

Strategies to support your long term memory

Revision tips

Learn what you don't know

- ▶ Use check lists to work out what you need to focus on.

Paper 2: Superpower relations and the Cold War, 1941 - 91

Key topic 1: the Origins of the Cold War, 1941 - 58

Topics	Red	Amber	Green	Revised?
<p>Early tension between East and West</p> <ul style="list-style-type: none"> Tehran, Yalta and Potsdam conferences. Differences between Communism and Capitalism and the attitudes of Stalin, Churchill and Truman. The development of the atomic bomb, the Long and Navikov telegrams and Stalin's takeover of Eastern Europe. 				
<p>The development of the Cold War</p> <ul style="list-style-type: none"> The Truman Doctrine and Marshall Plan (and how this impacted of USA-USSR relations) The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949) The Berlin Blockades and Berlin Airlift. 				
<p>The Cold War intensifies</p> <ul style="list-style-type: none"> The arms race and Warsaw Pact. The Hungarian uprising in 1956 (events leading up to it, Khrushchev's response and the international reaction to the Soviet invasion) 				
<p>Key topic 2: Cold War crises, 1958 - 70</p> <p>Construction of the Berlin Wall</p> <ul style="list-style-type: none"> The refugee problem in Berlin, the Berlin ultimatum and summit meetings (1959 -61) The construction of the Berlin Wall in 1961. Impact of construction of wall on USA- USSR relations inc. Kennedy's visit in 1963 				
<p>Cuban Missile Crisis</p> <ul style="list-style-type: none"> The Cuban Revolution and the Bay of Pigs. The Cuban Missile Crisis in 1962. The consequences of the Cuban Missile Crisis: the 'hotline', the limited test ban treaty (1963), outer space treaty (1967) and Nuclear Non-Proliferation Treaty (1968) 				
<p>Prague Spring (Czechoslovakia uprising)</p> <ul style="list-style-type: none"> Opposition in Czechoslovakia to Soviet Control: the Prague Spring (1968) The Brezhnev Doctrine and re-establishment of Soviet Control on Czechoslovakia. International reaction to Soviet measures: the 'hotline', the SALT 1, Helsinki, and SALT 2. 				
<p>Key topic 3: the end of the Cold War, 1970 - 1991</p> <p>Attempts to reduce tension between East and West</p> <ul style="list-style-type: none"> Détente in the 1970s, SALT 1, Helsinki, and SALT 2. The significance of Reagan and Gorbachev's changing attitudes. Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987. 				
<p>Flashpoints</p> <ul style="list-style-type: none"> the Soviet invasion of Afghanistan 				

1. Christianity - 1.1 Beliefs and Teachings (J625/01) Learning within the Topic	Revision Resources Complete
1.1.1 The Nature of God	
1.1.2 Concept of God as a Trinity of Persons	
1.1.3 - 1.1.5 Biblical Accounts of Creation	
- Role of Father, Spirit, Word	
- The Fall	
- Literal and Metaphorical	
1.1.6 Problem of Evil and suffering and a loving God	
- Natural and Moral	
- Problem of Existence of Evil	
1.1.7 - 1.1.10 Jesus Christ	
- Titles for Jesus	
- Importance of Jesus' teaching	
- Agape	
1.1.11 Incarnation, Crucifixion, Resurrection and Ascension	
1.1.12 Concept of Salvation	
1.1.13 Eschatological beliefs and teachings	

The Living World - Ecosystems and Tropical Rainforests GCSE

Unit outline + revision guide

	Do not understand	Understand but need to learn	Know and understand
I know what an ecosystem is.			
I can use a small scale example from the UK to illustrate how an ecosystem works.			
I understand how changing one component can have an impact on the whole ecosystem.			
I know the contribution and characteristics of the			
ecological characteristics of a tropical			
interdependence of climate, water, and animals adapt to the			
changing rates of deforestation.			
commercial farming			
best to illustrate:			
and the			
rainforest			
ints			



Key words

► Quizlet

The screenshot shows the Quizlet website interface for science resources. At the top, there is a navigation bar with the Quizlet logo, 'Home', 'Subjects', and a 'Create' button. Below this, a banner reads 'NEW! Find GCSE resources for every subject. View resources.' The main heading is 'Science flashcards, diagrams and study guides', followed by a descriptive paragraph: 'Explore popular Science study sets on Quizlet. Study Science topics like Biology, Chemistry and Physics. Learn what you need to get good re... Memorise important Science terms, definitions, formulas and concepts. Prepare for Science homework and exams with free online flashcards, tests.'

