



Is the Green Revolution good or bad for less developed countries? See page 25

Geography

GEOGRAPHY EXAM TIMETABLE

Level/Paper	Time
Friday May 9	
Foundation	9am-10.05am
General	10.25am-11.50am
Credit	1pm-3m
Thursday May 22	
Intermediate 1	9am-10.15am
Intermediate 2	9am-11am
Higher 1	9am-10.30m
Higher 2	10.50am-12.05pm

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THIS is an outline of what you can expect from Intermediate 2 and Higher Geography. It will help to guide you through the main structure of each course and the important points you should be aware of for each topic. You can use this as a checklist to ensure you understand each element of the course. Your course notes, textbooks and teacher will help to add detail to your answers and clarify each point outlined.

PREPARATION

Start preparing as early as possible. If you leave studying too late it will end up leaving you confused. Make sure you revise all of the topics; don't gamble on predicting the paper.

Attend Easter school or supported study sessions. Take advantage of any help offered to you. Most teachers are more than willing to mark any past-paper questions you attempt. This lets you familiarise yourself with the wording of questions and gain some feedback about your progress. Practise timing how long it takes you to finish a question. During the exam you will be under pressure to complete each question and move on to the next one. Take on board the comments your teacher has given you from previous homework, tests or Nabs. Learn from your mistakes. This is constructive criticism aimed at helping you improve your mark. Ask your teacher if there is anything you don't understand or are stuck with. Don't suffer in silence; this will only make matters worse.

Use your notes, textbooks, worksheets and jotters to help you revise. The more resources available to you the better. There is a wide range of websites aimed specifically at geography, such as BBC Bitesize and Scalloway. This type of online source offers revision notes, past paper questions, quizzes and pictures to allow you to test yourself and monitor your progress. Keep a record of what you have studied and what you still need to revise. This allows you to highlight areas you feel comfortable with and flag up any topics you might need to look over again.

Familiarise yourself with geographical terminology which you can integrate into your answer and practise drawing diagrams of features you need to know (eg glaciation or river features). Give yourself the best possible chance of passing the exam. Fail to prepare, prepare to fail.

TECHNIQUE

A good style and structure to an answer could mean the difference between an average mark and a great mark. The following steps are designed to help improve exam technique and develop your answers:

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- Arrive early for the exam. Remain calm and don't panic.
- Read the question carefully. A number of pupils misinterpret the question and write about the wrong thing.
- Make sure you know what questions you have to answer. In some sections of the paper you may be given a choice of questions. Answer the ones you have studied! For Intermediate make sure you know which questions to attempt from section C. At Higher, make sure you know which questions to attempt in paper 2.
- Write detailed answers – if the question is worth five marks, the marker is looking for at least five points from you.
- Make sure you know the difference between describe and explain – describe: say what you see, explain: give reasons why this is the case.
- If there is a question you can't do, don't dwell on it. Refocus and come back to it at the end once you have finished the paper.
- Use your case studies. If the questions asks "For an area you have studied" you need to refer to your case study in the answer, not necessarily the example given in the question.
- Extract as much information as possible from the question. Use statistics, map keys, land uses. They are there to help you.
- If the question has two parts to it make sure you answer both. For example, "advantages and disadvantages . . ."; "outline the social, economic, and environmental impact of . . ." Use this as the structure of your answer.
- Some questions will ask you to draw diagrams, such as the formation of a physical feature. If a question specifically asks for a diagram, for instance "With the aid of an annotated diagram", you will lose marks if you do not include one in your answer. "You may wish to use a diagram" is a very strong hint that should include one in your

