



Pearson  
Edexcel

# GCSE (9-1) Geography A

Building confidence in  
geographical language and  
key terminology: a teacher  
guide







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## Introduction

This guide is designed to support teachers with the requirements for subject language and the overall fluency of students at GCSE.

Breaking down command words, exam-style questions, language and key terminology can help prepare students for the different requirements within the examination paper.

Feedback from 2018 and 2019 series suggest that some students need further guidance with both interpreting exam question language and knowledge-based questions.

An example of this from a question in 2019 was: 'Explain one reason why areas of igneous rock are usually upland. Not only were candidates expected to know what 'igneous' means, but they were also expected to be able to interpret the word 'upland'.

### **This guide will cover:**

- exam question language
- classroom strategies to support geographical language
- important key terms and their definitions
- approaches to answering exam-style questions.

### **This guide should be used alongside the specification and the following qualification support materials:**

- [Getting Started guide](#)
- [Detailed GCSE Geography Assessment guide](#)
- [Command Words infographic.](#)





## Exam Question Language

Within exam questions there are number of words or phrases used by examiners that your students need to be aware of.

The table identifies and defines some of the more common language used in exam-style questions that should be shared with students.

<b>Affects</b>	To have an influence on.
<b>Benefit</b>	An advantage something will bring.
<b>Cost</b>	A disadvantage something will bring.
<b>Challenges</b>	Barriers/obstacles to something.
<b>Characteristic</b>	A point or feature of something.
<b>Developed</b>	Countries with a stable government and economy, with widespread healthcare and education. Will have a HDI score above 0.7.
<b>Developing</b>	Countries with unstable governments, widespread poverty and a lack of healthcare and education. Will have a HDI score below 0.55.
<b>Distribution</b>	The location or pattern of something.
<b>Economic</b>	Financial or monetary.
<b>Emerging country</b>	A country with a medium/rapid level of development with improving an improving economy. Will have a HDI score between 0.55 and 0.7.
<b>Factor</b>	A reason or issue.
<b>Feature</b>	A quality or characteristic of something.
<b>Impact</b>	The effect on something.
<b>Importance</b>	The fact of being of value.
<b>Influence</b>	Affects or changes something.
<b>Landform</b>	A natural feature of Earth's surface.
<b>Role</b>	The part that somethings plays.
<b>Significance</b>	The fact of being worth of attention.
<b>Social</b>	Public or people.
<b>Strategies</b>	Plans or schemes.







## Classroom Strategies To Support Geographical Language

The demands on subject language are greater than ever. There are a few successful strategies that can be used to support students' retention and retrieval of geographical vocabulary.

- **Word walls** – either in student exercise books and/or on a display board in the classroom, add key words to a word wall. The constant exposure to subject specific language will encourage us all to use it more often.
- **Low-stake quizzes** – frequently deploy short 5-10 question quizzes on key terminology, not just from the most recently taught content. It is important to trigger the short-, medium- and long-term memory, excellent for retention and retrieval.
- **Student speak glossaries** – encourage students to keep a glossary either in the back of their exercise books or in a smaller vocabulary exercise book. This is a quick win for homework and prepares students for those low-stake quizzes.
- **Flash cards** – an old favourite that could be used as an alternative glossary of terms. Students could make these as you go through each topic.
- **Subject fluency** – do not 'water down' vocabulary in lessons. Use geographical language in the classroom and encourage students to ask questions when they do not understand what something means.
- **Distinguish between** – ask students to distinguish the difference between a pair of key terms such as 'top-down' and 'bottom-up'.
- **KS3** - embed key terminology into KS3 programmes of study exposing students to the demands of subject language sooner rather than later.
- **Multiple choice** – use multiple choice questions to address misconceptions. All three distractors should be close to the truth.





## Important Key Terms and Their Definitions

This section identifies key terminology from the specification – students should be able to define these terms and, in some cases, be able to demonstrate an understanding of the process or processes associated with them.

The list is not definitive, and teachers should ensure that all aspects of the specification are covered; these are just some of the terms students should know and understand in order to be prepared for the examinations.

