the problems with **water quality** and **pollution** in the UK and how they can be managed.
I can explain how the UK is trying to manage water to meet **supply** and **demand**.
I can describe the UKs **energy mix** and how it has changed over time.
I can explain how the UK can reduce its reliance on **fossil fuels**.
I can describe and explain the economic and environmental issues with exploitation of energy sources.
Resource management option: Food
I can describe the global distribution of Food resources both **surplus** and **deficit**
I can explain why food consumption is increasing
I can explain and evaluate the different factors which effect **food availability** including: • Climate • Geology • Pollution of supply • Over-abstraction • Limited infrastructure • Poverty.
I can analyse the impacts of food insecurity including: waterborne disease • Water pollution • Food production • Industrial output • The potential for conflict where demand exceed supply.
I can explain and evaluate how **food supplies** can be managed to increase supply in certain areas
I can use an example to show how managing food through a **transfers schemes** has both advantages and disadvantages
I can explain how food resources can be managed **sustainably**
I can use an example of a **local scheme** which has managed **food sustainably** to increase food supplies.

Skills

Cartographic Skills

Atlas Maps:

- I can use and understand coordinates – latitude and longitude
- I can recognise and describe distributions and patterns of both human and physical features
- I can use maps to identify and describe significant features of the physical and human landscape eg population distribution, population movements, transport networks, settlement layout, relief and drainage.
- I can analyse the inter-relationships between physical and human factors on maps and establish associations between observed patterns on thematic maps.

Ordnance Survey Maps:

- I can use and interpret OS maps at a range of scales (and other maps appropriate to the topic)
- I can use and understand coordinates – four and six-figure grid references.
- I can use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales.
- I can use and understand gradient, contour and spot height.
- I can use numerical and statistical information.
- I can identify basic landscape features and describe their characteristics from map evidence.
- I can identify major relief features on maps and relate cross-sectional drawings to relief features.
- I can draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use.
- I can interpret cross sections and transects of physical and human landscapes.
- I can describe the physical features as they are shown on large scale maps of coastal and fluvial landscapes.
- I can infer human activity from map evidence, including tourism.

Maps in associate with photographs:

- I can compare maps
- **sketch maps**: I can draw, label, understand and interpret them.
- **Photographs**: I can use and interpret ground, aerial and satellite photographs.
- I can describe human and physical landscapes (landforms, natural vegetation, land-use and settlement.)
- I can draw sketches from photographs.
- I can label and annotate diagrams, maps, graphs, sketches and photographs.

Graphical skills

- I can select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids.
- I can suggest an appropriate form of graphical representation for the data provided.
- I can complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines.
- I can use and understand gradient, contour and value on isoline maps.
- I can plot information on graphs when axes and scales are provided.
- I can interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.

Numerical skills

- I can demonstrate an understanding of number, area and scales and the quantitative relationships between units.
- I can design fieldwork data collection sheets and collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.
- I understand and correctly use proportion and ratio, magnitude and frequency.
- I can draw informed conclusions from numerical data.

Statistical skills

- I can use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class.)
- I can calculate percentage increase or decrease and understand the use of percentiles.
- I can describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends.
- I can be able to identify weaknesses in selective statistical presentation of data.

Use of qualitative and quantitative data

- I can use qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.
- Data types: Maps, fieldwork data, geospatial data (GIS), satellite imagery, written and digital sources, visual and graphical sources, numerical and statistical information

Formulate enquiry and argument

I demonstrate the ability to:

- Identify questions and sequences of enquiry
- Write descriptively, analytically and critically
- Communicate their ideas effectively
- Develop an extended written argument
- Draw well-evidenced and informed conclusions about geographical questions and issues

Literacy

- I can communicate information in ways suitable for a range of target audiences.
- I have good literacy skills [SPaG].

Fieldwork

Suitable Enquiry Question
• I know the factors that need to be considered when selecting suitable questions. • I understand the geographical theory/concept underpinning the enquiry • I know the different sources of primary and secondary evidence including locations • I know the potential risks of both human and physical fieldwork and how reduced
Selecting, measuring and recording appropriate data
• I can explain the difference between primary and secondary data • I can identify and select appropriate human and physical data • I can explain the measuring and recording of data using different sampling methods
Select appropriate ways of processing and presenting fieldwork data
• I appreciate that there are a range of visual graphic and cartographic methods • I can select and use accurately appropriate presentation methods • I can describe, explain and adapt presentation methods • I can explain the causes of a tropical storm.
Describing, analysing and explaining fieldwork data
• I can describe, analyse and explain the results of fieldwork data. • I can establish links between data sets. • I can use appropriate statistical techniques • I can identify anomalies in fieldwork data
Reaching conclusions
• I can draw evidenced conclusions in relation to original aims of the enquiry
Evaluation of geographical enquiry
• I can identify the problems of data collection methods • I can identify the limitations of data collected • I can suggest other data that might be useful • I can explain the extent to which conclusions were reliable