Year 10 into 11 Summer Homework

To help make improvement on your PPE you are to complete the following:

- Make notes on the various statistical skills you need to know and attempt the quizzes on the link below. Make a note of your scores to show your teacher <u>Statistics in Geography</u> -<u>Internet Geography</u>
- 2. Complete your exam wrapper.
- 3. For one 6-mark question and for one 9 Mark question that you received less than 50% of the marks you are to rewrite your answer using the guidance attached. NB. For Paper 1 the 6 marker is to be from the coasts question

On your marks

Using the command word 'Discuss'

 In this section you'll learn how to tackle 6-mark questions that use 'Discuss' as a command word.

Six-mark questions - what's different?

By now, you should have got the hang of answering 4-mark questions. Six-mark questions differ from 4-mark questions because they are marked using three levels, not two.

- Levels 1 and 2 are of the same standard as Levels 1 and 2 in the 4-mark questions.
- Level 3 is more challenging and is worth 5-6 marks.

Level 3 means writing to a higher standard.

- Tougher command words are used. 'Explain' or 'Suggest' tend to be used in 4-mark questions. 'Discuss' or 'Assess' tend to be used in 6-mark questions (therefore, two command words in one question).
- Alternatively, you could be given a statement for which you have to provide evidence (see the example below).

A 4-mark question might ask:

'Explain two impacts of a volcanic eruption on climate'.

A 6-mark question might ask:

'Volcanic eruptions can cause important changes to the global climate'. Use evidence to support this statement.

Study **Figure 1**. It shows a rainforest in Borneo, Indonesia which has been cleared to make way for a plantation.

Figure 1



Using **Figure 1** and your own knowledge, discuss the impacts of rainforest clearance.

[6 marks]

Five steps to success!

The following five steps are used in this chapter to help you get the best marks.

Plan your answer – decide what to include and how to structure your answer.

Write your answer – use the answer spaces to complete your answer.

Mark your answer – use the mark scheme to self- or peer-mark your answer. You can also use this to assess sample answers in step 4 below.

Sample answers – sample answers are given to show you how to maximise marks for a question.

Marked sample answers – these are the same answers as for step 4, but are marked and annotated, so that you can compare these with your own answers.

1 Plan your answer

Before attempting to answer the question, remember to **BUG** it. That means:

- ✓ Box the command word.
- ✓ Underline the following:
 - the theme
 - the focus
 - any evidence required
 - · the number of examples needed.
- ✓ Glance back over the question to make sure you include everything in your answer.

Use the BUG below to plan your own answer.

Evidence: Support your answer with information from the photo AND from your own knowledge. You must do both to get 6 marks.

Command word: As well as explaining 2 to 3 impacts, you need to decide whether these are positive or negative.

Using Figure 1 and your own knowledge, discuss the impacts of rainforest clearance. [6 marks]

Theme: This question is linked to the theme of The Living World, assessed in Paper 1, Section B of your exam. The question is compulsory.

Focus: You must explain reasons why rainforest clearance can have such impacts, based on what you've studied, as well as what's in the photo.

Focus and number of examples: The focus is impacts – i.e. things affected by forest clearance. Six-mark questions don't state how many impacts, but you probably need to explain and develop two, written in paragraphs.

PEEL your answer

Use PEEL notes to structure your answer. This will help you to communicate your ideas to the examiner in the clearest way. PEEL has four stages:

- Point give three impacts for this question. Use sentences, not bullet points.
- Explain give reasons for each point. Use sentence starters such as: 'This is because ...', 'One reason is ...'.
- Evidence include details from named examples to support each point.
- Link link the impacts to each other. Use PEE sentence starters such as: 'A second way is' or 'Secondly ...'. Finish it off with a one-sentence conclusion.

On your marks

Planning grid

Use this planning grid to help you write high-quality paragraphs. Remember to include links to show how your points relate to each other and to the question.

	PEE Paragraph 1	PEE Paragraph 2
Point		
Explanation		
Evidence (from photo or your own knowledge)		
Link – a mini conclusion		

2 Write your answer

Using Figure 1 and your own knowledge, discuss the impacts of rainforest clearance. [6 marks]

(D) T

'Discuss' means use a range of examples!

Don't just describe and explain. If the question asks you to 'Discuss', it wants you to cover a range of impacts.

For example,
'Discuss the
impacts of rainforest
clearance' would
want you to say
whether impacts
are positive or
negative, or perhaps
whether they are
economic, social or
environmental.

One way of doing this is in a miniconclusion – it need only be a sentence or two.

Strengths of the answer		
Ways to improve the answer		
Level	Mark	

3 Mark your answer

- 1. To help you to identify well-structured points in the answer, highlight the:
- points in red
 explanations in orange
- evidence in blue.
- 2. Use the mark scheme below to decide what mark to give. Six-mark questions are not marked using individual points, but instead you should choose a level and a mark based upon the quality of the answer as a whole.

Level	Marks	Description	Examples
3 (Detailed)	5–6	 Provides a balanced discussion with well-developed impacts and detailed understanding of these impacts, and is able to make a judgement about them. Shows thorough identification of the evidence for the impacts of forest clearance, and understands the implications. 	 The removal of forest cover would expose the soils to heavy tropical rains, which would erode them, making the land useless for farming. The bare soil in the photo shows how exposed it would be to wind or rain, or tropical sun.
2 (Clear)	3-4	 Shows accurate understanding of impacts by applying relevant knowledge and understanding to the photo. Makes clear and effective use of the photo to explain the impacts of clearing the forest. 	 Removing the trees would mean less protection for the soil from heavy rain – runoff would occur and probably take the soil with it. The photo shows little vegetation to protect the soil so it would probably be lost.
1 (Basic)	1–2	 Shows limited understanding of impacts by applying some knowledge and understanding to the photo. Makes limited and piecemeal use of the photo to explain the impacts of clearing the forest. 	 The land is all bare and there are no trees there. The rain would wash it away. The photo shows all the trees have been cut and burned and there's nothing there.
	0	No accurate response	

Sample answer

Read these two sample answers 1 and 2 below.

- a) Go through each one using the three colours on page 24.
- b) Use the level descriptors to decide how many marks it is worth.

Question recap

Using Figure 1 and your own knowledge, discuss the impacts of rainforest clearance.

Sample answer 1

The forest looks like it has been cleared by burning. The land looks full of tree roots meaning that it will not be easy to plant crops. The soil is black which is probably ash from all the burnt trees after the fires have gone out. The next time it rains, the ash will probably get washed away because it looks like the land is sloping a bit, and farmers might find there is no soil left by the time they get to plant their crops. There is no wildlife, which probably got killed in the fires. Lots of rainforests get cleared by burning like this.

Strengths of the answer		
Ways to improve the answer		
Level	Mark	

Sample answer 2

Clearing rainforest areas like this can be disastrous. The forest cover has been cleared and burned. It used to shelter the soil so that when it rained heavily the rain would be intercepted and would drip slowly into the soil. Now if there's a storm, the rain will run off and will probably take the soil with it because there's nothing to protect it.

Soils in rainforests are infertile, so that clearing land for plantations may not be a good idea anyway. Probably the ash that's in the photo would be the only fertile part of the soil. So clearing forests is not likely to have any benefits for farmers.

