

## Active Revision – Geography

### Assessment Point 3 Year 11 Final Exam

Research shows that students who do frequent chunks of revision across all 3 stages of revision below are more likely to reach their full potential.

- ✓ Upload – consolidate your knowledge
- ✓ Process – active retrieval practice
- ✓ Download – apply your knowledge



upload



process



download

TOPIC: Global Hazards

- Use your knowledge organizer to create a glossary of key terms. [T1-8.pptx](#)
- Draw and annotate a constructive, destructive, collision and conservative plate boundary, explaining the natural hazards each causes.
- Draw and annotate a shield and composite volcano.
- Draw and label the anatomy of an earthquake. Add the differences between a shallow focus and deep focus earthquake.

- After you have produced your glossary of key terms test yourself (or a friend).
- Look, cover and redraw your diagrams until you remember them.
- Use your flash cards to test yourself.
- Use the case study booklet key questions to test yourself. [Case study knowledge recall quizzes.docx](#)
- Colour code your mind map consequences social, economic and environmental.
- Colour code your responses- short term and long term.

- Complete Global Hazards Seneca assignment on the topic to test your knowledge.
- Teach someone else the topic.
- Complete exam questions from the OCR B website. [GCSE - Geography B \(Geography for Enquiring Minds\) \(9-1\) - J384](#)
- Mark your answer using the mark scheme and improve upon it.
- Complete a quiz on the BBC bitesize website. [Global hazards - GCSE Geography - BBC Bitesize Exam-Style Questions - GCSE Geography Revision - BBC Bitesize](#)

<ul style="list-style-type: none"> <li>• Create a mind map of the Nepal earthquake 2015- with causes, consequences and responses. You can use your case study booklet to help. <a href="#">Case studies revision guide 4 (Holderness and UK 2022 drought).pptx</a></li> <li>• Draw and annotate the global circulation model.</li> <li>• Create flash cards of the places with extreme rainfall, heat and cold.</li> <li>• Draw a diagram to explain how a tropical storm forms.</li> <li>• Create two flash cards with how the frequency and distribution of droughts and tropical storms are changing.</li> <li>• Draw a diagram to explain how El Nino and La Nina lead to extreme weather- especially drought.</li> <li>• Create two mind maps. One for UK drought 2022 and one for Typhoon Haiyan 2013- with causes, consequences and responses. You can use your case study booklet to help. <a href="#">Case studies revision guide 4 (Holderness and UK 2022 drought).pptx</a></li> </ul>	<ul style="list-style-type: none"> <li>• Can you redraw your mind maps with the key causes, consequences and responses?</li> </ul>	<ul style="list-style-type: none"> <li>• Rag rate what you need to revise further from your quizzes and exams.</li> </ul>
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<p>TOPIC: Changing Climate</p>		
<ul style="list-style-type: none"> <li>• Use your knowledge organiser to create a glossary of key terms. <a href="#">T2 Climate Change.pptx</a></li> <li>• Draw a graph to illustrate how climate has changed in the</li> </ul>	<ul style="list-style-type: none"> <li>• After you have produced your glossary of key terms test yourself (or a friend).</li> <li>• Look, cover and redraw your natural and enhanced greenhouse effect diagrams until you remember them.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Changing Climate Seneca assignment on the topic to test your knowledge.</li> <li>• Teach someone else the topic.</li> <li>• Complete exam questions from the OCR B website. <a href="#">GCSE - Geography B</a></li> </ul>