### Paper 1: The Physical Environment

Key term	Understanding the process(es)	Definition
<b>Topic 1: The changing landscapes of the UK – overview</b>		
<b>Agriculture</b>		The practice of arable (crops) and pastoral (animals) farming.
<b>Climatological processes</b>	Y	Climate is a summary of the mean weather conditions, usually based on 30 years of records. Climates are largely determined by physical processes linked to location with respect to land and sea masses, patterns in the general circulation of the atmosphere, latitude, altitude and local geographical feature.
<b>Glacial processes (erosion and deposition)</b>	Y	Physical process of erosion (abrasion and plucking) and deposition that shape glaciated landscapes.
<b>Igneous</b>		Rocks that are created by volcanic activity when magma or lava cools, forming rocks made of crystals that are usually hard e.g. granite and basalt.
<b>Landform</b>		A feature of the Earth's surface.
<b>Landscape</b>		UK upland landscapes (mountains) that are formed of harder, resistant rocks and UK lowland landscapes (hills) formed from younger, sedimentary rocks, which are less resistant.
<b>Lowland / lowland basin</b>		Relatively flatland that is less than 250m above sea level.
<b>Metamorphic</b>		Existing rocks that have been changed by extreme pressure or heat. They are usually comprised of layers or bands of crystals and are very hard e.g. slate (which is compressed shale).
<b>Past tectonic processes</b>	Y	Previous active volcanoes, and plate movements that have caused massive folds and faults in the rocks. These processes have helped shape the geology and landscapes today.



<b>Post-glacial river processes</b>	Y	Glacial landscapes modified by mechanical weathering and mass movement (rock falls and soil movement).
<b>Relief</b>		The shape and features of Earth's surface shown by contours lines on a map.
<b>Sedimentary</b>		Rock formed of small particles that have been eroded, transported, and deposited in layers or from the remains of dead plants and animals e.g. limestone.
<b>Slope processes</b>	Y	The downslope movement of rocks and soil under the influence of gravity that include rock falls, slumping and sliding.
<b>Upland</b>		An area of land that is 250m above sea level.
<b>Weathering processes</b>	Y	The breakdown and decay of rock by natural processes (physical, biological and chemical) acting on rocks, cliffs and valley sides.

<b>Topic 1A: Coastal landscapes and processes</b>		
<b>Abrasion</b>	Y	A type of erosion caused by waves picking up sediment and rubbing them against cliffs.
<b>Attrition</b>	Y	A type of erosion where sediment carried by waves is worn down as they collide with each other, so they become smaller more rounded.
<b>Bars</b>	Y	A ridge of sand or shingle across the entrance of a bay.
<b>Beach nourishment</b>		Also known as recharge, when sand or shingle is added to a beach to make it higher or wider.
<b>Concordant coastline</b>		When a rock type runs parallel to the coastline.
<b>Discordant coastline</b>		Where bands of hard and soft rock lie at right angles to the coastline forming headlands and bays.
<b>Erosion</b>		The action of water wearing away rocks. There are four key erosion processes – hydraulic action, abrasion, solution and attrition.
<b>Fault</b>		A fracture or break in rocks caused by tectonic activity.
<b>Hydraulic action</b>	Y	Air is forced into tiny cracks by waves, the pressure enlarges the crack and weakens the cliff.
<b>Joint</b>		A vertical crack within a layer of rock formed as rock cools during the metamorphic process.
<b>Longshore drift</b>	Y	The movement of material along the beach transported by wave action.
<b>Managed retreat (realignment)</b>		Allowing the shoreline to change naturally but manage and direct the process.
<b>Mass movement</b>		The movement of material down a slope due to gravity e.g. sliding.
<b>Prevailing wind</b>		Direction in which the wind blows from most frequently.



<b>Saltation</b>	Y	A process where sediment is transported by repeatedly being picked up and dropped as wave energy fluctuates.
<b>Seasonality</b>		Annual recurring periods during the year or specific periods when events occur e.g. coastal flooding.
<b>Sliding</b>	Y	Where material moves rapidly downslope in one go e.g. a landslide.
<b>Slumping</b>	Y	When material moves downslope in a rotational manner along a curved surface.
<b>Solution (erosion)</b>	Y	Slightly acidic/salty water can dissolve some rocks e.g. chalk.
<b>Solution (transport)</b>	Y	Dissolved sediment in the sea is moved by wave action.
<b>Storm frequency</b>		The number of storms that occur in a given period of time.
<b>Suspension</b>	Y	Smaller sediment particles are carried within the wave action.
<b>Traction</b>	Y	Larger sediment is rolled along the sea bed.
<b>Wave-cut platform</b>	Y	A flat area of rock at the bottom of cliffs seen at low tide.
<b>Weathering</b>		The breakdown and decay of rock by natural processes acting on rocks.

