

Name:

GEOGRAPHY A Level Exam skills



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Space for questions/ notes:

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BACKGROUND INFO ABOUT THE EXAMS

GEOGRAPHY A LEVEL Exam format

Paper 1	Paper 2	Paper 3 (Synoptic paper)	Independent Investigation
30% of qualification	30% of qualification	20% of qualification	20% of qualification
16 marks on Tectonics 40 marks on Coasts 49 on Carbon and Water cycle	16 on Globalisation 16 on Superpowers 35 on Diverse places 38 on Human Rights	70 marks on the resource given.	
Time: 2 hours 15 minutes	Time: 2 hours 15 minutes	Time: 2 hours 15 minutes	

Types of question:

Paper 1	Paper 2	Paper 3 (Synoptic paper)
<ul style="list-style-type: none"> • 16 marks on Tectonics - shorter answer questions (total of 4 marks) + one assess question (12 marks) • 40 marks on Coasts - shorter answer questions (total of 20 marks) + one 20 mark evaluate question • 49 on Carbon and Water cycle - shorter answer questions (total of 17) + one assess question (12) + one evaluate question (20) 	<ul style="list-style-type: none"> • 16 on Globalisation - shorter answer questions (total of 4 marks) + one assess question (12 marks) • 16 on Superpowers - shorter answer questions (total of 4 marks) + one assess question (12 marks) • 35 on Diverse places - shorter answer questions (total of 15 marks) + one evaluate question (20 marks) • 38 on Human Rights - shorter answer questions (total of 18 marks) + one evaluate question (20 marks) 	<ul style="list-style-type: none"> • shorter answer questions (total of 12 marks) • Two analyse questions (8 marks each) • One evaluate question (18 marks) • Another evaluate question (24 marks)

Mark allocation:

Content	Total marks	Time (minutes)
Paper 1	105	2 hours 15 minutes
Section A: Tectonic Processes and Hazards	16: 4, 12	
Section B: Glaciated Landscapes and Change or Coastal Landscapes and Change	40: 6, 6, 8, 20	
Section C: Physical Systems and Sustainability	49: 3, 6, 8, 12, 20	
Paper 2	105	2 hours 15 minutes
Section A: Globalisation/Superpowers	32: 4, 12 4, 12	
Section B: Shaping Places: Regenerating Places or Diverse Places	35: 3, 6, 6, 20	
Section C: Global Development and Connections: Health, Human Rights and Intervention or Migration, Identity and Sovereignty	38: 3, 1, 6, 8, 20	
Note: there is a 4-mark calculation question which may be placed in Section A (Q1 or Q2) or in Section C (as seen in first set of SAMs, where it is split into a 3-mark question and a 1-mark question). The 4-mark 'Explain' question will move to take its place.		
Paper 3: Synoptic paper	70:	2 hours 15 minutes (including reading time)
	4, 4, 4, 8, 8, 18, 24	

How do you get marks?

AO1 - Definitions, name locations, concepts, theories,

AO2 - Apply knowledge and understanding (AO1) to interpret, analyse, evaluate

AO3 - Fieldwork skills

Assessment Objectives

Students must:		% in GCE A Level
AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales	34
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues	40
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions 	26
Total		100%

Breakdown of Assessment Objectives

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	13	15.75	1.25	30
Paper 2	13	15.75	1.25	30
Paper 3	5.5	6	8.5	20
Non-examination assessment: Independent Investigation	2.5	2.5	15	20
Total for GCE A Level	34%	40%	26%	100%

Key themes:

There are three over-arching themes that link between different geographical ideas and concepts.

The synoptic themes incorporate specialist geographical concepts, namely: causality, systems, feedback, inequality, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds.

The three synoptic themes are:

<p>1. Players (P)</p>	<p>Who are the different players (individuals, groups and organisations, stakeholders) involved in geographical issues and decisions (interdependence, globalisation, systems)? Why do some players have greater influence than others (inequality)?</p>	<p>This includes:</p> <ul style="list-style-type: none"> • international players (intergovernmental organisations (IGOs)), • national and local government, • large and small private businesses, • transnational corporations (TNCs), • pressure groups • non-governmental organisations (NGOs) • as well as others in particular contexts.
<p>2. Attitudes and actions (A)</p>	<p>Why do attitudes to geographical issues (identity) vary so greatly and how does this influence actions (policies and choice of strategy and management methods)?</p>	<p>Influences on values and attitudes include:</p> <ul style="list-style-type: none"> • identity, • political and religious views, • priority given to profit, • importance of social justice and equality • and attitudes towards the natural environment (conservation and sustainability versus exploitation).
<p>3. Futures and uncertainties (F)</p>	<p>There are contrasting approaches when making decisions about geographical issues that will affect people in the future.</p> <p>Choice of objective will affect both people and the environment in very different ways (risk, resilience and thresholds).</p> <p>The outcomes of choices made today are uncertain for a range of reasons, including:</p> <ul style="list-style-type: none"> • scientific, • demographic, • economic • and political uncertainty. 	<p>These include:</p> <ul style="list-style-type: none"> • business as usual, • priority towards more sustainable strategies • and radical alternatives (mitigation and adaptation).

Exam command words

These are the command words that could be used in any of the papers:

	Marks awarded
Complete	1, 2
Draw/ plot	2, 3
Calculate	1, 2
Suggest	3, 6
Explain	3, 4, 6, 8
Analyse	8
Assess	12
Evaluate	18, 20, 24

Command word	Definition
Analyse	Use geographical skills to investigate an issue by systematically breaking it down into individual components and making logical, evidence-based connections on the causes and effects or interrelationships between the components.
Assess	Use evidence to determine the relative significance of something. Give balanced consideration to all factors and identify which are the most important.
Calculate	Produce a numerical answer, showing relevant working.
Complete	Create a graphical representation of geographical information by adding detail to a resource that has been provided
Draw/Plot	Create a graphical representation of geographical information.
Evaluate	Measure the value or success of something and ultimately provide a balanced and substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.
Explain	Provide a reasoned explanation of how or why something occurs. An explanation requires understanding to be demonstrated through the justification or exemplification of points that have been identified.
Suggest	For an unfamiliar scenario, provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point that has been identified.

EXTENDED WRITING ANSWER - GENERAL ADVICE (ASSESS OR EVALUATE)

Key ingredients of extended writing answer:

- STRUCTURE - logical and organised writing
- RANGE - of case studies
- DETAIL - specific facts and figures
- BALANCE - cannot be one-sided
- CONCLUSION - moving towards an overview/ brief conclusion

Structure for extended writing

Introduction:

You will need to include:

- Definition/s of key word/s
- An outline of what you will be writing about in the rest of your essay - indicate what your structure will be

Main paragraphs:

Different options for **STRUCTURE**:

- Advantages, disadvantages or pros, cons or cost, benefits etc
- Physical (or natural) and Human factors
- Economic, Social, Environmental, Political, Demographic factors or consequences/impacts
- Case study by case study
- Actions - Global agreements, international action, national policy and management, local governance and individual actions
- Players - Governments, Businesses/ MNCs/TNCs, IGOs, Scientists, NGOs, Pressure groups, Environmentalists, Individuals
- Futures - business as usual, sustainable, radical
- Scale - global, regional, national, local

Less likely to use these, but you never know:

- Bottom-up, top-down
- Past, present, future
- Causes, problems and solutions
- other...

Paragraph structure:

Remember PEEL

- Point
- Explain/ Extend
- Example/s - this is where you need to use your case study knowledge
- Link back to the question

Evaluation/ Assessment

- Include sub-conclusions to show evaluation or assessment

Linking sentences

- Include linking statements to tie your points/ paragraphs to the question.

Conclusion:

- Summarise your key points and link them back to the question
- Show analysis/ evaluation/ assessment (depending on what the question has asked for)
- Which factor/ player/ strategy was more important? Why?
- Which was less important? Why?

EXTENDED WRITING ANSWER - Language

- Use language to show assessment and evaluation.
- Think about the following questions:
 - How effective/ significant/ successful/ important is it? Why?

Language to use to determine the **relative significance**:



More important		Less important
to a greater extent very significant highly important considerable substantial vital crucial major noteworthy extremely notable sizeable	to a certain extent moderately partially partly somewhat quite relatively slightly	to a lesser extent insignificant unimportant small minor unnoticeable barely hardly

- Also, remember to use modal verbs: may, might, could etc...

USE OF LANGUAGE

Illustration, i.e. case studies	For example... That is... Another example of... is...
Contrast between case studies and themes	But... However... Albeit... On the other hand... Yet... Another aspect to consider is... In contrast... Conversely...

