







Exam 1: The Physical Environment




Exam section: Natural Hazards

Specification Key Idea	Specific content			
Natural hazards pose major risks to people and property.	Know the definition of a natural hazard.			
	Know climatic and tectonic hazards.			
	Know what hazard risk is			
	Can explain why some areas are more susceptible to hazards than others (hazard risk).			
Earthquakes and volcanic eruptions are the result of physical processes.	Can explain why and how plates move.			
	Can use maps to describe the distribution of earthquakes and volcanic eruptions and their relationship to plate margins.			
	Know the difference between oceanic and continental plates			
	Know the difference between constructive, destructive and conservative plate margins			
	Can explain in detail the physical processes taking place at different types of plate margin (1- constructive, 2 -destructive and 3 -conservative) that lead to earthquakes and volcanic activity.			
The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.	Can identify primary and secondary effects of a tectonic hazard.			
	Can describe possible immediate and long-term responses to a tectonic hazard and what is different between them.			
	Can recall factual information on the effects and responses to the HIC, earthquake: Christchurch, New Zealand 2011			
	Can recall factual information on the effects and responses to the LIC, earthquake: Ghorka, Nepal 2015			
	Can explain why the effects and responses to the earthquakes varied because of the contrasting levels of wealth.			
Management can reduce the effects of a tectonic hazard.	Reasons why people continue to live in areas at risk from a tectonic hazard.			
	How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.			
Global atmospheric circulation helps to determine patterns of weather and climate.	Know air rises when there is low pressure and this forms clouds and the opposite with high pressure.			
	Know the basic atmospheric circulation model - that there are pressure belts of high/low pressure and how air circulates between them.			
Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.	Know the basic distribution of tropical storms (hurricanes, cyclones, typhoons)			
	Understanding of the relationship between tropical storms and low pressure areas and air circulation from general atmospheric circulation model.			
	Explain the formation of tropical storms and the sequence of their formation and development.			
	Can identify the main features of a tropical storm (e.g. eye, eye wall, and spin direction).			
	Can explain how climate change might affect the distribution, frequency and intensity of tropical storms			

Specification Key Idea	Specific content			
Tropical storms have significant effects on people and the environment.	Can give possible primary and secondary effects of tropical storms.			
	Can give immediate and long-term responses to tropical storms to reduce damage.			
	Remember factual information from Typhoon Haiyan - specifically its effects and responses.			
	Know what monitoring, prediction, protection and planning means			
	Can compare specific monitoring, prediction, protection and planning techniques to reduce the effects of tropical storms.			
The UK is affected by a number of weather hazards.	Give the definition of what extreme weather is			
	Can state and describe the different types of weather hazard experienced in the UK.			
Extreme weather events in the UK have impacts on human activity.	Using the Somerset 2014 flooding from storms as an example of an extreme weather event can describe:			
	•• causes			
	•• social, economic and environmental impacts			
	•• Management strategies used to reduce risk.			
	Can give factual information on recent UK weather to show how extreme it is becoming in terms of BOTH more frequent and more varied (i.e. not just increased rain but increase droughts etc and more records broken recently).			
Climate change is the result of natural and human factors, and has a range of effects.	Know about ice core data collection as a way to estimate temperature and GHG concentration in the atmosphere.			
	Have a broad overview of how the climate has changed from the beginning of the Quaternary period (1.8 million years ago) to the present day.			
	Can explain these causes of climate change:			
	•• natural factors – orbital changes (distance from sun), volcanic activity and solar output			
	•• human factors – use of fossil fuels, agriculture and deforestation.			
	Can explain some of the main effects of climate change on people			
	Can explain some of the main effects of climate change on the environment.			
Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	Knows what climate change mitigation is.			
	Can describe and assess the pros and cons of a mitigation strategy.			
	Can describe and assess the pros and cons of a mitigation strategy.			
	Can describe and assess the pros and cons of the following mitigation strategy - planting trees			
	Can describe and assess the pros and cons of the following mitigation strategy - international agreements			
	Knows what climate change adaptation is.			
	Can describe and assess the pros and cons of the adaptations strategies to do with change in agricultural systems			
	Can describe and assess the pros and cons of the adaptations strategies to do with managing water supplies			
	Can describe and assess the pros and cons of the adaptations strategies to do with reducing risk from sea level rise			