<b>Topic 1B: River landscapes and processes</b>		
<b>Abrasion</b>	Y	A type of erosion caused by rivers picking up sediment and rubbing it against the river bed and bank.
<b>Attrition</b>	Y	A type of erosion where sediment carried by rivers are worn down as they collide become rounder.
<b>Channelisation</b>		The deepening and/or straightening of a river to allow it to carry more water.
<b>Discharge</b>		The volume of water flowing in a river at a certain point, measured in cubic metres per second (cumecs).
<b>Erosion</b>		The action of water wearing away rocks. There are four key erosion processes – hydraulic action, abrasion, solution and attrition.
<b>Flood plain zoning</b>		Reduces the risk of flooding by restricting building and development in flood zones.
<b>Flood plains</b>	Y	A flood plain is the flat area of land either side of a river in its lower course.
<b>Hydraulic action</b>	Y	Air is forced into tiny cracks by waves, the pressure enlarges the crack and weakens the cliff.
<b>Hydrograph</b>		A graph showing changes in a river's discharge and rainfall over time.
<b>Interlocking spurs</b>	Y	An area of higher land jutting out of steep valley sides in a river's upper course.
<b>Mass movement</b>		The movement of material down a slope due to gravity.



<b>Meanders</b>	Y	A bend formed in a river as it winds across the landscape.
<b>Saltation</b>	Y	A process where sediment is transported by repeatedly being picked up and dropped as river energy fluctuates.
<b>Sliding</b>	Y	Where material moves rapidly downslope in one go e.g. a landslide.
<b>Slumping</b>	Y	When material moves downslope in a rotational manner along a curved surface.
<b>Solution (erosion)</b>	Y	Slightly acidic water can dissolve some rocks e.g. limestone.
<b>Solution (transport)</b>	Y	Dissolved sediment in the river is moved by the river flow.
<b>Suspension</b>	Y	Smaller sediment particles are carried within the water flow.
<b>Traction</b>	Y	Larger sediment is rolled along the river bed.
<b>Urbanisation</b>		The increase in the percentage of people living in towns and cities.
<b>Valley profile</b>		When a valley is divided into an upper, middle and lower course.
<b>Velocity</b>		How fast water is flowing.
<b>Washlands</b>		Land next to a river that is deliberately flooded when river levels are high.
<b>Weathering</b>		The breakdown and decay of rock by natural processes acting on rocks valley sides.

<b>Topic 1C: Glaciated upland landscapes and processes</b>		
<b>Abrasion</b>	Y	Type of erosion caused by glaciers as they pick up sediment and rub them against rocks in a valley.
<b>Conservation</b>		Safeguarding against threats/pressure for development.
<b>Crag and tail</b>	Y	A rocky outcrop with a tapering ridge of glacial deposits on one side.
<b>Diurnal variations</b>		The difference between a high temperature and a low temperature that occurs during the same day.
<b>Drumlins</b>	Y	Egg-shaped hills found on the floor of a glaciated valley that gives an indication of ice movement.
<b>Glacial transport</b>	Y	Weathered rocks and sediment are moved within or in the base of the glacier.
<b>Glacial troughs</b>	Y	Also known as a U-shaped valleys, steep-sided, wide and flat-bottomed valleys formed by glacial erosion.
<b>Ground moraine</b>		Rock material (sediment) transported and deposited by glaciers.
<b>Hanging valleys</b>	Y	A tributary valley, high above the main valley floor, with a waterfall.
<b>Karst limestone</b>		A limestone rock that is easily dissolved by chemical weathering forming features such as caves and sinkholes.



<b>Plucking</b>	Y	Glacial erosion where individual rocks are pulled away from the valley floor or sides by ice flow.
<b>Recreation</b>		How people use their leisure time including tourist activities such as mountaineering and rock climbing.
<b>Relict upland glacial landscape</b>		A landscape that has survived from an earlier period.
<b>Renewable energy</b>		A natural source of power that will never run out.
<b>Roche moutonnees</b>	Y	A small hill of resistant rock exposed by ice movement.
<b>Soil movement</b>	Y	The downslope movement of soil under the influence of gravity e.g. slumping.
<b>Terminal moraine</b>		A high ridge running across the valley representing the maximum advance of a glacier.
<b>Tourism</b>		Spending time away from home for pleasure and recreation.
<b>Truncated spurs</b>	Y	A higher area on the straight rocky side of a glaciated valley (previously an interlocking spur).