Strengths of the answer		
Ways to improve the answer		
Level	Mark	

5 Marked sample answer

Sample answers 1 and 2 are marked below. The text has been highlighted as follows to show how well each answer has structured points:

- points in red
 explanations in orange
 evidence in blue.
- <u>judgements</u> are underlined. These are important in order to reach Level 3 on questions with the command word 'Discuss'.

Marked sample answer 1

Evidence – evidence from the photo but this is not linked to impacts of clearing rainforest

The forest looks like it has been cleared by burning. The land looks full of tree roots meaning that it will not be easy to plant crops. The soil is black which is probably ash from all the burnt trees after the fires have gone out. The next time it rains, the ash will probably get washed away because it looks like the land is sloping a bit, and farmers might find there is no soil left by the time they get to plant their crops. There is no wildlife which probably got killed in the fires. Lots of rainforests get cleared by burning like this.

Evidence – more
evidence from the photo
but, again, this is not
about impacts

Point – makes a point which describes an impact of clearing the forest

Explanation – explains one of the impacts of clearing forest, i.e. soil erosion

Evidence – a third observation from the photo though, again, this is not about impacts

Explanation – this brief explanation does tackle one of the impacts of clearance

Examiner feedback

The descriptor for Level 2 just about applies to this answer as follows:

- 'Shows accurate understanding of impacts ...' the student does understand some of the impacts of rainforest clearance. This is general rather than accurate understanding. For example, there is little subject terminology (e.g. soil erosion).
- '... by applying relevant knowledge and understanding to the photo'

 the two explanations demonstrate that the student is aware of
 what rainforest clearance can lead to.
- 'Makes clear and effective use of the photo to explain the impacts of clearing the forest' the student refers directly to evidence which is visible on the photo.

By meeting the descriptors partially, the answer is lower Level 2 and earns 3 marks. Notice that there are no statements which can be classed as judgements – which are essential for Level 3.

Marked sample answer 2

Judgement – the student makes a clear judgement at the start.

Evidence – observes one impact from the photo

Explanation – explains what the forest would be like before clearance (essential to understanding impacts)

Clearing rainforest areas like this can be disastrous. The forest cover has been cleared and burned. It used to shelter the soil so that when it rained heavily the rain would be intercepted and would drip slowly into the soil.

Now if there's a storm, the rain will run off and will probably take the soil with it because there's nothing to protect it.

Soils in rainforests are infertile, so that clearing land for plantations may not be a good idea anyway. Probably the ash that's in the photo would be the only fertile part of the soil. So clearing forests is not likely to have any benefits for farmers.

<u>Judgement – another</u> <u>clear judgement about</u> <u>clearance</u> Evidence – the student observes the ash and uses this to support the point about soils

Judgement – a third judgement about clearance

Point – describes one impact (surface runoff)

Point – describes a second impact (soil erosion)

Explanation – explains why erosion occurs

Point – makes a point to support the next judgement, which is clarified

Examiner feedback

The descriptor for Level 3 applies to this answer as follows:

- 'Provides a balanced discussion with well-developed impacts and detailed understanding of these impacts ...' – the student balances the answer with impacts about forest, rainfall runoff,, and soil erosion.
- '...is able to make a judgement about these'. The student makes three supported, well-evidenced judgements.
- 'Shows thorough identification of the evidence for the impacts of forest clearance, and understands the implications' the student uses evidence from the photo to apply to their answer.

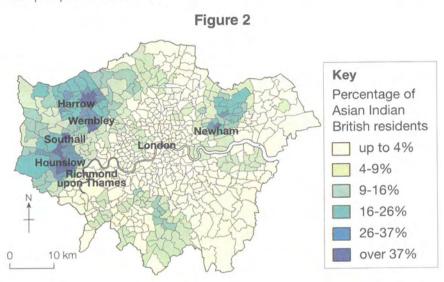
By meeting these descriptors fully, the answer is top Level 3 and earns 6 marks.

On your marks

Using the command word 'Assess'

 In this section you'll learn how to tackle 6-mark questions which use 'Assess' as a command word.

Study **Figure 2**. It is a map that shows the distribution of Asian Indian British people in London, 2011.



Assess the impacts of international migration on the growth and character of cities in the UK. Use **Figure 2** and your case study of a major city in the UK.

[6 marks]

1 Plan your answer

Before attempting to answer the question, remember to **BUG** it. Use the guidelines on page 21. Annotate it in the space below.



Assess the impacts of international migration on the growth and character of cities in the UK. Use **Figure 2** and your case study of a major city in the UK.

[6 marks]

Five steps to success!

The following five steps are used in this chapter to help you get the best marks.

Plan your answer –
decide what to
include and how to
structure your answer.

Write your answer – use the answer spaces to complete your answer.

Mark your answer – use the mark scheme to self- or peer-mark your answer. You can also use this to assess sample answers in step 4 below.

Sample answers – sample answers are given to show you how to maximise marks for a question.

Marked sample answers – these are the same answers as for step 4, but are marked and annotated, so that you can compare these with your own answers.

PEEL your answer

Use PEEL notes to structure your answer. Refer to the guidelines on page 14 to help you.

Planning grid

Use this planning grid to help you write high-quality paragraphs. Remember to include links to show how your points relate to each other and to the question.

2 Write your answer

Assess the impacts of international migration on the growth and character of cities in the UK. Use Figure 2 and your case study of a		
major city in the UK.	[6 marks]	

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Make a judgement!

Don't just describe and explain. If the question asks you to 'Assess', it wants you to make a judgement.

For example,
'Assess the impacts of rainforest clearance' would want you to say whether rainforest clearance is positive or negative, or how big the impacts have been (e.g. number of hectares cleared, or species affected).

One way of doing this is in a miniconclusion – it need only be a sentence or two.

		THE PERSON NAMED IN COLUMN TO THE PE
Strengths of the answer		
Ways to improve the answer		
Level	Mark	

3 Mark your answer

- 1. To help you to identify well-structured points in the answer, highlight or underline the:
- points in red
 explanations in orange
 evidence in blue.
- <u>judgements</u> by underlining. Judgements are important in order to reach Level 3 on questions with the command word is 'Assess'.
- 2. Use the mark scheme below to decide what mark to give. Six-mark questions are not marked using individual points, but instead you should choose a level and a mark based upon the quality of the answer as a whole.

Level	Marks	Description	Examples
3 (Detailed)	5–6	 Shows thorough understanding of the impacts of international migration on the growth and character of a named UK city. 	The impacts of immigration have been great especially on the culture of UK cities. In Bradford, the Curry Mile attracts tourists as well as increasing the range of foods in the city.
		 Shows thorough application of knowledge and understanding in interpreting the map about the impacts of international migration. 	• Figure 2 shows that immigrants from particular countries, religions or cultures tend to live in areas close to each other, creating suburbs like Southall in west London.
2 (Clear)	3–4	 Shows sound understanding of the impacts of international migration on the growth and character of a named UK city. 	 Immigration has been the reason for half the recent growth of cities such as Bristol. In Bristol there are now over 50 languages spoken in the city.
		 Shows sound application of knowledge and understanding in interpreting the map about the impacts of international migration. 	Figure 2 shows that immigrants often settle in suburbs where there are cultural or ethnic groups like their own.
1 (Basic)	1–2	Shows limited understanding of the impacts of international migration on the growth and character of a named UK city.	Bristol has a lot of immigrants living there so the city is growing.
		 Shows limited application of knowledge and understanding in interpreting the map about the impacts of international migration. 	 Immigrants often live in the same sorts of areas, where they have their own shops or mosques, and they like living there.
	0	No accurate response	

4 Sample answer

Read through the two sample answers 3 and 4 below.

