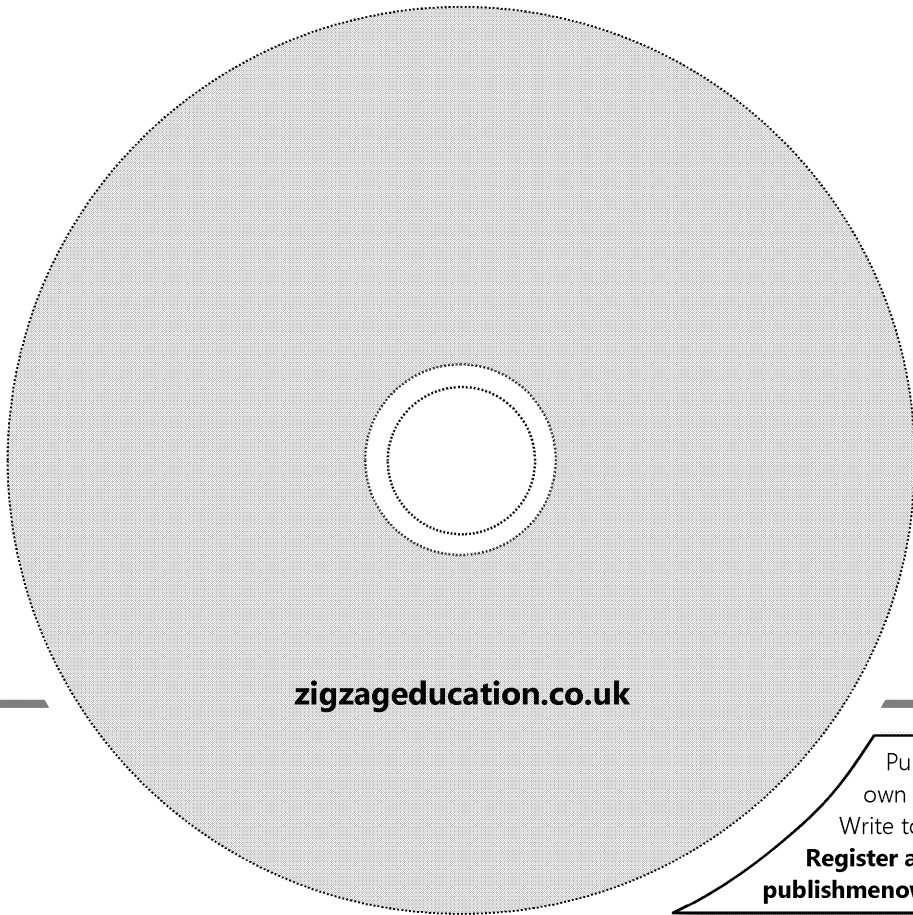




2016 specification
first exams in 2018

GCSE AQA Keyword Activities

Resource Management: Water



**AY10/
6615**

**POD
6615**

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Teacher's Introduction

Overview

This resource has been produced to support teaching and learning of the **GCSE AQA 8035 – Resource Management: Water**. The learning content is covered by the following matching descriptions, which cover all of the Learning Aims for the topic:

- UK Resources
- Water: General
- Water: Factors and Problems
- Water: Solutions

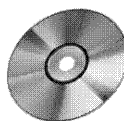
For each set, there are a number of different keyword activities on CD designed to provide options for classroom, homework and revision. This variety enables you to take a range of topics – such as using the Crosswords as homework for one topic, and the Match Up for another.

Alternatively, differentiate the activity for a given topic, for example, you might work with students the **Crosswords** early on with weaker learners on the **Match Up** (both are available). **Domino** and **Tringo** activities add an element of fun and reinforcement for pair and group work. Finally, the **Flash Cards** come into their own for revision. **Your Own Quiz** allow students to test their understanding by correctly filling in the gaps.

For more information about the different activities included, see overleaf →

Digital Format!

All of the activities are provided electronically on the accompanying CD. To use on a school network, the entire contents of the CD needs to be copied and pasted into an accessible location.



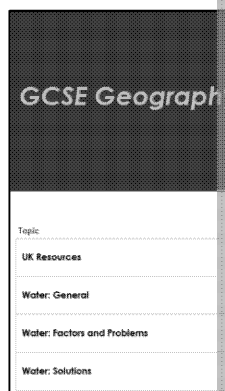
Providing easy access to the activities are two HTML menus:

1. Access All Menu →

Location: [index.html](#)

This menu, designed primarily for teacher use, includes links to everything on provided on the CD – allowing you to easily select what you need when preparing your lessons.

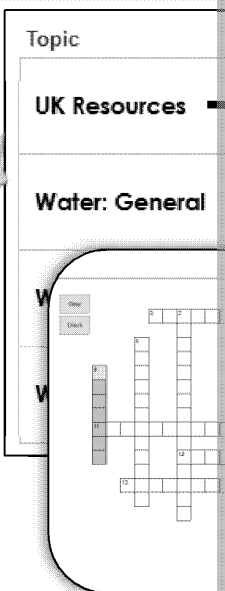
If you intend to give learners access to this menu, then be aware that it does include links to the solutions.



2. Interactive Crossword Menu →

Location: [interactive-crosswords/index.html](#)

This menu, which can be accessed via the *Access All* Menu is included to allow learner access to just the interactive crosswords (without the answers).



