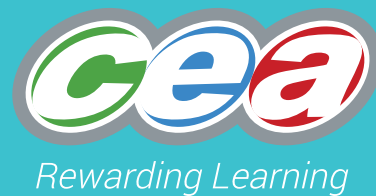


GCSE



Teacher Guidance

GCSE Geography

USING ASSESSMENT OBJECTIVES

A guide to understanding assessment objectives and their weightings

For first teaching from September 2017



Introduction

An understanding of assessment objectives is important to everyone preparing students for examinations in CCEA's GCSE Geography. This resource links assessment objectives with command words and provides you with tips and guidance to help your students succeed. Examples drawn from recent assessment resources and past papers are used to illustrate how marks are awarded together with top tips to help your students avoid common pitfalls.

How to use this guide

This guide is intended for you to use with your students. Use the guide to:

- help your students to understand command words using examples from recent assessment resources and past papers.
- help your students to identify weaknesses with specific command words and to understand their correct use using examples from recent assessment resources and past papers.
- give your students examples of good practice and tips to develop their examination technique.

The use of assessment objectives (AOs) in GCSE Geography

The GCSE Geography specification sets out the content that teachers and students need to cover.

The assessment objectives focus on how the specification content will be assessed by us. There are three assessment objectives for GCSE Geography.

Candidates must:

A01	Demonstrate geographical knowledge and understanding of: – places, environments, processes and concepts; and – the interrelationships between places, environments and processes;
A02	Apply knowledge and understanding to analyse, interpret and evaluate geographical information and issues and to make judgements; and
A03	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Therefore, our GCSE Geography exams will assess your candidate's knowledge and understanding of the specification content, their ability to apply that knowledge and understanding, and their geographical skills and techniques.

Assessment objective weightings

The assessment objectives and their respective weightings provide the basis for both the unit level question papers and the overall qualification.

The table below sets out the assessment objective weightings in percentages for each assessment unit and the overall CCEA GCSE Geography qualification.

Assessment Objectives	Unit Weighting (%)			Overall weighting (%)
	External Assessment			
	Unit 1	Unit 2	Unit 3	
A01	16	16	3	35
A02	16	16	8	40
A03	8	8	9	25
Total Weighting	40	40	20	100

As the above table shows, the breakdown of the three assessment objectives is the same for Unit 1 Understanding Our Natural World and Unit 2 Living in Our World. In each of these units, approximately 40% of the available marks will assess knowledge and understanding. A further 40% of the available marks in each of these units will assess the application of knowledge and understanding and the remaining 20% of available marks will assess skills and techniques.

The assessment objective weightings differ for Unit 3 Fieldwork. In this unit there is a greater weighting given to skills and techniques with 45% of the available marks assessing related fieldwork skills and techniques. On this unit, 15% of the available marks assess knowledge and understanding and the remaining 40% of marks assess the application of knowledge and understanding.

Overall, in GCSE Geography, A02 has the highest weighting (45%) followed by A01 (35%) and A03 making up the remaining 25%.

Preparing your students in a way that reflects this balance may mean spending more time focusing on applying knowledge and understanding as well as assessing and evaluating geographical information and issues.

GCSE Geography questions may assess more than one assessment objective. The following examples illustrate typical questions that assess two assessment objectives.

In the first example, candidates are asked to evaluate the sustainability of a named coastal management strategy in the British Isles. The command word 'evaluate' is clearly linked to A02. However, as the mark scheme shows, candidates are credited up to [3] marks for their knowledge (A01) of a named coastal management strategy.