Below the text, there is a section titled 'ALL SCIENCE' with a list of subjects: Biology, Chemistry, Computer Science, Earth Science, Engineering, Medicine, Physics, and Space Science. To the right, under 'Browse by category', there are buttons for 'Biology', 'Chemistry', 'Physics', and 'Computer Science'. Below that, 'Popular Biology sets' are displayed, including 'Cell structure: Cell biology: Biology: G...' (16 terms) by 'Biology2-Creator-TD TEACHER' and 'Chapter 15: The Urinary System Multiple Choice Rev...' (51 terms) by 'tansygreen PLUS'. A 'View all' link is also present.



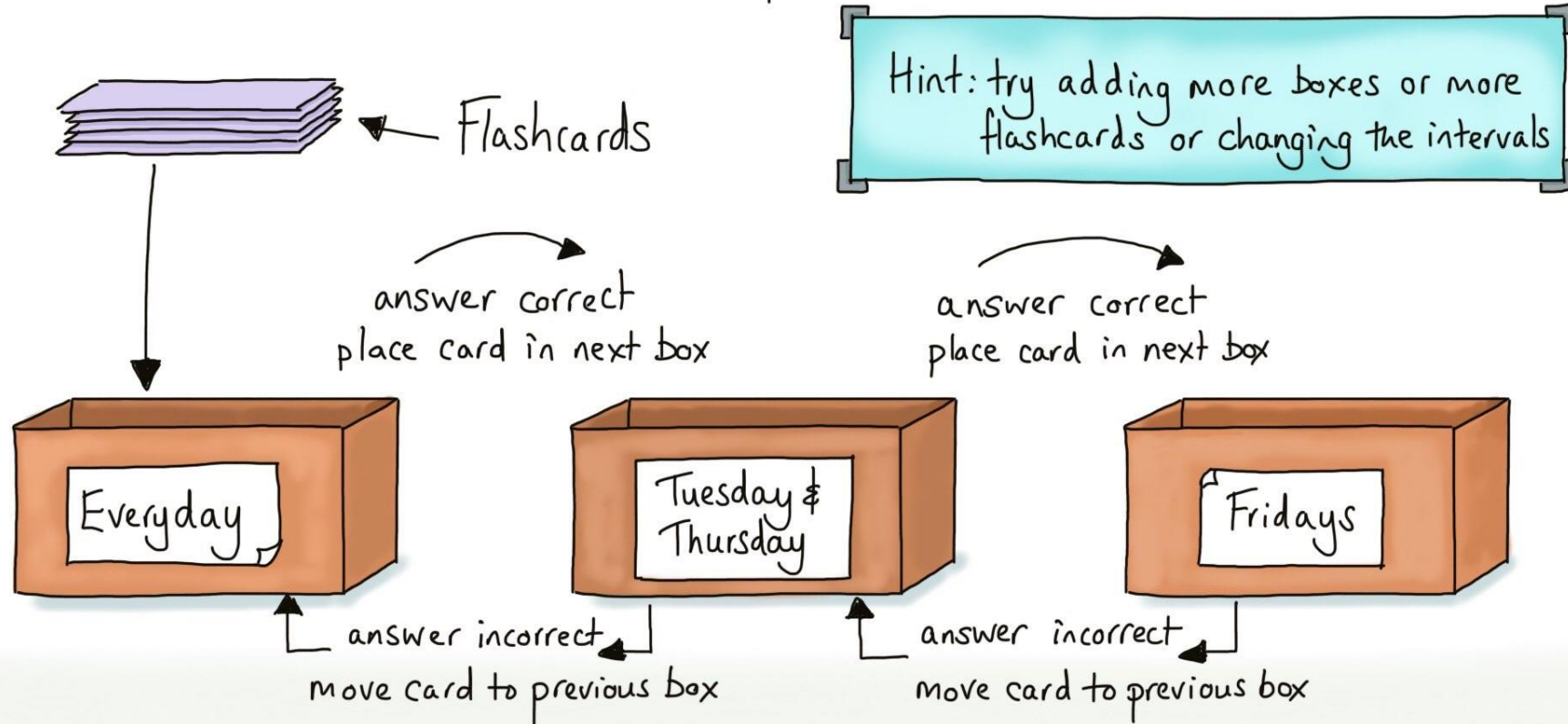
Revision Cards

- ▶ 1. Flashcards are for testing not summarising
- ▶ 2. One idea, one flashcard
- ▶ 3. Boost your memory by combining pictures and words
- ▶ 4. Use spaced repetition to memorise your flashcards
- ▶ 5. Don't just use flashcards