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* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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Activity Types

All activities are provided as PDF files, allowing for easy printing and sharing on your VLE. In addition, each of the single-page activities (*crosswords, match up and table fill*) are provided on paper too.

The activities included in this resource are as follows:

Bingo

Each student is given a different bingo card containing a selection of words from the topic. The teacher reads the definitions using the Keyword Answers and the student must match the words on their card to complete rows, columns, and the full bingo card.

Crosswords

These traditional keyword activities are excellent for use as lesson or homework activities – and are also an excellent way to test students into their revision programme.



In addition to the photocopiable worksheets and pdf, the crossword activities are available on the accompanying CD-ROM. These are web-based (HTML) and can be accessed using any Internet browser.

Dominoes

This is essentially another match-up activity, but this one is designed to be used in a domino chain to engage students. It is recommended that students work in pairs or small groups.

Half of each card contains a keyword, and the other contains a description. To complete the chain, students must align all the cards in the correct order. There is a 'Start' and a 'Finish', meaning if the chain does not connect outside of the chain, then students have gone wrong somewhere.

Match Up

Students match descriptions to their keyword by drawing lines between them. Because there are similar descriptions and keywords, students are likely to make the odd error while completing the activity, so it is recommended that they use a pencil to start with. Once they have matched keywords that they are familiar with, students can then think about and learn the ones they are less confident with.

Flash Cards

These are a helpful revision tool. To make the cards, fold the page in half, then cut out the cards and glue them together so the keyword is on one side and the definition the other. In addition, students can use these to play a game of pairs. Cut each card in two and place face down on the table. Students will then take it in turns to turn over two cards with the aim of matching the keyword and definition. Matched up cards are removed and the game is finished when all the cards have been used.

Table Fill

Nothing fancy – students simply write the keyword which is being described, with the help of the definition. Because this activity tests the students' own knowledge, it is best used as a homework activity at the end of a lesson topic or during revision. This then acts as a check on the key terminology for each topic. Alternatively, they could be given to students to complete before they see what they already know.

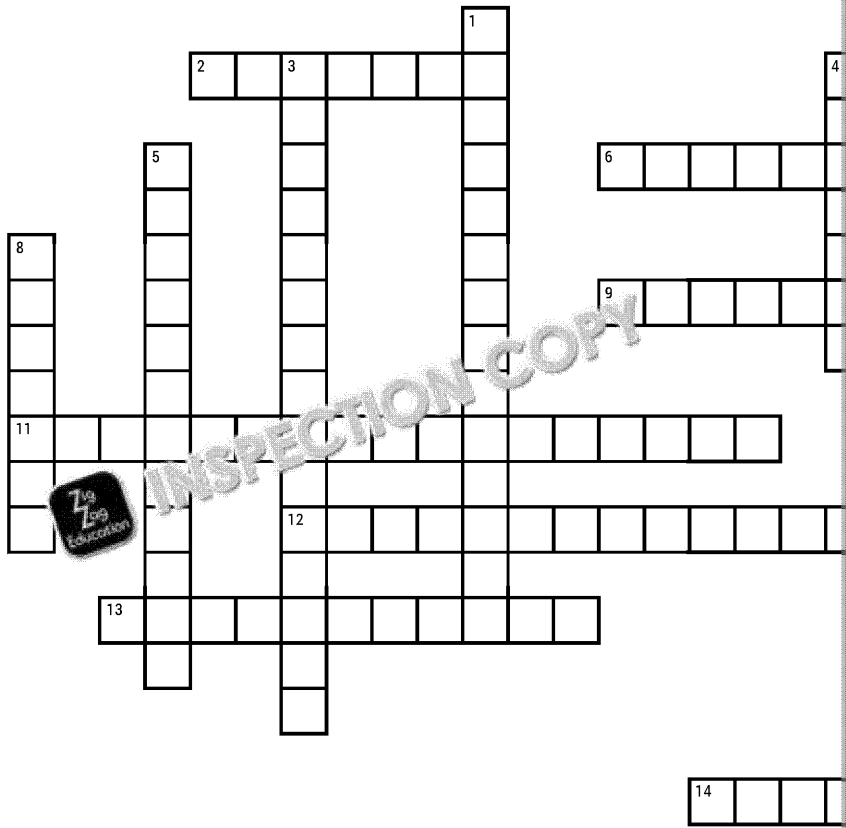
Write Your Own Glossary

Like the Table Fill, this activity can be used to test pupils before learning a topic, or after learning a topic. Students are given a list of the keywords and need to produce their own definitions. Using Table Fill and Write Your Own Glossary, lessons can be differentiated to suit the needs of all students.

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Across

- 2 Hinkley Point, Sizewell and Hartlepool are all _____ power plants in the UK. (7)
- 6 Water is moved from the Elan Valley in Wales to Birmingham in England as part of a _____ scheme. (8)
- 9 Consumable goods that have been sourced from the local area will have low _____. (4,5)
- 11 Finding edible goods that have been produced within that area. (5,4,8)
- 12 Controlling, limiting and monitoring pollutants emitted/released by human activities that can damage natural environment and human health. (9,10)
- 13 Coal, oil and _____ gas are all _____. (6,5)
- 14 Term for the different power sources used in a country, e.g. UK in 2004: natural gas (38%), oil (35%), coal (16%), nuclear (9%) and renewables (2%). (6,3)