Question	Q.2(d)(ii) Evaluate the sustainability of a named coastal management strategy in the British Isles you have studied. [8]
Source	GCSE Geography Past Paper Unit 1: Understanding Our Natural World (Summer 2018)
Assessment Objectives	A01: knowledge of a named coastal management strategy.
	A02: evaluating the sustainability of the named coastal management strategy.
Mark Scheme	<p>Level 1 ([1]–[2])</p> <p>A basic description of a coastal management strategy (A01). The answer may not make reference to a specific case study from the British Isles. No evaluation and no reference to sustainability.</p> <p>Level 2 ([3]–[5])</p> <p>A limited description of a coastal management strategy for a specific case study from the British Isles (A01). Candidates are required to evaluate the strategy so there should be analysis of both positive and negative aspects of the strategy. The emphasis of the answer must be on the level of sustainability (A02).</p> <ul style="list-style-type: none"> • Good detail on the strategy used for coastal management (A01) but no evaluation or sustainability. [3] • Limited information on a coastal management strategy (A01) with some evaluation (A02). [3] • Reference in good depth about the named strategy (A01) with a basic attempt to evaluate either the positive or negative aspects of the strategy (A02). [4] • Answer lacking in factual detail (A01) with limited evaluation (A02). [4] • Detailed case study information (A01), unbalanced evaluation focused on the sustainability of either the positive or negative aspects only (A02). [5] <p>Level 3 ([6]–[8])</p> <p>An answer which includes detailed information on the coastal management strategy for a specific case study from the British Isles (A01). The answer has a balanced evaluation which clearly analyses the ways that this strategy has attempted to be sustainable. Differentiation in this level is based on the breadth of evaluation in relation to sustainable development. The detailed answer will have a full evaluative comment and conclusion (A02).</p>

The following example illustrates a question which assesses A03 (skills and techniques) and A02 (applying knowledge and understanding). Candidates are credited up to [3] marks for describing the changes shown in the resource provided (A03).

<p>Question</p>	<p>Q.1(c) Study Fig. 1 which presents data collected by geography students on a field trip at three different sites on a river. Describe and explain the changes in the channel between Site 1 and Site 3. [7]</p> <p>Note: Fig 1 shows three river cross-sections and a table showing discharge data.</p>
<p>Source</p>	<p>GCSE Geography Past Paper Unit 1: Understanding Our Natural World (Summer 2018)</p>
<p>Assessment Objectives</p>	<p>A02: explain (interpret) the changes in the river channel</p>
<p>Assessment Objectives</p>	<p>A03: describe (analysis) of data and river channel cross-sections</p>
<p>Mark Scheme</p>	<p>Level 1 ([1]–[2])</p> <p>A basic description of the changes in the channel between Site 1 and Site 3 (A03) or explanation only (A02).</p> <p>Level 2 ([3]–[5])</p> <p>A limited response which may be unbalanced, e.g. may be limited to a detailed description only (A03) [3]. Alternatively, responses may address both aspects of the question but without figures [4]. A response which identifies the trend with figures using two sites (A03) and offers a basic explanation (A02) would gain top Level 2 [5].</p> <p>Level 3 ([6]–[7])</p> <p>An answer which describes in detail the increase in depth and width shown in Fig.1 and refers to the variation between sites (A03). The response also explains this trend referring to the type of erosion using appropriate geographical terminology (abrasion and hydraulic action/ vertical and lateral erosion) (A02). Reference needs to be made to width, depth, location and types of erosion for [7] marks</p>

Command words

GCSE Geography examination papers use a wide variety of command words to test candidate's knowledge, understanding, application, skills and techniques.

The following table shows the most common command words used on GCSE Geography papers:

Complete	Describe	Discuss
Estimate	Evaluate	Explain
Identify	Interpret	List
Match	Name	Outline
Sort	State	Underline

Please note this list of command words is neither exhaustive or prescriptive.

It is important that candidates know exactly what is required from each command word. Examiners often see confusion between the command words 'describe' and 'explain'. It is important to note that where a question requires candidates to describe, e.g. 'describe how river characteristics changes downstream', no credit is given to answers which are limited to an explanation of why river characteristics change downstream. Equally, where the command is 'explain', e.g. 'explain the processes and features in meander formation', no credit is given to answers that simply describe a river meander. In both cases there may be a detailed and factually correct response; however, the failure to address the relevant command word means that the response will not be worthy of credit.

Top Tip

Candidates must take note of the command word/s used to ensure that they answer the question as set.

