



Geography

GCSE 2012

**Geography A
J382**

**Incorporating Data Skills
into Geography A**

GCSE GEOGRAPHY A – J382

Web link to data source	Link to GCSE Specification	Suggested Teaching and learning activities
<p>Australian Government Bureau of Meteorology at http://www.bom.gov.au/climate/averages/tables/cw_091119.shtml and http://www.bom.gov.au/climate/averages/tables/cw_015590.shtml</p>	<p>Page 8 1.1 Page 9 3.1 and 3.2 Page 11.1.1 Page 25 Climate graphs</p>	<p>“What is in a climate graph” lesson element http://www.ocr.org.uk/qualifications/gcse-geography-a-j382-from-2012/ Describe the temperature and rainfall in the Australian Desert. Stretch and challenge: Compare the hot desert climate with a mountain environment. What are the similarities and differences? Use data in your response.</p>
<p>http://www.geography.learnonthenet.co.uk/topics/earthquakesintro.html and http://maps.environment-agency.gov.uk</p>	<p>Page 14 1.1, 3.3 Page 16 3.1 Page 21 4.2, 4.3, 4.4 Page 25 “Use databases...” “Use the internet...” “Interpret tables of data”</p>	<p>Extract factual information about the magnitude and impact of the Haiti and Japanese Earthquakes. Search for specific development indicators (such as GDP per capita) which can be used to complete a table summarising levels of development in Haiti and Japan. Are there any links between level of development and impact of earthquakes for these two events? Why might this be?</p>
<p>http://www.worldatlas.com/citypops.htm</p>	<p>Page 20 3.1</p>	<p>Use the list of the world’s largest cities (see web link) to identify 5-10 mega cities. Plot these on a world map. Stretch and challenge: Use proportional symbols to differentiate between the sizes of the points on your map.</p>
<p>http://os-connect.com/pop/p1n.asp</p>	<p>2.4.2 d</p>	<p>Use the Life Expectancy table to draw located bar graphs showing variations in life expectancy on a map (males, females, for different countries) Switch to the “Population Growth by Country” tables to identify countries with fast growing populations and countries where populations are declining. Click on individual countries to see changes through time and some key statistics. Ask students to suggest reasons for the population changes identified in that country.</p>

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<p>Table adapted from http://data.un.org/DocumentData.aspx?id=324 showing Human Development Indicators for selected countries.</p>	<p>Page 21 4.2, 4.3, 4.4 Page 25 scatter graphs, including best-fit lines, interpreting tables, calculating average and ranges.</p>	<p>Use the HDI (Human Development Index) data;</p> <ul style="list-style-type: none"> select 3 - 5 countries from each category (very high, high, medium and low) for each country select 2 indicators to compare, for example life expectancy and gross national income scatter graphs for different elements can be compared and discussed <p>Stretch and challenge: Students can work directly from the website, download data into excel, choose selected indicators and countries and draw scatter graphs using chart wizard.</p>
<p>http://www.pewresearch.org/fact-tank/2014/02/03/10-projections-for-the-global-population-in-2050/ This website has a variety of graphs representing aspects of future population growth, including countries likely to decrease in population, global population change by continent, by age, dependent and non-dependent population change for selected countries.</p>	<p>Page 23 – use as an introduction to chosen population issue</p>	<p>Work in groups to look at one of the graphs and prepare a short presentation on the population change shown and how this might create both opportunities and challenges in the future.</p> <p>“Population Change” lesson element http://www.ocr.org.uk/qualifications/gcse-geography-a-j382-from-2012/</p>
<p>http://www.ons.gov.uk/ons/interactive/uk-population-pyramid--dvc1/index.html An animation of the UK’s population pyramid between 1975 and 2085 http://populationpyramid.net/ provides population pyramids for different countries</p>	<p>Page 20 3.2 Page 25 population pyramids</p>	<p>Compare population data over time for the UK. What key events in the UK’s history have shaped the population structure? Pick three different years between 1951 and 2011 and write a newspaper headline to summarise the key changes for each point in time.</p> <p>Stretch and challenge: What might a population pyramid for 2050 look like in the UK? Sketch out an outline and explain why.</p>
<p>http://www.just-style.com/store/samples/2010_IBISWorld%20Global%20Style%20Sample%20Industry%20Report.pdf Pages 9 and 10 have information which highlights the main producers of Nike products. Page 14 has text from which data on the main importers of trainers can be taken.</p>	<p>Page 17 4.1 Page 25 Proportional symbols</p>	<p>Extracted information from the pie charts and text to create proportional symbols (bars or circle) on world base maps. Used to discuss patterns of production and consumption.</p>



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