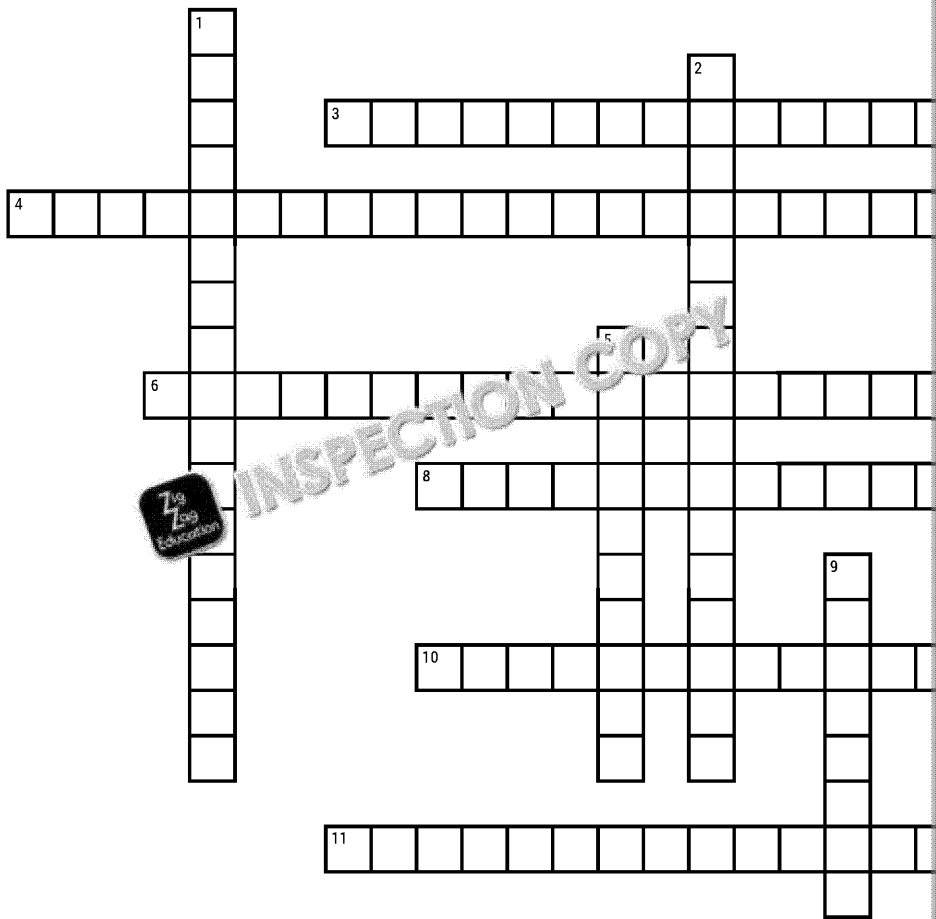
Down

- 1 Food produced within _____ of _____ (7,7)
- 3 People are encouraged to _____ to change. (6,9)
- 4 Some areas in the _____ (7)
- 5 Fruits and vegetables _____ of harvest of _____ per year. (8,4)
- 7 Power source which will not run out, e.g. solar, geothermal and tidal resources. (9,6)
- 8 Some areas in the _____ (7)
- 10 An assessment of _____ whether they can _____ health. (5,7)

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Water: General



Across

- 3** Describes how much impact we are having on the planet: the amount of resources we consume and waste we emit, combined with the global environmental system's capacity to absorb these impacts. It is expressed as the amount of land (of average biological capacity) needed to support that lifestyle. (10,9)
- 4** A measure of how ecologically sustainable a country is, where a high score means very sustainable. Worked out using measures of health, water, sanitation, agriculture, biodiversity and habitats. (13,11,5)
- 6** The control, supply, distribution and consumption of things that humans need. (8,10)
- 8** Things that humans need that tangibly exist. (8,9)
- 10** Things that humans need that are formed by ecosystem processes. (10,9)
- 11** A measure of development which takes into account ecological sustainability. (5,6,5)

Down

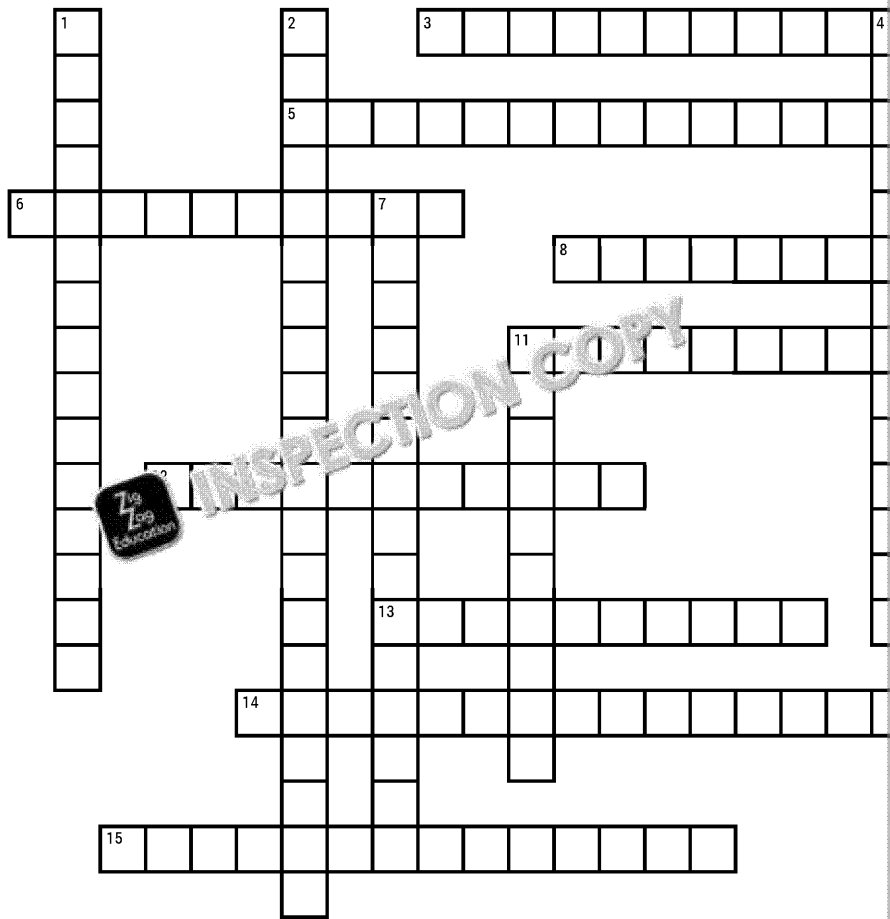
- 1** The UK government's approach to protecting habitats and ecosystems. (13,11,5)
- 2** The total number of people that the environment can support. (10,9)
- 5** People who have a different perspective on things; their views may be called 'out of the box'. (8,9)
- 7** Humans need certain things to survive; these are called 'basic needs'. (9)
- 9** Looking at the world from a different perspective; in its context. (8)