Exam 1: The Physical Environment

Exam section: Physical Landscapes - Coasts

Specification Key Idea	Specific content			
The coast is shaped by a number of physical processes.	Know constructive and destructive wave differences and characteristics (e.g. Swash and backwash, etc).			
	Can describe in detail each of the following:			
	•• weathering processes – mechanical, chemical			
	•• mass movement – sliding, slumping and rock falls			
	•• erosion – hydraulic power, abrasion, attrition and solution			
Distinctive coastal landforms are the result of rock type, structure and physical processes.	Know the differences between more and less resistant rock types.			
	Can recognise and explain in detail the formation of the erosional landforms of:			
	•• headlands and bays			
	•• wave cut platforms and cliffs			
	•• caves, arches stacks and stumps			




Exam 2: The Human and Synoptic Environment

Exam section: Changing Economic World

Specification Key Idea	Specific content			
There are global variations in Economic development and quality of life	To know different ways of classifying parts of the world according to their level of economic development and quality of life			
	To understand different economic and social measures of development for example GNI, HDI, infant mortality rate, birth and death rates etc.			
	The Demographic Transition Model			
	Causes of uneven development: physical, economic and historical			
	Consequences of uneven development: disparities in wealth and health, international migration			
Various strategies exist for reducing the global development gap	Strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans			
	To know an example of how the growth of tourism in an LIC (Kenya) helps to reduce the development gap			
Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change	Using a case study of Nigeria an NEE to illustrate:			
	<ul style="list-style-type: none"> •• The location and importance of the country regionally and globally and the wider political, social, cultural and environmental context of Nigeria 			
	<ul style="list-style-type: none"> •• To understand the industrial structure and the balance between the sectors of the economy. 			
	<ul style="list-style-type: none"> •• How manufacturing has helped the economy and the Multiplier Effect 			
	<ul style="list-style-type: none"> •• To know the role of Transnational Corporations (TNCs) in relation to the industrial development and the advantages/disadvantages these bring to the country 			
	<ul style="list-style-type: none"> •• To know the changing political and trading relationships with the wider world 			
	<ul style="list-style-type: none"> •• To understand the types of aid and the impacts on a country for receiving aid 			
	<ul style="list-style-type: none"> •• To understand how economic development may impact the environment 			
Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	<ul style="list-style-type: none"> •• To understand how development can impact the quality of life for the population 			
	To understand the economic future in the UK through:			
	<ul style="list-style-type: none"> •• Causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies 			
	<ul style="list-style-type: none"> •• Moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks 			
	<ul style="list-style-type: none"> •• Social and economic changes in the rural landscape in one area of population growth and one area of population decline 			
	<ul style="list-style-type: none"> •• An example of the impacts of modern industry on the physical environment e.g. Tor Quarry (how modern industrial development can be more environmentally sustainable) 			
	<ul style="list-style-type: none"> •• Improvements and new developments in road and rail infrastructure, port and airport capacity 			
	<ul style="list-style-type: none"> •• To understand the north-south divide and the strategies used in an attempt to resolve regional differences 			
<ul style="list-style-type: none"> •• To understand the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth. 				

Exam 2: The Human and Synoptic Environment

Exam section: Pre Release / Issue Evaluation

Specification Key Idea	Specific content			
Questions based on pre-released material	Check you understand the pre release resource booklet			
	Know your key terms across the pre release			
	Know arguments for and against the proposed scheme			
	Prepare for a judgement based decision question			
Enquiry skills	Basic maths e.g. mean, mode, median, range, interquartile range, percentages			
	Maps, OS Maps and graphical skills, graphs, photos			