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## GCSE Geography: Exam support 2022

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### Geography team at Great Sankey

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# Exam dates 2022

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## Geography 8035

8035/1 **Paper 1:** Living with the physical environment

1h 30m

**23 May 2022 am**

8035/2 **Paper 2:** Challenges in the human environment

1h 15m

**07 June 2022 pm**

8035/3 **Paper 3:** Geographical applications

1h

**14 June 2022 am**

# Presentation Overview

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- Structure of the three examination papers
- Changes to the 2022 papers – in summary
- Grade boundaries (2019) as a general idea.
- Main case studies.
- Themes where students performed well/ areas where students struggled.
- Focus on key terms and understanding questions.

# PAPER 1 – LIVING WITH THE PHYSICAL ENVIRONMENT

**88 marks (including 3 marks for SPAG)**

**35% of GCSE**

**Time: 1 hour and 30 minutes**

**Section A: answer **all** questions (33 marks) Page 2-26 (RG)**

*The Challenge of Natural Hazards*

**Section B: answer **all** questions (25 marks) Page 27-46 (RG)**

*The living World – **Only answer the 'Hot' Desert question***

**Section C: answer **any two questions** from questions 3, 4 and **5** (30 marks) Page 54-82 (RG) **Do not answer Q5 (Glacial)****

*Coastal Landscapes (Q3) and River Landscapes (Q4)*

**Question types: multiple-choice, short answer and extended prose.**

**63 marks (including 3 marks for SPAG)**

**35% of GCSE**

**Time: 1 hour and 15 minutes**

**Section A: answer **all** questions (33 marks) *Page 94-110 (RG)*  
*Urban Issues and Challenges***

**Section B: answer **all** questions (30 marks) *Page 111-131*  
*(RG)*  
*The Changing Economic World***

**Section C: **Do not answer this section.****

**Question types: multiple-choice, short answer and extended prose.**

# PAPER 3 – GEOGRAPHICAL APPLICATIONS

**56 marks**

**30% of GCSE**

**6 marks awarded for SPAG in Section A**

**Time: 1 hour**

**Section A: answer **all** questions (40 marks)** *Booklet given in class and time given to prepare. Booklet can be taken home and notes can be made on the booklet. Clean booklet given in the exam.*

**Section B: answer **all** questions (16 marks)** *Unseen fieldwork questions practiced in class using past paper questions.*

# Summary of changes for the 2022 papers

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**PAPER 1** – No changes to the paper. **Do not answer Cold Environments (Section B) or Glacial Landscapes (Section C).**

**PAPER 2** – **Optionality** introduced. Economic World taught and Resource Management not completed. Only answer Section A and B in the exam and **not Section C.**

**PAPER 3** – Section A is normal. Only unseen fieldwork included in the exam as no fieldwork has taken place due to the pandemic (Section B).

# Grade boundaries 2019 (last examination)

Grade	%
9	73
8	65
7	58
6	51
5	44
4	38
3	27
2	17
1	8



# What do we do well and what areas are less successful.

Most successful themes	Least successful themes
<ul style="list-style-type: none"><li>● <b>9 mark questions</b></li><li>● Student performance on questions requiring use of <b>photographs</b>.</li><li>● <b>Mathematical calculations</b> were largely accurately carried out</li><li>● Students clearly engaged well with <b>case studies</b> and examples that were <b>local/familiar</b> to them</li><li>● Engagement with the resources in the <b>pre-release</b> materials</li><li>● Making <b>judgements in the issue</b> evaluation questions</li></ul>	<ul style="list-style-type: none"><li>● Understanding of <b>key geographical terms</b>.</li><li>● Questions that require students to bring their own understanding to a stimulus – <b>students often didn't extend their responses away from the resource</b></li><li>● Engagement with <b>text-based stimulus</b></li><li>● Using examples or <b>case study knowledge that supports the students response (e.g. Fairtrade)</b></li></ul>

# “Demonstrating understanding of key geographical terms”

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It is clear that students are struggling with **key geographical terms** and are not always demonstrating understanding of these terms within their responses.

