



# Form 6 Geography Revision Summer Exams



## **What you will be tested on in the exam:**

- **Location Knowledge** – There will be two maps to answer questions about. This will include labelling places on the map. The maps are **The UK** and **Europe**.
- **Ordnance Survey (OS) Map Skills** – You will be given an OS map and will be asked questions about direction, distance, symbols and grid references using the map.
- The **key words and definitions** of some of the key things we have studied.
- **Tourism** - You will need be asked questions about the **benefits and problems** that tourism causes **local people** and the **environment**.
- **Environmental Issues** – You will be asked how humans can both damage and look after **sensitive environments** e.g. National Parks.

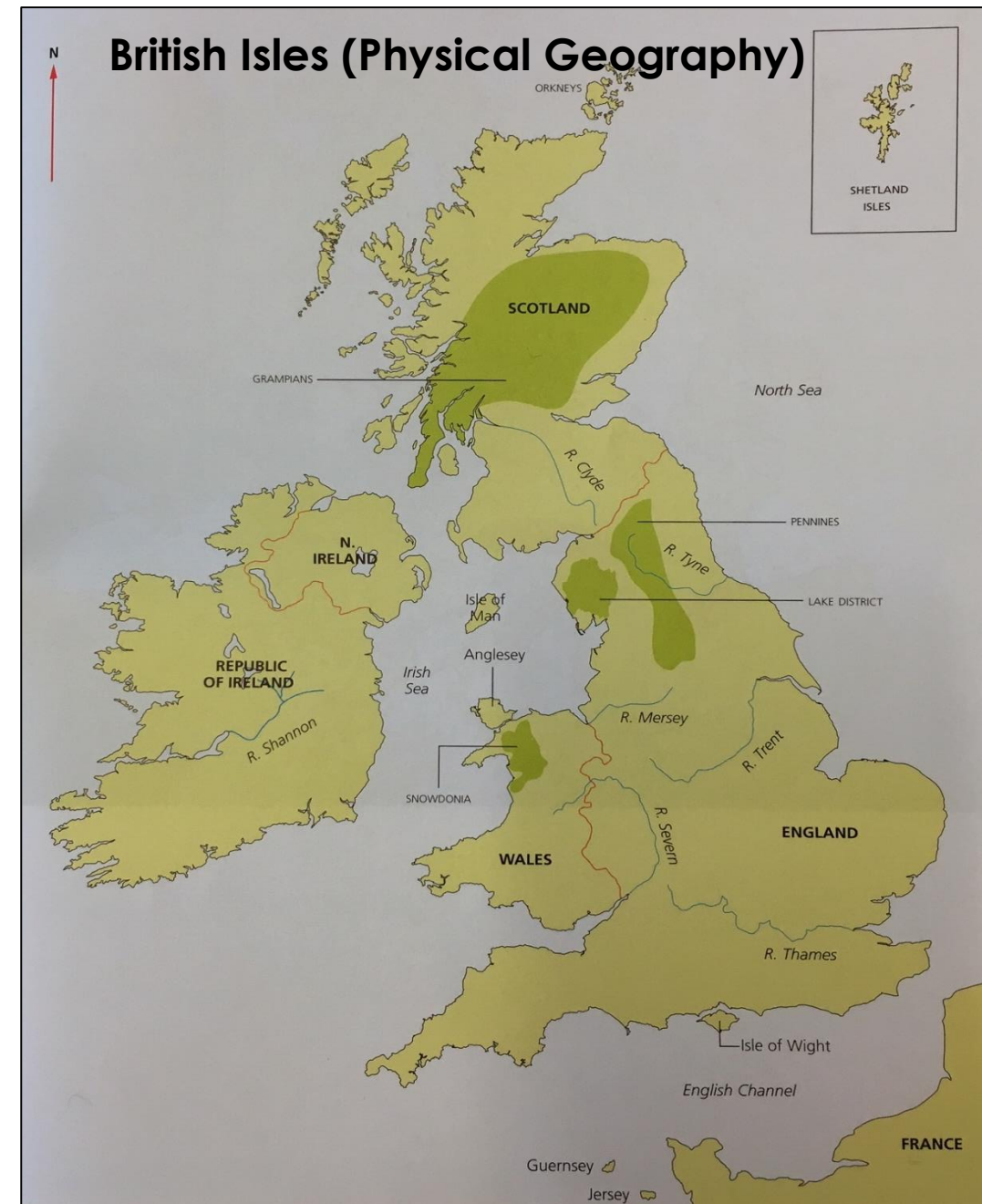
## Key words and definitions

- Development** – a process of change to improve people's lives.
- MEDC** – More Economically Developed Country.
- LEDC** – Less Economically Developed Country.
- NEE** – Newly Emerging Economy.
- Birth Rate** – The number of babies born per year (per thousand).
- Death Rate** -The number of people who die per year (per thousand).
- Life Expectancy** – The average age a person is expected to live for.
- Aid** – help such as food, medical care etc, given to poor countries from rich countries.
- Fairtrade** – where the producer of the goods gets a fair share of the profits.