<p>quaternary period. Label glacials and interglacials.</p> <ul style="list-style-type: none"> <li>• Create flash cards for each evidence of climate change and how reliable this data is. Sea ice position, global temperature readings, ice cores and paintings and diaries.</li> <li>• Create flash cards of each of the natural causes of climate change; volcanic eruptions, sunspots and Milankovitch cycles.</li> <li>• Draw two diagrams, one illustrating the natural green house effect and the other the enhanced greenhouse effect.</li> <li>• Create a table with the main green house gases and how humans create these gases.</li> <li>• Create two mind maps. One giving the social, economic and environmental impacts of climate change in the UK and the other giving the social, economic and environmental impacts of climate change globally (worldwide).</li> </ul>	<ul style="list-style-type: none"> <li>• Use your flash cards to test yourself.</li> <li>• Colour code your UK and Global mind map impacts social, economic and environmental.</li> <li>• Can you redraw your mind maps with the key impacts.</li> <li>• Test yourself on what are the most powerful greenhouse gases and what human activities produce them.</li> </ul>	<p><a href="#">(Geography for Enquiring Minds) (9-1) - J384</a></p> <ul style="list-style-type: none"> <li>• Mark your answer using the mark scheme and improve upon it.</li> <li>• Complete a quiz on the BBC bitesize website. <a href="#">Explaining climate change and global warming - Climate change - OCR - GCSE Geography Revision - OCR - BBC Bitesize</a></li> <li>• Rag rate what you need to revise further from your quizzes and exams.</li> </ul>
<p><b>TOPIC: Distinctive Landscapes</b></p>		
<ul style="list-style-type: none"> <li>• Use your knowledge organizer to create a glossary of key terms. <a href="#">T3 Distinctive Landscapes (holderness).pptx</a></li> <li>• Create flash cards of upland, lowland and glaciated landscapes. Add where each are found with place</li> </ul>	<ul style="list-style-type: none"> <li>• After you have produced your glossary of key terms test yourself (or a friend).</li> <li>• Look, cover and redraw your annotated landform diagrams.</li> <li>• Use your flash cards to test yourself.</li> <li>• Can you redraw your mind maps of Holderness and River Severn.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Distinctive Landscapes Seneca assignment on the topic to test your knowledge.</li> <li>• Teach someone else the topic.</li> <li>• Complete exam questions from the OCR B website. <a href="#">GCSE - Geography B (Geography for Enquiring Minds) (9-1) - J384</a></li> </ul>

examples, geology, climate and human activity found there.

- List all the geomorphic processes.
- Draw annotated diagrams explaining how coastal landforms of caves, arches, stack and stumps are formed. As well as headland and bays and spits.
- Draw annotated diagrams explaining how river landforms of v-shaped valleys, waterfalls, gorges, meanders, ox-bow lakes, floodplains and levees are formed.
- Create a mind map of the Holderness Coastline case study. Include a map of the area showing the geology. Landforms found here, geomorphic processes operating here. How geomorphic processes are influenced by the geology and climate. How human activity such as management works with geomorphic processes to impact the landscape. Use the case study booklet to help you: [Case studies revision guide 4 \(Holderness and UK 2022 drought\).pptx](#)
- Create a mind map of the River Severn case study. Include a map of the area showing the geology. Landforms found here, geomorphic processes operating here. How geomorphic processes are influenced by the geology and climate. How human activity such as management works with geomorphic

- Test yourself using the knowledge questions on each of the case studies. [Case study knowledge recall quizzes.docx](#)
- Test yourself: Draw a map of the Holderness coastline adding place specific detail about each area: Its geomorphic processes, geology, landforms, and management.
- Test yourself: Draw a map of the River Severn adding place specific detail about each area: Its geomorphic processes, geology, landforms, and management.
- Complete the revision booklet on distinctive landscapes [Distinctive landscapes with Holderness revision booklet FAB.pptx](#)

- Mark your answer using the mark scheme and improve upon it.
- Complete a quiz on the BBC bitesize website. [Distinctive landscapes - GCSE Geography - BBC Bitesize](#)
- Rag rate what you need to revise further from your quizzes and exams.

