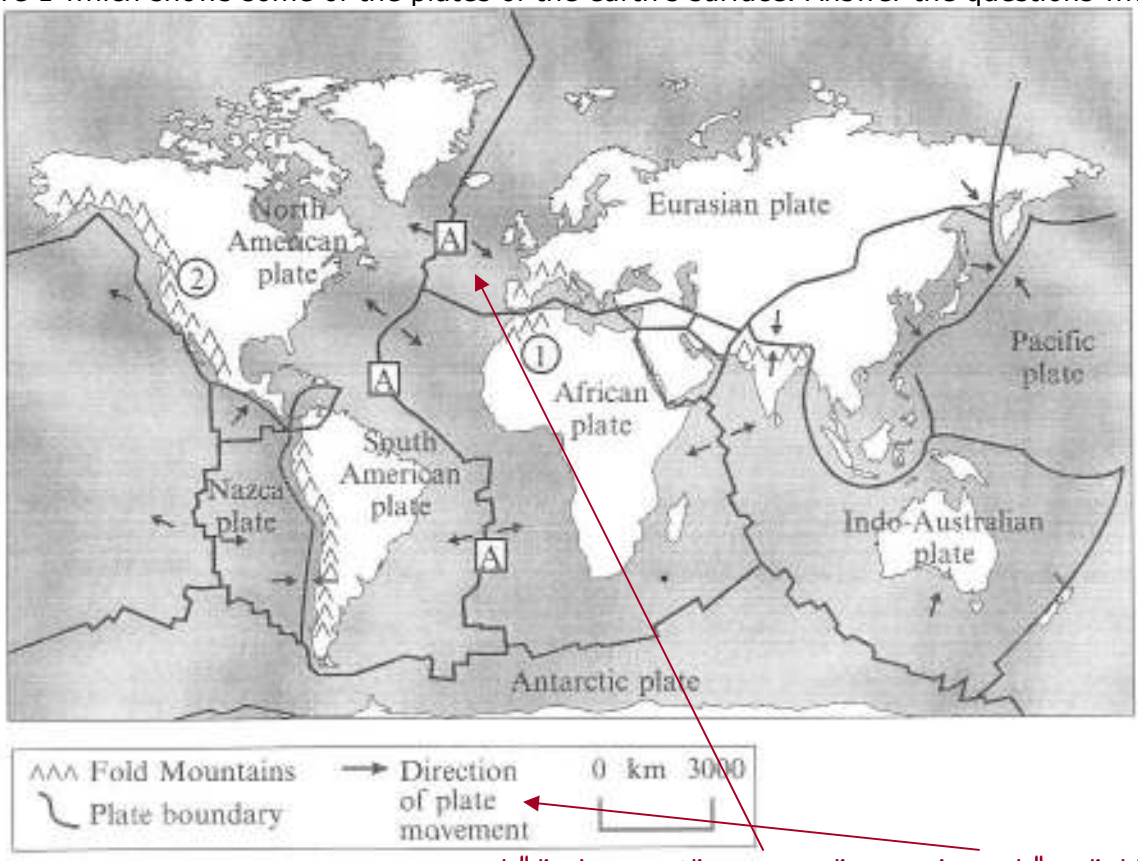
Using resource materials

Often, you'll be asked to apply your understanding to **previously unseen resource materials**. In being assessed about a topic you *have* studied, you will be given **resource materials** (**diagrams, maps, graphs, photos, extracts**) that you have *not* specifically come across before. You will then be asked to take what you do know (what we have done in class) and apply it to what you don't know (the new resource material).

You will get lots of chances to practice this important exam skill throughout your course, starting here. Remember, **like any skill, you will get better at this if you practice** - so be prepared to make the most of chances like these during the course so that you will be best prepared for your GCSE exam. Here are some past GCSE paper questions to try this out in.

1. Study figure 1 which shows some of the plates of the earth's surface. Answer the questions which follow.



(i) Name the type of plate boundary at A.