- a) Go through each one using the three colours on page 31 and remember to underline any **judgements**, because these are needed to meet the requirements of the command word 'Assess'.
- b) Use the level descriptors to decide how many marks it is worth.

? Question recap

Assess the impacts of international migration on the growth and character of cities in the UK. Use **Figure 2** and your case study of a major city in the UK.

Sample answer 3

Half of Bristol's population growth in recent years has been migrants from overseas, from countries such as Poland, because of the jobs available, such as in construction and the NHS. International migration has affected Bristol because people from over fifty countries have settled there. Over 6000 people live in Bristol who were born in Poland.

Like the map in Figure 2, many immigrants have changed the character of the parts of the city where they live, because they have their own shops or places of worship. This changes the culture in cities and there are festivals like the Notting Hill Carnival in London. So immigration has had a big effect on cities.

Strengths of the answer		
Ways to improve the answer		
Level	Mark	

Sample answer 4

Cities like Bristol are growing fast because of immigrants from other countries. There are jobs in Bristol which attract people to live there. It has meant that there is pressure on jobs and housing but the city gains because there are also new restaurants and festivals which help the city's image. When migrants arrive they look for work anywhere, but when they get jobs, their families come and join them, so that's what makes the population go up so quickly.

Strengths of the answer		
Ways to improve the answer		
Level	Mark	

5 Marked sample answer

Sample answers 3 and 4 are marked below. The text has been highlighted as follows to show how well each answer has structured points:

- points in red
 explanations in orange
 evidence in blue.
- <u>judgements</u> are underlined. These are important in order to reach Level 3 on questions whose command word is 'Assess'.

Marked sample answer 3

Point – the student quantifies the amount of population growth due to immigration

of Poland illustrates the point

Explanation – the reason is given for immigration,

i.e. employment (with

examples)

Evidence - the example

Half of Bristol's population growth in recent years has been migrants from overseas, from countries such as Poland, because of the jobs available, such as in construction and the NHS. International migration has affected Bristol because people from over fifty countries have settled there. Over 6000 people live in Bristol who were born in Poland.

Like the map in Figure 2, many immigrants have changed the character of the parts of the city where they live, because they have their own shops or places of worship. This changes the culture in cities and there are festivals like the Notting Hill Carnival in London. So immigration has had a big effect on cities.

Point – student quantifies the extent of immigration from different countries

Evidence – the point is evidenced with the example of Poland

Explanation – the student explains how the character is changed, with examples

Point – the point helps to answer the part of the question dealing with changing character of cities Evidence – student illustrates the point with an example

Judgement – the student
makes a judgement about how
migration changes the city. This
is the weakest part of the answer

Examiner feedback

The descriptors for Level 3 applies to this answer as follows:

- 'Shows thorough understanding of the impacts of international migration on the growth and character of a named UK city' the student has been able to mention both the reasons for growth and the changing character of Bristol. A specific source country is named, and there is an example of the kind of cultural events resulting from immigration. It does not matter that these examples are chosen from different cities, as long as they are large and in the UK.
- 'Shows thorough application of knowledge and understanding in interpreting the map about the impacts of international migration' this is not so strong. Although the student refers to Figure 2, there is no real interpretation of what it shows.

By meeting the first descriptor fully, and the second one partly, the answer is low Level 3 in quality. The judgement is also weaker than would be needed for a top Level 3, so the answer is worth 5 marks.

Marked sample answer 4

Point – a general and non-specific point helps to answer the part of the question dealing with growth of cities

Explanation – the student briefly explains the reason for growth – but without specific examples

Explanation - the student

explains how jobs help to

explain immigration but

does not offer examples

evidences the point by

showing the benefit of

restaurants and festivals

Evidence - student

Cities like Bristol are growing fast because of immigrants from other countries. There are jobs in Bristol which attract people to live there. It has meant that there is pressure on jobs and housing but the city gains because there are also new restaurants and festivals which help the city's image. When migrants arrive they look for work anywhere, but when they get jobs, their families come and join them, so that's what makes the population go up so quickly.

Point – this point helps to answer the part of the question dealing with changing character of cities Explanation – the student revisits the explanation for growth of population

Note that there are no judgements made in this answer.

Examiner feedback

The descriptor for Level 1 just about applies to this answer as follows:

- 'Shows sound understanding of the impacts of international migration on the growth and character of a named UK city' the student names Bristol and clearly understands how important migration, and immigration in particular, help to explain the city's rapid growth of population. In the latter part of the answer, the student also mentions the importance of family members as a reason for further increase. The student understands the impact of immigration in terms of food and festivals, but there are no specific examples.
- 'Shows limited application of knowledge and understanding in interpreting the map about the impacts of international migration' the student does not refer to Figure 2 at all in the answer.

By only partly meeting the descriptor for Level 2, the answer gains 3 marks.

On your marks

Using the command word 'Explain'

 In this section you'll learn how to tackle 6-mark questions which use 'Explain' as a command word.

Note that this question focuses upon coasts. If you have studied River landscapes and Glacial landscapes, but not Coastal landscapes, plan, write and mark the exam question as stated, but use a different photo.

- For River landscapes, use photo A on page 120 from the student book.
- For Glacial landscapes, use photo D on page 137 from the student book.

Study **Figure 3**. It is a photo that shows deposition of sediment along a stretch of coast in South Australia.

Figure 3



Using **Figure 3** and your own knowledge, explain how different landforms may be created by deposition of sediment.

[6 marks]

1 Plan your answer

Before attempting to answer the question, remember to **BUG** it. Use the guidelines on page 31. Annotate it in the space below.



Using **Figure 3** and your own knowledge, explain how different landforms may be created by deposition of sediment.

[6 marks]

Five steps to success!

The following five steps are used in this chapter to help you get the best marks.

Plan your answer – decide what to include and how to structure your answer.

Write your answer – use the answer spaces to complete your answer.

Mark your answer – use the mark scheme to self- or peer-mark your answer. You can also use this to assess sample answers in step 4 below.

Sample answers – sample answers are given to show you how to maximise marks for a question.

Marked sample answers – these are the same answers as for step 4, but are marked and annotated, so that you can compare these with your own answers.

PEEL your answer

Use PEEL notes to structure your answer. Refer to the guidelines on page 14 to help you.

Planning grid

Use this planning grid to help you write high-quality paragraphs. Remember to include links to show how your points relate to each other and to the question.

	PEE Paragraph 1	PEE Paragraph 2
Point		
Explanation		
Evidence (from photo or your own knowledge)		
Link – a mini conclusion		

2 Write your answer

andforms may be created by deposition of sediment.	
	[6 marks
	2



Make sure you explain!

Don't just describe. If the question asks you to 'Explain', it wants you to give reasons why something happens.

For example, 'Explain how a named landform is caused by erosion' would want you to say how erosion processes led to its formation, not simply a description of the landform.