We have completed all these geography topics in class. **Everything you need to know is included here.** You may use other sources of information but there is no requirement to. **Good luck, try your best and don't worry!!!**

# Location Knowledge

There will be two maps in the exam which you will have to label and answer questions on. Below are the places you will be expected to locate by the end of Form 6.





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## Europe (Human Geography)



## Europe (Physical Geography)



# Ordnance Survey (OS) Map Skills

Students should know and understand:

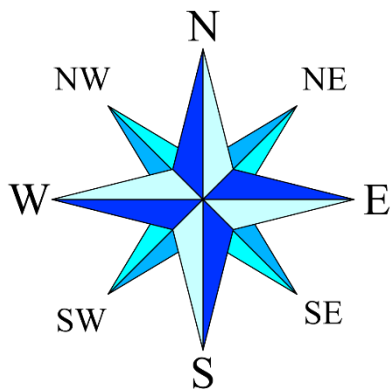
- 4-figure and 6-figure grid references
- eastings, northings
- spot heights and contours
- direction
- orientation (8 points of the compass)
- distance
- area

Students should be able to:

- follow routes
- identify relief and landscape features (slope steepness, plateau, flood plain, valley, headland, bay and features included in the glossary: see Appendix II)
- annotate simple sketch sections
- use maps in decision-making
- understand site, situation and shape of settlements

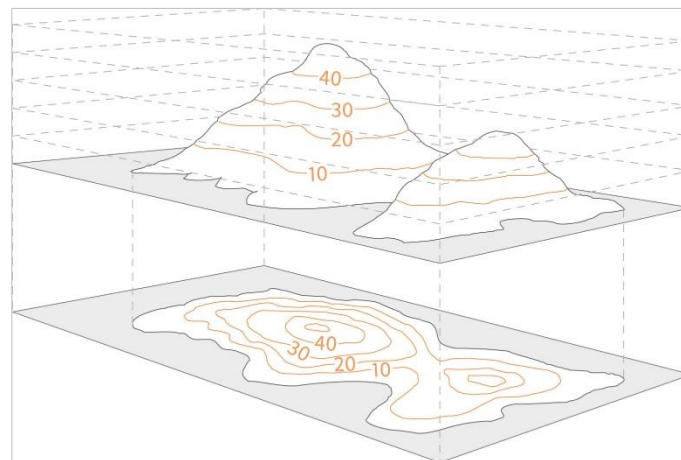
## Direction

The exam will ask you to state the direction that one feature lies **from** another. The easiest mistake to make is to travel the wrong way between the two places. For example: *What direction is the church **from** the town hall?*



## Spot Heights and Contours

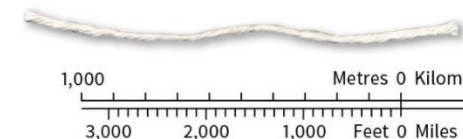
Hills, slopes and mountains are represented on a map using contour lines. These are lines that join places of equal height. By studying the contour lines you can work out lots about the surrounding terrain including gradients of hills, valleys and steepness of climbs.



## Measuring Distance

You can measure **straight line distances** on a map with a ruler.

To measure **actual distances** from one place to another you can use a piece of string or a strip of paper.



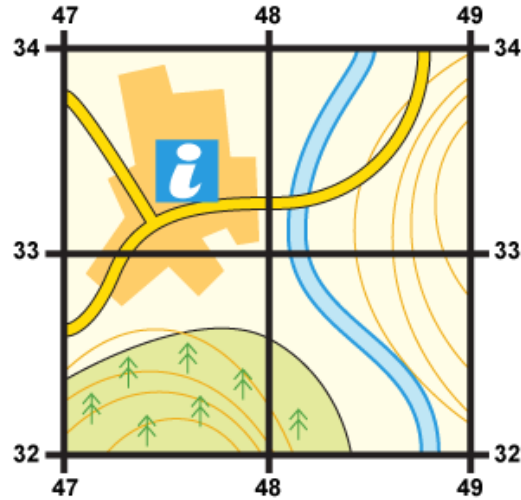


# 4 and 6 figure grid references

A grid of squares helps the map-reader to locate a place. The horizontal lines are called **northings**. They are numbered - the numbers increase to the east. The vertical lines are called **eastings** as the numbers increase in an northerly direction.