Evaluation of material in essay	To an extent... It could be argued that... It could be said that... The main reason/factor/process could therefore be said... My evaluation of this is... Other groups may... On the other hand... Against this it could be argued that... One view that could be taken...
Extension to material presented	Moreover... Furthermore... In addition... Another... In the long term...
The next step, i.e. next theme or case study	Then... After that... Ultimately... Similarly...
Conclusions, i.e. ongoing evaluations and final summary	Therefore/Thus/Finally... Consequently... As a result... As has been shown... As a sub-conclusion... In conclusion, the statement cannot be fully agreed with because...

EVALUATE

Measure the value or success of something and ultimately provide a balanced and substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.

Extra info: Evaluate questions are worth 20 marks for Paper 1 and Paper 2, and are worth 18 marks, and 24 marks for Paper 3

Paper 1	EVALUATE
Coastal Landscapes and Change	<ol style="list-style-type: none"> 1. Evaluate the statement that the main coastal threats are caused by nature rather than people. (20) (Hodder revision guide) 2. Evaluate the influence of a country's level of development in determining the impacts of coastal flooding. (20) (Oxford textbook) 3. Evaluate the effectiveness of coastal-management strategies along a stretch of coast. (20) 4. Evaluate the success of policies which are designed to manage coasts holistically. (20) 5. Evaluate the extent to which all coastlines can be protected using sustainable management approaches. (20) (Hodder textbook) 6. Evaluate the threats for lowland coasts areas arising from future sea-level rise. (20) (Pearson textbook)
The Water Cycle and Water Insecurity	<ol style="list-style-type: none"> 1. Evaluate the extent to which conflicts might occur between users within a country, and internationally over the use of water (20) (Hodder textbook) 2. Evaluate the extent to which transboundary water sources always lead to conflict between different players (20) (Hodder textbook) 3. Evaluate the extent to which water insecurity is the result of physical and human causes (20) (Oxford textbook) 4. Evaluate the success of different approaches to managing water supply (20) (Pearson textbook) 5. Evaluate the factors affecting river discharge (20) (Pearson textbook)
The Carbon Cycle and Energy Security	<ol style="list-style-type: none"> 1. Evaluate the extent to which mitigation is the most important strategy in tackling climate change (20) (Hodder textbook) 2. Evaluate the role of different players involved in the carbon cycle (20) (Hodder textbook) 3. Evaluate the extent to which renewable energy sources can meet future global energy demand (20) (Hodder textbook) 4. Evaluate the extent to which the carbon cycle and the water cycle are being threatened by human activities (20) (Oxford textbook) 5. Evaluate the implications for human well-being caused by the degradation of the water and carbon cycles (20) (Oxford textbook) 6. Evaluate the responses from different players to the threat of a large scale release of stored carbon caused by planetary warming (20). (Oxford textbook) 7. Evaluate the role of players in determining energy security in the future (20) (Pearson textbook) 8. Evaluate the potential of biofuels to help developed and developing countries achieve energy security and reduce carbon dioxide emissions (20) (Pearson textbook) 9. Evaluate the costs and benefits of using radical technologies to help solve future energy demands (20) (Pearson textbook) 10. Evaluate the range of methods available to players for rebalancing the carbon cycle (20) (Pearson textbook) 11. Evaluate the relative merits of renewable and recyclable energy as an alternative to fossil fuels. (20)

Paper 2	EVALUATE
Diverse Places	<ol style="list-style-type: none"> 1. Evaluate issues associated with the management of migration. (20) (Hodder revision book) 2. Evaluate the success of rural regeneration schemes. (20) (Hodder revision book) 3. Evaluate issues associated with the management of migration. (20 marks) (Hodder revision book) 4. Evaluate the economic and social significance of demographic change in the UK in recent decades for contrasting places. (20) 5. Evaluate the factors which lead to cultural diversity in places. (20) (Oxford textbook) 6. Evaluate the use of statistical evidence in determining the image that people may have of a particular place. (20) 7. Evaluate the extent to which attempts to manage cultural and demographic inequalities have proven successful. (20) 8. Evaluate the view that management of a rural issue is unlikely to please everyone. (20) (Hodder textbook) 9. Evaluate the different methods available to judge the success of UK rural strategy in bringing sustainable change. (20) (Pearson textbook)
Health, Human Rights and Intervention	<ol style="list-style-type: none"> 1. Evaluate the following statement: Some forms of geopolitical intervention are more successful than others (20) (Hodder textbook) 2. Evaluate the importance of both international law and international agreements in protecting human rights (20) (Oxford textbook) 3. Evaluate the extent to which different levels of social development can be explained by variations in human rights within countries (20) (Oxford textbook) 4. Evaluate the effectiveness of different forms of geopolitical intervention in defence of human rights (20) (Oxford textbook) 5. Evaluate the statement: Some developments improve human rights and welfare, while others have negative environmental and cultural impacts (20) (Oxford textbook) 6. Evaluate the justification given for military aid and intervention in the defence of human rights (20) (Oxford textbook) 7. Evaluate the success of geopolitical interventions (20) (Oxford textbook) 8. Evaluate the assertion (claim): development aid has a mixed record of success (20) (Oxford textbook) 9. Evaluate the extent to which economic growth can deliver improvements to human development (20) (Pearson textbook) 10. Evaluate the motives behind military interventions (20) (Pearson textbook) 11. Evaluate the extent to which military interventions have been successful (20) (Pearson textbook)

Paper 1: EVALUATE (The Water Cycle and Water Insecurity)	Comments
<p>Evaluate the extent to which transboundary water sources always lead to conflict between different players. (20)</p> <p>Transboundary water sources are those that share a political boundary. This includes river drainage basins, underground aquifers and lakes. Many transboundary sources cross international boundaries (such as the River Nile), whilst others cross political boundaries (such as the River Colorado crossing several states in the US). Many players are involved, predominantly governments, communities and individuals. The extent to which transboundary water sources lead to conflict shall be explored.</p> <p>Transboundary water sources <u>can lead to</u> tensions and conflict between different governments. Where conflict does exist, it ranges on the spectrum from mild diplomatic disagreement to the very rare situation when water becomes a source of open conflict. An example of a rare armed conflict was between 1964 and 1967, where there were a series of military clashes between Israel and its Arab neighbours (Syria and Palestine) over control of the River Jordan. However, even this has had some resolution and Israel and Jordan signed a water sharing agreement in 1994. It seems that where conflicts do exist almost always they occur in places of existing water stress and where other non-water related political factors exist.</p> <p>Conflict over transboundary water sources can also be fuelled by large populations and pressures on resources. For example, Long-standing conflict exists between India (1.3 billion people) and Bangladesh (165 Million) over the River Ganges. Low river flows in downstream Bangladesh are blamed on deforestation in the Indian Himalayas. High water pollution levels result from India using the Ganges as a human and industrial sewer. Diversion of water resources can lead to tension as seen where the construction of the Farakka Barrage in 1972 allowed India to divert 10% of the countries flow towards Calcutta, causing reduced water availability in Bangladesh. Broader political relations between predominantly Hindu India and Muslim Bangladesh have never been good, so conflict over the Ganges has to be seen in this context. However, tensions can be diffused thanks to agreements, such as the new 30 year agreement that was reached in 1996 showing that some progress on sharing could be made.</p> <p>In <u>most</u> cases transboundary water supplies <u>do not lead to</u> conflict, as agreements can be made to help reduce the likelihood of these arising. According to the UN over 450 water sharing agreements have been signed in the last 200 years. Since 1966 the Helsinki rules on the use of the waters of international rivers have provided a legal framework to help countries resolve disputes and share water equitably. These rules were updated in 2004 to the Berlin rules, helping provide a framework to reduce the likelihood of conflict arising. However, at times rules and international agreements have a reduced impact if not all players sign up to it. This is seen in the Mekong River in Asia. Upstream dam construction by China threatens the water supply to downstream Vietnam, Laos and Cambodia. The latter countries are part of a water-sharing treaty called the Mekong River Commission, but China has not signed up to it. Therefore, through treaties and agreements conflicts can be diffused, but all governments ought to sign up to ensure their effectiveness.</p> <p>Transboundary sources also exist within a country, where water resources are shared between different regions or states. In Southern Spain (e.g. Murcia), tensions arise between different players about the use of their scarce water resources. <u>Farmers</u> need water for irrigation, meanwhile the important <u>tourist industry</u> uses water for golf-courses and other purposes. During periods of low precipitation rates (e.g. Spain's drought of 2017) disputes about water use arise. However, the <u>National government</u> can help tackle these challenges through mediation as well as continued investment in water transfer schemes (e.g The Tagus scheme brings water from the River Tagus in Guadalajara to the River Segura in Murcia). Where solutions to water shortages are presented (e.g. through hard engineering), conflicts can be avoided. This is often easier to tackle within a country.</p> <p>In conclusion, transboundary water sources <u>do not always</u> lead to conflict. Although tensions and conflicts can arise, water sharing agreements and international frameworks (Berlin Rules) help to prevent and resolve disputes. Where conflicts have arisen, they exist as part of wider political disputes, and <u>almost always</u> take place in locations with limited water supplies and no alternative supply.</p>	<p>Definition</p> <p>Acknowledges key terms from the question: players</p> <p>Signposting Explanation Example</p> <p>However....shows complexity</p> <p>Another example of how conflict can exist</p> <p>Detailed example</p> <p>Judgement</p> <p>Counterargument</p> <p>Detailed facts</p> <p>However...shows evaluation Example</p> <p>Evaluation</p> <p>Another example how conflict can exist between different <u>players</u>, but easier to manage <u>within</u> a country (different scale seen here)</p> <p>Evaluation</p> <p>Conclusion - directly answering question</p> <p>Recognises there can be exceptions</p>