Some command words are clearly linked to a specific assessment objective. The command words 'analyse', 'interpret' and 'evaluate' are clearly linked to A02. For many other command words, it is the context that determines the relevant assessment objective. For example, the question 'state the meaning of the term gentrification' assesses knowledge and understanding and is clearly linked to A01. However, in a question based on a resource such as a rainfall radar map for the British Isles, the question 'state the amount of precipitation expected on this day at Norwich' assesses the candidate's map skills and therefore is linked to A03 (skills and techniques).

This resource covers the most commonly occurring command words in GCSE Geography. A specific question alongside the relevant mark scheme is used to illustrate what is required in a full mark response to the question. The resource also includes guidance and top tips to help your students develop their examination technique.

The command words are arranged in alphabetical order.

Complete

This command word requires candidates **to use given facts, figures or information** to answer the question.

Questions using this command word typically require candidates to complete a table, diagram or graph using given information. The given information usually takes the form of a list.

One element of the question may be completed to show the candidate how they are expected to complete the table, diagram or graph, e.g. by writing their answers in specific places.

Question	Complete Table 1 by inserting the correct term for each definition [3]. Note: a list of key terms was provided.								
Source	CCEA Assessment Resource (2021) Unit 1 Question 1(a)(i)								
Assessment Objective	A01								
Mark Scheme	<p>Award [1] for each correct answer</p> <table border="1" data-bbox="541 1032 1169 1234"> <thead> <tr> <th>Key term</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>TRIBUTARY</td> <td>A small river or stream</td> </tr> <tr> <td>WATERSHED</td> <td>The outer edge of the drainage basin</td> </tr> <tr> <td>CONFLUENCE</td> <td>The place where two rivers meet</td> </tr> </tbody> </table>	Key term	Definition	TRIBUTARY	A small river or stream	WATERSHED	The outer edge of the drainage basin	CONFLUENCE	The place where two rivers meet
Key term	Definition								
TRIBUTARY	A small river or stream								
WATERSHED	The outer edge of the drainage basin								
CONFLUENCE	The place where two rivers meet								
Guidance	Candidates should clearly write their responses in the spaces provided in the table.								

Describe

This command word requires candidates **to set out the characteristics of something** – to illustrate a topic/resource/case study/issue.

Questions using this command word may include a resource/s such as a photograph or graph.

The command 'describe' is often accompanied by the command to 'explain'. It is important that candidates have a clear understanding of what is expected by these two popular command words.

Question	Describe the data collection method that you used to collect the data for this graph. [3]
Source	Note: this is part (b)(i) of Q.6 which required candidates to present data in graphical form for one of their chosen hypotheses. CCEA Assessment Resource (2021) Unit 3 Question: 6(b) (i) (Adapted)
Assessment Objective	AO1
Mark Scheme	Award [0] for a response not worthy of credit. Award [1] for a basic description of the data collection method/s, e.g. We used a tape measure. Award [2] for a limited description of the data collection method/s, e.g. We stretched a tape measure from one bank of the river to the other and used a metre stick to measure the depth. Award [3] for a detailed description about the equipment and how it was used to collect the data required, e.g. We stretched a 20 m tape measure from one bank of the river to the other and held it tightly above the level of the water. We used a metre stick to record the depth of the water in centimetres at 50 cm intervals.
Guidance	It is important to note the detail required for [3] marks, candidates often fail to provide sufficient detail. When answering questions such as this it can be helpful to imagine describing the data collection method to someone who has never done it before.

