

**Revision Checklist for IGCSE  
Geography 0460**  
A guide for Students



UNIVERSITY *of* CAMBRIDGE  
International Examinations

# Revision Checklist for IGCSE Geography 0460

## A Guide for Students

### How to use this guide

The guide describes what you need to know about your IGCSE Geography examination.

It will help you to plan your revision programme for the examination and will explain what the examiners are looking for in the answers you write. It can also be used to help you to revise by using the tick boxes in Section 3, 'What you need to know' to check what you know and which topic areas of Geography you have covered.

The guide contains the following sections:

#### **Section 1: How will you be tested?**

This section will give you information about the different examination Papers that are available.

#### **Section 2: What will you be tested on?**

This section describes the areas of knowledge, understanding and skills that the Examiners will test you on.

#### **Section 3: What you need to know**

This shows the syllabus content in a simple way so that you can check:

- which topics you need to know
- details about each topic in the syllabus
- how much of the syllabus you have covered

### Appendices

This section covers other things you need to know such as:

- the importance of the command words that Examiners use in the examination Papers
- important geographical words

Not all the information will be relevant to you. You will have to select what you need to cover in Sections (1) and (3) by finding out from your teacher whether you are doing Coursework or the alternative Paper to coursework.

## Section 1: How will you be tested?

### 1.1 About the examinations you will take

You will take **three** Papers: **two** theory Papers, i.e. Paper 1 and Paper 2, and **one** practical Paper, either Paper 3 (coursework) or Paper 4 (alternative to coursework).

Your teacher will be able to tell you whether you are doing coursework (Paper 3) or taking Paper 4.

If you are doing coursework, you will complete two assignments and just take Paper 1 and Paper 2 in the examination. However, if you are **not** doing coursework, you will take three Papers in the examination, i.e. Paper 1, Paper 2 and Paper 4.

### 1.2 About the theory Papers

The table below gives you information about the theory Papers

<b><i>Paper number</i></b>	<b><i>How long and how many marks?</i></b>	<b><i>What's in the paper?</i></b>	<b><i>What's the % of the total marks?</i></b>
Paper 1	1hr 45 minutes (75 marks)	You must answer three questions from six. There are two questions on each theme.	45%
Paper 2	1hr 30 minutes (60 marks)	The questions test your skills in drawing and understanding geographical information including maps. You must answer all the questions.	27.5%

Here is some more detail about each of the theory Papers:

#### ***(i) Paper 1***

You have to answer three of the six questions available, so take your time to choose your questions carefully at the start of the examination. Each question will be based on one or more resources, which may be a photograph, a map, a sketch map, diagrams, graphs, written information or tables of data. You will be asked to analyse and use the resource/s to show your understanding of geographical ideas. It will not matter that the examples/places used in the questions are not familiar to you, but it is important that you know and understand geographical ideas so that you can apply them to any situation. To gain the highest marks you will often need to illustrate your answer by referring to a relevant case study you have learnt.

#### ***(ii) Paper 2***

This Paper tests your geographical skills. You must answer all the questions, including a compulsory map work question. You will need to use the map extract to answer specific questions about the area shown on the map. The compulsory question may include the use of grid references (4 and 6 figure) and direction, distances, understanding contour lines, and interpreting physical and human features of the area. The other questions will require you to complete and use a variety of different graphs, diagrams, photographs, tables of data, etc. You will also be asked to interpret the information. You will be marked on the accuracy of your answers, so you need to make sure you go to the exam well equipped with a pencil, rubber, ruler, set square and protractor. For the 2006 exam onwards, this paper will be in a booklet with spaces to write your answers.

### 1.3 About the practical Papers

The remaining Papers for IGCSE Geography test your understanding and skills in a more practical way. They cover your knowledge of all three themes and test the skills you need to investigate geographical ideas. Your teacher will be able to tell you whether you will be entering for coursework, Paper 3 (two assignments written in your own time) or the alternative to coursework, Paper 4, which tests the same skills and knowledge as Paper 3 in a timed written examination.