<b>Topic 2: Weather hazards and climate change – overview</b>		
<b>Crop yield</b>		A measurement of the amount of crops produced.
<b>Enhanced greenhouse effect</b>	Y	The trapping of heat radiation around the Earth by excess greenhouse gases produced through human activity.
<b>Glacial period</b>		A period of time with lower average temperatures causing widespread glaciation.
<b>Global atmospheric circulation</b>	Y	The movement of air within cells controlled by the heating and cooling of Earth.
<b>Interglacial period</b>		A period of time between glaciations with higher average temperatures.
<b>Milankovitch cycles</b>	Y	Natural changes to Earth's orbit that affect how much radiation we receive from the sun.
<b>Quaternary period</b>		The present period of geological time.
<b>Spatial variations</b>		Differences in the distribution or location of something, across a landscape. e.g. rainfall or wealth in a country.
<b>Volcanism</b>	Y	Volcanic eruptions that eject ash and dust into the atmosphere that partially block out solar radiation reducing temperatures.

<b>Topic 2: Weather hazards and climate change – Tropical cyclones</b>		
<b>Economic impact</b>		The financial cost of a tropical cyclone e.g. property damage.
<b>Environmental impact</b>		Damage to the environment caused by a tropical cyclone e.g. nature reserves.
<b>Frequency</b>		The number of times tropical cyclones occur in a year.



<b>Saffir-Simpson scale</b>		Classifies tropical cyclones based on the wind speed generated by the storm.
<b>Social impact</b>		The human cost of a tropical cyclone e.g. loss of life.
<b>Storm surge</b>		A large area of low pressure which allows the level of the sea to rise.
<b>Tropical cyclones</b>	Y	Large rotating storms that form over tropical areas.

**Topic 2: Weather hazards and climate change – Drought**

<b>Arid</b>		A region with little or no regular precipitation.
<b>Drought</b>		An extended period of lower than normal rainfall causing water shortages.
<b>Human (cause of drought)</b>	Y	Human activity that causes drought through agriculture or water diversion.
<b>Hydrological (cause of drought)</b>	Y	Refers specifically to the impact of low precipitation on a drainage basin.
<b>Meteorological (cause of drought)</b>	Y	Refers simply to the level of dryness in an area, when an area receives less precipitation than normal.
<b>Vulnerability (to drought)</b>	Y	How prone society is to drought.

**Topic 3: Ecosystems, biodiversity and management – overview**

<b>Biome</b>		An ecosystem on a global scale. Put together, the world's biomes make up the biosphere – all living things.
<b>Biosphere</b>		Sphere made up of living things.
<b>Boreal</b>		A biome with warm summers and very cold winters dominated by coniferous trees with needles e.g. central Russia.
<b>Commercial exploitation</b>		When an area such as the tropical rainforest is developed for financial gain e.g. logging and deforestation.
<b>Local factors</b>	Y	When characteristics within a biome can change owing to altitude, soil and humans.
<b>Marine ecosystem</b>		Inshore habitats and offshore ecosystems that are important for fishing, tourism and energy production.
<b>Mineral resource</b>		Naturally occurring substance that is used to make most things.
<b>Temperate</b>		Deciduous woodland ecosystems which has cool summers and mild winters with rain all year e.g. the UK.
<b>Terrestrial ecosystem</b>		Land-based environments.
<b>Tundra</b>		A biome with temperatures below 0°C most of the year with low precipitation e.g. northern Canada and northern Russia.

**Topic 3: Ecosystems, biodiversity and management – tropical rainforests**





<b>Abiotic</b>		The non-living parts of an ecosystem.
<b>Biodiversity</b>		The number and variety of living species found in a specific area.
<b>Biotic</b>		The living parts of an ecosystem.
<b>Buttress roots</b>		Large, wide roots found in nutrient-poor soils in the TRF that prevent large trees from falling over.
<b>Commodity value</b>		The values of goods/resources extracted from the TRF.
<b>Ecotourism</b>		Responsible travel to more natural areas that conserves the environment, employs local people and provides education.
<b>Function (of tropical rainforests)</b>		The TRF vegetation absorbs carbon dioxide and releases oxygen, therefore regulating the atmosphere.
<b>Governance</b>		Decisions made by the state or government.
<b>Nutrient cycle (Gersmehl model)</b>	Y	The transfer of nutrients between the three nutrient 'stores': biomass, litter and soil.
<b>Stratification</b>		The four separate layers in the TRF: emergent, canopy, understorey, shrub layer/forest floor.
<b>Sustainable management</b>		Strategies that allow the TRF to be used e.g. ecotourism that support the local economy, without causing damage to the environment for future generations.