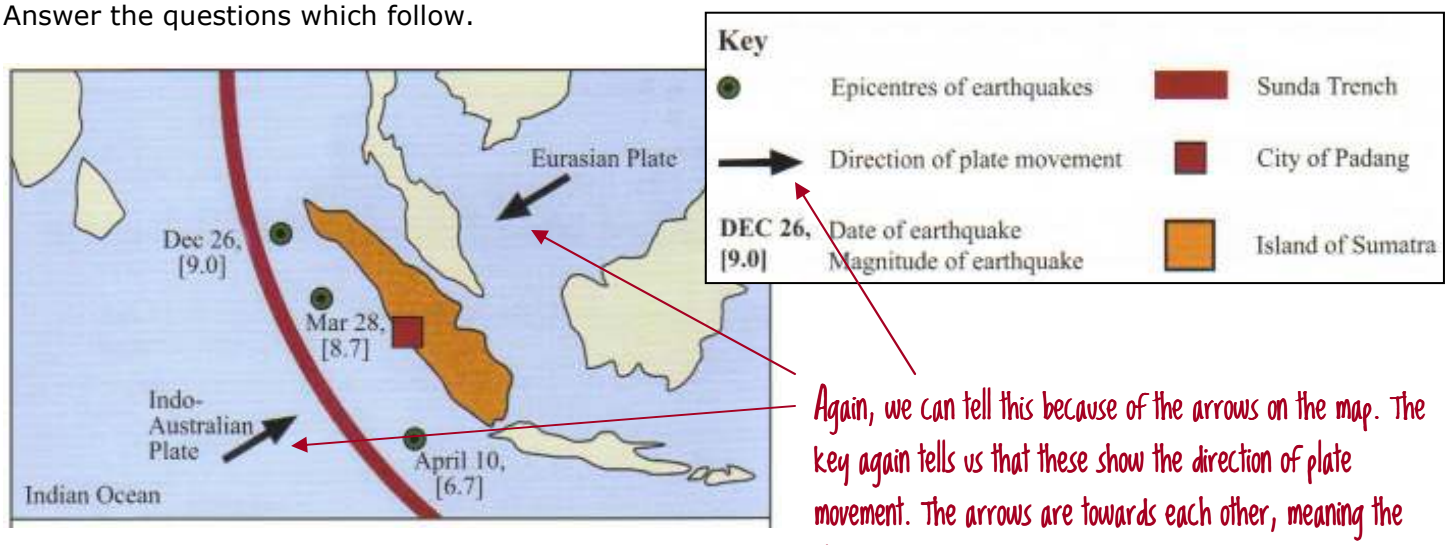
Constructive (1)

We can tell this because of the arrows on the map. The key tells us that these show the direction of plate movement. The arrows are pointing away from each other, meaning the plates are moving apart, so it must be a constructive margin.

(ii) Name a landform which could be found at A and explain how it formed.

A ridge is found at this type of margin. It is formed as the convection currents rise in the mantle below the crust. When they reach the underside of the crust, they force the crust upwards. So the crust buckles and deforms to produce a ridge. (3)

2. Study figure 2 which shows information about earthquakes in 2004 off the coast of Sumatra, Indonesia. Answer the questions which follow.



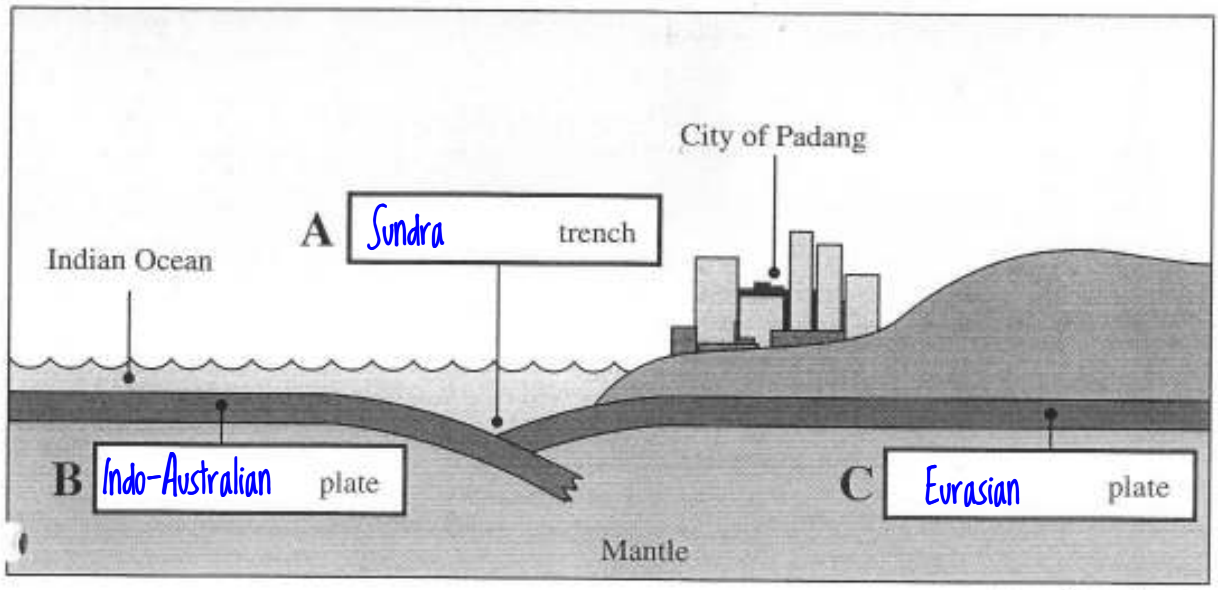
Again, we can tell this because of the arrows on the map. The key again tells us that these show the direction of plate movement. The arrows are towards each other, meaning the plates are moving together, so it must be a destructive margin.