<b><i>Paper number</i></b>	<b><i>How long and how many marks?</i></b>	<b><i>What's involved?</i></b>	<b><i>What's the % of the total marks</i></b>
Paper 3	No fixed time (60 marks)	You will complete <b>two</b> coursework assignments of 1200 – 1500 words each. Your teacher will design each investigation. You will carry out the investigation and collect data as a class, BUT you must then write up the investigation on your own.	27.5% (you do <b>either</b> Paper 3 <b>or</b> Paper 4)
Paper 4	1 hr 30 minutes (60 marks)	You will answer two questions, each based on a theoretical investigation, which test how you would carry out coursework. The questions will cover data collection methods, presenting data, analysing patterns in data and writing a conclusion.	27.5% (you do <b>either</b> Paper 3 <b>or</b> Paper 4)

Here is some more detail about the practical Papers:

#### ***(i) Paper 3 (coursework)***

You will carry out two assignments during your Geography course, which will be assessed by your teacher. Your teacher will give you marks in five different skill areas. Each skill area is marked out of 12 marks. The teacher will look for certain indicators to assess your work.

#### ***Skill 1: Knowledge with Understanding***

You will be assessed on how well you understand the geographical ideas of the investigation. You need to describe the aims of the investigation and try to explain them using geographical terms. Your teacher may suggest that you devise a hypothesis, which you then try to investigate.

#### ***Skill 2: Observation and data collection***

You will be marked according to how well you carried out your data collection during the investigation, e.g. whether you followed your teacher's instructions carefully and with thought. To gain the highest marks, you must also show some ideas of your own about data collection and observation, which go beyond those your teacher told you about.

#### ***Skill 3: Organisation and Presentation of the results***

Your teacher will suggest the best way to organise your assignment, but you will also be marked on how you choose to organise and present your data, e.g. put it into graphs or display it on maps. The more varied and complicated the presentation techniques that you

use, the higher the marks that you can be given. However, you should remember that the methods must be appropriate, e.g. a bar graph is a better technique than a line graph to show the results of a traffic survey.

#### ***Skill 4: Analysis***

You need to write down what your data means. The highest marks are given for both describing the patterns that you find in the data and explaining the reasons for the patterns. For example, you might write, 'the highest traffic was found at Site X because this was the centre of the town'. If you were then to explain why the centre of the town attracted more traffic, you would be applying your geographical understanding and would be able to gain marks in the top level.

#### ***Skill 5: Conclusions and Evaluation***

In the final section you will be assessed on how well you are able to conclude the investigation. Did you prove your hypothesis? What data or evidence did you find to support your concluding decisions? You will also be marked on how you criticise and evaluate your data collection methods. You can gain marks if you outline the problems you encountered whilst collecting the data and suggest better ways of collecting the information for a future investigation.

#### ***(ii) Paper 4 (alternative to coursework Paper)***

In this written paper you will be given the outline of two theoretical investigations. Each investigation will be based on a different theme. Data collection methods which will be used in the investigations are questionnaires, observation, measuring and recording data.

You may be asked to:

- formulate aims or hypotheses
- outline how data may be collected during an investigation
- plot data or complete graphs of data
- describe the patterns in the statistics or graphs provided
- explain the meaning of the graphs using your geographical understanding
- write a conclusion to a theoretical investigation
- evaluate the data collection methods used in the investigation

This Paper will be in a booklet with spaces to write your answers.

## Section 2: What will you be tested on?

The Examiners take account of the following skill areas in your examination Papers:

- (1) your knowledge (what you remember) and understanding (how you use what you know and apply it to unfamiliar situations)
- (2) how you analyse information e.g. data, graphs, diagrams, photographs
- (3) how you make judgements and decisions, including conclusions, based on information
- (4) your ability to investigate geographical ideas and issues

These skills are called assessment objectives. They are explained in the table below. Your teacher will be able to give you more information about how each of these is tested in the examination Papers.