<b>Topic 3: Ecosystem, biodiversity and management – deciduous woodlands</b>		
<b>Food web</b>		The feeding relationship between organisms in an ecosystem.
<b>Function (of deciduous woodlands)</b>		Deciduous woodlands vegetation absorbs carbon dioxide and releases oxygen, therefore regulating the atmosphere.
<b>Hibernation</b>		The sleep of creatures during winter to conserve energy.
<b>Migration</b>		The process of species changing their place of residence.
<b>Nutrient cycle (Gersmehl model)</b>	Y	The transfer of nutrients between the three nutrient 'stores': biomass, litter and soil.
<b>Timber extraction</b>		Deforestation for timber used for furniture, construction and fuel.
<b>Water conservation</b>		Strategies used to sustainably manage fresh water supplies.



## Paper 2: The Human Environment

	Understanding the process(es)	Definition
<b>Topic 4: Changing cities – overview</b>		
<b>Urbanisation</b>	Y	The increase in the percentage of people living in towns and cities.
<b>Degree of urbanisation</b>		The proportion/extent of people living in urban areas compared to rural areas.
<b>Rate of urbanisation</b>		How fast urban growth is taking place in a specific country.

<b>Topic 4: Changing cities – case study of a major UK city</b>		
<b>Census</b>		Population data/statistics collected every ten years in the UK.
<b>Connectivity</b>		The ability to connect and communicate between places.
<b>Counter-urbanisation</b>		The movement of people from urban areas to smaller settlements.
<b>De-centralisation</b>	Y	Shift of shopping activity and employment away from the Central Business District (CBD).
<b>Deindustrialisation</b>	Y	Decreased activity in manufacturing and closure of industries, leading to unemployment.
<b>Ecological footprint</b>		A calculation measured in global hectares (gha). It's the amount of land and water required to produce resources and deal with waste from each country.
<b>Energy-efficient housing</b>		Houses that help reduce energy consumption e.g. insulation and solar panels.
<b>Ethnicity</b>		A social group that shares the same culture, religion or language.
<b>Function</b>		The role of an area of place e.g. the CBD for business and retail.
<b>Globalisation</b>	Y	Increased connections between countries through trade owing to technological improvements.
<b>Inequality</b>		The unfair situation in society where some people have more opportunities than others.
<b>International migration</b>		The process of people changing their place of residence from one country to another.
<b>Land use zones</b>	Y	How land is use within urban areas e.g. the CBD, residential, industrial.
<b>National migration</b>		The process of people changing their place of residence within a country.
<b>Re-urbanisation</b>		When people who used to live in the city and then moved out to the country or to a suburb, move back to live in the city.



<b>Site</b>		The actual location of a settlement on the Earth, composed of the physical characteristics of the landscape.
<b>Situation</b>		The location of a place relative to its surroundings and other places.
<b>Spatial growth</b>	Y	Means relating to space e.g. the spatial growth of a city means how much extra space it takes up as it grows.
<b>Suburbanisation</b>		The outward spread of the built-up area.
<b>Sustainable urban living</b>		A way in which people can meet their needs without reducing the needs of others in the future through energy use, waste management and public transport.

<b>Topic 4: Changing cities – case study of a major city in a developing or an emerging country</b>		
<b>Bottom-up approach</b>		Projects that involve local people and communities in decision-making, often involving small-scale projects for the poorest.
<b>Connectivity</b>		The ability to connect and communicate between places.
<b>Economic investment</b>		Money that is used to improve an area.
<b>Ethnicity</b>		A social group that shares the same culture, religion or language.
<b>Function</b>		The role of an area of place e.g. the CBD for business and retail.
<b>International migration</b>		The process of people changing their place of residence from one country to another.
<b>Land use zones</b>	Y	How land is use within urban areas e.g. the CBD, residential, industrial.
<b>National migration</b>		The process of people changing their place of residence within a country.
<b>Poverty</b>		When people lack the means to satisfy basic needs such as water and money to buy basic necessities.
<b>Quality of life</b>		The standard of health, well-being and happiness of people.
<b>Rate of natural increase</b>	Y	The speed of change in the difference between the birth rate and the death rate.
<b>Site</b>		The actual location of a settlement on the Earth, composed of the physical characteristics of the landscape.
<b>Situation</b>		The location of a place relative to its surroundings and other places.
<b>Spatial growth</b>		Means relating to space e.g. the spatial growth of a city means how much extra space it takes up as it grows.
<b>Squatter settlement</b>		An area which consists of self-built houses made from scrap materials such as corrugated iron and



		plastic, usually without piped water, electricity or sewage disposal.
<b>Top-down approach</b>		Where decisions are made by governments or large companies with little consultation; often large-scale and expensive.
<b>Under-employment</b>		When there is not enough work to fully occupy a worker.