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Water: Factors and Problems



Across

- 3** An area that has a lack of things humans need. (8,4)
- 5** The services and structures needed for society to function. (14)
- 6** The artificial application of water to land to assist in the growing of agricultural crops. (10)
- 8** When the total amount of a thing is reduced. (9)
- 11** The area has an adequate and reliable amount of fresh water. (5,8)
- 12** Each person has less than 1,700 m³ of fresh water available per year (a country uses over 100% of its 'renewable supply' of fresh water). (5,6)
- 13** Plants grown without soil: they gain nutrients and water from misting sprays. (10)
- 14** Making sure that the supply of water is sufficient for the population's needs both now and in the long term. (11,5,6)
- 15** The emission of carbon dioxide is _____ - _____ pollution. (3-5-6)

Down

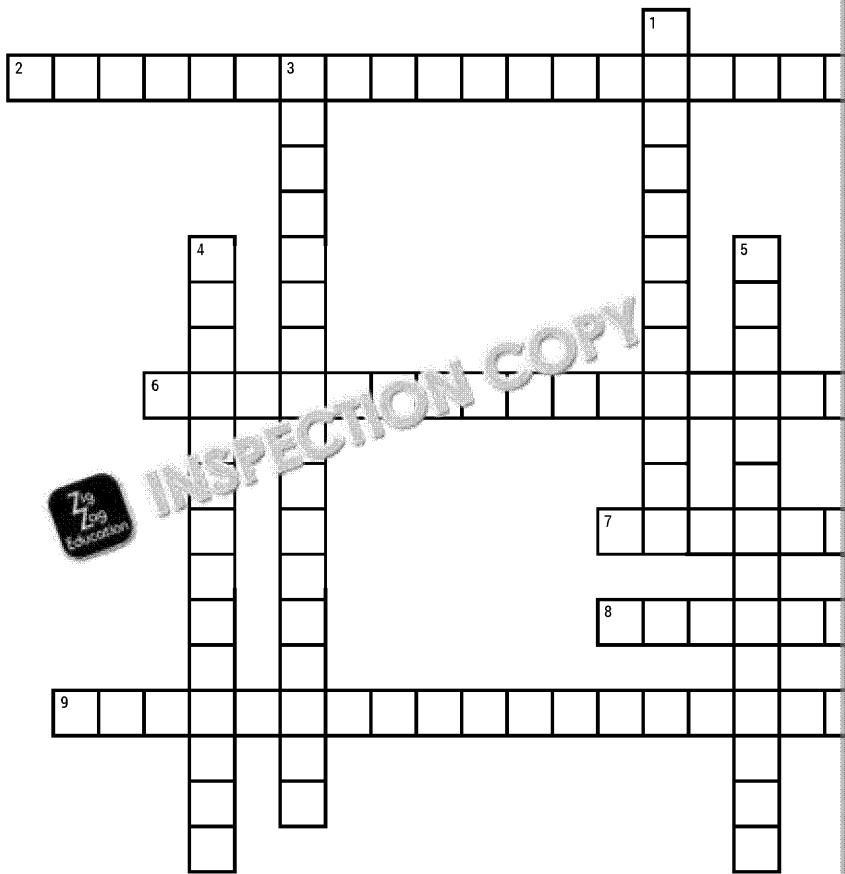
- 1** There are too few available resources results in an increase in _____.
- 2** Known source of water. (6,9)
- 4** Malthus was concerned about the _____ of the world's population. (14)
- 7** A problem caused by overpopulation. (4-11)
- 9** The area does not have a sufficient supply of fresh water.
- 10** Tensions and violence caused by a severe shortage of water.
- 11** Cholera and typhoid are two common types of _____.