<b>Assessment objective</b>	<b>What the objective means</b>	<b>What you need to be able to do</b>
A: Knowledge with understanding	Remembering facts and applying these facts to new situations	(i) Show an understanding of <ul style="list-style-type: none"> <li>• processes which produce certain environments and landscapes.</li> <li>• the patterns and links between physical, economic, social, political and cultural parts of these environments and landscapes.</li> </ul> (ii) Describe and explain the links between people's activities and environments. (iii) Understand the scale and timeframe of systems and the spatial patterns studied. (iv) Understand the changes in different places, landscapes and spatial patterns.
B: Analysis	How you select information and apply geographical understanding to explain the information	(i) Organise and present geographical data in the form of numbers, diagrams, images and graphs. (ii) Use the geographical data to recognise patterns and explain them using geographical ideas.
C: Judgement and decision making	Being able to make judgements based on information and recognise possible decisions	(i) Use your geographical training to reason and make judgements which <ul style="list-style-type: none"> <li>• show a concern for the landscape and environments</li> <li>• appreciate the earth</li> <li>• appreciate the attitudes, values and beliefs of others</li> <li>• be aware of both opportunities and constraints of locations</li> <li>• have a willingness to be challenged about your views.</li> </ul> (ii) Recognise the role of decision makers and how their choices are affected by values, perceptions, influences and constraints
D: Investigation	How well you undertake practical investigations	(i) Collect data from a variety of different sources (ii) Present information in a graphs or diagrams (iii) Analyse and interpret data

### **Section 3: What you need to know**

The table describes the things you may be tested on in the examination. It is arranged in three Themes with several topic areas within each Theme. Each topic is divided up into sections, which contain the detail that you need to know.

#### **How to use the table**

You can use the table throughout your course to check the topic areas you have covered. You can also use it as a revision aid. When you think you have a good knowledge of a topic, you can tick the appropriate box in the checklist column.

Test yourself as follows:

- cover up the details with a piece of paper
- try to remember the details
- when you have remembered the details correctly, put a tick in the appropriate box

If you use a pencil to tick the boxes, you can retest yourself whenever you want by simply rubbing out the ticks. If you are using the table as a checklist of which topics you have covered, you can put a tick in the topic column next to the appropriate bullet point.

The column headed Comments can be used:

- to add further information about the details for each bullet point
- to add learning aids e.g. CASH (for corrosion, attrition, solution, hydraulic action)
- to highlight areas of difficulty/ things which you need to ask your teacher about

<b>Theme 1. Population and Settlement</b>				
<b>1.1 Population dynamics</b>	<b>Topic outline</b>	<b>You should be able to:</b>	<b>Checklist</b>	<b>Comments or named case study examples</b>
	<i>Population increase</i>	Describe and suggest reasons for the rapid increase in the world's population in recent times (known as 'the population explosion')	<input type="checkbox"/>	
	<i>Factors influencing population increase</i>	Define the main components influencing the population growth: <ul style="list-style-type: none"> <li>• Birth Rate</li> <li>• Death rate</li> <li>• Migration</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	<i>How and why is population growth linked to resources?</i>	Describe the relationship between population growth and resources. Explain why problems may result in some areas such as over-population and under-population.	<input type="checkbox"/> <input type="checkbox"/>	
	<i>Why do populations grow at different rates?</i>	Identify and suggest reasons for contrasting patterns of population growth in different world areas as influenced by differences in birth rate, death rate and migration. You should illustrate these factors by making reference to selected examples. Social, economic and other factors to be considered are, for example: <ul style="list-style-type: none"> <li>• Government policies and their impact upon birth rates</li> <li>• Differences in health care</li> <li>• Social and other factors influencing death rates</li> <li>• The impact of HIV/AIDS</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

## Theme 1. Population and Settlement

	<i>What are the problems and benefits of different patterns of population growth?</i>	Describe the consequences (benefits and problems) of different patterns of population growth.  You should give consideration to variations in the size and nature of dependent populations and standards of living.	<input type="checkbox"/> <input type="checkbox"/>	
	<i>Population structure</i>	Identify and suggest reasons for different types of population structure (age-sex pyramids).  You should be able to describe population pyramids and relate them to the different stages of the Demographic Transition Model.	<input type="checkbox"/> <input type="checkbox"/>	
	<i>What influences population density and distribution?</i>	Identify the major influences on: <ul style="list-style-type: none"> <li>• population density</li> <li>• population distribution</li> </ul> You should make reference to physical, economic and human factors.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	<i>How and why do people move?</i>	Describe and suggest reasons for population movements. You should make reference to: <ul style="list-style-type: none"> <li>• internal movements such as rural-urban migration</li> <li>• international movements, both voluntary and involuntary</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	