### Understanding the process

As defined above, urbanisation is the increase in the percentage of people living in towns and cities. As a process it is linked to industrialisation. As countries develop, services such as transport and access to safe water attract migrant workers to towns and cities. As towns and cities become increasingly more urbanised, more factories are built attracting more rural migrants to fill the jobs created.

This is a good example to use with students to emphasise the difference between *definition* and *process*.

<b>Topic 5: Global development – overview</b>		
<b>Bottom-up development project</b>		Projects that involve local people and communities in decision-making, often involving small-scale projects for the poorest.
<b>Community-led</b>		Where local people come together in response to a local need.
<b>Food security</b>		When all people always have access to enough, safe, nutritious food to maintain a healthy life.
<b>Gross Domestic Product (GDP) per capita</b>		The total value of goods and services produced by a country in one year divided by the population.
<b>Human Development Index</b>		A standard means of measuring human development using health, wealth and education.
<b>Indices of political corruption</b>		An index that ranks countries on their perceived level of corruption.
<b>Inter-governmental agreements</b>		Any agreement between two or more governments.
<b>International aid</b>		The transfer of money, goods or services from one country to benefit the needs of another.
<b>Measures of inequality</b>		Economic, social and environmental indicators used to compare levels of development e.g. GDP and life expectancy.
<b>Single vs composite measures</b>	Y	Levels of development can be measured in different ways. One way is to use a single measure, such as GDP per capita, infant mortality and the number of people per doctor. No single measure can provide a complete picture of development, therefore composite measures that combine a number of



		different indicators are used e.g. the human development index (HDI).
<b>Spatial variations in levels of development</b>	Y	The changes in levels of development from one place to another, within the same country, or between countries.
<b>Top-down development project</b>		Where decisions are made by governments or large companies with little consultation; often large-scale and expensive.
<b>Transnational corporation (TNC)</b>		A firm that owns or controls production in more than one country through foreign direct investment.
<b>Water security</b>		The capacity of a population to safeguard sustainable access to adequate quantities of acceptable water quality.

**Topic 5: Global development – case study of development in a developing country or an emerging country**

<b>Core and periphery</b>	Y	The core is at the centre for economic development and investment whilst the periphery falls behind and the gap grows.
<b>Demographic processes</b>	Y	The changing size of populations owing to births, deaths and migration.
<b>Developed country</b>		A more economically developed country with higher levels of wealth and health e.g. the UK.
<b>Developing country</b>		Less economically developed countries with lower levels of wealth and health e.g. Niger.
<b>Emerging country</b>		Countries that are improving their levels of economic development through investment e.g. India.
<b>Foreign policy</b>		A government's strategy in working with other countries.
<b>Geopolitical relationships</b>		Political and trading relationships with other countries through imports and exports.
<b>Global status</b>		Set of features that describes the position of a place at a particular time.
<b>International trade</b>	Y	The selling of goods and services from one country to another.
<b>Middle class</b>		A social group of well-educated people with good jobs who are far from poor but are not rich either e.g. an accountant.
<b>Military pacts</b>		An alliance where places promise to defend one another.
<b>Population pyramid</b>		A population structure graph that shows the number of people in place by age group and gender.
<b>Primary sector</b>		Industry involved in the extraction of raw materials e.g. farming and fishing.
<b>Private investment</b>	Y	Money invested by companies and organisations.
<b>Public investment</b>	Y	Investment led by the state (government) with money collected through taxes.



<b>Quaternary sector</b>		Industry which provides intellectual services such as research and development e.g. a pharmaceutical engineer.
<b>Rapid development</b>	Y	When emerging countries develop extremely quickly through private and public investment.
<b>Secondary sector</b>		Industry involved in the processing of raw materials e.g. manufacturing cars.
<b>Territorial disputes</b>		Disagreements over control of land.
<b>Tertiary sector</b>		Industry that provide a service, such as banks, shops and schools.

<b>Topic 6: Resource management – overview</b>		
<b>Abiotic</b>		The non-living parts of an ecosystem.
<b>Biodiversity</b>		The variety of living species found in a specific area.
<b>Biotic</b>		The living parts of an ecosystem.
<b>Fossil fuels</b>		Finite energy resources such as coal, oil and natural gas that were formed from the remains of plants and animals that lived millions a years ago.
<b>Soil erosion</b>		The removal of the top layer of soil often caused by drought, deforestation and wind.

