**Paper 3: Geographical applications. Friday 16th June (pm). 1 hour 15 minutes. (30% of your GCSE)**

1. Issues evaluation (pre-released booklet) – Section A.

2. Fieldwork (Physical study: River Wyre and Human study: Liverpool One) – Section B.

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|  | **Key idea** | **Specification content****(For both fieldwork studies)** | See the source image **C:\Users\ac02\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0HSQYAAH\smiley-silhouette[1].gif**  | See the source image | See the source image |
| 2  | **Fieldwork.**Suitable question for geographical enquiry. | The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. |  |  |  |
| The geographical theory/concept underpinning the enquiry. |  |  |  |
| Appropriate sources of primary and secondary evidence, including locations for fieldwork. |  |  |  |
| The potential risks of both human and physical fieldwork and how these risks might be reduced. |  |  |  |
|  | Selecting, measuring and recording data appropriate to the chosen enquiry | Difference between primary and secondary data. |  |  |  |
| Identification and selection of appropriate physical and human data. |  |  |  |
| Measuring and recording data using different sampling methods. |  |  |  |
| Description and justification of data collection methods. |  |  |  |
|   | Selecting appropriate ways of processing and presenting fieldwork data | Appreciation that a range of visual, graphical and cartographic (mapping) methods is available. |  |  |  |
| Selection and accurate use of appropriate presentation methods. |  |  |  |
| Description, explanation and adaptation of presentation methods |  |  |  |
|  | Describing, analysing and explaining fieldwork data | Description, analysis and explanation of the results of fieldwork data. |  |  |  |
| Establish links between data sets. |  |  |  |
| Use appropriate statistical techniques. |  |  |  |
| Identification of anomalies in fieldwork data. |  |  |  |
|  | Reaching conclusions | Draw evidenced conclusions in relation to original aims of the enquiry. |  |  |  |
|  | Evaluation of geographical enquiry | Identification of problems of data collection methods. |  |  |  |
| Identification of limitations of data collected. |  |  |  |
| Suggestions for other data that might be useful. |  |  |  |
| Extent to which conclusions were reliable. |  |  |  |

***Geographical Skills.***

These will be examined on all 3 exam papers, but will feature most heavily on paper 3.

1. Mapping skills

2. Graphical skills

3. Numerical skills

4. Statistical skills

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| 1  | **Mapping skills.**Atlas maps | Use and understand coordinates – latitude and longitude. |  |  |  |
| Recognise and describe distributions and patterns of both human and physical features. |  |  |  |
| Maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, e.g. population distribution, population movements, transport networks, settlement layout, relief and drainage. |  |  |  |
| Analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. |  |  |  |
|  | Ordnance survey maps | Use and interpret OS maps at a range of scales. |  |  |  |
| Use and understand coordinates – four and six-figure grid references. |  |  |  |
| Use and understand scale, distance and direction – measure straight and curved line distances. |  |  |  |
| Use and understand gradient, contour and spot height. |  |  |  |
| Numerical and statistical information. |  |  |  |
| Identify basic landscape features and describe their characteristics from map evidence. |  |  |  |
| Identify major relief features on maps and relate cross-sectional drawings to relief features. |  |  |  |
| Draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use. |  |  |  |
| Interpret cross sections and transects of physical and human landscapes. |  |  |  |
| Describe the physical features as they are shown on large scale maps of coastal landscapes and river landscapes. |  |  |  |
|  |  | Infer human activity from map evidence, including tourism. |  |  |  |
|   | Maps in association with photographs | Be able to compare maps. |  |  |  |
| Sketch maps: draw, label, understand and interpret. |  |  |  |
| Photographs: use and interpret ground, aerial and satellite photographs. |  |  |  |
| Describe human and physical landscapes (landforms, natural vegetation, land-use and settlement)and geographical phenomena from photographs. |  |  |  |
| Draw sketches from photographs. |  |  |  |
| Label and annotate diagrams, maps, graphs, sketches and photographs. |  |  |  |
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| 2 | **Graphical skills.** | 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. |  |  |  |
| Suggest an appropriate form of graphical representation for the data provided. |  |  |  |
| Complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines. |  |  |  |
| Use and understand gradient, contour and value on isoline maps. |  |  |  |
| Plot information on graphs when axes and scales are provided. |  |  |  |
| Interpret and take information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. |  |  |  |
|  |
| 3 | **Numerical skills.** | Demonstrate an understanding of number, area and scales, and the quantitative relationships between units. |  |  |  |
| Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability. |  |  |  |
| Understand and correctly use proportion and ratio, magnitude and frequency. |  |  |  |
| Draw informed conclusions from numerical data. |  |  |  |
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| 4 | **Statistical skills.** | Use, calculate and interpret median, mean, range, quartiles and inter-quartile range, mode and modal class. |  |  |  |
| Calculate percentage increase or decrease and understand the use of percentiles. |  |  |  |
|  |  | Describe relationships in data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends. |  |  |  |
| Be able to identify weaknesses in selective statistical presentation of data. |  |  |  |