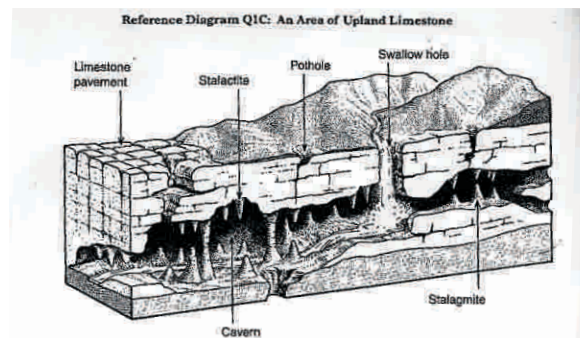
- answer. You don't need to be an artist; a simple and clearly labelled sketch is fine.
- Re-read the question after you have finished answering it. This lets you check that your content is relevant and that you haven't missed anything out.
 - Never leave an exam room early. You may remember something you can add to an answer. Once you've left the exam you can't come back, so make the most of the time you have.
 - Keep an eye on the time. It is very important to write detailed answers, but make sure you don't spend too long on a question, especially if it is only worth a small number of marks.

INTERMEDIATE 2

Why not try these sample questions from the 2006 past paper?

Question 1 (c)

Study Reference Diagram Q1C below.



Remember: the stalactites in a cave have to hang on tight to the ceiling, while the stalagmites might one day join up with them to form pillars (Geography Question 1c, this page)

Choose one surface limestone feature and one underground limestone feature from the diagram and explain how each was formed.

Now, make sure you read the wording of the question carefully.

Also make sure you explain the formation of *one* surface (limestone pavement, pothole, swallow hole) and *one* underground feature (stalactite, stalagmite, cavern).

If you do not choose one of each you cannot achieve full marks.

Remember, you can use diagrams to support you answer.

The question is worth six marks – three for surface feature, three for underground feature.

Underground: stalactites and stalagmites

A stalactite is an icicle-shaped piece of limestone hanging from the ceiling of a cave.

A stalagmite is a stumpy column of limestone sticking up from the floor of a cave.

Water that seeps down from the limestone is loaded with dissolved lime.

Where the water drips from a cave roof, a small amount of water will evaporate and leave a tiny deposit of calcite. This is repeated until the lime deposits grow to form a stalactite.

In a similar way, lime is deposited on the floor of the cave where the drips land. These deposits build up to form a stalagmite.

Where stalactites and stalagmites join in the middle is called a pillar.

Surface feature: limestone pavement

During the ice age, upland areas were scraped over by moving ice. This removed the vegetation and exposed the limestone pavement.



Rainwater is a weak carbonic acid, and when it soaks into the vertical joints (weak points) on the pavement it dissolves the limestone. Consequently the joints become widened into grooves called grykes. The small blocks of limestone left standing between the grykes are called clints.

Question 1 (d)

Using map evidence, explain the economic and environmental impact that quarrying may have on the area of the map extract

The question asks specifically about quarrying; make sure your answer evolves around this land use.

You are asked to explain; make sure that you back up and give reasons for each point you make.

Look at the wording of the question. You should structure your answer in two parts: *economic* and *environmental*.

The question asks for map evidence. Back up each point you make with evidence from the map where possible.

Economic

The nearby town of Ingleton (695732) would benefit economically from the quarry. Quarry workers might buy goods from the town services on a day-to-day basis, eg lunch, therefore boosting the local economy.

Some tourist features such as snow fells (705743) are located close to an existing quarry and also a disused quarry. The new quarry would ruin the scenery and peaceful atmosphere of the snow fells, resulting in tourists avoiding the area and spending less money.

The quarry can provide jobs to people in towns and cities nearby.

Environmental

- Quarrying causes various types of pollution:
- Noise pollution – blasting from the quarry
 - Air pollution – dust from the rocks
 - Visual pollution

These forms of pollution ruin the peace and quiet and tranquil atmosphere associated with the national park.

The B6255 would be used as a transport link for lorries moving the limestone in and out of the area. This would lead to an increase in traffic due to the slow speed at which they would be driving.

Dust and waste from the quarry might be washed into the River Doe, making it unsuitable for animals to drink from.

