Year 11 Mock Week Preparation

Year Group:	11
Subject:	Geography
Tier (if applicable):	N/A

Details of mock exam

Paper to be sat:	Paper 1

Topics to be covered in the mock:	Topic 1 Hazardous Earth
	  - Global atmospheric circulation
	  - Tropical cyclones (Including hurricane Katrina and cyclone Aila case studies) – year 9 topic
	  - Climate and Change – year 9 topic
	  - Tectonics (Including Haiti and Japan case studies)– year 11 topic
	Topic 2 Development Dynamics (Including India case study) – end of year 9/10 topic
	Topic 3 Challenges of an urbanising world (Including Mumbai case study) – year 9 topic
	
	You have been given a copy of the RAG sheet to break each of these topics down into more manageable chunks.

Equipment needed:	Pens, pencil, ruler, rubber and a **calculator**.

Materials to support your revision

Link to Online Resources:	Seneca Learning – www.senecalearning.com – each class teacher has provided a class code to their group and so once joined, students can work through a mini tutorial for each of the topics and then test their understanding using their multiple choice quizzes. It is an excellent tool to use particularly whilst out and about as they can access it from their phones if they have data. If students bought the revision cards back in year 10, there is also a FREE online edition of the REVISE Edexcel GCSE (9-1) Geography B Revision Guide which comes with these. A geography teacher has created some mini online tutorials for each of the topics for the GCSE course which have been well produced and explain a lot of the content to be examined. These can be found on **YouTube** by searching '**JCgeogsupport**'. Her resources can also be found on her Instagram account which can be found under the same name. **Study Rocket** has pre- prepared revision notes to go through: https://studyrocket.co.uk/revision/gcse-geography-b-edexcel **Time for geography** has some helpful videos to watch on tectonic processes. Just click on videos to find the relevant ones for this exam. https://timeforgeography.co.uk/

Link to exemplar questions or past papers to use:	https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/SAMs_GCSE_L1-L2_Geography_B.pdf
Link to model answers or mark schemes:	The revision cards provide multiple choice questions and answers as well as worked examples for each topic. There is a bank of practice questions with model answers on Moodle which can be accessed via the school homepage at http://w1.qehs.net/moodle2 Students just need to use their usual logins to sign in and they need to follow the path below to access the course: Geography - GCSE - GEOGRAPHY 9-1 REVISION COURSE.
Recommended revision guides:	We still have some Oxford revision and practice guides for sale at a reduced price so please ask your teacher for details.
In house booklets/resources	All students have been given a copy of the specification which includes all of the topics and sub topics they could be examined on. We call this a RAG sheet as we get the students to assess if they have either a secure knowledge of the content (green), have a partial understanding (amber) or don't know anything (red). We suggest that students focus on the red topics first to plug gaps in knowledge and then move on to the amber topics and should there be time left over, then review the green. You can plug gaps by choosing the relevant sections on Seneca or ask your class teacher.
For essay subjects and longer answer questions – suggested question titles for practice:	The previous mock highlighted that students found the 'assess' questions the most difficult. A full review of the November mock should be undertaken to learn lessons from it and take on board the feedback that they were given from their class teacher. The command words 'explain', 'assess' and evaluate will appear in the exam. Examples include: "Explain how ocean currents can influence climates". [4 marks] In this answer, you would have to two reasons. Remember that an explain question must have the word 'because' or 'therefore' or 'this means that...' found within it. Equally, a 'describe' question must never feature any of these words/phrases. Don't waste your time giving unnecessary detail as you won't be credited for it and it will result in you running short on time. There will also be some shorter data response questions which may require you to extract data from maps/graphs/tables/charts. Remember to refer any data/information from the resource first before describing or explain its relevance. It is important to read the resources carefully and accurately and also refer to the units in your answer. Read the scales carefully to avoid careless errors. A two mark 'calculate' question will require you to show your workings whereas a one mark question with the same command word will not.

8 mark questions

8 mark questions will also be included which use the command word 'assess' e.g. "Assess the importance of volcanic eruptions and changes to solar output to climate change. [8 marks].

The command word **'Assess'** requires you to put your points in order of importance i.e. which one has had the most significant impact. In these style of questions, we will be looking out for sentence openings like "The biggest/most significant … is…" the next paragraph may then follow "Another impact is …although this is not as significant because…". A conclusion is not essential if you have assessed throughout your answer though if you are in any doubt as to whether you have or not, we recommend that you include one which links your points back to the question.

In **'evaluate'** questions such as 'Evaluate the success of bottom-up schemes that you have studied', you should follow the guidance below:

To guide you, use PEEL (Point, Evidence, Explanation and Linking back to the question to help you develop an answer. Use these stages:

• **P**oint. Your point is the argument you want to make (e.g. 'The top down scheme in Mumbai has been a success because ….'). This is AO3.
• **E**vidence. Your evidence is what you know or understand and which can support your Point above (e.g. 'the scheme provided communities with play areas for children that they had had in the slums'). This is AO2.
• **E**xplain. This extends your evidence and explains why this is a benefit (e.g. 'This enabled people to keep the same sense of community that they had had in the slums'). This is AO3.
• **L**ink. This means you must link back to the question about ways in which your explanation means that this is beneficial (e.g. 'This scheme is therefore better for people because ….'). This is AO3.

For an 8 mark answer, you need to develop 2-3 points to aim for full marks.

This exam question assesses two GCSE assessment objectives:

• AO2 – that is, the understanding that students have derived from watching the whole of the programme
• AO3 – that is, the ability to use what they have learned in interpreting the statement, analysing points on both sides, and making judgments
Look for the following evidence in assessing an answer:

For AO2, students should show understanding of

• **Benefits of the scheme**. Students should give examples to support their judgments – e.g. of social factors (e.g. health benefits from sanitation scheme), or environmental (e.g. the lack of smell compared to the public shared toilets).

	• **Problems of the scheme**. Students should give examples to support their judgments – e.g. social factors (e.g. being far from community or family), or economic (e.g. the cost of getting to work from the outer city). **For AO3**, students should be able to • make judgments e.g. ' 'This is a benefit because …' • use evidence to explain the benefits or problems e.g. for people or the environment • develop a balanced answer which shows both benefits and problems • write a coherent and logical answer to the question. These longer 8 mark questions may also include an additional 4 marks for SPaG so look out for this. Whether SPaG is marked or not, you should write your answers using paragraphs, trying hard to use a range of geographical words and making sure you are spelling them all correctly. Avoid the incorrect use of there/their and the misspelling of common geographical words such as enviro<u>n</u>ment and gover<u>n</u>ment. **Use examples in all 8 mark questions, whether the question asks you directly or not.**