<p>processes to impact the landscape. Use the case study booklet to help you: <a href="#">Case studies revision guide 4 (Holderness and UK 2022 drought).pptx</a></p>		
<p><b>TOPIC: Sustaining Ecosystems</b></p>		
<ul style="list-style-type: none"> <li>• Use your knowledge organiser to create a glossary of key terms. <a href="#">T4 Sustaining Ecosystems.pptx</a></li> <li>• Create flash cards to give an overview of each biome; Grasslands, coral reefs, temperate forests, tropical rainforests, hot deserts, polar regions. Include location flora and fauna.</li> <li>• Create a mind map to summarise the characteristics of tropical rainforests. Include the TRF nutrient cycles, soil profiles, climate, water cycle, human activities and impacts on the forest. Interdependence. The goods and services of the tropical rainforests.</li> <li>• Create a flash card of the Samasati nature retreat, Costa Rica- sustainable management of the TRF. Include how it is sustainably managed. The benefits and problems. Use the case study booklet to help you: <a href="#">Case studies revision guide 4</a></li> </ul>	<ul style="list-style-type: none"> <li>• After you have produced your glossary of key terms test yourself (or a friend).</li> <li>• Use your flash cards to test yourself.</li> <li>• Can you redraw your mind maps of the characteristics of Tropical Rainforests and Polar regions from memory?</li> <li>• Test yourself using the knowledge questions on each of the case studies. <a href="#">Case study knowledge recall quizzes.docx</a></li> <li>• Draw a diagram to illustrate your knowledge of interdependence of ecosystems.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Sustaining Ecosystems Seneca assignment on the topic to test your knowledge.</li> <li>• Teach someone else the topic.</li> <li>• Complete exam questions from the OCR B website. <a href="#">GCSE - Geography B (Geography for Enquiring Minds) (9-1) - J384</a></li> <li>• Mark your answer using the mark scheme and improve upon it.</li> <li>• Complete a quiz on the BBC bitesize website. <a href="#">Sustaining environments - GCSE Geography - BBC Bitesize</a></li> <li>• Rag rate what you need to revise further from your quizzes and exams.</li> </ul>

<p><a href="#">(Holderness and UK 2022 drought).pptx</a></p> <ul style="list-style-type: none"> <li>• Create a mind map to summarise characteristics of the Arctic and Antarctica. Include features of the land and sea, flora and fauna, soil profiles, climate, human activities and their impacts on the polar environment.</li> <li>• Create a flash card of the Clyde River, Marine Wildlife Sanctuary, Baffin Island- an example of <b>small scale</b> sustainable management. Include how it is sustainable managed and the benefits and problems. Use the case study booklet to help you: <a href="#">Case studies revision guide 4 (Holderness and UK 2022 drought).pptx</a></li> <li>• Create a flash card of the Antarctic treaty- <b>global scale</b> example of sustainable management. Include how it is sustainable managed and the benefits and problems. Use the case study booklet to help you: <a href="#">Case studies revision guide 4 (Holderness and UK 2022 drought).pptx</a></li> </ul>		
<p><b>TOPIC: Physical Fieldwork Sand Bay</b></p>		
<ul style="list-style-type: none"> <li>• For each stage of the enquiry processes describe and explain what we did at SandBay:</li> </ul>	<ul style="list-style-type: none"> <li>• Turn your document into a mind map. Can you look, cover and redraw it?</li> </ul>	<ul style="list-style-type: none"> <li>• Practise exam questions: Use the OCR website <a href="#">GCSE - Geography B</a></li> </ul>

