**AQA Geography**

**Paper 3: Geographical Applications and Skills**



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| **Paper 3: Geographical Applications** |
| **Geographical Skills** |
| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** | **revised** |
| **Cartographic Skills**  |
| Atlas Maps: |   |   |   |  |
| ·       I can use and understand coordinates – latitude and longitude |  |  |  |  |
| ·       I can recognise and describe distributions and patterns of both human and physical features |  |  |  |  |
| ·       I can use maps to identify and describe significant features of the physical and human landscape e.g. population distribution, population movements, transport networks, settlement layout, relief and drainage. |  |  |  |  |
| ·       I can analyse the inter-relationships between physical and human factors on maps and establish associations between observed patterns on thematic maps. |  |  |  |  |
| **Ordnance Survey Maps**: |
| ·       I can use and interpret OS maps at a range of scales (and other maps appropriate to the topic) |  |  |  |  |
| ·       I can use and understand coordinates – four and six-figure grid references. |  |  |  |  |
| ·       I can use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales. |  |  |  |  |
| ·       I can use and understand gradient, contour and spot height. |  |  |  |  |
| ·       I can use numerical and statistical information. |  |  |  |  |
| ·       I can identify basic landscape features and describe their characteristics from map evidence. |  |  |  |  |
| ·       I can identify major relief features on maps and relate cross-sectional drawings to relief features. |  |  |  |  |
| ·       I can draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use. |  |  |  |  |
| ·       I can interpret cross sections and transects of physical and human landscapes. |  |  |  |  |
| ·       I can describe the physical features as they are shown on large scale maps of coastal and fluvial landscapes. |  |  |  |  |
| ·       I can infer human activity from map evidence, including tourism. |  |  |  |  |
| **Maps in associate with photographs**: |   |   |   |  |
| ·       I can compare maps |  |  |  |  |
| ·       **sketch maps**: I can draw, label, understand and interpret them. |  |  |  |  |
| ·       **Photographs**: I can use and interpret ground, aerial and satellite photographs. |  |  |  |  |
| ·       I can describe human and physical landscapes (landforms, natural vegetation, land-use and settlement.) |  |  |  |  |
| ·       I can draw sketches from photographs. |  |  |  |  |
| ·       I can label and annotate diagrams, maps, graphs, sketches and photographs.  |  |  |  |  |
| Graphical skills |
| ·       I can select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids. |   |   |   |  |
| ·       I can suggest an appropriate form of graphical representation for the data provided. |  |  |  |  |
| ·       I can complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines. |  |  |  |  |
| ·       I can use and understand gradient, contour and value on isoline maps. |  |  |  |  |
| ·       I can plot information on graphs when axes and scales are provided. |  |  |  |  |
| ·       I can interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. |  |  |  |  |
| Numerical skills |
| ·       I can demonstrate an understanding of number, area and scales and the quantitative relationships between units. |   |   |   |  |
| ·       I can design fieldwork data collection sheets and collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability. |  |  |  |  |
| ·       I understand and correctly use proportion and ratio, magnitude and frequency. |  |  |  |  |
| ·       I can draw informed conclusions from numerical data. |  |  |  |  |
| Statistical skills |
| ·       I can use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class.) |   |   |   |  |
| ·       I can calculate percentage increase or decrease and understand the use of percentiles. |  |  |  |  |
| ·       I can describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends. |  |  |  |  |
| ·       I can be able to identify weaknesses in selective statistical presentation of data. |  |  |  |  |
| Use of qualitative and quantitative data |
| ·       I can use qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. |   |   |   |  |
| ·       Data types: Maps, fieldwork data, geospatial data (GIS), satellite imagery, written and digital sources, visual and graphical sources, numerical and statistical information |  |  |  |  |
| Formulate enquiry and argument  |
| I demonstrate the ability to: |   |   |   |  |
| ·       Identify questions and sequences of enquiry |  |  |  |  |
| ·       Write descriptively, analytically and critically |  |  |  |  |
| ·       Communicate their ideas effectively |  |  |  |  |
| ·       Develop an extended written argument |  |  |  |  |
| ·       Draw well-evidenced and informed conclusions about geographical questions and issues |  |  |  |  |
| Literacy |
| ·       I can communicate information in ways suitable for a range of target audiences. |   |   |   |  |
| ·       I have good literacy skills [SPaG]. |  |  |  |  |
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| **Fieldwork** |  |  |  |  |
| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** | **revised** |
| Suitable Enquiry Question |   |   |   |  |
| I know the factors that need to be considered when selecting suitable questions. |   |   |   |  |
| I understand the geographical theory/concept underpinning the enquiry |   |   |   |  |
| I know the different sources of primary and secondary evidence including locations |   |   |   |  |
| I know my physical fieldwork enquiry question |  |  |  |  |
| I know my human fieldwork enquiry question |  |  |  |  |
| I know the potential risks of both human and physical fieldwork and how reduced |   |   |   |  |
| Selecting, measuring and recording appropriate data |   |   |   |  |
| I can explain the difference between primary and secondary data |   |   |   |  |
| I can identify and select appropriate human and physical data |   |   |   |  |
| I can explain the measuring and recording of data using different sampling methods |   |   |   |  |
| Select appropriate ways of processing and presenting fieldwork data |   |   |   |  |
| I appreciate that there are a range of visual graphic and cartographic methods |   |   |   |  |
| I can select and use accurately appropriate presentation methods |   |   |   |  |
| I can describe, explain and adapt presentation methods |   |   |   |  |
| I can explain the causes of a tropical storm. |   |   |   |  |
| Describing, analysing and explaining fieldwork data |   |   |   |  |
| I can describe, analyse and explain the results of fieldwork data. |   |   |   |  |
| I can establish links between data sets. |   |   |   |  |
| I can use appropriate statistical techniques |   |   |   |  |
| I can identify anomalies in fieldwork data |   |   |   |  |
| Reaching conclusions |   |   |   |  |
| I can draw evidenced conclusions in relation to original aims of the enquiry |   |   |   |  |
| Evaluation of geographical enquiry |   |   |   |  |
| I can identify the problems of data collection methods |   |   |   |  |
| I can identify the limitations of data collected |   |   |   |  |
| I can suggest other data that might be useful |   |   |   |  |
| I can explain the extent to which conclusions were reliable |   |   |   |  |