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Water: Solutions



Across

- 2** Tactics used to control and monitor water that flows and is stored under the soil surface. (11,10)
- 6** Collecting of water that falls from the sky. (9,10)
- 7** Water companies may use _____ to reduce their customers' consumption. (8)
- 8** Waste liquid (not sewage) from baths, showers, sinks, washing machines and dishwashers. (4,5)
- 9** Development + social and environmental benefits + consideration of the next generation. (11,11)

Down

- 1** Keeping liquid in _____ and retain adequ.
- 3** The minimising o
- 4** Extra fresh water _____.
- 5** The treatment of _____ may be used aga

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UK Resources (Match Up)

An assessment of the other particles in H₂O and whether they constitute possible damage to human health.

Controlling, limiting and monitoring particles emitted/released by human activity that can damage natural environments and human health.

Finding edible goods that have been produced within that area.

Food produced without using artificial chemicals.

Fruits and vegetables which reach their peak in terms of harvest of flavour during certain months of the year.

More stock of a key liquid resource than the local population needs.

Non-renewable energy source made up of the remains of plant and animal material formed during prehistoric geological periods.

Power source which is continuously created and so will not run out, e.g. solar, tide, wind, hydroelectric, geothermal and biomass. Also known as flow resources.

Term for the different power sources used in a country, e.g. UK in 2004: natural gas (38%), oil (35%), coal (20%), nuclear (9%) and renewables (2%).

The distance consumables have travelled from their place of production to the consumer. Used in assessing the environmental impact, particularly in terms of global warming.

The lack of essential liquid resources.

The movement of a particular liquid from one area to another to solve a supply problem.

The total amount of greenhouse gases such as carbon dioxide or methane (kg) resulting from the production, packaging and transportation of food from its place of production to consumer.

The use of uranium and sustained exothermic processes (fission) to generate electricity and heat.

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Water: General (Match Up)

- A measure of development which takes into account ecological sustainability.
- A measure of how ecologically sustainable a country is, where a high score means very sustainable. V using measures of health, water, air, sanitation, agriculture, biodiversity and habitats.
- A population who have lived in an area for a long time, e.g. before colonialism.
- A thing that humans need.
- Describes how much impact we are having on the planet: the amount of resources we consume and w combined with the global environmental system's capacity to absorb these impacts. It is expressed as of land (of average biological capacity) needed to support that lifestyle.
- Looking at the whole of the issue, and thinking about its context.
- The control of supply, distribution and consumption of things that humans need.
- The maximum amount of that thing (people or activities) that the environment can support.
- The UK governmental body in charge of natural habitats and ecological management.
- Things that humans need that are formed by ecosystem processes.
- Things that humans need that tangibly exist.

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Water: Factors and Problems *(Match Up)*

A problem caused by the overuse of water resources.

An area that has a lack of things humans need.

Damaging chemicals released from many origins.

Damaging chemicals released from one specific origin.

Each person has less than 1,700 m³ of fresh water available per year (a country uses over 10% of its 'supply' of fresh water).

Making sure that the supply of water is sufficient for the population's needs, both now and in the long term.

Microorganisms that are dangerous to human health that are carried in water sources.

Plants grown without soil: they gain nutrients and water from misting sprays.

Tensions and violence that may occur from the shortage of water resources.

The area does not have an adequate and reliable supply of fresh water.

The area has an adequate and reliable amount of fresh water.

The artificial application of water to land to assist in the growing of agricultural crops.

The services and structures needed for society to function.

There are too few people in an area relative to the available resources and technology. This typically results in a decreased quality of life of a society.

There are too many people in an area relative to the available resources and technology level. This typically results in a decreased average quality of life of a society.

When the total amount of a thing is reduced.

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Water: Solutions *(Match Up)*

Collecting of water that falls from the sky.

Devices which measure the amount of liquid resources people use. These can help to minimise resource

Keeping liquid in holding areas to regulate river flow and retain adequate resources.

Tactics used to control and monitor water that flows and is stored under the soil surface.

The ability to use resources in such a way as to not have a negative impact on them, and ensuring that used in this way indefinitely.

The minimising of liquid wastage.

The processing of water to remove salts so that it may be used for drinking.

The treatment of dirty liquid resources so that they may be used again.

Waste liquid (not sewage) from baths, showers, sinks, washing machines and dishwashers.

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UK Resources (Table Complete)

An assessment of the other particles in H ₂ O and whether they constitute possible damage to human health.
Controlling, limiting and monitoring particles emitted/released by human activity that can damage natural environments and human health.
Finding edible goods that have been produced within that area.
Food produced without using artificial chemicals.
Fruits and vegetables which reach their peak in terms of harvest of flavour during certain months of the year.
More stock of a key liquid resource than the local population needs.
Non-renewable energy source made up of the remains of plant and animal material formed during previous geological periods.
Power source which is continuously created and so will not run out, e.g. solar, tide, wind, hydroelectric, geothermal and biomass. Also known as flow resources.
Term for the different power sources used in a country, e.g. UK in 2004: natural gas (38%), oil (35%), coal (16%), nuclear (9%) and renewables (2%).
The distance consumables have travelled from their place of production to the consumer. Used in assessing environmental impact, particularly in terms of global warming.
The lack of essential liquid resources.
The movement of a particular liquid from one area to another to solve a supply problem.
The total amount of greenhouse gases such as carbon dioxide or methane (kg) resulting from the production, packaging and transportation of food from its place of production to consumer.
The use of uranium and sustained exothermic processes (fission) to generate electricity and heat.