<p><b>Planning/Enquiry</b> Question, <b>Methodology</b> (data collection), <b>Data Presentation, Analysis</b>, Conclusion, <b>Evaluation</b>. Use this document to help you: <a href="#">Enquiry Process filled in.docx</a> This could be done as a mind map.</p>	<ul style="list-style-type: none"> <li>• Test yourself about what you did at each stage of the enquiry process.</li> </ul>	<p><a href="#">(Geography for Enquiring Minds) (9-1) - J384</a></p> <ul style="list-style-type: none"> <li>• Use these slides to complete typical questions for fieldwork: <a href="#">Fieldwork questions-past exam papers OCR B.pptx</a></li> <li>• Watch the video on rivers fieldwork. You could get an exam question on a student's rivers fieldwork so being familiar with this is crucial. <a href="#">Investigating river channel morphology</a> <a href="#">Investigating river flow velocity</a> <a href="#">Investigating river sediment characteristics</a></li> </ul>
<p><b>TOPIC: Urban Futures</b></p>		
<ul style="list-style-type: none"> <li>• Use your knowledge organiser to create a glossary of key terms. <a href="#">T5-Urban-Futures.pptx</a></li> <li>• Create flash cards of Urbanisation, what the term means and what is meant by a mega city and world city. Where rapid urbanisation is taking place in the world. Causes of rapid urbanisation including rural to urban migration and natural increase. Include push and pull factors which are responsible for rural to urban migration.</li> <li>• Create a mind map of your EDC city- Mumbai case study. Include; regional, national and global importance. How national and</li> </ul>	<ul style="list-style-type: none"> <li>• After you have produced your glossary of key terms test yourself (or a friend).</li> <li>• Use your flash cards to test yourself.</li> <li>• Can you redraw your mind maps of Mumbai and Bristol without looking?</li> <li>• Colour code the advantages and disadvantages of the sustainable initiatives of each city.</li> <li>• Test yourself using the knowledge questions on each of the case studies. <a href="#">Case study knowledge recall quizzes.docx</a></li> </ul>	<ul style="list-style-type: none"> <li>• Complete Urban Futures Seneca assignment on the topic to test your knowledge.</li> <li>• Teach someone else the topic.</li> <li>• Complete exam questions from the OCR B website. <a href="#">GCSE - Geography B (Geography for Enquiring Minds) (9-1) - J384</a></li> <li>• Mark your answer using the mark scheme and improve upon it.</li> <li>• Complete a quiz on the BBC bitesize website <a href="#">Urban futures - GCSE Geography - BBC Bitesize</a></li> <li>• Rag rate what you need to revise further from your quizzes and exams.</li> </ul>

<p>international migration changes the growth and character. How ways of life vary within the city. Challenges the city faces and a sustainable initiative to make the city more sustainable (closure of the Gorai rubbish dump). Use this case study booklet to help.</p> <p><a href="#">Case studies revision guide 4 (Holderness and UK 2022 drought).pptx</a></p> <ul style="list-style-type: none"> <li>• Create a mind map of your AC city- Bristol case study. Include; regional, national and global importance. How national and international migration changes the growth and character. How ways of life vary within the city. Challenges the city faces and a sustainable initiative to make the city more sustainable (the sustainable transport initiative.) Use this case study to help.</li> </ul> <p><a href="#">Case studies revision guide 4 (Holderness and UK 2022 drought).pptx</a></p>		
<p><b>TOPIC: Dynamic Development</b></p>		
<ul style="list-style-type: none"> <li>• Use your knowledge organiser to create a glossary of key terms. <a href="#">T6- Dynamic Development.pptx</a></li> <li>• On a flash card: Locate the distribution of ACs, EDC, and LIDCs.</li> </ul>	<ul style="list-style-type: none"> <li>• After you have produced your glossary of key terms test yourself (or a friend).</li> <li>• Categorise your development indicators in social, economic, and environmental.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete dynamic development Seneca assignment on the topic to test your knowledge.</li> <li>• Teach someone else the topic.</li> <li>• Complete exam questions from the OCR B website. <a href="#">GCSE - Geography B</a></li> </ul>