<b>Topic 6A: Energy resource management</b>		
<b>Carbon footprint</b>		Measurement of all the greenhouse gases an individual produces expressed as tonnes or kg of carbon dioxide equivalent.
<b>Ecological footprint</b>		Measure of the impact of human activities, expressed as the area of productive land and water required to produce the goods consumed and the wastes generated.
<b>Energy mix</b>		The proportion of different energy sources used in a county.
<b>Fracking</b>		Drilling into Earth using high-pressure water to release gas trapped inside rocks.
<b>Global population projection</b>		An estimate of the changing world population.
<b>Human intervention</b>		Where people try to make changes to improve places and environments.
<b>Non-renewable</b>		Energy that cannot reproduced such as coal, oil and natural gas that will eventually run out.
<b>Renewable</b>		A natural source of power that naturally replenishes itself and will never run out.
<b>Stakeholder</b>		A person with an interest or concern in something, such as those who are likely to be affected by fossil fuel extraction, deforestation or natural hazards.



<b>Sustainable (use and management of energy resources)</b>		Ability to continue to use water resources without causing damage to the environment and compromising the needs of future generations.
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<b>Topic 6B: Water resource management</b>		
<b>Ageing infrastructure</b>		The ageing of the framework of things such as roads and buildings.
<b>Desalination</b>	Y	The process of removing of salt and other minerals from sea water to make it suitable for human consumption.
<b>Domestic water use</b>		Water used in households for washing, cooking and cleaning.
<b>Fresh water</b>		Available water for human consumption.
<b>Global population projection</b>		An estimate of the changing world population.
<b>Human intervention</b>	Y	Where people try to make changes to improve places and environments.
<b>Seasonal imbalances in rainfall</b>		Where regions receive and uneven amount of rainfall from season to season.
<b>Stakeholder</b>		A person with an interest or concern in something, such as those who are likely to be affected by water extraction, deforestation or natural hazards.
<b>Sustainable (use and management of water resources)</b>	Y	Ability to continue to use energy resources without causing damage to the environment and compromising the needs of future generations.
<b>Untreated water</b>		Water that has not be cleaned or purified.
<b>Water course</b>		The journey water takes as it travels.
<b>Water deficit</b>		A situation where a place loses more water through evaporation and transpiration than it receives from rainfall.
<b>Water stress</b>		A situation where there is not enough water to meet people's needs, below 1700 cubic metres per person per year.
<b>Water surplus</b>		A situation where a place has more water than it needs.



## Paper 3: Geographical investigations – Fieldwork and UK challenges

### Fieldwork vocabulary

Fieldwork vocabulary mustn't be overlooked. There are 36-marks available across the familiar and unfamiliar fieldwork questions. Two common misconceptions are between reliability and accuracy, and site and location.

Questions referencing sampling of data collection can be poorly answered in exams by some students.

Key term	Understanding the process(es)	Definition
<b>Topic 7: Fieldwork – general</b>		
<b>Accuracy (data collection)</b>		This will be down to how the data was collected. It will be affected by human error, quality of the equipment used and the method itself e.g. using a floating object versus a flow meter to measure velocity.
<b>Catchment area</b>		The area supplying water to the river (i.e. people living in the drainage basin).
<b>Enquiry question</b>		A question that has a clear purpose allowing an investigation to follow.
<b>Geographical information system (GIS)</b>		A form of electronic mapping that builds up maps layer by layer.
<b>Human interaction</b>	Y	The implications of river/coastal processes for people living in the river catchment area/coastal environment.
<b>Physical interaction</b>	Y	The implications physical processes have on residents and visitors.
<b>Primary data source</b>		Data collected first-hand.
<b>Qualitative fieldwork methods</b>		Data without numbers based on people's opinions or ideas, for example an interview or field sketch.
<b>Quantitative fieldwork methods</b>		Data which contains numbers and figures, for example a pedestrian count.
<b>Random sampling</b>		Data that is collected by chance.
<b>Reliability (data collection)</b>		Honesty of results. This will be affected by the sampling method (and size) and is down to how representative the data collected is.
<b>Risk assessment</b>		A method where hazards are identified, and suitable precautions are taken to minimise risk to people.





<b>Secondary data source</b>		Data that has already been collected and published.
<b>Stratified sampling</b>		Data that is collected from different parts of a population or from different sections of a rivers course.
<b>Systematic sampling</b>		Data that is collected at regular intervals, for example every 500 metres.

Tip: ensure sampling techniques form part of the methods, and accuracy and reliability are embedded in students' evaluation of their geographical investigations.

<b>Topic 7A: River landscapes</b>		
<b>Flood risk map</b>		A map used to identify areas at risk from flooding.
<b>River discharge</b>		The volume of water flowing past a certain point in a river, measured in cubic metres per second (cumecs).