Strengths of the answer		
Ways to improve the answer		
Level	Mark	

3 Mark your answer

- 1. To help you to identify well-structured points in the answer, highlight the:
- points in red
- explanations in orange
- evidence in blue.
- 2. Use the mark scheme below to decide what mark to give.

Level	Marks	Description	Examples
3 (Detailed)	5–6	 Shows thorough application of knowledge and understanding to analyse information, giving detailed explanation of formation of coastal features. 	The coastal spit shown has been formed by longshore drift, caused by winds creating waves which hit the shore at an angle.
		Makes full analysis of the photo, using evidence to support the answer.	 Figure 3 shows a coastal spit which has forced the river to divert from where it used to reach the sea.
2 (Clear)	3–4	Demonstrates specific and accurate knowledge of coastal processes and landforms.	Coastal spits are formed when waves break on the shore at an angle and take sediment along the coast, forming a long, sandy headland into the water.
		 Shows thorough understanding of the links between coastal processes and landforms. 	• Figure 3 shows how the river stops the spit from forming a bar which would join the two bits of coast together.
1 (Basic)	1–2	 Demonstrates some knowledge of coastal processes and landforms. 	The spit comes from waves which break on the beach, and longshore drift.
		Shows limited geographical understanding of the links between coastal processes and landforms.	The photo shows a sandy beach which reaches almost across the river.
	0	No accurate response	

4 Sample answer

Read through sample answer 5 below. Go through it using the three colours above and decide how many marks it is worth.

?) Question recap

Using **Figure 3** and your own knowledge, explain how different landforms may be created by deposition of sediment.

Sample answer 5

The photo shows a spit formed of sand washed up by waves on the beach. The waves approach at an angle and the swash takes sand up the beach, then it runs back down in a zigzag pattern. Then another wave picks it up, and deposits it further along the beach, and so on, forming an extension of land. The sand moves along the beach until it reaches a river, and the river current shapes it where the water runs out to sea. It looks like the river in the photo has had to divert around the spit.

Another landform formed by deposition is a sand bar, which is just like a spit except that there is no river to stop the movement of sand. The sand keeps on moving until it cuts off a lake or lagoon.

Strengths of the answer		
Ways to improve the answer		
Level	Mark	

5 Marked sample answer

Sample answer 5 is marked below. The text has been highlighted as follows to show how well the answer has structured points:

- points in red
- explanations in orange
- evidence in blue.

Marked sample answer 5

Point – the student names the landform and makes it clear it is formed of sand

Explanation – the process that begins to form the spit is described

The photo shows a spit formed of sand washed up by waves on the beach. The waves approach at an angle and the swash takes sand up the beach, then it runs back down in a zigzag pattern. Then another wave picks it up, and deposits it further along the beach, and so on, forming an extension of land, as shown in the photo. The sand moves along the beach until it reaches a river, and the photo shows how river current has shaped where the water runs out to sea. It looks like the river in the photo has had to divert around the spit.

Another landform formed by deposition is a sand bar, which is just like a spit except that there is no river to stop the movement of sand. The sand keeps on moving until it cuts off a lake or lagoon.

Evidence – the student evidences the process from the photo. This evidence is important when explaining processes as a sequence of stages

Evidence – further evidenced to include the part played by the river

Evidence – the point is further evidenced by explaining how the river is affected by the spit

Point – the student names a second depositional landform

Explanation – the process of bar formation is explained

Examiner feedback

This student gets a Level 3 and 5 marks... just! Most time is spent explaining the spit, and less on a second landform. It would be better to split time equally between two, or three landforms.

That said, the descriptors for Level 3 applies to this answer as follows:

- 'Shows thorough application of knowledge and understanding ...' the student describes spit formation in detail.
- '... giving detailed explanation of formation of coastal features' the student describes spit formation as a sequence of events. The difference between a spit and a bar is explained.
- 'Makes full analysis of the photo, using evidence to support the answer' the student recognises and names the landform, and explains the impact of the spit on the river.

On your marks

Using the command word 'Evaluate'

 In this section you'll learn how to tackle 9-mark questions that use 'Evaluate' as a command word.

Nine-mark questions - what's different?

Nine-mark questions are marked using three levels, but they differ from 6-mark questions.

- All three levels in the mark scheme require you to write more and to a higher standard. This is reflected in the marks – Level 1 ranges from 1 to 3 marks, Level 2 from 4 to 6 marks, and Level 3 from 7 to 9 marks.
- Command words can be more demanding they use 'Justify' and 'Evaluate', as well as commands such as 'Discuss' and 'Assess'.
- As with 6-mark questions, you could be given a statement, but 9-mark questions may ask you to decide whether you agree or disagree with it (as in the example below), by developing a supporting argument.

A 6-mark question might ask:

'Volcanic eruptions can cause important changes to the global climate'.
Use evidence to support this statement.

A 9-mark question might ask:

'Natural hazards generally affect vulnerable people most seriously'. To what extent do you agree with this statement?

How is SPaG assessed?

One 9-mark question on each of Papers 1 and 2 will assess your accuracy of spelling, punctuation, grammar, and the use of specialist terminology (known as SPaG). In each of these questions, 3 marks are allocated as follows:

- High performance 3 marks
- Intermediate performance 2 marks
- Threshold performance 1 mark.

Examiners mark SPaG based on your:

- spelling accuracy
- punctuation the use of commas, full stops and semi-colons. Try reading an answer aloud and see if it leaves you gasping for breath! If it does, it needs more punctuation!
- · paragraphing.

Evaluate the evidence that suggests that global climate is currently changing.

[9 marks] [+ 3 SPaG marks]

Five steps to success!

The following five steps are used in this chapter to help you get the best marks.

Plan your answer decide what to include and how to

structure your answer.

Write your answer –

use the answer spaces to complete your answer.

Mark your answer – use the mark scheme to self- or peer-mark your answer. You can also use this to assess sample answers in step 4 below.

Sample answers – sample answers are given to show you how to maximise marks for a question.

Marked sample
answers – these are
the same answers
as for step 4, but
are marked and
annotated, so that
you can compare
these with your own
answers.

1 Plan your answer

Before attempting to answer the question on page 40, remember to **BUG** it.

- ✓ Box the command word.
- ✓ Underline the following:
 - Underline the following:the theme
 - the focus
 - any evidence required
 - · the number of examples needed.
- ✓ Glance back over the question to make sure you include everything in your answer.

Use the BUG below to plan your own answer.

Command word: Evaluate means 'judge on its strengths and weaknesses'. You need to decide whether evidence is strong or weak.

Evidence: Support your answer with evidence from your own knowledge and understanding, such as shrinking glaciers and seasonal weather changes. developed.

) Tip

'Evaluate' means stating how strong each piece of evidence is

Don't just describe and explain.

'Evaluate' needs you to show if the research and evidence is strong or not. For example, evidence of global climate change might be shown by shrinking glaciers.

Then draw it together in a mini-conclusion.

Evaluate the evidence that suggests that global climate is currently changing.

[9 marks] [+ 3 marks SPaG]

Focus and number of examples: The focus is evidence for a changing global climate. For a 9-mark question, you need three points which are well developed. Each piece of evidence needs to be written in a paragraph. You need a mini conclusion.

Theme: Climate change is linked to the theme The challenge of natural hazards, assessed in Paper 1, Section A of your exam. The question is compulsory.

SPaG: The answer needs to be planned and organised into paragraphs, and written in sentences. Check your spelling and punctuation.