- Create flash cards of three economic and three social indicators of development e.g. GDP, PPP, Life expectancy, Literacy rate. Include HDI which is a combination of social and economic.
- Mind map out the human and physical factors which make it hard for countries to break out of poverty. Include debt, trade and political unrest.
- Create an A3 mind map for the Zambia. Include; An overview of how Zambia has developed since becoming independent (politically, economically, socially and technologically). Where is Zambia on the Rostow's model and is this model useful? To what extent has Zambia reached the millennium goals? How has trade influenced Zambia's development? How have TNCs influenced Zambia's development? The advantages and disadvantages of international aid. The advantages and disadvantages of a top down development project (Kariba dam) and bottom up development project (Room to read). Use your case study booklet to help  
[Case studies revision guide 4 \(Holderness and UK 2022 drought\).pptx](#)

- Use your flash cards to test yourself.
- Can you redraw your mind map of Zambia and answer the key questions from the upload?
- You could compare the Kariba dam to Room to read, which type of development is more successful and why- thinking hard!
- Test yourself using the knowledge questions on each of the case studies. [Case study knowledge recall quizzes.docx](#)

[\(Geography for Enquiring Minds\) \(9-1\) - J384](#)

- Mark your answer using the mark scheme and improve upon it.
- Complete a quiz on the BBC bitesize website [Dynamic development - GCSE Geography - BBC Bitesize](#) don't do the India case study- we do Zambia!
- Rag rate what you need to revise further from your quizzes and exams.

<b>TOPIC: UK in the 21<sup>st</sup> Century</b>		
<ul style="list-style-type: none"> <li>• Use your knowledge organiser to create a glossary of key terms. <a href="#">T7-UK_in_the_21st_Century.pptx</a></li> <li>• Create flash cards giving an overview of the UK's key physical and human characteristics. You must include; population density, land use, rainfall and relief and issues associated with these including water shortages and housing crisis.</li> <li>• Draw the demographic transition model and annotate which stage the UK is in. Also annotate with how the overall population of the UK has changed since 2000.</li> <li>• Draw the outline of the UK's population pyramid. Annotate with key population data.</li> <li>• Create a flash card to show how migration has affected the UK's population.</li> <li>• Create a mind map of the UK's ageing population. Add to it <b>causes, consequences</b> and <b>responses</b>.</li> <li>• Draw a mind map of how Bristol's population structure and ethnic diversity have changed.</li> <li>• Create a flash card explaining how the UK's economy has changed. Refer to how political priorities, working patterns and employment sectors (primary, secondary, tertiary, quaternary) have changed.</li> </ul>	<ul style="list-style-type: none"> <li>• Think harder. How are the key characteristics of the UK connected? Draw a mind map to show these connections, e.g. how rainfall links to relief and water shortages.</li> <li>• Think harder. Link your overview to distinctive landscapes, how does geology influence where upland areas are located?</li> <li>• After you have produced your glossary of key terms test yourself (or a friend).</li> <li>• On your mind map of the UK's ageing population, colour code consequences and responses into social and economic.</li> <li>• Look, cover and redraw your annotated demographic transition model and UK's population pyramid.</li> <li>• Use your flash cards to test yourself.</li> <li>• Can you redraw your mind maps remembering the key information about each example?</li> <li>• Think harder: Watch the news on the Ukraine/ Russia conflict. How is the UK's role changing? E.g. Starmer has formed a 'coalition of the willing group' to support Ukraine 2025.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the UK in the 21<sup>st</sup> Century Seneca assignment on the topic to test your knowledge.</li> <li>• Teach someone else the topic.</li> <li>• Complete exam questions from the OCR B website. <a href="#">GCSE - Geography B (Geography for Enquiring Minds) (9-1) - J384</a></li> <li>• Mark your answer using the mark scheme and improve upon it.</li> <li>• Complete a quiz on the BBC Bitesize website <a href="#">UK in the 21st century - GCSE Geography - BBC Bitesize</a></li> <li>• Rag rate what you need to revise further from your quizzes and exams.</li> </ul>