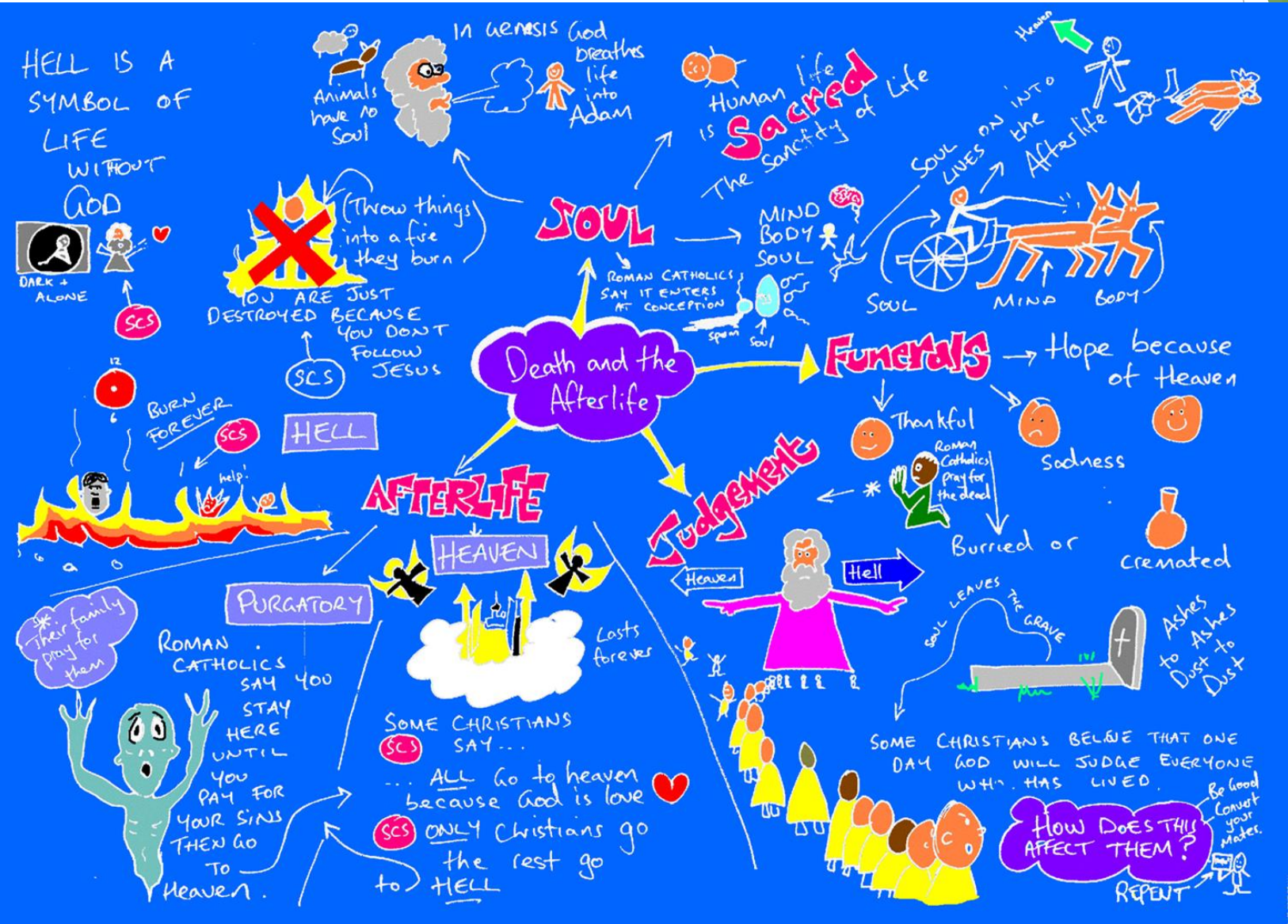
LEITNER Flash card method

@ImpactWales

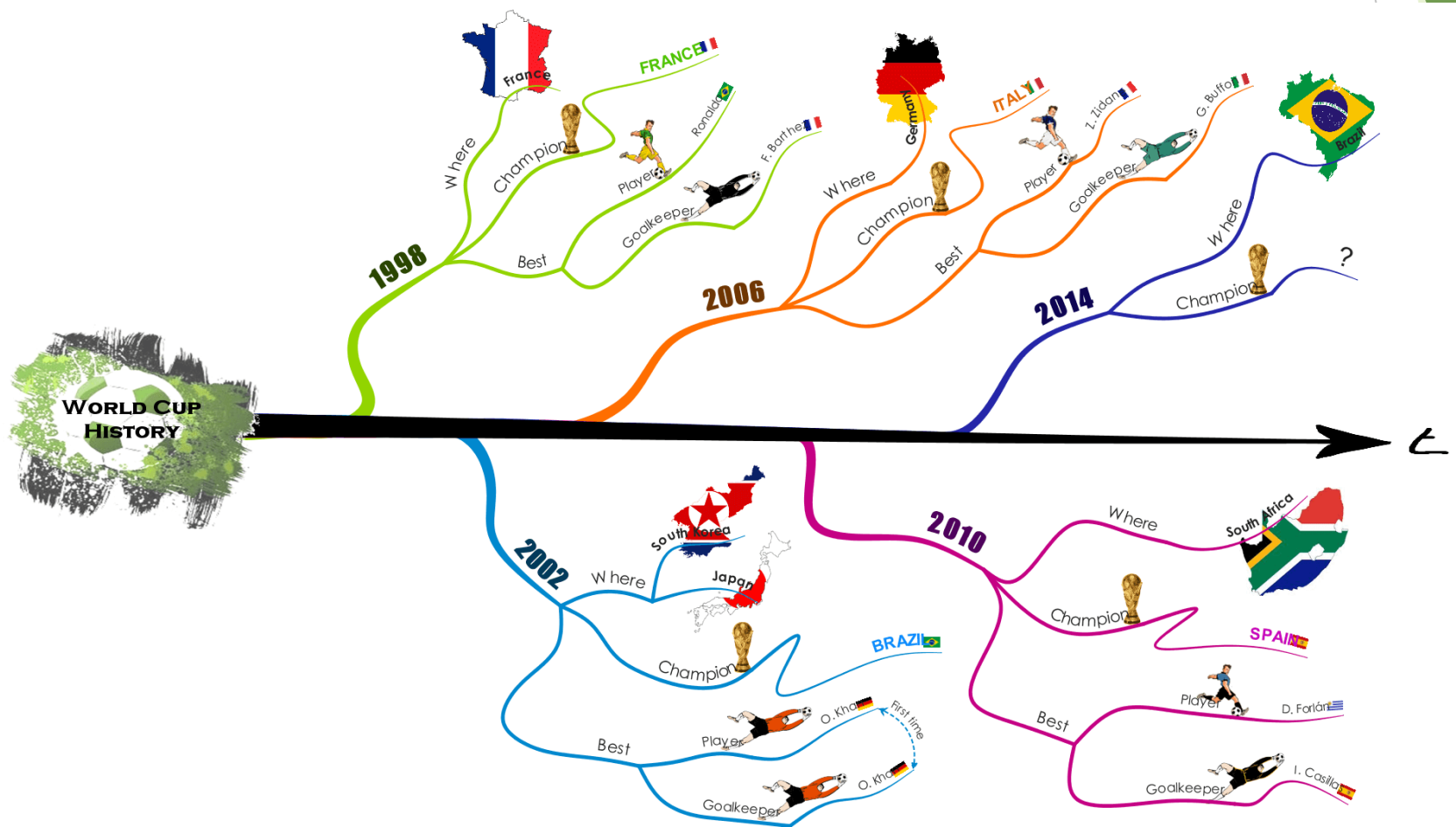


An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