<b>Theme 1. Population and Settlement</b>				
<b>1.2 Types of Settlement</b>	<b>Topic outline</b>	<b>You should be able to:</b>	<b>Checklist</b>	<b>Comments or named case study examples</b>
	<i>Describe and explain the factors influencing the size, development and function of urban and rural settlements and their spheres of influence.</i>	Describe the patterns of rural settlements - dispersed, linear and nucleated.	<input type="checkbox"/>	
		Explain how physical factors (relief, soil, water supply) and other factors such as accessibility, agricultural land use, influence the sites and patterns of rural settlements.	<input type="checkbox"/>	
Describe and explain the factors, which may influence the size, growth and functions of rural and urban settlements.		<input type="checkbox"/>		
Describe and suggest reasons for the hierarchy of settlements and services.		<input type="checkbox"/>		
	<i>Describe and give reasons for the characteristics of land use zones of urban areas in LEDCs and MEDCs.</i>	Describe and explain the land use zones of towns and cities to include:		
		• Central Business District (CBD)	<input type="checkbox"/>	
		• residential areas	<input type="checkbox"/>	
		• industrial areas	<input type="checkbox"/>	
		• the provision of open spaces	<input type="checkbox"/>	
		• transport routes	<input type="checkbox"/>	
Differences in the patterns of urban structures in cities of LEDCs and MEDCs should be identified.	<input type="checkbox"/>			

Theme 1. Population and Settlement				
	<i>Describe the problems of urban areas in MEDCs and LEDCs, their causes and possible solutions.</i>	<p>Describe problems associated with the growth of urban areas such as:</p> <ul style="list-style-type: none"> <li>• congestion in the CBD</li> <li>• housing shortages</li> <li>• traffic congestion</li> <li>• squatter settlements</li> </ul> <p>You should make reference to selected examples to illustrate suggested solutions to overcome these problems.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	<i>Describe the impact on the environment resulting from urbanisation and possible solutions to reduce this impact.</i>	<p>Describe the effects of urbanisation on the environment:</p> <ul style="list-style-type: none"> <li>• pollution (air, water, visual and noise)</li> <li>• the results of urban sprawl on surrounding areas</li> <li>• the growth of out-of-town urban activities - shopping areas, sports facilities, etc.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

<b>Theme 2. The Natural Environment</b>				
<b>2.1 Structure, landforms and landscape processes</b>	<b>Topic outline</b>	<b>You should be able to:</b>	<b>Checklist</b>	<b>Comments or named case study examples</b>
<b>Structure</b>	<i>Where are earthquakes, volcanoes and fold mountains located?</i>	Describe the general distribution of fold mountains, volcanoes and earthquakes and explain how this distribution is related to movements at plate boundaries.	<input type="checkbox"/>	
	<i>Describe the causes and effects of earthquakes and volcanic eruptions</i>	Show a basic understanding of plate tectonics, describing the global pattern of plates, their structure, and be aware of plate movements and their effects: <ul style="list-style-type: none"> <li>• plates moving away from each other (sea floor spreading)</li> <li>• plates moving towards each other (subduction)</li> <li>• plates sliding past each other</li> </ul>	<input type="checkbox"/>   <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	
<b>Weathering</b>	<i>Describe weathering processes and explain the landforms associated with these processes.</i>	Recognise that weathering involves the breakdown of rock <i>in situ</i> , and as such should be distinguished from erosion.  Describe what is meant by different types of weathering: <ul style="list-style-type: none"> <li>• physical/mechanical (freeze-thaw action, exfoliation)</li> <li>• chemical (carbonation, oxidation)</li> <li>• biological</li> </ul>	<input type="checkbox"/>   <input type="checkbox"/>  <input type="checkbox"/>	