## **EXAMINER’S REPORT - PAPER 1**

**Key advice** – *‘Be familiar with the terms listed in the specification and be able to define and understand these terms. Create a glossary of geographical vocabulary.’*

## **EXAMINER’S REPORT - PAPER 2**

**Key advice** – *‘Gaps in terminology and coverage are to be avoided as each time marks are lost for not knowing a term or concept this will add up.’*

## **EXAMINER’S REPORT - PAPER 3**

It is clear that students cannot always differentiate between the different strands of fieldwork e.g. data collection vs. data presentation.

# Issues with Geographical terms: 2019 papers

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## Paper 1

- 'Extreme' weather
- Confusion between **frequency** and **distribution**
- Confusion between **greenhouse effect** and **ozone layer** (not on spec) when discussing climate change\*
- **Responses** required, not **effects** – reading the question closely
- **Decomposers** – only 55% candidates secured mark for definition
- Lack of **process key terms** used in the explanation of **physical landforms** e.g. *hydraulic action, abrasion, weathering, mass movement*
- Confusion between **channel** and **valley**
- **Traction** not known
- Difference between **hard** and **soft engineering** (*rivers*)
- Difference between **weathering** and **erosion** (*glaciers*)

# Issues with Geographical terms: 2019 papers

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## Paper 2

- **International** vs. **national** importance – reading the question closely
- **Natural increase**
- **Urban industrial area**
- **Post-industrial economy**

## Paper 3

- Temperature **range**
- Confusion between **data collection** and **data presentation**
- **Accuracy** vs. **reliability** – linked to **validity**

## Lack of key term knowledge is hindering students in 3 main ways

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- **Point marked** definition style questions. e.g. decomposers, traction, range. These marginal marks can impact students of all abilities.
- **Failing to access all/part of a question** surrounding a particular keyword e.g. urban industrial areas, fieldwork strands data collection vs. presentation
- **Failure to use geographical language to support their explanation in level marked questions.** e.g. greenhouse effect/ozone layers when discussing climate change, physical processes in landform development. Always using the most geographic language

# Paper 1: Challenges in the Physical Environment

## “Demonstrating understanding of key geographical terms”

Study Figure 14, a photograph showing a coastal landscape in Pembrokeshire, South Wales.

Figure 14



- Level 3 (detailed) will be developed responses with supporting detail of the processes involved and the sequence of formation. Appropriate terminology will be used.
- Level 2 (clear) responses are likely to contain linked statements showing understanding of the processes involved and the sequence of formation. Some geographical terminology will be used.
- Level 1 (basic) responses will comprise simple ideas or random statement with limited or partial sequence and little reference to the processes involved. May consider one landform or focus on sequence only. Geographical terminology will be limited.
- The formation of at least two landforms should be explained to access Level 3.

• A common theme throughout the series was that students struggled with demonstrating enough understanding of key geographical terms.

0 3 . 6

Explain how different coastal landforms are created by erosion.

Use Figure 14 and your own understanding.

[6 marks]

## 8035/1: Challenges in the Physical Environment qn 03.6

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Explain how different coastal landforms are created by erosion.  
Use Figure 14 and your own understanding. **[6 marks]**

“In Figure 14, it shows a cave, an arch and a stump. To create a cave you have to have a crack in the headland. Water gets into this crack and it expands widening the crack **HOW?**, eventually creating a cave. After this, the cave gets larger and larger **HOW?** until it has been eroded the whole way through, creating an arch. Next, the water continues to erode the arch making the bridge at the top weaker and weaker **HOW?** until it eventually collapses. The remaining piece of rock left out in the sea is the stack. Finally the stack can be eroded more **HOW?** into a smaller stump.”

Here we can see what the examiner means by **‘inference of processes but weak’**.

The student identifies that the landform is changing but does not explain the explicit processes at work here.

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# “Demonstrating understanding of key geographical terms”

Please take a copy before you leave. Students can use these when they are revising to make sure that key words are used in their answers.



## Subject specific vocabulary

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All terms stated in the specification can be used in the exam. Students should be familiar with, and gain some understanding of, these terms in relation to the topics that they study. The required terms are listed below under each of the topic headings. Note that each list includes only the geographical terms stated in the specification. Students are encouraged to use other specialist geographical vocabulary in their answers as well as the terms listed here.

### Low income country (LIC) and High income country (HIC)

This subdivision of countries is based on the World Bank income classifications (GNI per capita), which in 2013 were Low Income \$1045 or below, and High Income \$12746 or above.