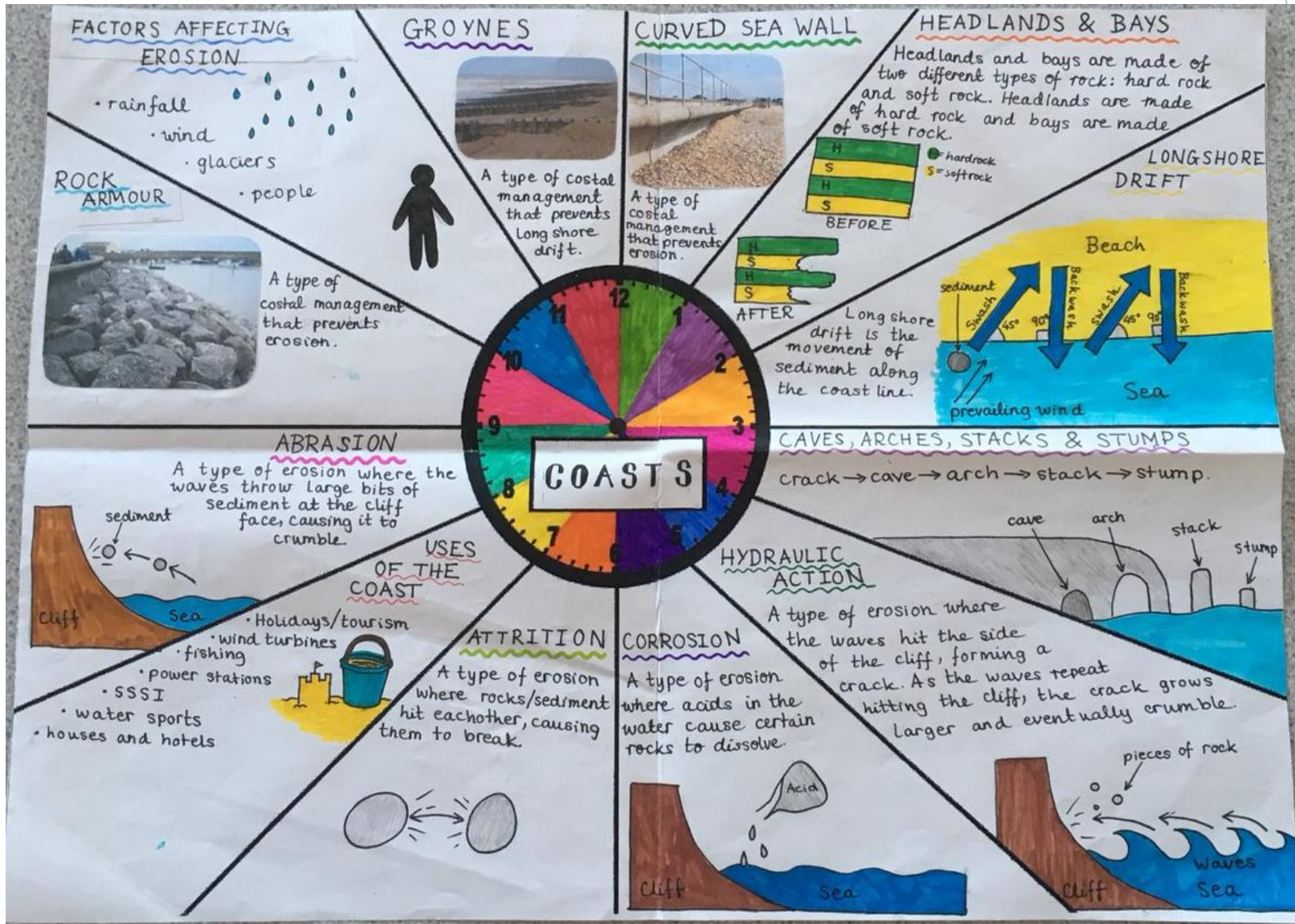
Memory maps



Mind Maps



Revision Clocks



Knowledge Organiser

Resource Challenges

Resources are things that humans require for life or to make our lives easier. Humans are becoming increasingly dependent on exploiting these resources, and as a result they are in high demand.