<ul style="list-style-type: none"> <li>• Create a flash card of the distribution of the UK's economic hubs.</li> <li>• Draw a mind map of London (the example of an economic hub) and explain how it has changed, and its significance to the region and the rest of the UK.</li> <li>• Mind map out the UK's role in the Ukrainian conflict through its participation in international organisations.</li> <li>• Create a flash card explaining the how the UK's media exports have a global influence.</li> <li>• Create a flash card explaining the contribution of ethnic groups to the UK through food.</li> </ul>		
<p><b>Topic: Resource Reliance</b></p>		
<ul style="list-style-type: none"> <li>• Use your knowledge organiser to create a glossary of key terms. <a href="#">T8-Resource_Reliance.pptx</a></li> <li>• Create a flash card outlining the factors that have led to demand for resources outstripping of food, energy and water.</li> <li>• Draw a mind map giving an over view of how environments and ecosystems are used and modified by humans. Include; <b>mechanisation of farming and commercial fishing</b> to provide food, <b>deforestation and mining</b> to provide energy, <b>reservoir and water transfer schemes</b> to provide water.</li> </ul>	<ul style="list-style-type: none"> <li>• After you have produced your glossary of key terms test yourself (or a friend).</li> <li>• Use your flash cards to test yourself.</li> <li>• Redraw your mind maps from memory.</li> <li>• Think harder. How are Boserups and Malthus' theories different?</li> <li>• Test yourself using the knowledge questions on each of the case studies. <a href="#">Case study knowledge recall quizzes.docx</a></li> <li>• For each attempt to create food security in Tanzania colour code the benefits and the problems.</li> <li>• Colour code the sustainable attempts at food security-</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Resource Reliance Seneca assignment on the topic to test your knowledge.</li> <li>• Teach someone else the topic.</li> <li>• Complete exam questions from the OCR B website. <a href="#">GCSE - Geography B (Geography for Enquiring Minds) (9-1) - J384</a></li> <li>• Mark your answer using the mark scheme and improve upon it.</li> <li>• Complete a quiz on the BBC bitesize website <a href="#">Resource reliance - GCSE Geography - BBC Bitesize</a></li> <li>• Rag rate what you need to revise further from your quizzes and exams.</li> </ul>

<ul style="list-style-type: none"> <li>• Mind map out the physical and human factors which influence food security.</li> <li>• Create a flash card with a list of how we can measure food security, e.g. world hunger index.</li> <li>• Create two flash cards outlining Malthus and Boserup theories on food security.</li> <li>• Create a Tanzania food security mind map. Include; statistics to illustrate how food secure the country is, the <b>local scale</b> attempt to achieve food security (goat aid), the <b>past national</b> attempt to achieve food security (Canadian Wheat Programme) and the <b>present attempt</b> to achieve food security at a national scale (SAGOT).</li> <li>• Using flash cards for each attempt to achieve food security examine how sustainable it is; socially, economically, and environmentally: <b>Ethical consumerism</b> (fair trade and food waster), <b>food production</b> (organic and inorganic), technological development (GM crops and hydroponics), <b>small scale bottom up approaches</b> (urban gardens and permaculture)</li> </ul>	<p>environmental, social, and economic.</p>	
<p><b>Topic: Bristol Fieldwork</b></p>		
<ul style="list-style-type: none"> <li>• For each stage of the enquiry processes describe and explain what we did at Bristol: <b>Planning/Enquiry</b> Question, <b>Methodology</b> (data collection), <b>Data Presentation,</b></li> </ul>	<ul style="list-style-type: none"> <li>• Turn your document into a mind map. Can you look, cover and redraw it?</li> <li>• Test your self about what you did at each stage of the enquiry process.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise exam questions: Use the OCR website <a href="#">GCSE - Geography B (Geography for Enquiring Minds) (9-1) - J384</a></li> </ul>

**Analysis, Conclusion, Evaluation.**

Use this document to help you:  
[Enquiry Process filled in.docx](#) This  
could be done as a mind map.

- Use these slides to complete typical questions for fieldwork: [Human Fieldwork questions.pptx](#)