## Theme 2. The Natural Environment

		<p>The action of wind in shaping coastal sand dunes should also be understood.</p> <p>Describe and explain the landforms associated with these processes. You should study the following coastal landforms</p> <ul style="list-style-type: none"><li>• cliffs and wave-cut platforms</li><li>• caves, arches, stacks</li><li>• bay and headland coastlines</li><li>• beaches, spits and bars</li><li>• coastal sand dunes and marsh</li></ul> <p>Describe the conditions required for the development of coral reefs.</p> <p>Describe</p> <ul style="list-style-type: none"><li>• fringing and barrier reefs</li><li>• atolls</li></ul>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>	
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<b>Theme 2. The Natural Environment</b>				
<b>2.2 Weather, Climate and Natural Vegetation</b>	<b>Topic outline</b>	<b>You should be able to:</b>	<b>Checklist</b>	<b>Comments or named case study examples</b>
<b>Weather</b>	<i>Describe the methods of collecting and measuring meteorological data.</i>	<p>Draw, describe and explain the use and siting of the following instruments at a weather station:</p> <ul style="list-style-type: none"> <li>• rain-gauge</li> <li>• maximum-minimum thermometer</li> <li>• wet and dry bulb thermometer (hygrometer)</li> <li>• barometer</li> <li>• anemometer and wind vane</li> </ul> <p>Make calculations using information from these instruments.</p> <p>Use and interpret graphs and other diagrams showing weather data.</p> <p>Describe and explain the characteristics, siting and use made of a Stevenson screen.</p> <p>Describe the main types of cloud and be able to estimate the extent of cloud cover.</p>	<p><input type="checkbox"/></p>	

## Theme 2. The Natural Environment

<p><b>Climate</b></p>	<p><i>Describe and explain the characteristics of the climate and natural vegetation.</i></p>	<p>Describe and explain the main characteristics of the climate in:</p> <p>(i) tropical rain (evergreen) forests (ii) tropical deserts</p> <p>by:</p> <ul style="list-style-type: none"> <li>• temperature - mean temperature of the hottest month, mean temperature of the coolest month, therefore the annual range;</li> <li>• rainfall - the amount and seasonal distribution</li> <li>• other climate features - wind, cloud, humidity etc.</li> </ul>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
		<p>You should note factors influencing these characteristics, such as latitude, pressure systems and the winds to which they give rise, distance from the sea, altitude and ocean currents.</p> <p>You should be familiar with climatic graphs showing the main characteristics of temperature and rainfall of the climates in the regions listed.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p><b>Ecosystems</b></p>	<p><i>Describe and explain the relationship between the climate and natural vegetation</i></p>	<p>Describe the two type of ecosystems (i.e. tropical rain (evergreen) forest and tropical desert) in terms of:</p> <ul style="list-style-type: none"> <li>• distribution</li> <li>• characteristics</li> </ul> <p>Explain the relationship of each type of natural vegetation to to features of the climates outlined above.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	

## Theme 2. The Natural Environment

2.3 Inter-relationships between the natural environment and human activities	Topic outline	You should be able to:	Checklist	Comments or named case study examples
	<p><i>Demonstrate the interaction between the natural environment and human activities, with reference to natural hazards, landscape processes, climate and the named types of natural vegetation</i></p>	<p>Demonstrate an understanding that the natural environment presents:</p> <ul style="list-style-type: none"> <li>• hazards</li> <li>• offers opportunities for human activities.</li> </ul> <p>You could make reference, for example, to the hazards posed by volcanic eruptions, earthquakes, tropical storms, flooding and drought.</p> <p>You could use contemporary examples to illustrate such hazards and opportunities. This would also give you valuable case study information.</p> <p>You could refer to the opportunities and problems posed for people when you are studying the natural environment, for example the advantages and difficulties offered by river flood plains and deltas.</p> <p>You should consider the impact of human activities on the two ecosystems (i.e. tropical rain (evergreen) forest and tropical desert).</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	