Significance of Water

Resources such as food, energy and water are what is needed for basic human development.

FOOD	WATER	ENERGY
Without enough nutritious food, people can become malnourished . This can make them ill. This can prevent people working or receiving education.	People need a supply of clean and safe water for drinking, cooking and washing. Water is also needed for food, clothes and other products.	A good supply of energy is needed for a basic standard of living. People need light and heat for cooking or to stay warm. It is also needed for industry.

Demand outstripping supply

The demand for resources like food, water and energy is rising so quickly that supply cannot always keep up. Importantly, access to these resources vary dramatically in different locations

1. Population Growth	2. Economic Development
<ul style="list-style-type: none"> Currently the global population is 7.3 billion. Global population has risen exponentially this century. Global population is expected to reach 9 billion by 2050. With more people, the demand for food, water, energy, jobs and space will increase. 	<ul style="list-style-type: none"> As LICs and NEEs develop further, they require more energy for industry. LICs and NEEs want similar lifestyles to HICs, therefore they will need to consume more resources. Development means more water is required for food production as diets improve.

Resource Reliance Graph

Consumption – The act of using up resources or purchasing goods and produce.
Carry Capacity – A maximum number of species that can be supported.

Resource consumption exceeds Earth's ability to provide!

3. Changing Technology and Employment

- The demand for resources has driven the **need for new technology** to reach or gain more resources.
- More people in the **secondary and tertiary industry** has increased the **demand for resources** required for electronics and robotics.

Food in the UK

Growing Demand

- The UK imports about 40% of its food. This increases people's **carbon footprint**.
- There is growing demand for greater choice of **exotic foods** needed all year round.
- Foods from abroad are more affordable.
- Many food types are unsuitable to be grown in the UK.

Impact of Demand

Foods can travel long distances (**food miles**). Importing food adds to our carbon footprint.

- + Supports workers with an income
- + Supports families in LICs.
- + Taxes from farmers' incomes contribute to local services.
- Less land for locals to grow their own food.
- Farmers exposed to chemicals.

Agribusiness

Farming is being treated like a **large industrial business**. This is **increasing food production**.

- + Intensive farming maximises the amount of food produced.
- + Using machinery which increases the farms efficiency.
- Only employs a small number of workers.
- Chemicals used on farms damages the habitats and wildlife.

Sustainable Foods

Organic foods that have little impact on the environment and are healthier have been rising. Local food sourcing is also rising in popularity.

- Reduces emissions by only eating food from the UK.
- Buying locally sourced food supports local shops and farms.
- A third of people grow their own food.

Water in the UK

Growing Demand

The average water used per household has risen by 70%. This growing demand is predicted to increase by 5% by 2020.

This is due to:

- A growing UK population.
- Water-intensive appliances.
- Showers and baths taken.
- Industrial and leisure use.
- Watering greenhouses.

Deficit and Surplus

The north and west have a **water surplus** (more water than is required). The south and east have a **water deficit** (more water needed than is actually available). More than half of England is experiencing **water stress** (where demand exceeds supply).

Pollution and Quality

Cause and effects include:

- Chemical run-off from farmland can destroy habitats and kills animals.
- Oil from boats and ships poisons wildlife.
- Untreated waste from industries creates unsafe drinking water.
- Sewage containing bacteria spreads infectious diseases.

Water stress in the UK

Map legend: Average rainfall (mm) 2000 figures. Light blue: Normal range; Medium blue: Above average; Dark blue: Substantially above average; Very dark blue: Very wet.

Unit 2c

The Challenge of Resource Management

AQA

Energy in the UK

Growing Demand

The UK consumes **less energy** than compared to the 1970s despite a smaller population. This is due to the **decline of industry**.