### Newly emerging economies (NEEs)

Countries that have begun to experience higher rates of economic development, usually with higher levels of industrialisation. They differ from LICs in that they



# Key issue: Understanding expectations of questions testing AO2 and AO3

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Students are still struggling to understand the expectations of questions that test their understanding (AO2) of Geographical concepts and applying that (AO3) to a stimulus.

These questions are designed to test the following:

**AO2: Demonstrate geographical understanding of:** concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).

**AO3: Apply knowledge and understanding** to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

# Understanding expectations of questions testing AO2 and AO3

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## EXAMINER'S REPORT - PAPER 1

*Key advice – ‘Where a question uses a source and includes the phrase “and your own understanding”, students must make some reference to the figure but should also include their own relevant supporting information, ideally exemplar support, to give balance and depth to the answer.’*

## EXAMINER'S REPORT - PAPER 2

*Key advice – ‘Questions which require students to show understanding (AO2) and then apply this (AO3) still represent a significant challenge. Simply repeating case study information is knowledge (AO1) and cannot gain credit in this style of question.’*

# Understanding expectations of questions testing AO2 and AO3

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## What are these questions like? How can students identify them?

- Typically level-marked 4 and 6 mark questions. 9 mark questions test these AOs as well.
- Triggers can typically be seen in the question to help students spot these question types '...use Figure 1 and your own understanding...'
- Students are **not always directed to refer to case studies or examples**, but they are welcome to include in their responses *some reference* to these to demonstrate their understanding (application).
- **The stimulus can often be unfamiliar** and may not always be contained directly within the content of the specification - students need to be able to 'think on their feet' i.e. apply knowledge and understanding (AO3).

# Understanding expectations of questions testing AO2 and AO3

Triggers can typically be seen in the question to help students spot these question types ‘...**use figure 1 and your own understanding**...’.

## EXAMPLES from 2018 and 2019

### Paper 1

- **Q1.4** Suggest how extreme weather in the UK can have economic and social impacts. **Use Figure 2 and your own understanding.** (2019)
- **Q3.6** Explain how different coastal landforms are created by erosion. **Use Figure 14 and your own understanding.** (2019)
- **Q4.7** ‘Differences in the shape of flood hydrographs are caused by both human and physical factors.’ Do you agree? **Use Figure 14 and your own understanding** to explain your answer. (2018)

### Paper 2

- **Q1.8** Explain how regeneration can help to solve urban problems. **Use Figure 4 and your own understanding.**
- **Q1.5** **Use Figure 3 and a case study** of a city in a LIC or NEE to suggest why managing traffic congestion and air pollution may be challenging. (2018)
- **Q3.4** Discuss the challenges of managing water quality and pollution in the UK. **Use Figure 10 and your own understanding.** (2019)

# 8035/2: Challenges in the Human Environment qn 01.4

## “Understanding expectations of questions testing AO2 and AO3”

0 1 . 4

Explain how urban industrial areas can help encourage development.