Paper 2: EVALUATE (Diverse Places)	Comments
<p>Evaluate the economic and social significance of demographic change in the UK in recent decades for contrasting places. (20)</p> <p>Many places in the UK have undergone change in terms of population number, structure and ethnicity in the last 40 years, but the significant of this varies. These changes shall be explored at different scales from national to local, in order to evaluate their economic and social significance.</p> <p><u>Nationally</u>, there has been a growth in the population in the South, driven by the 'North-South drift'. The <u>economic</u> significance of the South and London has grown due to booming service industries (e.g. in the Canary Wharf business district in London), whereas declining secondary industry has weakened the North (e.g. deindustrialisation in the 1980s) and also led to internal migration to the South. This has left certain areas suffering from a population decline (e.g. the North East) and deprivation.</p> <p>In <u>urban areas</u>, demographic change has <u>certainly</u> had a <u>significant</u> impact on the economy and society. For example, London has a rising and ethnically diverse population as it has attracted internal, and especially international, migration. The rising population has pushed up house prices (increasing the ripple effect, as people have to move further out), leading to rising living costs and lower disposable incomes. Rising international migration has led to significant ethnic diversity as seen in Tottenham in London (e.g. 51% are non-white). Ethnic minorities may cluster together, forming ethnic enclaves (as seen in Banglatown in Brick Lane). <u>Socially</u>, this segregation is significant as it is often associated with deprivation. Ethnic minority groups on average have lower incomes and poorer housing. Where there are pockets of deprivation, social tensions can arise as minority groups can feel marginalised and ignored. This was seen in the 2011 riots that spread around UK cities, as young people felt they lacked opportunities and opportunities for social mobility. With an influx of young people, London has a youthful population, where the median age in London is 33 (the UK's average is 39.4). Having more people of working age has helped fuel economic growth, increasing London's importance as a <u>global hub</u>. Demographic change has had a huge impact on both the local economy and society in many urban areas.</p> <p>In <u>rural areas</u>, some locations have seen an influx of retired people, which have caused house prices to increase locally (e.g. as seen in Cornwall). Retired citizens also influence the type of services that are available in an area (e.g. fewer schools are needed in North Norfolk, which is a popular retirement location). Other rural areas have experienced an influx of Eastern European migrants, after the EU expanded in 2004. This was seen in Boston, Lincolnshire, where about 1 in every 10 people is from Eastern Europe. This increased the workforce available for the farming sector or food packaging, helping support the agricultural industry. However, this rapid influx of migrants led to tensions, where locals felt threatened and concerned about the availability of jobs. This concern has led to changes in attitudes, with UKIP gaining 16 seats in the 2013 elections and a protest taking place in November 2013, trying to highlight the pressure placed on local services by immigration. Population changes to rural areas has also influenced the local economy and <u>in some cases</u> has had a negative impact on social cohesion.</p> <p>Overall, <u>demographic change</u> nationally, with internal migration (the 'North-South drift') has helped the economy grow in the South, leaving behind a less prosperous North. International migration has diversified urban areas (more so than rural areas), and this has helped the <u>economy</u> grow and has also increased cultural diversity. However, locally, increasing ethnic clustering has created a challenging <u>social</u> environment, in particular in deprived inner city areas like Tottenham.</p>	<p>Recognises key demographic changes (unpicks the concept - population number, structure and ethnicity). Structure provided for rest of essay.</p> <p>Signposting (using scale)</p> <p>Referring to key terms from the question. Examples throughout</p> <p>Signposting & assessment</p> <p>Economic impacts</p> <p>Signposting key terms from the question. Socially</p> <p>Using key geographical terms</p> <p>Different location</p> <p>Examples used throughout</p> <p>Commenting on the impacts</p> <p>Lots of detailed knowledge</p> <p>Recognises there can be exceptions</p> <p>Conclusion draws together key ideas.</p> <p>Uses key terms from the question</p>

ASSESS

Use evidence to determine the relative significance of something. Give balanced consideration to all factors and identify which are the most important.

Example questions:

Paper 1	ASSESS
Tectonic processes and hazards	<ol style="list-style-type: none"> 1. Assess the importance of governance in the successful management of tectonic mega-disasters. (2016 SAM A) 2. Assess the significance of earthquake hazard profiles in relation to the effectiveness of management strategies. (2016 SAM AS) 3. Assess the reasons why, even within a country, some people are more vulnerable than others. (12) (Textbook) 4. Assess the factors that contribute to increased impacts from some tectonic hazard events. (12) 5. Assess the factors which influence the effectiveness of responses used by different groups of people to cope with tectonic hazards. (12) 6. Assess the physical and human factors which cause some tectonic hazards to have a more disastrous impact than others. (12) 7. Assess the different challenges tectonic activity poses for the communities who experience its effects. (12) 8. Assess the relative importance of hazards associated with destructive plate boundaries. (12) (Hodder textbook) 9. Assess the range of hazards caused by explosive volcanic eruptions. (12) 10. Assess the severity of the various impacts of tsunamis. (12) 11. Assess the reasons why, even within a country, some people are more vulnerable than others. (12) 12. Assess the contribution of plate tectonic theory to our knowledge of the Earth's structure. (12) 13. Assess the relative importance of the concept of vulnerability in understanding hazard impacts. (12) 14. Assess the extent to which a country has been able to meet the pressures places upon it by a major disaster. (12) 15. Assess the vulnerability of one named country to natural hazards. (12) 16. Assess the usefulness of theoretical frameworks in understanding the prediction, impact and management of tectonic hazards. (12) 17. Assess the value of hazard-mitigation strategies. (12) 18. Assess the evidence used to help develop the Plate Tectonic Theory. (12) 19. Assess the importance of hazard magnitude in determining the impacts of an earthquake/ volcano. (12) 20. Assess the importance of development level in influencing the impacts of an earthquake/ volcano. (12) 21. Assess the role of education in helping to reduce the impacts of an earthquake/ volcano. (12) 22. Assess the role of secondary hazards in increasing the disaster risk of an earthquake/ volcano. (12) 23. Assess the success of strategies to manage tsunamis. (12) 24. Assess the factors that increase the disaster risk of volcanic eruptions. (12) 25. Assess the relative importance of hazards associated with destructive plate margins. (12) (Oxford) 26. Assess the range of hazards caused by explosive volcanic eruptions. (12) 27. Assess the severity of the various impacts of tsunami. (12) 28. Assess the relative importance of the concept of vulnerability in understanding hazard impacts. (12) 29. Assess the extent to which a country (or countries) has been able to meet the pressures placed upon it by a major disaster. (12) 30. Assess the statement that 'we are living in a more hazardous world'. (12) 31. Assess the vulnerability of one named country to natural hazards. (12) 32. Assess the usefulness of theoretical frameworks in understanding the prediction, impact and management of tectonic hazards. (12) 33. Assess the factors which influence the effectiveness of responses used by different groups of people to cope with tectonic hazards. (12) (Hodder textbook) 34. Assess the physical and human factors which cause some tectonic hazards to have a more disastrous impact than others. (12) 35. Assess the different challenges tectonic activity poses for the communities who experiences its effect. (12)