### Theme 3. Economic Development and the Use of Resources

3.1 Agricultural systems	Topic outline	You should be able to:	Checklist	Comments or named case study examples
	<p><i>Describe and identify the influence of inputs (natural and human) on the processes and outputs of agricultural systems.</i></p>	<p>Describe in general terms the main features of an agricultural system: inputs, processes and outputs.</p> <p>Describe the influence of natural and human inputs on the processes and outputs of the agricultural systems listed in the Syllabus:</p> <ul style="list-style-type: none"> <li>(i) a large-scale system of commercial farming</li> <li>(ii) small-scale subsistence farming</li> </ul> <p>Your studies should include:</p> <ul style="list-style-type: none"> <li>• natural inputs (relief, climate and soil)</li> <li>• human inputs (economic, social and sometimes political).</li> </ul> <p>You should study their combined influences on the:</p> <ul style="list-style-type: none"> <li>• scale of production</li> <li>• methods of organisation</li> <li>• products of each system</li> </ul> <p>In each case you should make reference to a detailed case study of a large-scale system of commercial farming, such as:</p> <ul style="list-style-type: none"> <li>• plantation agriculture</li> <li>• extensive commercial cereal farming</li> <li>• extensive livestock production</li> </ul>	<p><input type="checkbox"/></p>	

<b>Theme 3. Economic Development and the Use of Resources</b>				
		<p>And also a detailed case study of a small scale system of subsistence farming, such as:</p> <ul style="list-style-type: none"><li>• intensive subsistence rice cultivation</li><li>• shifting cultivation</li></ul> <p>You may select illustrations other than those listed above.</p>	<input type="checkbox"/>	





### Theme 3. Economic Development and the Use of Resources

	<p><i>Describe and identify the influence of inputs on the processes and outputs of industrial systems</i></p>	<p>Demonstrate an understanding of an industrial system:</p> <ul style="list-style-type: none"> <li>• inputs</li> <li>• processes</li> <li>• outputs (products and waste)</li> </ul> <p>Specific illustrations should be studied of</p> <ul style="list-style-type: none"> <li>• high technology industries</li> <li>• one other processing/manufacturing industry</li> </ul>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
	<p><i>Describe and explain the factors influencing the distribution and location of high technology and one other manufacturing /processing industry</i></p>	<p>Describe the factors to be considered when seeking the location and siting of:</p> <ul style="list-style-type: none"> <li>• high technology industries</li> <li>• the other processing/manufacturing industry selected</li> </ul> <p>You should study distribution on a global/ national scale.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	



### Theme 3. Economic Development and the Use of Resources

		Disadvantages might include		
		<ul style="list-style-type: none"><li>• seasonal unemployment</li></ul>	<input type="checkbox"/>	
		<ul style="list-style-type: none"><li>• under-use of facilities at certain times of the year</li></ul>	<input type="checkbox"/>	
		<ul style="list-style-type: none"><li>• increased congestion</li></ul>	<input type="checkbox"/>	
		<ul style="list-style-type: none"><li>• pollution</li></ul>	<input type="checkbox"/>	
		<ul style="list-style-type: none"><li>• a shortage of services e.g. water supplies</li></ul>	<input type="checkbox"/>	
		<ul style="list-style-type: none"><li>• social/cultural problems</li></ul>	<input type="checkbox"/>	
		<ul style="list-style-type: none"><li>• damage to the physical landscape etc.</li></ul>	<input type="checkbox"/>	



### Theme 3. Economic Development and the Use of Resources

	<p><i>Describe the factors influencing the development and siting of power stations</i></p>	<p>Describe the factors influencing the siting of different types of electrical power stations with reference to those listed in the Syllabus</p> <ul style="list-style-type: none"> <li>• thermal</li> <li>• hydro-electric power</li> <li>• nuclear</li> </ul>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
	<p><i>Describe the uses, provision and competition for water resources and the impact of water shortages</i></p>	<p>Describe the uses made of water by demand from:</p> <ul style="list-style-type: none"> <li>• agriculture</li> <li>• domestic</li> <li>• industry</li> </ul> <p>You should also recognise that in certain areas there are water shortages which impact upon</p> <ul style="list-style-type: none"> <li>• the local people and</li> <li>• the potential for development.</li> </ul> <p>This leads to competition for the use of the available water resources and requires careful management.</p> <p>You should select appropriate case studies to illustrate the points above.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	



**Theme 3. Economic Development and the Use of Resources**

	<i>What areas are at risk from development?</i>	Identify areas at risk from these threats to the environment.	<input type="checkbox"/>	
	<i>How can the environment be maintained, conserved or improved?</i>	Describe attempts made to maintain, conserve or improve the quality of the environment.	<input type="checkbox"/>	

## Appendices

### Command words and phrases used in Geography examination Papers

Examiners use command words to help you to understand what they are looking for in your answers. This table explains what each of these words or phrases means and will help you to understand the kind of answer you should write. The list of command words is in alphabetical order. You should remember that the meaning of a term may vary slightly depending on how the question is worded.