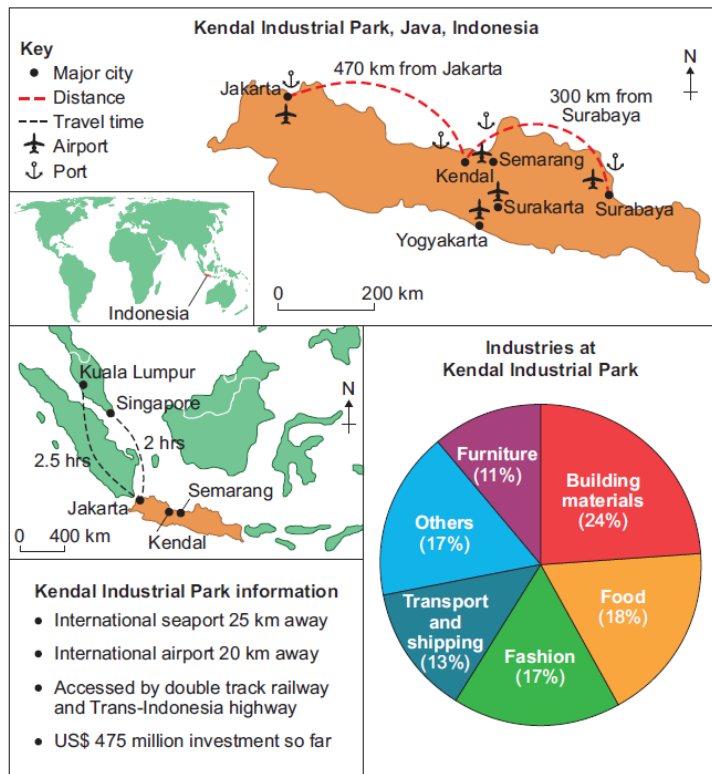
AO2 – 3 marks

Use **Figure 2** and your own understanding.

AO3 – 3 marks

[6 marks]

Figure 2



- **Level 3** responses will cover the figure and either a named example or well developed geographical knowledge and provide a considered analysis of the link.
- **Level 2** responses will show reasonable understanding of the link using the figure and an example/clear geographical knowledge or more considered analysis for just the figure or example used.
- **Level 1** responses will show simple understanding of the link using the figure and/or a named example/simple geographical knowledge.
- **Max top L2** if only appropriate geography or Figure 2 covered. *i.e. if ONLY referring to figure OR own knowledge = max Level 2*

Explain how urban industrial areas can help encourage development. Use Figure 2 and your own understanding. [6 marks]

AO3 Urban industrial areas such as Jakarta shown in Figure 2 are usually situated around ports and airports. This means that these cities in Java are able to

AO2 have connections with the wider world through e.g. trade, selling products such as food and building materials.

AO3 As a result, this will bring in money for Java and boost their GNI. Consequently the capital can be put

AO2 towards development projects e.g. improving infrastructure.

AO3 Another way is that due to the ports and airports, more jobs will arise both directly and indirectly due to the multiplier effect. As a result, small-scale

AO2 development can occur as locals put their own earnings towards local developmental projects. Also, as more people are earning money, more taxes will be paid. As a result the government has

AO2 more capital to put towards the country's development.

**Lead Examiner's Comments: L3 – 6/6 marks**

Explain how urban industrial areas can help encourage development.  
Use Figure 2 and your own understanding. [6 marks]

**AO3** In Figure 2 you can see that Kendal Industrial park is 25km away from an international seaport and 20km away from an international airport. This can help encourage development as it

**AO2** makes it easier to transfer goods in and out of the country which allows the urban areas to make more money and therefore increase development.

**AO2** Also, urban industrial areas can increase urbanisation so more people will move to the urban areas for money and job security. They will then get jobs so they will earn money so they will have to pay taxes which will give the government more money and encourage development.

Some application of knowledge to figure here (AO3) – student explains the importance of air and sea links to trade.

However, the AO2 development is weaker – there is a lack of

**keywords** (e.g. imports/exports, GNI, multiplier effect) and reasons for increased development are only inferred (i.e. more money = development).

Student needs to explain **HOW** (increased GNI, investment in infrastructure, education, healthcare etc.)

**Lead Examiner's Comments: L2– 3/6 marks**

# Paper 2: Challenges in the Human Environment

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Study **Figure 8**, some information about Sheffield University's Advanced Manufacturing Research Centre.

**Figure 8**

- Built on land reclaimed from coal mining
- A brownfield site
- Combines research and science firms
- Focuses on future technology
- Europe's largest advanced manufacturing park

0 2 . 1 0

Suggest how the UK is moving towards a post-industrial economy.

Use **Figure 8** and your own understanding.

**[6 marks]**



Suggest how the UK is moving towards a post-industrial economy. Use Figure 8 and your own understanding. [6 marks]

The UK is moving towards a post-industrial economy through its **changing industrial mix**, where there has been a **decline in manufacturing** and a **rise in tertiary and quaternary sectors**, such as **research and finance**, and **business and science** **park** (for example the Sheffield University's Advanced Manufacturing Research Centre in Figure 8). There has also been a shift towards **modern manufacturing industries** where its **development is more concerned about sustainability**. For example in Figure 8 the Research Centre is built on reclaimed brownfield site **which** **limits the damage to habitats and the environment**. Furthermore, different **industries** are now **closer to each other** **to support each other** for growth, for example the Research Centre in Figure 8 combines research and science firms where they can share ideas and technology.