The Water Cycle and Water Insecurity	<ol style="list-style-type: none"> 1. Assess the extent to which some approaches to future water supply management are more sustainable than others (12) (Hodder textbook) 2. Assess the costs and benefits of different methods to manage water shortages (12) (Oxford textbook) 3. Using examples, assess the extent to which the hydrological cycle can influence river systems at a local scale (12) 4. Using examples, assess ways in which deficits within the hydrological system can have significant impacts (12). 5. Using examples, assess the extent to which human actions can exacerbate flood risk (12). 6. Using examples, assess the impacts that climate change may have on the hydrological cycle (12) 7. Assess the risks associated with water insecurity (12) 8. Assess the effectiveness of strategies designed to make water use more sustainable (12)
The Carbon Cycle and Energy Security	<ol style="list-style-type: none"> 1. Assess the extent to which one or more countries that you have studied is energy secure (12) (Oxford textbook) 2. Assess the geopolitical risks to the world of its reliance on fossil fuels (12). 3. Assess the links between consumption of oil and impact on the atmosphere and why international climate agreements are needed (12) 4. Assess the relative importance of different players in securing energy resources. (12) 5. Assess the relative importance of factors affecting the timing of the tipping point. (12)

Paper 2	ASSESS
Globalisation	<ol style="list-style-type: none"> 1. Assess the extent to which cultural diffusion caused by globalisation inevitably leads to social and political tension. (2016 SAM AS) 2. Assess the extent to which globalisation has resulted in economic winners. 3. Assess the extent to which globalisation is responsible for environmental degradation in developing and developed countries. 4. Assess the role played by international organisations in globalisation. (12) (Hodder revision textbook) 5. Assess the extent to which the globalisation of trade can bring problems as well as benefits. (12) Oxford textbook) 6. Assess the role played by TNCs in the globalisation process. (12) 7. Assess the impacts of the global shift on one named country. (12) 8. Assess the role of international migration in the globalised economy. (12) 9. Assess the contribution of globalisation to cultural diffusion. (12) 10. Assess the statement: 'Globalisation produces as many losers as it does winners'. (12) 11. Assess the nature of social, political and environmental tensions that have resulted from change caused by globalisation. (12) 12. Assess the actions taken by NGOs and local government in promoting ethical and environmental concerns about unsustainability. (12) 13. Assess the extent to which ethical consumption schemes can minimise the environmental and social costs of globalisation. (12) (Hodder textbook) 14. Assess the impact of globalisation on economic inequality both between and within countries. (12) 15. Assess the impact of international organisations on flows of free trade and foreign direct investment. (12) 16. Assess the role of China in enabling the shift of the global economic centre of gravity towards south and east Asia. (12) (Pearson textbook) 17. Assess the extent to which globalisation has improved the quality of life for disadvantaged groups of people. (12)

Diverse Places	<ol style="list-style-type: none"> 1. Assess the relative importance of factors encouraging immigration into the UK after the Second World War. (12) (Hodder revision book) 2. Assess the relative importance of the factors encouraging immigrants to move out of their source locations. (12) (Hodder revision book) 3. Assess the main factors influencing the population density in the UK. (12) (Hodder revision book) 4. Assess the impact of population change on different places in the UK. (12) (Oxford textbook) 5. Assess to what extent cities can be seen as 'dangerous places'. (12) 6. Assess the relative importance of ways in which different urban places are perceived as places in which to live and work. (12) 7. Assess to what extent rural places can be described as idyllic. (12) 8. Assess the significance of international migration on diversity in the UK. (12) 9. Assess the ways in which levels of segregation reflect cultural, economic and social variation and change over time. (12) 10. Assess the ways in which changes to diverse places can lead to tension and conflict. (12) 11. Assess the improvements to an urban living space for different demographic and ethnic groups. (12) 12. Assess the success of managing change in rural communities for different stakeholders.
Superpowers	<ol style="list-style-type: none"> 1. Assess the extent to which emerging superpowers threaten the economic and political global dominance of the USA (12) (Hodder textbook) 2. Assess the importance of military and economic and economic alliance in maintaining superpower status (12) 3. Assess the extent to which China is a threat to the status of the USA as the dominant superpower (12) 4. Assess the extent to which the rise of emerging powers has led to increased global geopolitical tensions (12) 5. Assess how culture and sport, political values and foreign policy can improve a country's soft power ranking (12) (Oxford textbook) 6. Assess the extent to which geopolitical power stems from a range of countries' human and physical characteristics (12). 7. Assess the extent to which Mackinder's geo-strategic theory has stood the test of time (12) 8. Assess the extent to which the USA deserves the title of a 'superpower' (12) 9. Assess to what extent China can claim to be a superpower (12) 10. Assess the strengths and weaknesses of the three development theories (world systems, modernisation, dependency) in explaining which countries become powerful and which do not (12) 11. Assess the influence of TNCs over the global economic system (12) 12. Assess the effectiveness of superpowers and emerging nations in playing key roles in international decision making (12) 13. Assess the extent to which the UN is important to global geopolitical security (12) 14. Assess the extent to which global concerns about the physical environment can be disproportionality influenced by superpower actions (12) 15. Assess the ways in which global influence may be contested politically (12) 16. Assess the changing relationships between existing and emerging superpowers (12) 17. Assess the extent to which the position of the USA as a uni-polar superpower is being questioned (12) 18. Assess the ways in which Britain exerted control around the world in the 19th and 20th centuries (12) (Pearson textbook) 19. Assess the extent to which the geopolitical problems of some developing countries are the result of external influences (12) 20. Assess the extent to which neo-colonialism (FDI, aid, intervention, sanctions) affects geopolitical stability (12) 21. Assess the extent to which the influence of the BRICS can benefit whole world (12) 22. Assess how superpower theories can be used to help explain changing patterns of power (12) 23. Assess whether emerging superpowers are having a more positive effect on the environment than current superpowers (12) 24. Assess the extent to which superpowers influence action on global environmental concerns (12) 25. Assess the reasons why geopolitical challenges arise between countries (12) 26. Assess the extent to which India is an emerging superpower (12) 27. Assess the reasons for ongoing tension and conflict in the Middle East (12) 28. Assess why contrasting cultural ideologies may affect the relationships between developing and developed countries (12)

Example answer:

Paper 1: ASSESS (Tectonic processes and hazards)	Comments
<p>Assess the importance of magnitude in determining the impacts of an earthquake. (12)</p> <p>Earthquakes are vibrations caused by earth movements at major plate boundaries or fault lines. The severity of earthquake impacts can be determined by both physical and human factors. Magnitude (which measures the strength of an earthquake) is a key physical factor that influences the impacts and it shall be explored to assess its importance. Other physical factors (such as location) and human factors (economic status and population size) shall also be assessed.</p> <p><u>The magnitude</u> of an earthquake can be hugely important in determining how severe the impacts are. An earthquake with a higher magnitude can lead to high social and economic costs. For example: In Haiti, the earthquake that measured 7.0 on the Richter scale struck that struck in January 2010 had a higher death toll of approximately 230,000 people compared to the 5.1 magnitude Lorca earthquake in May 2011, which killed 9 people. However, there can be earthquakes with a similar magnitude that have less severe impacts (e.g. New Zealand, September 2000, had the same magnitude as in Haiti, measuring 7.0 on the Richter scale, but it had no deaths and only 2 people were injured). Therefore, although magnitude is very important, there are other factors that determine the severity of impacts.</p> <p><u>Other physical factors</u> are also very important in determining how severe the impacts are. The depth of the focus, geology, proximity to the coastline and relief are all important. For example, coastal locations are more vulnerable to the secondary hazard of tsunamis. This was evident in the low-lying coastal regions of south-east Asia, such as Indonesia, which suffered tremendous impacts following the Boxing Day tsunami of 2004 (death toll of approx. 227,000). However, the 2011 Tohoku earthquake and tsunami (with a similar magnitude of 9.0) that affected coastal Japan had a lower death toll of just over 15,700, demonstrating that it is not just physical factors that play an important role.</p> <p><u>Other human factors</u> are also extremely important in determining the impacts. The economic status of a country can influence the level of devastation. Where locations have a higher GDP, they can invest more money in hazard preparation. For example, in Japan in 2011, they had a tsunami warning system (TWS) in the Pacific Ocean, giving Japanese citizens time to evacuate. Meanwhile in the Boxing Day tsunami in 2004, the Indian Ocean did not have such a system and the social costs were far greater. Population density also plays an important role, as seen in the capital city of Haiti, Port-au-Prince, where high population density increased the loss of lives and devastation. Therefore, human factors, in particular population density, can significantly influence the social and economic impacts of an earthquake.</p> <p>Overall, it is a synchronisation of factors that affect levels of devastation. Although magnitude is extremely important, human factors appear to be the more important when influencing the social and economic impacts of an earthquake. However, the magnitude and other physical factors may be more significant when determining the environmental impacts.</p>	<p>Definition</p> <p>Definition</p> <p>Overview</p> <p>Signposting & assessment</p> <p>First example</p> <p>Contrasting example</p> <p>Challenging key point</p> <p>Linking sentence with assessment.</p> <p>Signposting & assessment</p> <p>Explanation and example</p> <p>Contrasting example</p> <p>Signposting & assessment</p> <p>Explanation</p> <p>Example</p> <p>Explanation and example</p> <p>Linking sentence</p> <p>Conclusion with overall assessment.</p>