The blasting from the quarry can result in limestone features such as stalactites and stalagmites becoming unstable.

Disused quarries (703742) and (702736) scar the landscape and destroy the beautiful scenery.

Question 2 (c)

Study the Reference Diagram above

For an area which you have studied within an Economically Less Developed Country (ELDC), describe the advantages and disadvantages of the Green Revolution.

It is important to read this type of question carefully. You should answer it in two parts. Part one, the advantages; part two, the disadvantages. You must also refer to your LEDC case study, which you studied as part of the rural topic. If you do not mention it you cannot achieve full marks for this question. Be specific: refer to the area you have studied rather than only mentioning the country, eg the Ganges delta in India.

Use the diagrams given to you in the question.

In this case the pictures can help jog your memory and give you ideas about how to answer the question.

Make sure you describe the advantages and disadvantages – you do not need to explain them. This question is worth four marks.

Advantages

It produces higher yields, which could lead to a surplus allowing farmers to export produce. This helped to solve the food shortage in India during the 1960s.

It increases profits for farmers, and thus their standard of living. Indian farmers expanded their farms to maximise profits along the floodplain of the River Ganges.

People would have a more varied diet, as higher yields allow some smaller fields to be used for different crops, eg vegetables.

Yields are more reliable as some varieties are disease-resistant.

Fast-growing yields allow extra crops to be grown two or three times each year. This was made possible by irrigation canals using the River Ganges water supply. This created more jobs for Indian people as more labour was required.

India was a success story and became a model for other countries.

Disadvantages

Relies on expensive irrigation and fertiliser.

Some farmers take out loans, going further into debt.

Only rich farmers who can invest in these changes will benefit.

Increased use of fertiliser can cause harm to wildlife.

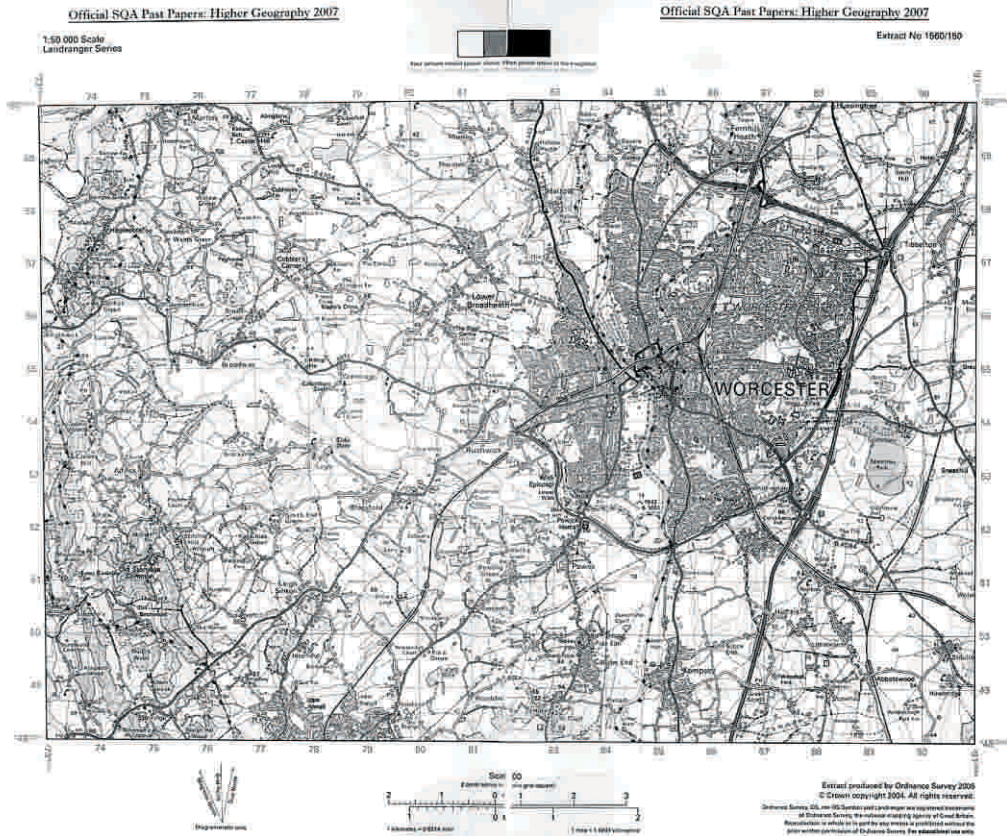
Some high-yield varieties don't taste as nice.