**Lead Examiner's Comments: L3 – 6/6 marks**

# SPAG (3)

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3

Learners spell and punctuate with **consistent accuracy**.

Learners use rules of grammar with **effective control** of meaning overall.

Learners use a **wide range of specialist terms** as appropriate.

2

Learners spell and punctuate with **considerable accuracy**.

Learners use rules of grammar with **general control** of meaning overall.

Learners use a **good range of specialist terms** as appropriate.

1

Learners spell and punctuate with **reasonable accuracy**.

Learners use rules of grammar with **some control** of meaning and any errors do not significantly hinder meaning overall.

Learners use a **limited range of specialist terms** as appropriate.

## 3 Key take home messages

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1. **Practice using Geographical terms** across a range of question types
2. **Revise case studies and examples** so can access full marks on the section that states 'use the figure and your own understanding'.
3. **Remember we are not answering** Cold environments (Section B) in paper 1 or Glacial landscapes (Section C). Remember Section A and B for paper 2 and not section C.

### Takeaway

- **Key words terminology**
- **Command words**
- **A4 sheet reminder of the structure of the exams**
- **Paper 3 DME booklet copy (parents)**
- **This power-point will be posted in class charts.**

# Supporting you further

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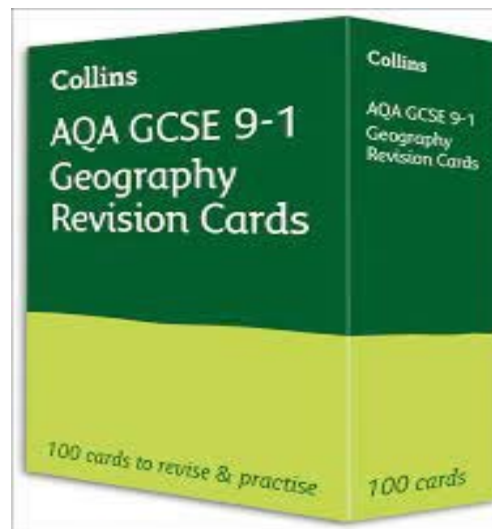
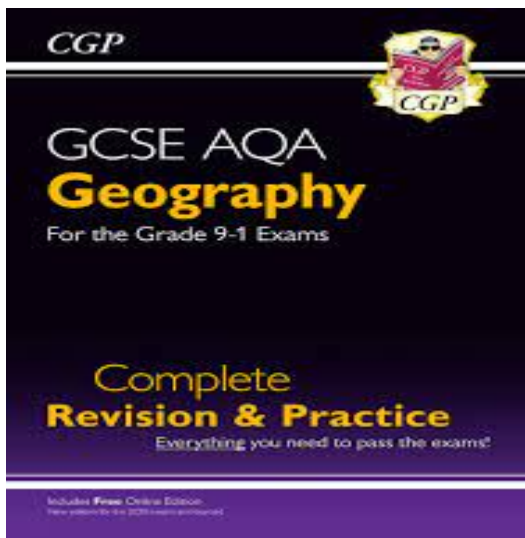
Revision Guide.

Revision cards.

AQA website for past paper practice. [www.aqa.org.uk](http://www.aqa.org.uk)

Booklet for paper 3.

Revision material before the exam such as knowledge organisers.



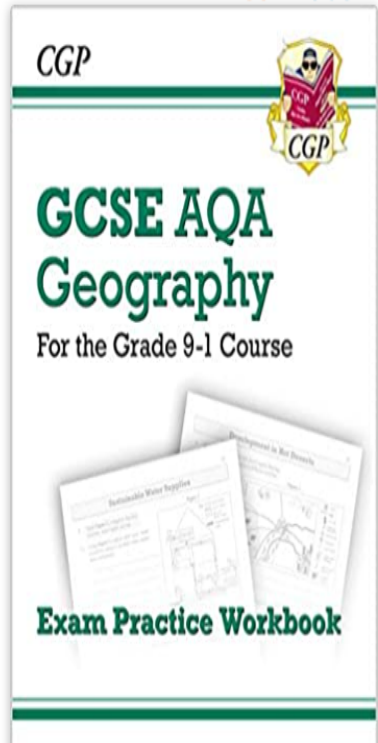


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**Any questions** – please feel free to stay back.