Paper 1: ASSESS (Globalisation)	Comments
<p>Assess the extent to which globalisation has resulted in winners and losers? (12)</p> <p>Globalisation is the process by which the world is becoming increasingly more interconnected as a result of increased trade and cultural exchange. Globalisation over the last 100 years has undoubtedly made the world more interconnected including closer societies, politics, economies cultures and the environment. Globalisation has increased the production of goods and services. There are those that argue that globalisation creates winners and losers; developed countries such as those in Europe and North America prosper whilst developing countries fail to do so well.</p> <p>One of the major drivers of globalisation are <u>TNCs</u> (Transnational Corporations) whose <u>company directors</u>, and <u>shareholders</u> are <u>often winners</u>. These are companies with headquarters and research and development in High Income Countries (HIC), whilst goods are produced in Low Income Countries (LICs) therefore reducing costs and increasing profits. This profit is then returned to the companies HQ in the HIC, creating clear <u>winners</u>. Despite criticism for being profit driven, they have directly invested in developing countries and have raised the standard of living in these countries. The <u>labourers</u> who work in TNCs, are sometimes also seen as <u>winners</u>, as they are often being paid a higher wage than their fellow citizens, elevating them above the \$1.25 a day definition of extreme poverty. A stable income may also bring other benefits. An example of this is seen in the region of Shenzhen in China, where Foxconn (who make components for Apple iPad and iPhone) has improved education levels raising the literacy level to 98.91% compared to the average of 96.4% in the rest of China. In China, the growth of manufacturing has led to the shift from an agricultural economy to a manufacturing one, helping increase the middle class and create some <u>winners</u>. TNCs are clear <u>winners</u>, and can also sometimes positively influence other locations.</p> <p>However, the <u>labourers</u> who work in TNCs are also often seen to be <u>losers</u>. They are often paid low wages (relative to the developed world) and work in very difficult environments sometimes known as sweatshops. These sweatshops are often considered immoral and unethical by the developed world. This was highlighted by the Rana Plaza disaster in Dhaka, Bangladesh April 2013, where over 1100 people died as a result of poor working conditions. The factory produced clothes for major global brands such as Primark, Walmart and Mango. In addition those working for Foxconn in China have had to live in overcrowded living conditions (with 12 people in a room), done forced overtime which led to 14 suicides in 2010 alone. The focus on profit by TNC's often comes at the expense of wages and working conditions as seen at Rana Plaza. It also has led to the rise of child labour in the manufacturing sector in LIC's for example Adidas was found to be using footballs produced in Sialkot, Pakistan stitched in organised stitching centres by children as young as 8 years old. Such horrific working conditions and low wages highlight that these labourers could be seen as <u>losers</u>, some more so than others.</p> <p>It is often said that the primary <u>losers</u> from globalisation are those living in developing countries as they supply the labour and the raw materials necessary to fuel globalisation, while the country sees very little of its profits. It could also be argued that HICs themselves have suffered at the hands of globalisation. TNCs have relocated their manufacturing divisions to LICs, leaving high levels of unemployment in the HICs, as seen in the deindustrialisation of Detroit, USA. Detroit used to be the centre of car manufacturing in the USA but most of the manufacturing jobs have been moved overseas (e.g. Ford to Mexico). This has led to unemployment rates of over 20% which has indirectly led to a fall in house prices, depopulation and an increase in crime rates; demonstrating a spiral of decline in this area. Some argue that this has helped President Trump win the recent elections in the US, with his policy of "Making America Great Again".</p> <p>Globalisation has had dramatic global consequences, with some players becoming winners, whilst others losers. TNCs are generally seen as the <u>main winners</u>, but they are also responsible for creating losers through their profit-driven, unsustainable resource extraction and unethical working conditions. Children who are exploited in sweatshops could be seen as the <u>main losers</u>. With increased environmental degradation linked to globalisation, <u>perhaps</u> future generations will be the biggest losers.</p>	<p>Definition</p> <p>Link to key terms from the question: winners and losers</p> <p>Mentions who the players are and whether they are considered winners or losers</p> <p>Signposting - Winners</p> <p>Signposting - Losers</p> <p>Examples</p> <p>Linking sentence</p> <p>Signposting - Losers</p> <p>Counterargument - HICs also losers</p> <p>Conclusion - linking back to question</p> <p>Complexity - considering the future</p>

EXPLAIN

Provide a reasoned explanation of how or why something occurs. An explanation requires understanding to be demonstrated through the justification or exemplification of points that have been identified.

Explain questions could be worth 3, 4, 6 or 8 marks.

Paper 1	EXPLAIN
Tectonic processes and hazards	<ol style="list-style-type: none">1. Explain why the human and economic costs of global hazards have increased rapidly over time. (2011 June)2. Explain the distribution of the world's major geophysical hazards. (2009 June)3. Explain why the economic losses caused by natural hazards have generally risen over time whereas the number of lives lost has fallen. (2010 June)4. Explain what makes a location vulnerable as far as tectonic hazards are concerned. (6) (Oxford textbook)5. Explain the reasons why volcanoes are more likely along some plate margins than others. (6)6. Explain the causes of one earthquake. (6)7. Explain the hazards caused by one volcanic eruption. (6)8. Explain the formation of tsunamis. (6)9. Explain the impacts of one major tectonic disaster. (6)10. Explain why some disasters are economically costly, while others are more costly in terms of human lives. (6)11. Explain the value of Park's hazard-response curve in understanding the management of the impacts of tectonic hazards. (12)12. Explain the distribution of earthquakes. (6) (Hodder textbook)13. Explain how a natural hazard can become a disaster. (4)14. Explain two reasons how a government might influence a community's resilience. (4)15. Explain the link between plate boundary type and the strength of earthquake (seismic) waves. (4) (Pearson textbook)16. Explain the correlation between the magnitude and intensity scales used for measuring earthquakes and their secondary hazards. (4)17. Explain why insurance companies may be interested in encouraging the accurate prediction of, and effective preparation for, a tectonic hazard. (4)
Coastal Landscapes and Change	<ol style="list-style-type: none">1. Using examples, explain the characteristics of high-energy coastlines. (6) (Oxford textbook)2. Explain the problems involved in classifying coastlines. (8)3. Explain the relationship between geology and coastal form along one named stretch of coast. (6)4. Explain how different wave types result in different beach profiles. (6)5. Explain the characteristics of a 'drift-aligned' stretch of beach. (6)6. Explain the difference between eustatic and isostatic change. (4)7. Explain the physical and human causes of one flood in a developing country (6)8. Explain how geological structure influences the coastal landscape. (4) (Hodder textbook)9. Explain how lithology (rock type) can influence rates of erosion at the coast. (6)10. Explain how constructive and destructive waves influence beach morphology. (4)11. Explain how the sediment cell model helps us to understand the coastline as a system. (4)12. Explain why erosion rates vary in time and space on a stretch of coastline. (4)13. Explain why some coastlines are more vulnerable to coastal flooding than others. (6)14. Explain how geological structure influences the development of coastal landforms. (8)15. Explain the difference between low-energy and high-energy coastal environments. (6) (Pearson textbook)16. Explain the role of sediment transport in the formation of depositional coastal features. (4)17. Explain the role of vegetation in stabilising coastal depositional features. (4)18. Explain the formation of a cusped foreland. (6)19. Explain the impacts of storm surges on lowland coastal areas. (8)