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Water: General (Table Complete)

A measure of development which takes into account ecological sustainability.
A measure of how ecologically sustainable a country is, where a high score means very sustainable. Worked out using measures of health, water, air, sanitation, agriculture, biodiversity and habitats.
A population who have lived in an area for a long time, e.g. before colonialism.
A thing that humans need.
Describes how much impact we are having on the planet: the amount of resources we consume and waste we emit, combined with the global environmental system's capacity to absorb these impacts. It is expressed as the amount of land (of average biological capacity) needed to support that lifestyle.
Looking at the whole of the issue, or thinking about its context.
The control of the distribution and consumption of things that humans need.
The maximum amount of that thing (people or activities) that the environment can support.
The UK governmental body in charge of natural habitats and ecological management.
Things that humans need that are formed by ecosystem processes.
Things that humans need that tangibly exist.

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Water: Factors and Problems (Table Complete)

A problem caused by the overuse of water resources.
An area that has a lack of things humans need.
Damaging chemicals released from many origins.
Damaging chemicals released from one specific origin.
Each person has less than 1,700 m ³ of fresh water available per year (a country uses over 10% of its 'renewable supply' of fresh water).
Making sure that the supply of water is sufficient for the population's needs, both now and in the long term.
Microorganisms that are dangerous to humans and animals that are carried in water sources.
Plants grown vertically so they gain nutrients and water from misting sprays.
Tensions and violence that may occur from the shortage of water resources.
The area does not have an adequate and reliable supply of fresh water.
The area has an adequate and reliable amount of fresh water.
The artificial application of water to land to assist in the growing of agricultural crops.
The services and structures needed for society to function.
There are too few people in an area relative to the available resources and technology. This typically results in an increased quality of life of a society.
There are too many people in an area relative to the available resources and technology level. This typically results in a decreased average quality of life of a society.
When the total amount of a thing is reduced.

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Water: Solutions (Table Complete)

Collecting of water that falls from the sky.
Devices which measure the amount of liquid resources people use. These can help to minimise resource wastage.
Keeping liquid in holding areas to regulate river flow and retain adequate resources.
Tactics used to control and monitor water that flows and is stored under the soil surface.
The ability to use resources in such a way as to not have a negative impact on them, and ensuring that they can be used in this way indefinitely.
The minimising of liquid wastage.
The processing of water to remove salts so that it may be used for drinking.
The treatment of liquid resources so that they may be used again.
Waste liquid (not sewage) from baths, showers, sinks, washing machines and dishwashers.

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UK Resources

Organic Produce	Food produced without using artificial chemicals.
Food Miles	The distance consumables have travelled from their place of production to the consumer. Used in assessing environmental impact and the contribution of global warming.
Local Food Sourcing	Finding edible goods that have been produced within the local area.
Seasonal Food	Fruits and vegetables which reach their peak in terms of quality and taste during certain months of the year.
Water Quality	An assessment of the other particles in H ₂ O and whether they cause possible damage to human health.
Pollution Management	Controlling, limiting and monitoring particles emitted by human activity that can damage natural environments and human health.
Water Transfer	The movement of a particular liquid from one area to another to solve a supply problem.
Water Deficit	The lack of essential liquid resources.
Water Surplus	More stock of a key liquid resource than the local population can use.
Energy Mix	Term for the different power sources used in a country. For example, natural gas (38%), oil (35%), coal (16%), nuclear (9%) and renewable (2%).
Carbon Footprint	The total amount of greenhouse gases such as carbon dioxide (CO ₂) (kg) resulting from the production, packaging and transport of a product from its place of production to consumer.
Renewable Energy	Power source which is continuously created and so will not run out. Examples include tide, wind, hydroelectric, geothermal and biomass. Also includes solar resources.
Fossil Fuel	Non-renewable energy source made up of the remains of plants and animals that died millions of years ago.
Nuclear Power	The use of uranium and sustained exothermic process to generate electricity and heat.

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Water: General

Resource	A thing that humans need.
Resource Management	The control of supply, distribution and consumption of need.
Holistic	Looking at the whole of the issue, and thinking about it
Physical Resources	Things that humans need that tangibly exist.
Biological Resources	Things that humans need that are formed by ecosystems
Indigenous People	A population who have lived in an area for a long time, colonialism.
Environment Agency	The UK governmental body in charge of natural habitats management.
Ecological Footprint	Describes how much impact we are having on the planet. Resources we consume and waste we emit, combined with environmental system's capacity to absorb these impacts. The amount of land (of average biological capacity) needed for a lifestyle.
Environmental Performance Index	A measure of how ecologically sustainable a country is. High score means very sustainable. Worked out using measures of air quality, sanitation, agriculture, biodiversity and habitats.
Happy Planet Index	A measure of development which takes into account life expectancy, sustainability.
Carrying Capacity	The maximum amount of that thing (people or activities) that an environment can support.



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Water: Factors and Problems

Aeroponics	Plants grown without soil: they gain nutrients and water through sprays.
Irrigation	The artificial application of water to land to assist in the growth of agricultural crops.
Sustainable Water Supply	Making sure that the supply of water is sufficient for the needs of both now and in the long term.
Water Security	The area has an adequate and reliable amount of fresh water.
Infrastructure	The services and structures needed for society to function.
Water Stress	Each person has less than 1700 litres of fresh water available. The country uses over 10% of its 'renewable supply' of fresh water.
Water Insecurity	The area does not have an adequate and reliable supply of water.
Waterborne Diseases	Micro-organisms that are dangerous to human health that are spread through water sources.
Over-abstraction	A problem caused by the overuse of water resources.
Water Conflict	Tensions and violence that may occur from the shortage of water.
Resource Poor	An area that has a lack of things humans need.
Overpopulation	There are too many people in an area relative to the available resources and technology level. This typically results in a decreased quality of life for a society.
Underpopulation	There are too few people in an area relative to the available resources and technology. This typically results in an increased quality of life for a society.
Point-source Pollution	Damaging chemicals released from one specific origin.
Non-point-source Pollution	Damaging chemicals released from many origins.
Depletion	When the total amount of a thing is reduced.