PEEL your answer

Use PEEL notes to structure your answer. This will help you to communicate your ideas to the examiner in the clearest way. PEEL has four stages:

- Point give at least three pieces of evidence for this question.
 Use sentences, not bullet points.
- Explain give reasons for each piece of evidence and how it shows climate is changing. Use sentence starters such as: 'This is because ...', 'One reason is ...'.
- Evidence include details from named examples to support your evidence.
- Link link the pieces of evidence to each other. Use PEE sentence starters such as: 'A second piece of evidence is' or 'Secondly ...'. Finish it with a one-sentence conclusion about how likely it is that climate is changing.

Planning grid

Use this planning grid to help you write high-quality paragraphs. Remember to include links to show how your points relate to each other and to the question. Note that this is a 9-mark question, so needs three PEE Paragraphs.

Note that this is different from the 6-mark questions, because the fourth row helps you focus on the word 'evaluate'. Remember in this question to **evaluate the evidence**.

	PEE Paragraph 1	PEE Paragraph 2	PEE Paragraph 3
Point			
MARKET	•		
Explanation			
	·		
Evidence (from photo or your own knowledge)			
Evaluation of the evidence and mini- conclusion			

2 Write your answer

Evaluate the evidence that sugg		[9 mai	ks] [+ 3 SPaG ma
	P.		
	~		
			~

Strengths of the answer		
Ways to improve the answer		
Level	Mark out of 9	
SPaG level	Mark out of 3	

3 Mark your answer

- 1. To help you to identify well-structured points in the answer, highlight the:
 - points in red explanations in orange evidence in blue.
- 2. Use the mark scheme below to decide what mark to give. Nine-mark questions are not marked using individual points, but instead you should choose a level and a mark based upon the quality of the answer as a whole.

Level	Marks	Description	Examples
3 (Detailed)	7–9	Shows detailed knowledge of the evidence for changing climate.	 IPCC research shows that average global sea level has risen by 10–20 cm since 1920.
		 Shows thorough geographical understanding of the processes by which climate may be changing globally. 	 This is probably due to rising global temperatures which melt ice caps, from which more water goes into the sea.
		 Shows application of knowledge and understanding in a coherent and reasoned way in evaluating the evidence for climate change. 	 This is likely to be reliable evidence as the IPCC consists of thousands of the world's best scientists.
2 (Clear)	4–6	Shows clear knowledge of the evidence for changing climate.	 Scientists show that global sea levels have risen in the past 100 years.
		 Shows some geographical understanding of the processes by which climate may be changing globally. 	 This is due to global warming which increases temperatures and melted ice caps and glaciers which go into the sea.
		 Shows reasonable application of knowledge and understanding in evaluating the evidence for climate change. 	 We know sea level is rising because countries with coastlines are getting flooded.
1 (Basic)	1–3	 Shows limited knowledge of the evidence for changing climate. 	World temperatures are increasing all the time and winters are getting warmer.
		 Shows slight geographical understanding of the processes by which climate may be changing globally. 	Global warming is making the seasons different and there are more floods.
		 Shows limited application of knowledge and understanding in evaluating the evidence for climate change. 	Scientists think more floods and storms are because of global warming.
	0	No accurate response	

Table for sample answer 2 (opposite)

Strengths of the answer		Ways to improve the answer	
Level	Mark	SPaG Level	Mark

4 Sample answers

Read through these two sample answers.

-) Go through each one using the three colours on page 44.
- b) Use the level descriptors to decide how many marks it is worth.
- c) Remember to give a SPaG mark.

? Question recap

Evaluate the evidence that suggests that global climate is currently changing.

Sample answer 1

Many sources of evidence show how climate is changing. Temperatures have risen globally since the nineteenth century by about $0.8\,^{\circ}$ C. This is probably due to carbon emissions of greenhouse gases like CO_{2} from burning of fossil fuels.

Temperatures seem to be getting warmer all the time, so that sea level will carry on rising. Already some islands in the Pacific have been flooded and countries like Bangladesh have severe floods because much of the country is very low-lying. Glaciers in mountains like the Himalayas have been melting because temperatures are rising, so that this all goes to the sea via rivers and makes sea level rise.

Another piece of evidence is that the seasons seem to be changing, so that spring is earlier, and winters are not as cold as they were, and have less snow. Birds now migrate earlier than they did and their nests are being built nine days earlier than forty years ago. So that all seems to mean that there is a lot of evidence that climate is changing.

Strengths of the answer		Ways to improve the answer		
Level	Mark	SPaG Level	Mark	

Sample answer 2

Globally the climate is warming, with evidence to prove that this is the case. Global temperatures are 1°C warmer than they were 100 years ago because greenhouse gas emissions have increased. It is hard to know exactly what temperatures were like in 1900 and more people and organisations record the weather now than at that time, but there were thermometers, just fewer of them. So, some of the evidence could be questionable, just because there are more recordings.

Even if temperature recordings are not completely reliable, there is a lot of evidence to show that sea level is rising globally by about 20 cm in 100 years, partly because ocean water expands when it warms and so it rises. Many coastal areas are flooding more now, so it is a global process and not just evidence from one place.

Other evidence which shows that temperatures are rising comes from retreating glaciers and ice sheets because they are melting. Many glaciers have been photographed for over 100 years, and many in the Alps and on Greenland show that they have retreated a long way from where they were.

5 Marked sample answers

Sample answers 1 and 2 are marked below. The text has been highlighted as follows to show how well each answer has structured points:

- points in red
- explanations in orange
- · evidence in blue.
- evaluations are underlined. These are important to reach Level 3 on questions whose command word is 'Evaluate'

Marked sample answer 1

Explanation – a reason is given for warming of the global climate

Point - the student quantifies the amount of warming

Many sources of evidence show how climate is changing. Temperatures have risen globally since the nineteenth century by about 0.8 °C. This is probably due to carbon emissions of greenhouse gases like CD from burning of fossil fuels.

Temperatures seem to be getting warmer all the time, so that sea level will carry on rising. Already some islands in the Pacific have been flooded and countries like Bangladesh have severe floods because much of the country is very low-lying. Glaciers in mountains like the Himalayas have been melting because temperatures are rising, so that this all goes to the sea via rivers and makes sea level rise.

Another piece of evidence is that the seasons seem to be changing, so that spring is earlier, and winters are not so cold as they were and have less snow. Birds now migrate earlier than they did and their nests are being built nine days earlier than forty years ago. So that all seems to mean that there is a lot of evidence that climate is changing.

Point - the student offers further evidence

Explanation - a reason is given for flooding in many countries

Point - further evidence is given for climate change

Explanation - a reason is given for glaciers melting

Evidence - the student discusses retreating glaciers as evidence for rising sea levels

Point - further evidence is given for climate change (winters less cold)

Evidence - the point is extended using bird migration as evidence

Marked sample answer 2

Explanation - the student briefly explains the increase

Point - the student makes the point about increasing temperatures

Globally the climate is warming, with evidence to prove that this is the case. Global temperatures are 1°C warmer than they were 100 years ago because greenhouse gas emissions have increased. It is hard to know exactly what temperatures were like in 1900 and more people and organisations record the weather now than at that time, but there were thermometers, just fewer of them. So, some of the evidence could be questionable, just because there are more recordings.