The Water Cycle and Water Insecurity	<ol style="list-style-type: none"> 1. Explain how climate change might have significant impacts on the operation of the water cycle (8) (Hodder textbook) 2. Explain how human actions can increase flood risk (6) 3. Explain how the global hydrological cycle operates as a closed system (6) (Oxford textbook) 4. Explain why a drainage basin can be regarded as an open system (6) 5. Explain how climate change could alter residence times, storage capacities and global fluxes (6) 6. Explain the differences between global water budget, global water balance and water residence times (6) 7. Explain why the cryosphere and fossil ground water stores are under threat (6) 8. Explain how human activity can alter natural processes within the drain basin (6) 9. Explain the impact of changing land use to drainage processes (6) 10. Explain the factors that can alter storm hydrographs (6) 11. Explain the causes and impacts of drought (6) 12. Explain the physical and human causes of water insecurity (8) 13. Explain why women stand to gain the most from improved water supplies globally (6) 14. Explain how dams could lead to conflict along transboundary rivers (6) 15. Explain why water demand varies between countries (6) 16. Explain why the price of water varies between countries (6) 17. Explain why the global hydrological cycle is an example of a closed system (6) (Person textbook) 18. Explain the importance of different water stores (6) 19. Explain the three main types of precipitation (orographic, frontal and convectional) (6) 20. Explain the process of infiltration and percolation (6) 21. Explain why river regimes are likely to vary between drainage basins (8) 22. Explain why the rising limb of a storm hydrograph is steeper than the falling limb (6) 23. Explain the factors affecting river discharge (8) 24. Explain the meteorological causes of drought (6) 25. Explain the geographical distribution of drought caused by El Nino and La Nina (6) 26. Explain how drought may affect a wetland ecosystem (6) 27. Explain how drought may affect a forest ecosystem (6)
The Carbon Cycle and Energy Security	<ol style="list-style-type: none"> 1. Explain one reasons why the Arctic is called a barometer for climate change (4) (Hodder textbook) 2. Explain how forests influence the water cycle (6) 3. Explain why the IPCC has a range of different CO₂ future pathways (6) 4. Explain the role of oceans in the carbon cycle (6) 5. Explain why there is uncertainty about future greenhouse gasses in the atmosphere (8) 6. Explain the importance of fluxes to the carbon cycle (6) (Oxford textbook) 7. Explain the significance of carbon sequestration (6) 8. Explain why a balanced carbon cycle is important for sustaining other Earth systems (6) 9. Explain how rising demand for fossil fuels in China and India could affect international agreements to combat climate change (8) 10. Explain why some governments refuse to accept the link between CO₂ emissions and climate change (8) 11. Explain why there is increasing concern about carbon emissions being added to the atmosphere by human activities, when amounts concerned are small compared to natural emissions (8) 12. Explain why it is important that the carbon cycle remains in equilibrium (6) 13. Explain why the proportions of vegetation and soil as carbon stores vary between biomes (8) 14. Explain the significance of soil in the carbon cycle (6) 15. Explain the potential interruptions to the carbon cycle caused by the destruction of rainforests (6) 16. Explain why carbon is important to the nutrient and water cycles (6) 17. Explain reasons for differences in the level of energy consumption between countries (8) 18. Explain the relationship between economic development and energy consumption per capita (8). 19. Explain why some countries attempt to diversify their energy mix (6) 20. Explain the factors that affect a country's energy mix (8) 21. Explain the contributions of volcanic activity to the composition of the atmosphere in the past and present (8) (Pearson) 22. Explain how natural processes can increase or decrease the amount of carbon dioxide in the atmosphere (8) 23. Explain the importance of geological carbon stores in balancing the carbon cycle (6) 24. Explain how carbon is stored during the diagenesis of sedimentary rocks (6) 25. Explain how human activity has released carbon from sedimentary rocks (6) 26. Explain how tectonic situations release carbon dioxide into the atmosphere (6) 27. Explain how geological processes store carbon for a long time period (8) 28. Explain how the thermohaline circulation transfers carbon round the world and between the atmosphere, ocean and seabed (8) 29. Explain how plants help to maintain a balance in the carbon cycle (6) 30. Explain why patterns of energy consumption vary between countries (8) 31. Explain why energy pathways are prone to disruption (6) 32. Explain how players can secure energy pathways in the future (6) 33. Explain why renewable energy sources have costs in terms of their contribution to energy security (8) 34. Explain how human activities may cause the health of marine ecosystems to reach a critical threshold (6) 35. Explain how an increased drought frequency may affect forests as a carbon store (8) 36. Explain the impacts for human wellbeing in different parts of the world arising from changes to the water cycle (8) 37. Explain why there is uncertainty in the projections of future atmospheric CO₂ concentrations (8)

Paper 2	EXPLAIN
Globalisation	<ol style="list-style-type: none"> 1. Explain how changes to technology have sped up the process of globalisation (4) (Oxford textbook) 2. Explain how technology has contributed to the process of globalisation (4) 3. Using examples, explain why some countries are more globalised than others. (4) 4. Explain the impacts of the global shift on one country that you have studied. (4) 5. Using examples, explain the impacts of international migration on host locations. (4) 6. Explain the process of cultural diffusion. (4) 7. Explain two attempts that have been made to control the spread of globalisation. (4) 8. Explain why migration can lead to interdependence between countries. (4) (Hodder textbook) 9. Explain why some countries remain relatively 'switched off' from globalisation. (4) 10. Explain why the moral and social consequences of globalisation may be a cause for concern. (2009 Jan) 11. Explain how ethical purchasing strategies, such as Fair Trade, can play a part in creating a more equitable (equal) world. (2009 June) 12. Explain how transport improvements have helped build a more interconnected world. (2010 Jan) 13. Explain how globalisation affects internal and international migration flows. (2010 June) 14. Explain how technological innovations have contributed to a 'shrinking world' for many people. (2011 Jan) 15. Explain why some places have become more globalised than others. 16. Explain how national governments encourage foreign direct investment in their economies. (4) (Pearson textbook) 17. Explain how changes in communication and ICT have accelerated globalisation. (4) 18. Explain why globalisation has caused change to built environments in economically emerging countries. (4) 19. Explain how globalisation may change cultural identity. (4)
Diverse Places	<ol style="list-style-type: none"> 1. Explain how changing fertility rates are affecting different places. (4) (Oxford textbook) 2. Explain how ethnicity can vary within settlements in the UK. (6) 3. Explain two factors that have shaped the characteristics of one place you have studied. (4) 4. Explain why rural locations are sometimes perceived as undesirable. (6) 5. Explain one challenge and one opportunity offered by rural locations for migrants. (4) 6. Explain why international migrants tend to live in distinctive places. (4) 7. Explain how changes to land use locally can create challenges and opportunities for people. (4) 8. Explain how local strategies can help change a rural area. (6) 9. Explain the ways in which ethnic groups make their marks on places. (6) (Hodder textbook) 10. Explain why there are different perceptions of a rural area's attractiveness as a living space. (6) 11. Explain why population density varies within UK rural regions. (6) (Pearson textbook) 12. Explain why levels of deprivation vary in urban place that you have studied. (8) 13. Explain how international immigration has diversified the culture of the UK. (8) 14. For one strategy that you have studied for improving UK rural areas, explain its success or failure. (6)

Superpowers	<ol style="list-style-type: none"> 1. Explain how soft power can be used to maintain superpower status (4) (Hodder textbook) 2. Explain the role of superpowers in international crisis response (4) 3. Explain how economic restructuring has affected the economies of existing superpowers (4) 4. Explain why TNCs are an important source of global influence for superpowers (4) 5. Explain two ways in which nations have maintained power and influence over other countries (4) (Oxford textbook) 6. Explain how aid and investment overseas can extend a country's power and influence (4) 7. Explain how the middle classes are a threat to the planet (4) 8. Explain the advantages and disadvantages for a superpower when exercising influence through hard power (4) and soft power (4) (Pearson textbook) 9. Explain how Britain exerts influence around the world in the 21st century (4) 10. Explain how Britain's influence in the world has changed over time (4) 11. Explain neo-colonialism (4) 12. Explain how economic globalisation has led to a multipolar world (4) 13. Explain why military alliances are an important part of international decision making (4) 14. Explain the importance of the UN in creating global geopolitical stability (4) 15. Explain how superpowers cause direct and indirect impacts on the natural environment (4) 16. Suggest how emerging countries can tackle global environmental concerns (4) 17. Explain why the Arctic is contested (4) 18. Explain how physical resources can lead to increased tensions between countries (4) 19. Describe how strength of power has shifted between world regions from 1000 to today (3) 20. Explain how recent economic changes to 20th century superpowers have undermined their power (4) 21. Explain the rise in inequality in emerging superpowers (4) 22. Explain how technology helps superpowers to maintain their influence (4)
Health, Human Rights and Intervention	<ol style="list-style-type: none"> 1. Explain why levels of spending on healthcare and education varies from country to country (8) (Hodder textbook) 2. Explain why levels of education vary both within and between countries (8) (Oxford textbook) 3. Explain why high GDP does not guarantee a high level of human development (8) 4. Explain how different models of human development (Sharia and Bolivia) challenge accepted views of human development (8) 5. Explain why Sub Saharan Africa has the highest number of school aged children not in primary school (6) 6. Explain the relationship between life expectancy and health spending (6) 7. Explain the principles underlying the UDHR (6) 8. Explain why some Islamic countries oppose the UDHR (6) 9. Using a named conflict, explain how the Geneva Conventions were violated (6) 10. Explain why there are differences in human rights between countries (8) 11. Explain why the level of protection for human rights can vary between countries (8) 12. Explain why high levels of corruption could threaten human rights (8) 13. Explain how ethnic or racial discrimination is likely to lead to poorer health or education (8) 14. Explain the advantages and disadvantages of one country intervening in the affairs of another (8) 15. Explain why military aid should and should not be permitted within aid budgets (8) 16. Explain the advantages and disadvantages of donations and loans as a way of providing development aid (8) 17. Explain the positives and negatives of development aid projects (8) 18. Explain why military aid may be given to support countries with questionable human rights records (8) 19. Explain why geopolitical interventions can be successful (8) 20. Explain the relationship between inequality and life expectancy (6) 21. Explain the advantages and disadvantages of contrasting measures of development (8) (Pearson textbook) 22. Explain how some Islamic countries have adopted a different approach to development (6) 23. Explain why many view education as central to enabling the economic development of countries (8) 24. Explain why patterns of life expectancy, maternal mortality and infant mortality vary between countries (8) 25. Explain how variations in life expectancy in the developing world would arise (6) 26. Explain why democracies might spend more on education and healthcare (6) 27. Explain why the protection of human rights varies between countries (8) 28. Explain why improving status of women in a country can lead to social and economic development (6) 29. Explain how corruption can threaten human rights in different types of country (8) 30. Explain why the USA provides military aid to countries (6) 31. Explain why geopolitical interventions are often contested (8) 32. Explain why military interventions are often contested (8) 33. Explain why countries such as the USA provide military aid (6) 34. Explain the factors that are important in ensuring the development of human rights and human development (8) 35. Explain why some countries place economic development before human development (8) 36. Explain the advantages of development aid (8) 37. Explain the success of development aid in contrasting locations (8) 38. Explain how superpowers use development aid to increase their global influence (8) 39. Explain why there may be long term costs as a result of direct and indirect military interventions (8) 40. Explain how a lack of intervention can have global consequences (8)