<b>Topic 7A: Coastal landscapes</b>		
<b>Beach morphology</b>		The shape and characteristics of a beach gradient.
<b>Geology map</b>		A map showing the rock type in areas.
<b>Sediment characteristics</b>		The unique features (size and angularity) of material such as mud, sand and shingle.

<b>Topic 7B: City environments</b>		
<b>Census data</b>		Population data/statistics collected every ten years in the UK.
<b>Central urban area</b>		Usually the CBD, dominated by businesses and retail.
<b>Inner urban area</b>		Usually residential areas of terraced housing that surrounds the central urban area.
<b>Land use function</b>		The role of the land use within a place e.g. the CBD for business and retail.

<b>Topic 7B: Rural environments</b>		
<b>Census data</b>		Population data/statistics collected every ten years in the UK.
<b>Flows of people</b>		The movement of people.

<b>Topic 8: UK Challenges</b>		
<b>Brownfield site</b>		An area of land that has been built on before and can be regenerated for new constructions.
<b>Climate change</b>	Y	Variations in temperature and rainfall affect the whole world.
<b>Conservation</b>		Means protecting threatened biomes e.g. setting up national parks or banning trade in endangered species.



<b>Environmental sustainability</b>	Y	Able to continue developments without causing damage to the environment e.g. ecotourism.
<b>Greenfield site</b>		An area of land that has not been built on before.
<b>Net migration</b>		The difference between in migration and out migration.
<b>Regeneration</b>	Y	Means re-developing former industrial areas or housing to improve them.
<b>Reliability</b>		Honesty of results. This will be affected by the sampling method (and size) and is down to how representative the data collected is.
<b>Resource consumption</b>		The quantity and type of resources people use and for what purpose.
<b>Sustainable transport</b>		Transport methods that are more environmentally friendly such as hybrid buses and electric cars.
<b>Two-speed economy</b>	Y	How the South East is developing economically at a greater rate than other areas of the UK such as northern England, Scotland and Wales.



## Supporting Students with Exam Questions

The following three strategies are amongst the most common and successful strategies used by teachers to support their students when deconstructing exam questions.

### 1. 'De-bugging' the question

To support students in answering exam questions they should be encouraged to 'de-bug' the question.

This simple strategy is to **box** the command word, **underline** the key components and **go** back over the question as the example below illustrates:

Explain	why some areas are more vulnerable to the impacts of tropical cyclones than others.
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### 2. BLT

With extended 'explain' questions, students should remember the acronym BLT, 'because', leading to' and 'therefore'. This will help them develop their responses. For example, *one reason is because of the curvature of the Earth, leading to the sun's rays being spread over a smaller surface area, leading to them being more concentrated and more intense.*

### 3. PEEL

PEEL paragraphs work well in geography for 8-mark questions. Students should make their **point**, use **evidence/exemplification** to support, explain their **point** and **link** back to the question. For example, *one example of natural drought is in Ethiopia, which has been regularly affected by drought since the 1980s. However, the drought of 2015 was the worst it faced in 30 years, and like the others, was caused by meteorological drought, meaning it was caused by a lack of rainfall. This is a natural cause of drought.*



## Command words

Students must be aware of what the different command words require.

The definitions of the command words in the table below have been lifted and simplified for students from the specification.

These are the only command words that will be used in questions and will stay the same for the lifetime of the qualification.

<b>Identify/State/Name</b>	Recall or select one or more piece(s) of information.
<b>Define</b>	State the meaning of the term.
<b>Calculate</b>	Produce a numerical working, showing the relevant working if asked.
<b>Draw/plot</b>	Create a graphical representation of geographical information.
<b>Label</b>	Add a label to a resource, graphic or image.
<b>Describe</b>	Give an account of the main characteristics of something or the steps in a process.
<b>Compare</b>	Find the similarities and differences of two elements given in a question. Responses must relate to both elements and include a statement of their similarity/difference.
<b>Explain</b>	Provide a reasoned explanation of how or why something occurs. An explanation requires a justification/exemplification of a point.
<b>Suggest</b>	Apply understanding to provide a reasoned explanation of how or why something may occur. A suggestion requires a justification/exemplification of a point.
<b>Examine</b>	Break something down into individual components/processes and say how each one individually contributes to the question's theme/topic and how the components/processes work together and interrelate.
<b>Assess</b>	Use evidence to determine the relative significance of something. Consider factors and identify the most important.
<b>Discuss</b>	Explore the strengths and weaknesses of different sides of an issue/question. Investigate the issue by reasoning or argument.
<b>Evaluate</b>	Measure the success of something and provide a substantiated judgement. Review information and then bring it together to form a conclusion, drawing on evidence.