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2007 Paper 1, Physical & Human Environments

Question 8: Urban

Study OS Map extract number 1560/150 (above): Worcester (separate item), and Reference Map Q8

(a) Describe the urban environment of Area A.

Points to note

This was for four marks, but the mark allocation has since doubled and would now be out of eight. This is a map-based question, so you must ensure you use the map. Demonstrate this to the marker by quoting grid references or place names where relevant.

Description

The environment shown on the map is the central business district (CBD). The area is recognisable from its gridiron street pattern and tightly packed buildings. It is also the historical centre, with several churches, a cathedral and museums. There is little open space and there are dual carriageways running through it, eg the A449. This is a main route centre and bridging point, so traffic levels are likely to be high. Given the lack of open space, congestion is likely to be a common feature, which would increase noise and air pollution levels.

Explanation

The CBD is located here as it would have been an ideal site for early settlers, given the bridging point at 847548. The land to the east of the river is slightly raised, reducing the risk of flooding. The high concentration of churches in the area also

suggests the area may have been of early religious importance.

(b) For either Area B or Area C, explain the advantages of the residential environment.

This question was for three marks, but again should be doubled to six.

The advantages of residential environment B are as follows. It is on the edge of town, so there will be less traffic, so less noise and air pollution. The street pattern is cul-de-sac, which will be safer for children as it helps cut through traffic and slows traffic down. The houses are likely to be modern and larger (semi & semi-detached) than those found closest to the CBD; they are also likely to have front and back gardens, so will attract families. There is more open space, for example 872564, which can be used for recreational purposes, as well as a golf course to the southwest. There is a motorway intersection (M5) to the northeast of the area, which connects with other roads, eg the A4538, allowing quicker transport routes to other parts of the town, eg the CBD via the A4440. This will attract commuters.

Question taken from 2000, Paper 2, Question 1: Rural Land Resources, part (c)

(c) Various means are now used to control agricultural production. For either set-aside or quotas, (i) Describe the main aims of the scheme, and (ii) Comment on its effectiveness.

This question was worth five marks. The mark allocation for Higher has since doubled, and so the question is now out of 10.

When you answer this question you must refer

to only one of the schemes. You will not gain extra credit for discussing both.

Also, ensure you answer both parts of the question for full marks, ie the aims and effectiveness of your chosen scheme.

Set-aside: Aims

Introduced in 1988, its main aim was to reduce cereal surpluses in Europe caused by the guaranteed price policy.

Under the voluntary set-aside scheme, farmers can claim payments for taking part of their arable land out of production, up to 30% (this is reviewed annually).

The land cannot be used for industrial or residential purposes, and must have a cover crop to prevent leaching.

Farmers may use the land to grow non-food crops, eg willow coppice and elephant grass, which are fuel crops.

Set-aside: Effectiveness

It has helped to reduce grain surpluses.

Reducing surplus helps maximise the price of cereal crops on the market.

Set-aside acts directly and quickly to reduce surpluses.

It can help encourage diversification, eg growing non-food crops.

It can help protect the countryside and provide habitats for wildlife. The Royal Society for the Protection of Birds believes set-aside has increased some bird populations, eg the skylark.

However, some farmers, after setting aside part of their land, may intensify production on their remaining land so that there is no actual reduction in yield.

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