Even if temperature recordings are not completely reliable, there is a lot of evidence to show that sea level is rising globally by about 20 cm in 100 years, partly because ocean water expands when it warms and so it rises. Many coastal areas are flooding more now, so it is a global process and not just evidence from one place.

Other evidence which shows that temperatures are rising comes from retreating glaciers and ice sheets because they are melting. Many glaciers have been photographed for over 100 years, and many in the Alps and on Greenland show that they have retreated a long way from where they were.

Point - the student makes the point about retreating glaciers

Evaluation – the student refers to the reliability of photos taken over a long time to show change

Explanation - the student explains this

Evaluation – the student gives one reason why temperature readings may not be accurate

Evaluation – the student extends the evaluation by referring to volume of temperature recordings

Point - the student makes a second point about rising sea level

Explanation – the student gives a reason for this

Evaluation – the student shows that this is probably reliable as many places experience the same thing

Examiner feedback

Examiners see many answers of this kind. This student knows a lot and has learnt facts and figures. The answer is a problem, though, because there is no evaluation. The student needs to ask themselves - 'what's the evidence that glaciers are melting, and is it reliable? How do I know it's reliable?'.

The answer is therefore a mix of levels:

- Almost Level 3 for knowledge about climate change and warming.
- Explanations are mid-Level 2 because they do not always link to the warming climate (e.g. flooding in Bangladesh is explained because it is low lying, not because of sea level change).

Faced with this, examiners have to do a 'best fit' or a kind of average. The examiner gives this low Level 2 overall of 4 marks.

Examiner feedback

This is a top quality answer which was given the full 9 marks.

Notice that this student has shown less knowledge and understanding than the student in sample answer 1 opposite, but that nearly half of the answer is spent in showing whether the evidence for change is reliable or not. That's what you need to do in a question whose command word is 'Evaluate'. Spend as much time on evaluating as the time you spend in showing your knowledge and understanding.

For SPaG, the student was awarded the full 3 marks. The answer is in paragraphs, is well spelt, and punctuation gives meaning to what the student is saying.

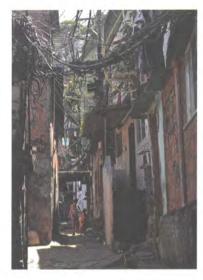
On your marks

Using the command word 'Justify'

 In this section you'll learn how to tackle 9-mark questions which use 'Justify' as a command word.

Study **Figure 1**. It shows Rocinha favela, a low-income squatter settlement in Rio de Janeiro.

Figure 1



'For those who live in low-income areas of cities such as Rio de Janeiro, life presents far more problems than benefits'.

Do you agree with this statement? YES ☐ NO ☐

Justify your decision, using **Figure 1** and your case study of a major city in an LIC or NEE.

[9 marks] [+ 3 SPaG marks]

1 Plan your answer

Before attempting to answer the question, remember to **BUG** it. Use the guidelines on page 21 and annotate it below.



'For those who live in low income areas of cities such as Rio de Janeiro, life presents far more problems than benefits'.

Do you agree with this statement? YES ☐ NO ☐

Justify your decision, using **Figure 1** and your case study of a major city in an LIC or NEE.

[9 marks] [+ 3 SPaG marks]

Five steps to success!

The following five steps are used in this chapter to help you get the best marks.

Plan your answer –
decide what to
include and how to
structure your answer.

Write your answer – use the answer spaces to complete your answer.

Mark your answer – use the mark scheme to self- or peer-mark your answer. You can also use this to assess sample answers in step 4 below.

Sample answers – sample answers are given to show you how to maximise marks for a question.

Marked sample answers – these are the same answers as for step 4, but are marked and annotated, so that you can compare these with your own answers.

PEEL your answer

Use PEEL notes to structure your answer.
Use the guidelines on page 14 to help you.

Planning grid

Use this planning grid to help you write high-quality paragraphs. Remember to include links to show how your points relate to each other and to the question.

Note that the fourth row helps you focus on the command 'justify'. Remember, you must **justify your decision.**

Tip

Justify means supporting your decision with evidence!

Don't just describe and explain. Use data or examples (including the photo) to show that your decision is correct, and say briefly why you rejected the alternative. You should state clearly what your answer is, and draw it together at the end in a **miniconclusion** of one or two sentences.

	PEE Paragraph 1	PEE Paragraph 2	PEE Paragraph 3
Point			
Explanation			
Evidence (from photo or your own knowledge)			-1
How this supports your decision and mini- conclusion			

2 Write your answer

'For those who live problems than be	ve in low-income ar enefits'.	eas of citie	s such as Ri	o de Janeiro, life	presents far more
Do you agree wit	th this statement?	YES 🗆	NO 🗆		
Justify your decis	sion, using Figure	1 and your	case study o	of a major city in a	an LIC or NEE.
				[9 mar	ks] [+ 3 SPaG marks]
-					
-					
trengths of the			****		
nswer					
lays to improve ne answer					
				T	
evel			cout of 9		
PaG level		Mari	cout of 3		

3 Mark your answer

- 1. To help you to identify well-structured points in the answer, highlight or underline the:
 - points in red explanations in orange evidence in blue.
 - points which show the student is <u>justifying</u> (or <u>supporting</u>) the statement by underlining. These might support one side of the argument, or balance it before reaching a conclusion.
- 2. Use the mark scheme below to decide what mark to give. Nine-mark questions are not marked using individual points, but choose a level and a mark based upon the quality of the answer as a whole.

Level	Marks	Description	Examples
3 (Detailed)	7–9	 Shows comprehensive and specific knowledge of the problems and benefits of one or more cities. 	In Rio, a third of homes have no electricity (or have illegal hook-ups from wires, as in the photo) and half have no sewerage connections.
		Shows thorough and accurate understanding of the problems and benefits of one or more cities.	One reason is that favelas like Rocinha are growing so quickly that the city council cannot keep pace with population growth.
		 Shows effective application of knowledge and understanding in making a judgement and reaching a substantiated conclusion. Justification is detailed and balanced. 	This shows the statement is true because electricity and sewerage connection are basics for a reasonable life. But there are benefits, such as provision of schooling.
2 (Clear)	4–6	Shows reasonable knowledge of the problems and benefits of one or more cities.	Cities like Rio often have no water or sewerage connections, and electricity in the photo looks unsafe too.
		 Shows clear geographical understanding of the problems and benefits of one or more cities. 	This is because people are poor and cannot afford water or electricity bills.
Library.		 Shows reasonable application of knowledge and understanding in making a judgement and reaching a conclusion. Justification is clear and well supported. 	So the statement is true because most people do not have a decent lifestyle with basics that we would take for granted.
1 (Basic)	1–3	 Shows limited knowledge of the problems and benefits of one or more cities. Answers may be largely generic. 	Developing cities have no water or sewerage connection and many health problems from drinking bad water.
		Shows some geographical understanding of the problems and benefits of living in cities.	There are so many people that the city cannot keep pace with them all.
		 Shows limited application of knowledge and understanding in making a judgement and/or reaching a conclusion. Justification is limited to one or more simple points. 	So the statement is correct because life there is very hard and the city cannot support all those people.
	0	No accurate response	

Remember to give a mark for SPaG too! The criteria can be found on page 40.

4 Sample answers

Read through the two sample answers 3 and 4 below.