<b>Annotate</b>	You have to add labels of notes or short comments to a diagram, map or photograph. More than one word is needed.
<b>Calculate</b>	You need to give a numerical answer. You should show your working, especially where two or more steps are involved.
<b>Compare</b>	You have to identify similarities and differences. Usually you need to look carefully at two or more sets of data, places, features or geographical ideas, then explain how they are similar and how they are different.
<b>Complete</b>	You need to add the remaining details. <i>e.g. finish a graph using the data or finish a statement, which has been started for you.</i>
<b>Define</b>	You need to state the meaning of something. <i>e.g. Longshore drift is the movement of material along the coast.</i>
<b>Describe</b>	You need to state the main points about something, (to say what it is like). <i>e.g. describe the movement of a pebble along a beach.</i>  You may also be asked to describe: <ul style="list-style-type: none"> <li>• observations <i>e.g. describe what is shown on the photograph</i></li> <li>• patterns <i>e.g. describe the change shown by the rainfall data</i></li> <li>• processes <i>e.g. describe how a waterfall is formed</i></li> </ul> Describe is often used with other command words. <i>e.g. Name and describe [name the feature and write the factual details of].</i> <i>e.g. Describe and explain [set out the factual details and give reasons for].</i>
<b>Draw</b>	You should produce a simple line drawing. The most important points should be shown and usually you should label them. <i>e.g. Draw and label a diagram to show a nucleated settlement.</i>
<b>Explain or Account for</b>	(i) You have to give reasons for your answer. OR (ii) refer to a particular geographical theory <i>e.g. explain why rainfall is higher in areas of high altitude</i>
<b>Factor</b>	You need to state what characteristics bring about a certain result <i>e.g. What factors influence the formation of rain?</i>
<b>Identify</b>	You have to recognise a specific feature or features shown, for example, on a graph, photograph, map or text, <i>e.g. identify the spit.</i>
<b>Illustrating your answer</b>	(i) You should use specific examples or case studies to support your comments. OR (ii) You need to produce a labelled diagram to show the important points.
<b>Insert or Label</b>	You should add specific names or details to show a feature or features.

<b>List</b>	Write down a number of separate points. Where the number of points is stated, you should not write more than this number <i>e.g. list <b>two</b> advantages of random sampling.</i>
<b>Locate</b>	You have to find a place, usually on a map or graph.
<b>Measure</b>	(i) You need to find a quantity using the measuring instrument given <i>e.g. the maximum temperature from the max/min thermometer</i> OR (ii) calculate the distance on a map using the scale
<b>Name</b>	You have to state or identify or give examples which illustrate a specific feature.
<b>Outline</b>	Give the main points briefly. <i>e.g. outline the impact of an deforestation on the local people.</i>
<b>Pattern</b>	A particular arrangement or distribution <i>e.g. settlements.</i> You may be asked to suggest a pattern or identify a pattern (or trend).
<b>Refer to/With reference to</b>	You should use some of the ideas from the resources provided in the question, or examples from your case study information.
<b>State</b>	You should give a short answer without going into any detail. <i>e.g. state the type of migration when people move between countries.</i>
<b>Study</b>	You should look carefully at the information provided to answer the question. The examiner is often telling you where to find the answer.
<b>Suggest</b>	(i) You should give your opinion based on the information given in the question. <i>e.g. suggest where a split may develop.</i> (ii) You should apply your geographical knowledge or reasoning skills to a question. <i>e.g. suggest why the shop was located in this area.</i>
<b>Use or Using the information provided</b>	You should base your answer on the information provided.
<b>Why</b>	You should state or give detailed reasons. This word is often used instead of explain.