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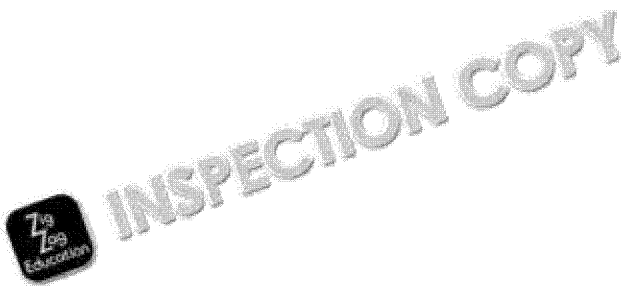


Water: Solutions

Water Storage	Keeping liquid in holding areas to regulate river flow and water resources.
Desalinisation	The processing of water to remove salts so that it may be used for drinking.
Water Conservation	The minimising of liquid wastage.
Groundwater Management	Tactics used to control and monitor water that flows below the soil surface.
Grey Water	Waste liquid (not sewage) from baths, showers, sinks, and dishwashers.
Water Recycling	The treatment of dirty liquid resources so that they may be used again.
Rainwater Harvesting	Collecting of water that falls from the sky.
Water Meters	Devices which measure the amount of liquid resources used in order to minimise resource wastage.
Sustainable Development	The ability to use resources in such a way as to not harm them, and ensuring that they can be used in this way for future generations.