(i) Name the type of plate boundary shown in figure 2.

Destructive (1)

Note the wording very carefully: we are to use figure 2 to help us name the features in figure 3. 'A' is a trench – the trench in fig 2 is called the Sundra Trench. Do you see that in the key? The two plates are mentioned by name on the map, so we can fill these in to the boxes in fig 3.

(ii) Using figure 2, name the features A, B and C at this plate boundary on the cross section diagram in figure 3 below. (3)



There is it again: using fig 3. So we have to refer to specific things from fig 3 in our answer. Here's how to do it.

(iii) Earthquakes have recently occurred at this plate boundary. Using figure 3, explain why this is so.

At this margin, the Indo-Australian plate is buckling under the Eurasian plate. As it does so, the plates experience huge amounts of friction, causing them to buckle and causing pressure to build up. Eventually, this pressure becomes too great and the plates suddenly move, releasing a series of shockwaves which cause the earthquake. (3)

In this case, it was actually quite simple. We took our general explanation of earthquakes, but rather than just referring to 'plates' in general, we simply named the plates shown in fig 3. But we've used the resource material, and so we'll earn full marks!

(c) Study **Table 1** which shows some differences between earthquakes in different places. Answer the question which follows.

Table 1

Year	Area	Country	MEDC or LEDC	Magnitude Richter Scale	Number of people killed
1964	Anchorage	USA	MEDC	8.6	130
1985	Mexico City	Mexico	LEDC	7.8	4,600
1995	Kobe	Japan	MEDC	7.2	5,500
2004	Sumatra	Indonesia	LEDC	9.0	250,000

Using **Table 1**, state fully **two** reasons why more people are killed in some earthquakes than others.

The core of what this question is asking is quite straightforward - why do some earthquakes cause more loss of life than others. We cover this in our notes, so you could probably answer it from recall. But note that the question also asks us to use table 1.

A quick look at it reveals two columns that give information on factors we studied in class: whether the country is an MEDC or LEDC & the magnitude of the quake.

Fair enough, but how do we actually use the information in table 1? Other than referring to the factors mentioned in the table, we got to do one other vital thing: QUOTE FIGURES!! This is vital advice for any question which gives figures (tables, graphs, maps). If you're given them, you must quote them!! Check out the model answer to illustrate this.

The first reason is the magnitude of the earthquake. The 9.0 Sumatra quake measured 9.0 on the Richter scale and 250,000 people were killed whereas the 7.8 quake in Mexico City killed 4,600. The bigger the magnitude of an earthquake, the stronger the shaking, the greater the damage and so the higher the chances of loss of life.

Figures quoted to give evidence for point being made

Clear explanation given of factor

The second reason is whether or not the country is an MEDC or LEDC. The 8.6 earthquake in Anchorage only killed 130 people compared to the 4,600 people who died in the 7.8 earthquake in Mexico City. MEDCs are richer and have more money to spend on earthquake precautions such as strengthening buildings and training people what to do if an earthquake strikes. They also have more money to spend on dealing with the aftermath of the quake, such as trained rescue workers who can look for people trapped in fallen buildings.

Two distinct reasons given, separated by paragraphs & signpost phrases.

(6)

WHEN DO YOU QUOTE FIGURES? ALWAYS! WHAT DO YOU ALWAYS QUOTE? FIGURES!!