- a) Go through it using the three colours in on page 51, and underline parts that meet the requirements of the command word 'Justify'.
- b) Use the level descriptors to decide how many marks it is worth.
- c) Remember to give a SPaG mark.

Sample answer 3

Do you agree with the statement on page 50. Justify your decision,

Question recap

statement on page 50.
Justify your decision,
using **Figure 1** and your
case study of a major
city in an LIC or NEE.

I agree with the statement. Rio's favelas are growing so quickly that it is hard to keep pace with services needed like water. Rocinha has grown three times its size since 2010. It is better than it was because now houses are being built out of brick instead of timber and odd bits of metal, and they also have water and electricity. There are shops there and many services like health facilities that you would expect. But I agree with the statement because Rocinha is probably one of Rio's best favelas and there are many worse that do not have half the benefits that it has. You wouldn't choose to live there if you had more money so areas like that are still for low income people, so I still think the statement is true.

Elsewhere Rio has squatter settlements, which are places where people just put together their own shacks illegally. Some shacks are on sloping land because nobody else wants to live there and are a long way from jobs in the city centre. But when it rains heavily, people are vulnerable, because in 2010 over 200 people were killed in a landslide. This shows the statement is true, because the poor have to live there — people with jobs and decent incomes would never choose to.

Strengths of the answer		Ways to improve the answer		
Level	Mark	Level	Mark	

Sample answer 4

I don't agree with the statement. It is true that people living in squatter settlements have a lot of problems like they don't have water supply or sewerage connections and when you walk down the street in the photo then you might be electrocuted as the wires don't look very safe. But cities have many jobs for people and so the people who have moved there from the countryside are often employed more than if they had stayed in rural areas. Many rural areas do not have schools and cities like Rio have plenty of schools for all ages maybe universities too and often hospitals and medical treatment in cities that you don't have in the countryside. So it's not perfect living in Rio but it can be better than a lot of places so I don't agree with the statement.

Strengths of the answer		Ways to improve the answer		
Level	Mark	Level	Mark	

5 Marked sample answers

Sample answers 3 and 4 are marked below. The text has been highlighted as follows to show how well each answer has structured points:

- points in red explanations in orange evidence in blue.
- <u>justifications</u> are underlined. These are important in order to reach Level 3 on questions whose command word is 'Assess'.

Marked sample answer 3

Point – the student quantifies the growth of Rocinha

Explanation – an explanation of the impact of Rocinha's growth

l agree with the statement. Rio's favelas are growing so quickly that it is hard to keep pace with services needed like water. Rocinha has grown three times its size since 2010. It is better than it was because now houses are being built out of brick instead of timber and odd bits of metal, and they also have water and electricity. There are shops there and many services like health facilities that you would expect. But I agree with the statement because Rocinha is probably one of Rio's best favelas and there are many worse that do not have half the benefits that it has. You wouldn't choose to live there if you had more money so areas like that are still for low income people, so I still think the statement is true.

Elsewhere Rio has squatter settlements, which are places where people just put together their own shacks illegally. Some shacks are on sloping land because nobody else wants to live there and are a long way from jobs in the city centre. But when it rains heavily, people are vulnerable because in 2010 over 200 people were killed in a landslide. This shows the statement is true, because the poor have to live there — people with jobs and decent incomes would never choose to.

Explanation – an explanation is given to illustrate this

Justification – the student gives one further supporting statement to justify their choice, though it is very similar to the second justification

Evidence – the student uses the evidence of building materials

Evidence – the student uses further evidence of shops and health services

Justification – the student makes a comparison to justify their choice

Justification – the student makes a further statement to justify their choice

Point – the student mentions squatter settlements

Explanation – squatter settlements are explained

Evidence – the student uses evidence about land used by squatter settlements

Point – the student describes the vulnerability of people

Examiner feedback

This student knows a lot and has a clear view of what living in a favela might be like. The points are well made and the extended points offer a lot of detail about favelas to support the answer. The student also justifies clearly why they have reached an opinion. The answer is generally Level 3 in quality. However, it is not perfect, as the student doesn't directly refer to the photo and is short on any data. It is Level 3 and the justification is sound, so it earns 8 marks.

For SPaG, the student was awarded 3 marks. The answer is in paragraphs, is well spelt, and punctuated accurately.

Using the command word 'Justify'

Marked sample answer 4

Point – the student makes an illustrated point about squatter settlements Evidence – this point is extended by using evidence from the photo about electricity

I don't agree with the statement. It is true that people living in squatter settlements have a lot of problems like they don't have water supply or sewerage connections and when you walk down the street in the photo then you might be electrocuted as the wires don't look very safe. But cities have many jobs for people and so the people who have moved there from the countryside are often employed more than if they had stayed in rural areas. Many rural areas do not have schools and cities like Rio have plenty of schools for all ages maybe universities too and often hospitals and medical treatment in cities that you don't have in the countryside.

So it's not perfect living in Rio but it can be better than a lot of places so I don't agree with the statement.

Point – the student makes the point about employment in cities

Evidence – the student uses evidence of employment to compare cities and rural areas

Point – the student makes the point about education in cities

Justification – the student makes a single statement about living in Rio, though this is not a quality comparison.

Evidence – the student uses the evidence of health care to extend the point

Examiner feedback

This is a medium quality answer which was given 4 marks in the middle of Level 2. The student makes three valid points about living in squatter settlements and extends it with some detail, but a named city occurs just once in the last sentence. Generic writing – without naming a place – is normally typical of Level 1, so the student has saved themselves by naming Rio twice. The level of justification is weak; there is no other named place to compare Rio with, simply mentioning rural areas.

This student probably knows more than this, so some revision of a named city would have earned the student higher marks, perhaps with some named examples of parts of Rio, or some data illustrating households with water supply etc. Justification needs to be more than just a general statement at the end.

For SPaG, the student was awarded 1 mark. The answer is in a single paragraph, and although it is well spelt, there is a lack of punctuation.

This makes it harder to read and make sense of.

On your marks

Using the command 'To what extent'

 In this section you'll learn how to tackle 9-mark questions that use the command 'To what extent'.

Study **Figure 2**, a table showing development indicators for Nigeria, 1995 and 2015.

Figure 2

	1995	2015
GNI total (US\$) in PPP	200 billion	1 trillion
GNI per capita (US\$) in PPP	1850	5900
% people working in agriculture	54	70
% people working in industry	10	10
Exports value (US\$)	11.9 billion	45.9 billion
Imports value (US\$)	8.3 billion	52.3 billion
Unemployment rate %	28	13.9
Living in poverty %	36	70
Main exports	Petroleum and petroleum products (95% of total), cocoa, rubber	Petroleum and petroleum products (95% of total), cocoa, rubber
Main Imports	Machinery and equipment, manufactured goods, food and animals	Machinery, chemicals, transport equipment, manufactured goods, food and live animals

(Source: CIA Factbook)

To what extent do the data in **Figure 2**, and your own knowledge, suggest that Nigeria is a typical newly emerging economy (NEE)?

[9 marks] [+ 3 SPaG marks]

1 Plan your answer

Before attempting to answer the question, remember to **BUG** it. Use the guidelines on page 21 and annotate it below.



To what extent do the data in **Figure 2**, and your own knowledge, suggest that Nigeria is a typical newly emerging economy (NEE)?