Energy Mix

The majority of UK's energy mix comes from **fossil fuels**. By 2020, the UK aims for 15% of its energy to come from **renewable sources**. These renewable sources do not contribute to **climate change**.

Changes in Energy Mix

- 75% of the UK's oil and gas has been used up.
- Coal consumption has declined.
- UK has become too dependent on imported energy.

2009	2020
Oil (Yellow)	Oil (Yellow)
Gas (Red)	Gas (Red)
Coal (Blue)	Coal (Blue)
Nuclear (Green)	Nuclear (Green)
Renewable (Purple)	Renewable (Purple)
Other (Light Blue)	Other (Light Blue)

Management

UK has **strict laws** that limits the amount of discharge from factories and farms. **Education campaigns** to inform what can be disposed of safely. **Waste water treatment plants** remove dangerous elements to then be used for safe drinking. Pollution traps catch and filter pollutants.

Water Transfer

Water transfer involves moving water through pipes from areas of surplus (Wales) to areas of deficit (London). **Opposition includes:**

- Effects on **land and wildlife**.
- High **maintenance costs**.
- The **amount of energy** required to move water over long distances.

Energy in the UK (continued)

Significance of Renewables	Exploitation
<ul style="list-style-type: none"> + The UK government is investing more into low carbon alternatives. + UK government aims to meet targets for reducing emissions. + Renewable sources include wind, solar and tidal energy. - Although infinite, renewables are still expensive to install. - Shale gas deposits may be exploited in the near future 	<p>Nuclear</p> <ul style="list-style-type: none"> New plants provide job opportunities. Problems with safety and possible harm to wildlife. Nuclear plants are expensive. <p>Wind Farm</p> <ul style="list-style-type: none"> Locals have low energy bills. Reduces carbon footprint. Construction cost is high. Visual impacts on landscape. Noise from wind turbines.



Low stakes testing

The challenge of natural hazards – Tectonic hazards: Challenge grid

Revision

1 mark
 2 marks
 3 marks
 4 marks
 6 marks
 9 marks

Created by @Mrs_Geography

Explain how earthquakes are created at destructive plate boundaries	Outline two primary effects of a volcanic eruption	Draw a labelled diagram(s) to explain why earthquakes occur at conservative plate boundaries.	Outline one reason for the distribution of earthquakes	Compare the similarities and differences between a constructive and destructive plate boundary
Describe factors which could affect hazard risk	'Monitoring and predicting are the best ways to reduce the risks of a tectonic hazard' Use evidence to challenge this statement.	For a tectonic hazard you have studied, to what extent do the effects of that hazard vary between LICs and HICs	Explain how earthquakes are created at conservative plate boundaries	
For a tectonic hazard you have studied, to what extent are the primary effects more significant than the secondary effects		Define the term 'natural hazard'	Outline two secondary effects of an earthquake	Suggest why the effects of a tectonic hazard vary between areas of contrasting levels of wealth.
Explain why the majority of earthquakes and volcanoes occur at plate margins		'LIC always suffer more when an earthquake hits.' Use evidence to support this statement.	Outline one possible reason for people living in a hazardous area.	
Describe and explain how risks of a volcanic eruption can be reduced.	State two immediate responses to a tectonic hazard that could reduce the number of deaths		Assess the social and environmental effects for a tectonic hazard you have studied	
Using examples, evaluate the effectiveness of the immediate and long-term responses to a tectonic hazard in countries with contrasting levels of wealth	Explain how the global atmospheric system affects the weather and climate of the tropics	Explain why so many people live in areas at risk from tectonic hazards	For a tectonic hazard you have studied, to what extent do the responses to that hazard vary between LICs and HICs	
Describe the global distribution of volcanoes	Describe and explain how risks of earthquakes can be reduced.		Explain how planning for tectonic hazards might help to reduce the effects of an earthquake	
	Suggest why the effects of a tectonic hazard may be more significant in a urban area.	Explain how a volcanic eruption occurs at a constructive plate boundary	Outline one reason for the distribution of tectonic hazards	
Assess the immediate responses and long term responses for a tectonic hazard you have studied	State two differences between continental crust and oceanic crust		Explain how prediction might help to reduce the effects of a volcanic eruption	



Revision Guides