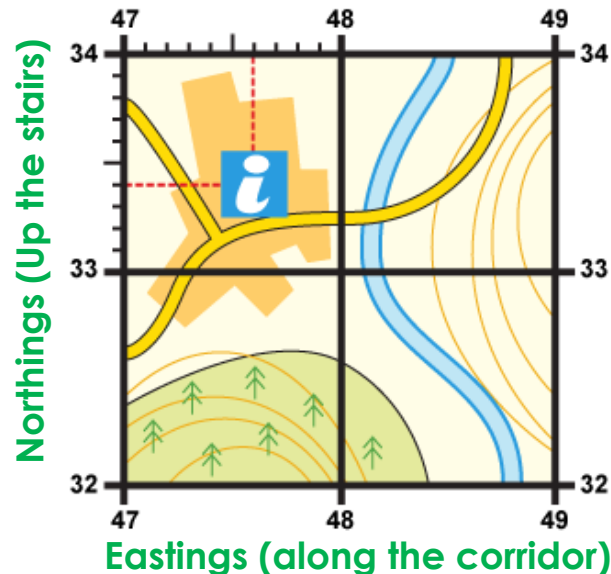
When you give a grid reference, always give the easting first: "**Along the corridor and up the stairs**".

**Four-figure grid references** can be used to pinpoint a location to within a square. To find the number of the square:



1. Start at the left-hand side of the map and go east until you get to the bottom-left-hand corner of the square you want. **Write this number down.**
2. Move north until you get to the bottom-left corner of the square you want. Look at the number of this grid line and add it to the two-digit number you already have. **This is your four-figure grid reference.** In this case, the tourist information office is in grid square **4733**

**Six-figure grid references** Sometimes it is necessary to be even more accurate. In this case you can imagine that **each grid is divided into 100 tiny squares**. The distance between one grid line and the next is divided into tenths.



1. First, find the **four-figure grid reference** but leave a space after the first two digits. **47\_33\_**
2. Estimate or measure how many tenths across the grid square your symbol lies. Write this number after the first two digits. **476**
3. Next, estimate how many tenths up the grid square your symbol lies. Write this number after the last two digits. **334**
4. You now have a **six figure grid reference**. In this instance, the tourist information office is located at **476334**.

# The Effects of Tourism

Tourists often go to places on holiday because they are nice to look at. Tourist can bring many **benefits** to an area. However, they often cause **problems** and can even damage places and spoil them for the future.

## Tourists bring **benefits** for the local people

1. More people are needed to **work in shops** so there are lots of **jobs available**.
2. More people are needed **provide services** that the tourists enjoy.
3. Shopkeepers can **sell things more easily** to tourists and **change higher prices**.
4. The **local council** have more **money** which they can **spend on improving the area** for locals too.

## Tourists cause **problems** for the local people

1. Local people have to **pay more in the shops** because they are charged **tourist prices**.
2. They have to **pay more for houses** because the area has become popular to live in and people have **second homes**.
3. There is **more traffic** on the roads which makes it difficult to move around and **difficult to park**.

## Tourists can cause **problems** for the environment

1. They **drop litter** e.g. packaging from food, cans and bottles.
2. The **fumes** from the traffic **pollute the air**.
3. They **frighten the wildlife** by **tramping** up and down around the animals' habitat.
4. As they walk, climb or cycle, they cause **erosion** (wearing away the ground).





# National Parks

Some places are very popular with visitors. They attract such large numbers of visitors that they have become known as **honeypot sites**.

**National parks** are areas of great natural beauty that give the opportunity for recreation. Some parts of national parks contain many honeypot sites. They need to be looked after to prevent the large numbers of visitors destroying the attraction. National parks were introduced in the UK in 1949. They have two key aims:

- to preserve the countryside
- to promote the public's enjoyment of the area



There are many **conflicts** within national parks. A **conflict is a disagreement over how something should be used**. For example:

- Too many visitors in an area can destroy the environment that they have come to see.
- Much of the land within the national parks is **privately owned** - and the owners may not like people roaming across their land.
- People may buy second homes within national parks because they like the environment offered. This pushes up **house prices** for locals.
- **Footpath erosion** is common in many national parks and steps have to be taken to repair paths and prevent ugly scars appearing.

## Managing tourism in the Lake District

Education schemes are one approach that the **National Park Authority (NPA)** is using to manage tourism in the Lake District:

- The NPA promotes schemes to persuade people not to use their cars. The **Car Free CareFree** scheme is an example of this. This is like a park and ride.
- The **Countryside Code** is aimed at educating visitors on how they should act responsibly in the National Park.
- A **10mph speed limit** has been imposed on Lake Windermere. This reduces the noise pollution from motor boats.