[9 marks] [+ 3 SPaG marks]

Five steps to success!

The following five steps are used in this chapter to help you get the best marks.

Plan your answer – decide what to include and how to structure your answer.

Write your answer – use the answer spaces to complete your answer.

Mark your answer – use the mark scheme to self- or peer-mark your answer. You can also use this to assess sample answers in step 4 below.

Sample answers – sample answers are given to show you how to maximise marks for a question.

Marked sample answers – these are the same answers as for step 4, but are marked and annotated, so that you can compare these with your own answers.

PEEL your answer

Use PEEL notes to structure your answer.
Use the guidelines on page 14 to help you.

Planning grid

Use this planning grid to help you write high-quality paragraphs. Remember to include links to show how your points relate to each other and to the question.

Note that the fourth row helps you focus on the phrase 'to what extent'. Remember, you must *find evidence* on both sides!



How to answer 'To what extent' questions

Don't just describe. If the question asks you to explain 'to what extent', it means that you should be able to see ways in which something does happen, and ways it does not. For example, the data in Figure 2 have some data which suggest that Nigeria is an NEE and some that do not.

	PEE Paragraph 1	PEE Paragraph 2	PEE Paragraph 3
Point			
Explanation			
Evidence (from Figure 2 or your own knowledge)			
Does this suggest that Nigeria is an NEE or not? Include a mini-conclusion			

2 Write your answer

To what extent do the data in Figure 2 , and your own knowledge, s newly emerging economy (NEE)?	vn knowledge, suggest that Nigeria is a typica		
	[9 marks] [+ 3 SPaG marks]		
*1			

Strengths of the answer		
Ways to improve the answer		
Level	Mark out of 9	
SPaG level	Mark out of 3	

3 Mark your answer

- 1. To help you to identify well-structured points in the answer, highlight or underline the:
 - points in red explanations in orange evidence in blue.
 - parts where 'to what extent' is addressed are underlined.
- 2. Use the mark scheme below to decide what mark to give. Nine-mark questions are not marked using individual points, but instead choose a level and a mark based upon the quality of the answer as a whole.

Level	Marks	Description	Examples
3 (Detailed)	7–9	 Shows a comprehensive and accurate knowledge of the country, and the characteristics of an NEE. 	Nigeria's GNI has grown rapidly by five times between 1995 and 2015.
		 Shows a thorough geographical understanding of the country and the characteristics of an NEE. 	 Its oil has enabled it to grow rapidly because demand for oil has helped other NEEs and major economies to keep growing.
		 Shows a thorough application of knowledge and understanding in evaluating the extent to which the country is or is not an NEE. 	 Rapid economic growth is typical of NEEs, so Nigeria conforms to that, but it still relies almost completely on oil for its exports, which is more like an LIC which depends on just one industry.
2 (Clear)	4–6	 Shows reasonable knowledge of the country, and the characteristics of an NEE. 	Nigeria's GNI has grown rapidly between 1995 and 2015.
		 Shows clear geographical understanding of the country and the characteristics of an NEE. 	Its oil is the reason for its growth because it has some of the world's largest reserves.
		 Shows reasonable application of knowledge and understanding in evaluating the extent to which the country is or is not an NEE. 	Its rapid growth is typical of NEEs.
1 (Basic)	1–3	 Shows limited knowledge of the country, and the characteristics of an NEE. 	 Nigeria's economy has grown since 1995.
		 Shows some geographical understanding of the country and the characteristics of an NEE. 	It still sells a lot of oil which helps it to afford its imports. Developing countries have to have something to export to develop.
		 Shows limited application of knowledge and understanding in evaluating the extent to which the country is or is not an NEE. 	Nigeria's oil has helped it to develop since 1995 so its economy has grown.
	0	No accurate response	

Remember to give a mark for SPaG too! The criteria can be found on page 40.

4 Sample answers

Read through sample answer 5 below.

- a) Go through it using the three colours in on page 58, and underline parts that meet the requirements of the command 'To what extent'.
- b) Use the level descriptors to decide how many marks it is worth.
- c) Remember to give a SPaG mark.

? Question recap

To what extent do the data in **Figure 2**, and your own knowledge, suggest that Nigeria is a typical newly emerging economy (NEE)?

Sample answer 5

In the table, Nigeria's economy has grown by five times in GNI between 1995 and 2015, and its GNI per capita has grown by about three and a half times. Its exports have also gone up, though its imports have gone up by more, so perhaps it is more in debt than it was in 1995 because now it does not earn enough to pay for its imports. The imports are machinery and transport equipment, which have probably gone up a lot in price. Unemployment has halved, which is good for the people of Nigeria though the number living in poverty has really gone up, and I would not expect that in an NEE. In NEEs industry is supposed to give people jobs and so unemployment goes down.

So I would say that Nigeria is an NEE because it is now earning a lot more than it was, but it looks like poverty in increasing.

Strengths of the answer		
Ways to improve the answer		
Level	Mark out of 9	

5 Marked sample answers

Sample answer 5 is marked below. The text has been highlighted as follows to show how well the answer has structured points:

- points in red explanations in orange evidence in blue.
- parts where 'to what extent?' are addressed are underlined.

Marked sample answer 5

Point – the student identifies that Nigeria's economy has grown

Evidence – the student identifies data increase in GNI

Evidence – the student further evidences increase in GNI per capita

In the table, Nigeria's economy has grown by five times in GNI between 1995 and 2015, and its GNI per capita has grown by about three and a half times. Its exports have also gone up, though its imports have gone up by more, so perhaps it is more in debt than it was in 1995 because now it does not earn enough to pay for its imports. The imports are machinery and transport equipment, which have probably gone up a lot in price. Unemployment has halved, which is good for the people of Nigeria though the number living in poverty has really gone up, and I would not expect that in an NEE. In NEEs industry is supposed to give people jobs and so unemployment goes down.

So I would say that <u>Nigeria is an NEE because it is now earning a lot</u> more than it was, but it looks like poverty is increasing.

Evidence – the student identifies that unemployment has halved

To what extent –
the student shows
understanding of
how this would not be
expected in an NEE

To what extent – the conclusion rounds off two points to answer the question – but it might have been better if it was done each time the student identifies changes in the data

Point – the student identifies that Nigeria's exports have increased

Evidence – the student identifies greater increase in imports

Explanation – the student explains the debt that could arise if imports increase faster than exports

Evidence – the student identifies examples of imports

Evidence – the student has identified that poverty has increased by more



This student gets a low Level 3 and was given 7 marks. The student is clearly very good with data – six evidenced points have been correctly made about changes in Nigeria between 1995 and 2015, but for a top Level 3 there needs to be more explanation. The student has also left any reference to the extent to which Nigeria is an NEE until the last part of the answer. To reach the top of Level 3, the student should have made this evaluation each time a change in data had been identified. The student doesn't make it clear that rapid economic growth is expected in an NEE, but does state that you would not expect increased percentages of people living in poverty.

For SPaG, the student was awarded 3 marks. The answer is in paragraphs, is well spelt, and punctuated accurately.





GCSE 9-1 Geography AQA Practice Paper

Paper 1 Living with the physical environment

Time allowed: 1 hour 30 minutes

Total number of marks: 88 (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))

Instructions

Answer **all** questions in Section A and Section B Answer **two** questions in Section C