Question	With reference to an extreme weather event outside the British Isles which you have studied [tornado, drought or hurricane], describe the impacts this event had upon property. [6]
Source	CCEA Assessment Resource (2021) Unit 1 Question: 3(d)
Assessment Objective	A01
Mark Scheme	<p>Award [0] for a response not worthy of credit. Do not credit answers which refer to an extreme flood or earthquake event. Max Level 1 if no place is named or answer refers to impacts on people only, e.g. people were made homeless.</p> <p>Level 1 ([1]–[2]) A basic description of the impacts of a relevant extreme weather event, e.g. Hurricanes have strong winds which destroy homes. [1] e.g. The hurricane destroyed homes and cities in Tacloban, in the Philippines. [2]</p> <p>Level 2 ([3]–[4]) A limited description which covers impact(s) on property, e.g. The hurricane had strong winds which destroyed homes and cities such as Tacloban in the Philippines. [3] e.g. Typhoon Haiyan had strong winds up to 313 km/hour which destroyed homes such as in Tacloban in the Philippines. Crops were also destroyed and power lines brought down. [4]</p> <p>Level 3 ([5]–[6]) A detailed description of the impact of a specific extreme weather event on property in a named place outside the British Isles, e.g. Typhoon Haiyan hit the Philippines in 2013 bringing strong winds of up to 313 km/hour which destroyed homes in Tacloban; crops were destroyed with \$225 million damage to agriculture with rice, maize and sugar cane crops being flattened. [5] Waves over 7m high caused widespread floods e.g. in the city of Bogo homes were badly damaged or totally destroyed with 80% of the power lines brought down. [6]</p>
Guidance	A top Level 3 answer must focus clearly on the impacts of an extreme weather event outside the British Isles. The response must include a range of impacts on property with factual detail present throughout and not simply a list of impacts. Impacts on people are not credit worthy, where impact on property is implied (e.g. people were made homeless) limit to Level 1.

Question Source	Describe two differences in the shape of the population pyramids for Japan and Chad in 2018. [6] Note: population pyramids for Japan and Chad were provided. CCEA Assessment Resource (2021) Unit 2 Question: 1(c)(ii)
Assessment Objective	A03
Mark Scheme	<p>Award [0] for a response not worthy of credit. e.g. an answer that only explains the differences rather than describing them.</p> <p>Level 1 ([1]–[2]) A basic answer which does not go into great depth in relation to one or both of the population pyramids. Answer will likely refer only to vague differences between the births and deaths in the two countries. There will be a lack of detail in highlighting differences in the population pyramids, and little or no reference to shape of the pyramids. e.g. The population pyramid for Japan shows an ageing population [1] but the population pyramid for Chad shows a very youthful population. [2] e.g. Chad has a narrow topped pyramid whereas Japan has an ageing population. [2]</p> <p>Level 2 ([3]–[4]) A Level 2 answer must make reference to differences in pyramid shape. A low Level 2 response may deal with two differences in pyramid shape but lack supporting figures. e.g. Japan’s pyramid has a wide top whereas the pyramid for Chad has a narrow top. Chad however has a wide base. [3] e.g. The population pyramid for Japan shows an ageing population, there are over 9 million people aged 65 to 69 as indicated by the wide pyramid top, but the population pyramid for Chad shows a very youthful population, with most of highest number of people found aged under 15. [4]</p> <p>Level 3 ([5]–[6]) A detailed answer that clearly sets out a comparison of the shape of the two pyramids and includes supporting figures. e.g. The wide top of the population pyramid for Japan shows an ageing population. The biggest number of people in the population pyramid are aged 65 to 69 (4 ½ million males and 4 ¾ million females). However, in Chad there are very few people as shown by the narrow pyramid top, only 0.2 million males and 0.2 million females aged between 65–69. [5] The population pyramid for Chad shows a youthful population with a wide pyramid base. The largest cohort for Chad is those aged between 0–4 with 1.4 million males and 1.5 million females. However, Japan’s pyramid is much narrower at the base with 2.5 million males and 2.4 million females.</p>

Guidance	In this question it is important that candidates describe differences between the shape of the two pyramids rather than simply describing each population pyramid separately.
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Top Tip:

When resource materials are provided, candidates are expected to extract relevant information such as figures from a graph, and to use this information to support their response.

Discuss

This command word requires candidates **to present, in detail, key points about the issue** identified in the question.

The command ‘discuss’ mostly involves presenting different sides of an argument or issue.