Explain example answer:

Paper 1: EXPLAIN (Coasts)	Comments
<p>Explain how bedrock lithology and geological structure can influence rates of coastal recession. (8)</p> <p>Lithology has a significant impact on rates of coastal recession. Resistant rocks often form headlands. An example is Flamborough head in Yorkshire. The chalk here erodes at 1-2mm per year through abrasion and hydraulic action. South of Bridlington the boulder clay of the Holderness Coast erodes at 2-3 m per year because it is much less resistant to erosion. Boulder clay also recedes due to mass movements, especially rotational slides. These are often linked to storm events which undermine the cliffs but also saturate them with heavy rain, leading to internal failure. Lulworth Cove shows how rock type and structure can influence rates of coastal recession. The cove is part of the concordant Dorset coast. Resistant beds of Portland and Purbeck limestone form the narrow Cove entrance, and hard chalk on the steep cliff at the back of the Cove. The wider part of the cove has been eroded from softer clays, which are less resistant to erosion. On the Northumberland coast, rates of recession are often determined by the weakest strata in a cliff. Often this is a coal seam, which readily forms a wave-cut notch, leading to the collapse of more resistant rocks above. Faults and large joints are often preferentially eroded as they are weaker than surrounding rocks, and become locations for caves and arches, eroding more quickly than surrounding rocks.</p>	<p>Using key terms from the question.</p> <p>Using detailed examples</p> <p>Using plenty of specific geographical vocabulary</p>

Paper 1: EXPLAIN (Superpowers)	Comments
<p>Explain why TNCs are an important source of global influence for superpowers. (4)</p> <p>Most well-known, global TNCs and their brands are from the USA: Nike, Apple, McDonalds and Disney. TNCs are an important source of the USA's wealth. Apple's US\$215 billion sales in 2016 means it pays taxes to the US government, that can then be used to fund the USA's military power. TNC brands help spread American values and ideology: i.e. consumerism, personal freedom, and this is a major source of cultural influence and soft power. An example is the widespread presence of Disney films worldwide.</p>	<p>Examples of TNCs</p> <p>Use of specific geographical vocabulary</p>

SUGGEST

For an unfamiliar scenario, provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point that has been identified.

You could be asked to suggest a response about any of the following:

Advice: Remember to use words such as: may, might, could, possibly, probably, likely, potentially etc

*** These questions often depend on a figure or resource that you will be given in the exam.**

Paper 1	SUGGEST
Tectonic processes and hazards	<ol style="list-style-type: none"> 1. Suggest why some places are at more risk than others of experiencing a major volcanic disaster. (2011 Jan) 2. Suggest reasons why the strongest earthquakes are not always the most costly (2012 June) 3. Suggest how hazard vulnerability in a local area can be managed.
Coastal Landscapes and Change	<ol style="list-style-type: none"> 1. Suggest why some coastlines are more threatened by rising sea levels and coastal flooding than others. (4) (Hodder textbook)
The Water Cycle and Water Insecurity	<ol style="list-style-type: none"> 1. Suggest two ways in which the outcome of flooding is positive (2) 2. Suggest why it is difficult to make accurate forecasts of future water supplies. (2)
The Carbon Cycle and Energy Security	<ol style="list-style-type: none"> 1. Suggest reasons for Canada's high per capita consumption

Paper 2	SUGGEST
Globalisation	<ol style="list-style-type: none"> 1. Suggest why different groups of people disagree about the need for trade blocs such as NAFTA. 2. Suggest why some people and not others benefit from the growth of Transnational Corporations (TNCs). (2011 June)
Diverse Places	<ol style="list-style-type: none"> 1. Suggest reasons why the populations of rural places in the UK show less ethnicity than those of urban places. (Hodder textbook) 2. Suggest possible ways of improving the image of remote rural places. 3. Suggest one reason why certain ethnic groups have chosen to settle in London.
Superpowers	<ol style="list-style-type: none"> 1. Suggest two pieces of evidence that support the argument that China's relationship with Africa is a neo-colonial one. 2. Suggest two pieces of evidence that support the argument that China's relationship with Africa is creating development opportunities
Health, Human Rights and Intervention	<ol style="list-style-type: none"> 1. Suggest two ways in which human rights

Suggest one reason for the pattern of land use in Detroit. (3)

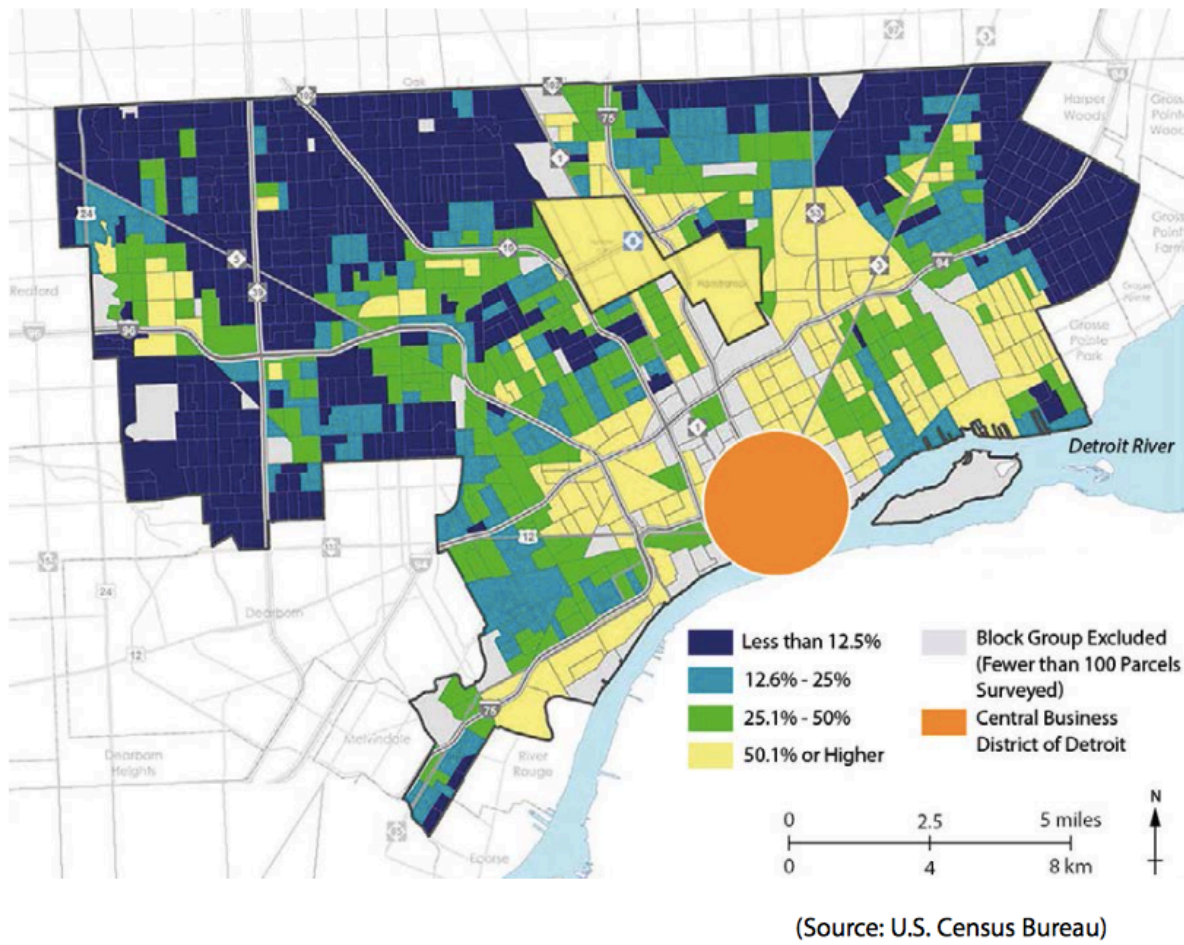


Figure 1:

A map showing vacant land in Detroit (USA)

The majority of the vacant land in Detroit (50.1% or higher) is centred around the Central Business District. One reason why most of it is here is because of suburbanisation, where wealthier people have moved to the suburbs. This was due to the dense population in the inner city and so there is larger housing in the less-populated suburbs. Therefore since the transportation has improved they move to the suburbs where the CBD is still accessible.

This answer would get 3 marks as one reason has been developed and explained.

ANALYSE

Use geographical skills to investigate an issue by systematically breaking it down into individual components and making logical, evidence-based connections on the causes and effects or interrelationships between the components.

This command word is found in Paper 3. It is normally worth 8 marks.

*** These questions depend on a figure or resource that you will be given in the exam.**

Paper 3 (Synoptic paper)	ANALYSE
	<ul style="list-style-type: none"> Analyse the differences in level of development between the three countries shown. Analyse the relationship between income per capita and environmental degradation

Paper 3: ANALYSE	Comments
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Study Figure 9 which shows data on natural resources exports versus income per person. Analyse the relationship between income per capita and natural resource exports. (8)

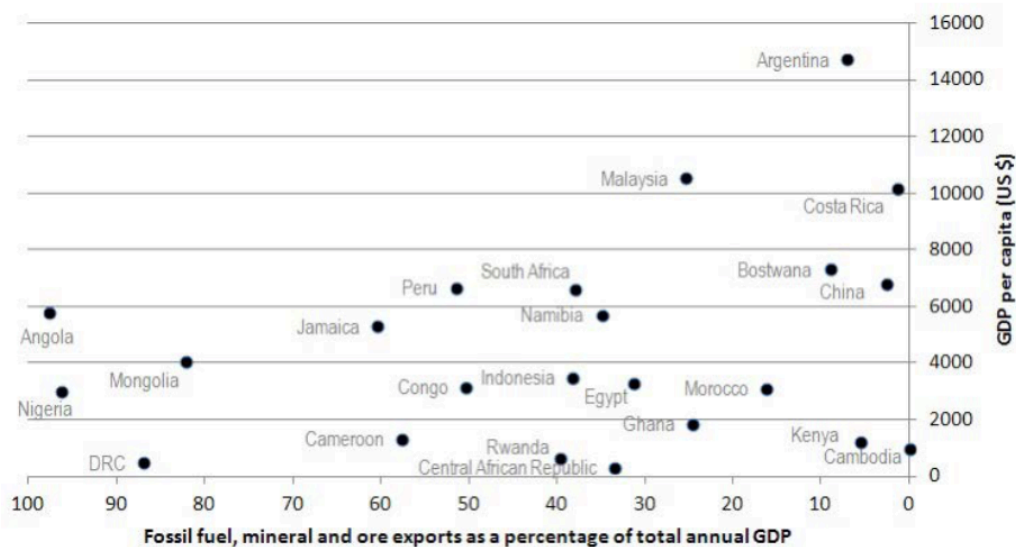


Figure 9: A scattergraph of natural resources exports versus income per person (2013)

There is a negative correlation between the two factors so it suggests that as the importance of natural resources exports rises, the income per capita actually falls. The relationship isn't strong and there are many outliers or anomalies; Angola is one. It is possibly significant that for very low income countries there is no relationship at all. The thirteen countries on the table with incomes below \$4000 per capita range from 0% natural resource exports (Cambodia) to nearly 100% (Nigeria). In fact, if Costa Rica, Malaysia and Argentina were not in the selected list of countries there would be no relationship. In addition, we do not know how these countries were selected and whether the sample was fair. We are not told what they actually export. Costa Rica exports coffee for example. Some development theories suggest that to achieve economic development countries need to develop a manufacturing sector (e.g. as seen in China and India) otherwise they remain dependent on more developed economies for all their needs. As they increase this sector and services too, the % of mineral and fuel exports will fall even if it remains important. It is also worth looking at Figure 8 which shows how risky it can be to depend on natural resource exports because the prices vary so much depending on demand.

Stating the relationship
Considers how strong the relationship is.

Uses information from the figure to help analyse.

COMPLETE

Create a graphical representation of geographical information by adding detail to a resource that has been provided.

DRAW/ PLOT

Create a graphical representation of geographical information.

You could be asked to complete, draw or plot one of the following:

- Proportional flow line maps
- Proportional circles
- Scatter graphs (e.g. relationship between health and life expectancy and other indicators of development)
- Lorenz curve
- Scattergraphs
- Water Budget graphs
- Storm hydrography
- Synoptic weather charts
- Using graphs of world trade growth using linear and logarithmic scales.
- Plus others...






Extra advice: Remember to use a sharp pencil.

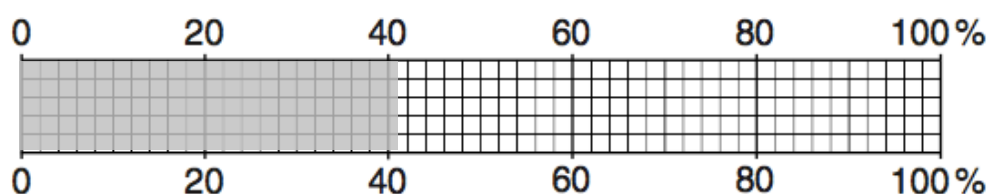
Paper 2

COMPLETE

Diverse Places

Complete the divided bar graph below to show the ethnic diversity of Hackney, an inner city borough in London. (2)

Ethnic group	%	Key
White British	41%	
Black or Black British	29%	
Other White	14%	
Asian or Asian British	9%	
Other	7%	



Paper 2	DRAW
Diverse Places	Draw a flow-line map to show international migration to the UK from India, USA and South Africa. (2)

Top ten source countries for international migrants living in the UK in 2013

Rank	Country of origin	Population
1	India	734,000
2	Poland	679,000
3	Pakistan	502,000
4	Republic of Ireland	376,000
5	Germany	297,000
6	South Africa	221,000
7	Bangladesh	217,000
8	USA	199,000
9	China	191,000
10	Nigeria	181,000

Key: 1mm: 200,000 people



CALCULATE

Produce a numerical answer, showing relevant working.

You could be asked to calculate the following:

- Population density
- Mean
- Rates of change
- Gini-coefficient
- Statistical test: Spearman's rank
- Statistical test: Chi-squared
- Statistical test: Students t-test

TOP TIP: Look at the other information given, as sometimes it may help show you how to calculate something.

Paper 2

CALCULATE

Diverse Places

1. Calculate the population density for Wales and N. Ireland. (2)

Country	Population (millions) 2016 est.	% of UK Population	Area (km ²)	% of UK area	Population density (persons per km ²)
England	54.8	84.3	130,395	53.5	420.3
Wales	3.1	4.8	20,779	8.5	
Scotland	5.3	8.2	78,772	32.3	67.3
N.Ireland	1.8	2.8	13,843	5.7	
UK	65		243,789		266.6

Space for working out:

Paper 1	CALCULATE
The Carbon Cycle and Energy Security	2. Calculate the mean of the CO ₂ annual meal level data. (2)

Table 2.13: CO₂ levels from 1960 to 2015

Year	CO ₂ annual mean level (ppm) (marine surface, Hawaii)
1960	316.91
1965	320.04
1970	325.68
1975	331.08
1980	338.68
1985	346.04
1990	354.35
1995	360.80
2000	369.52
2005	379.80
2010	389.85
2015	400.83

Space for working out:

Answer: _____