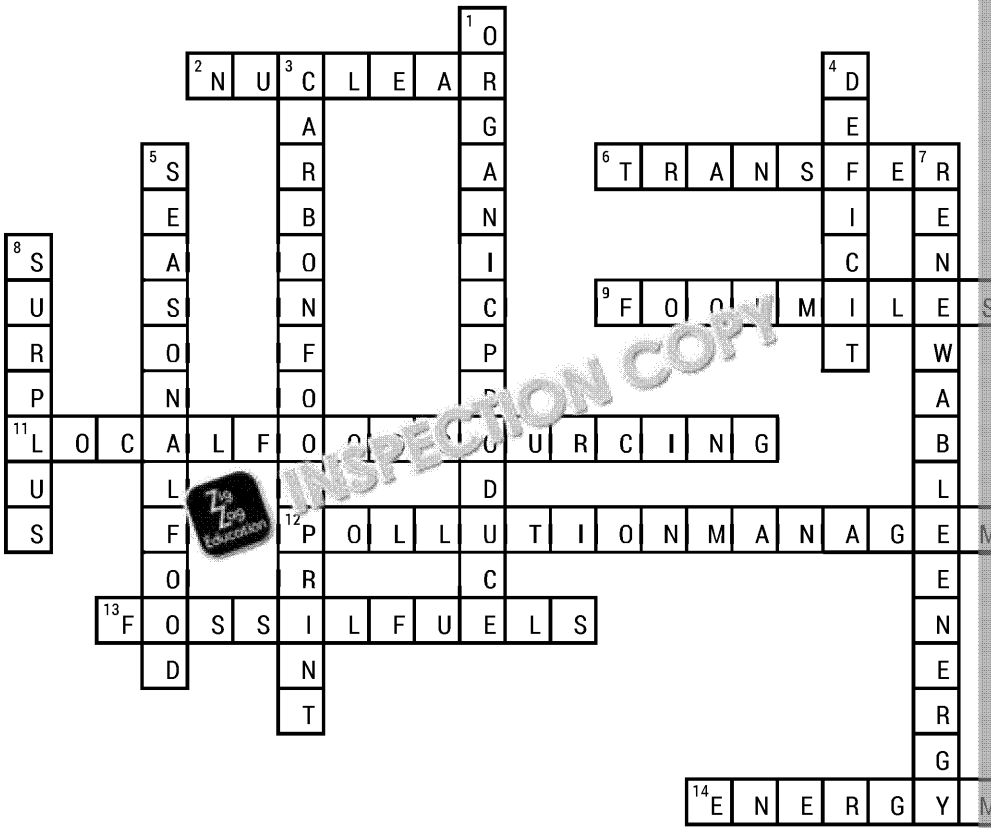


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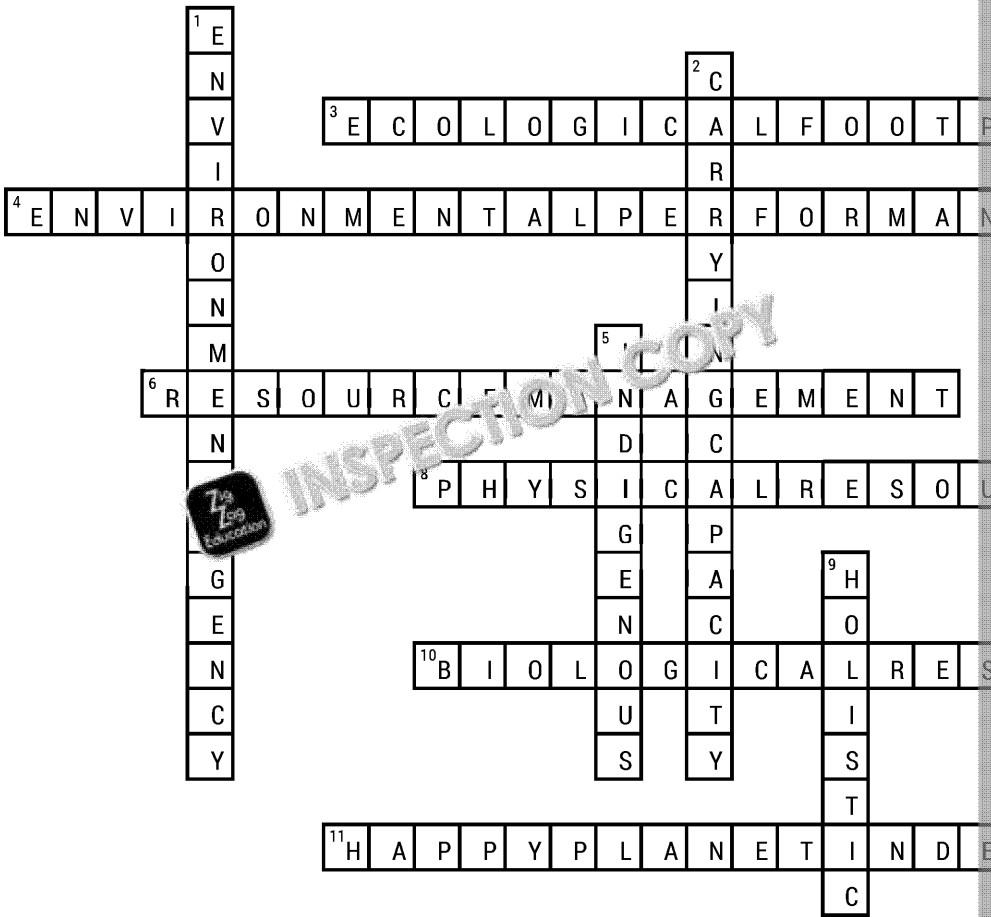
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Water: General



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Water: Factors and Problems

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3 R E S O U R C E P O 4 O R

5 I N F R A S T R U C T U R E

6 I R R I G A T I O N

7 O N

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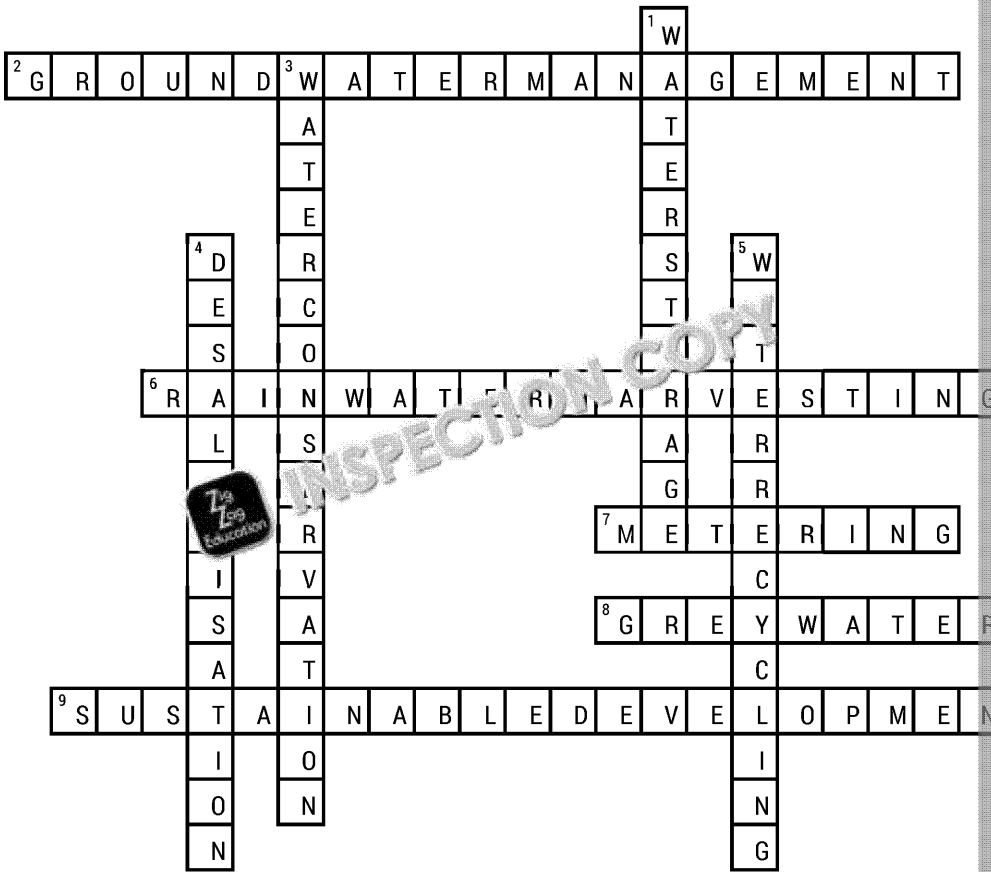
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Water: Solutions



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