Question	With reference to your migration case study, discuss one challenge faced by refugees and one challenge faced by the destination country. [6]
Source	CCEA Assessment Resource (2021) Unit 2 Question 1(d)(ii)
Assessment Objective	A01
	A02
Mark Scheme	<p>Level 1 ([1]–[2]) A basic answer which does not go into great depth in relation to one or both parts of the question. The answer will likely only refer to either one challenge faced by refugees or one challenge faced by the destination country. There will be a lack of detail and little discussion of the challenges presented, e.g. In 2015 a large number of refugees moved from Syria into Turkey and then into other European countries such as Greece. [1] This caused a lot more crime in Turkey. [2]</p> <p>Level 2 ([3]–[4]) A limited response which deals with both challenges (one faced by refugees and one faced by the destination country) or an answer which deals with one challenge in more detail, e.g. In 2015 a large number of refugees moved from Syria into Turkey and then into other European countries such as Greece. This was a difficult journey for the refugees and increased crime in Turkey. [3] e.g. In 2015 a large number of refugees moved from Syria into Turkey and then into other European countries such as Greece. The Syrian migrants found that it was difficult to get into Turkey and then they found that the Turkish people did not really want them to stay but wanted them to continue to move further into Europe. They found it very difficult to find food and shelter in the refugee camps and many continued to move across the Aegean Sea and the Mediterranean Sea to move into Greece and Macedonia. [4]</p>

	<p>Level 3 ([5]–[6])</p> <p>A detailed response which deals with both challenges (one faced by the refugees and one faced by the destination country), with accurate facts/figures related to the case study, e.g. In 2015 a large number of refugees moved from Syria into Turkey and then into other European countries such as Greece. The Syrian migrants found that it was difficult to get into Turkey and then they found that the Turkish people did not really want them to stay but wanted them to continue to move further into Europe. They found it very difficult to find food and shelter in the refugee camps and many continued to move across the Aegean Sea and the Mediterranean Sea to move into Greece and Macedonia. Countries like Greece found it very difficult to cope with the huge numbers of refugees moving into their country. More than 60,000 refugees are stuck in the refugee camps [5] and these have become overcrowded very quickly. Unemployment rates went up to 25% and tourism has been impacted. [6]</p>
Guidance	<p>In this question there was no requirement for an overall conclusion or judgement as the command word is ‘discuss’ not ‘evaluate’.</p> <p>This question was focussed on challenges, so it was possible to achieve top Level 3 marks by focussing only on negative challenges – one negative challenge faced by the country and one negative challenge faced by the refugee group.</p> <p>In questions such as this which are based on an appropriate case study, the candidate must answer in the correct spatial context and include relevant and accurate factual detail.</p>

Top Tip

Candidates need to read each question carefully. The command word ‘discuss’ mostly involves presenting different sides of an argument or issue. For example, this could include identifying the strengths and weaknesses of an idea or the positive and negative impacts on people or the environment. Alternatively, a fuller discussion may be required on either advantages or disadvantages only.

Explain

This command word requires candidates **to set out reasons and clearly interpret why or how** something occurs.

A visual stimulus may be included, e.g. a photograph of a landform such as a meander or a spit.

The command 'explain' is often preceded by the command to 'describe'. It is important that candidates have a clear understanding of what is expected by these two popular command words.

Question	Explain the processes and features in meander formation. [6]
Source	CCEA Assessment Resource (2021) Unit 1 Question 1(c)
Assessment Objective	AO1
Mark Scheme	<p>Award [0] for an answer not worthy of credit.</p> <p>Level 1 ([1]–[2]) A basic statement relating to a meander, e.g. A meander is a bend [1] in the river formed by erosion. [2]</p> <p>Level 2 ([3]–[4]) A limited explanation that acknowledges the role of both erosion and deposition in the formation of a meander. At this level the answer may be unbalanced with one process covered in more detail than the other. Both erosion and deposition are needed to access top Level 2, e.g. Water flows fastest on the outside of the meander where the channel is deeper and there is less friction. This causes greater erosion which deepens the channel. [3] e.g. Water flows fastest on the outside of the meander where the channel is deeper and there is less friction. This causes erosion which deepens the channel. On the inside of the meander the water is shallower, therefore there is more friction, so the water is slow-flowing and deposition occurs. [4]</p> <p>Level 3 ([5]–[6]) A detailed explanation detailing how a meander forms, making reference to both erosion and deposition and which includes relevant features such as a river cliff, slip-off slope, e.g. Water flows fastest on the outside of the meander where the channel is deeper and there is less friction. This is due to water being directed towards the outside of the bend as it flows around the meander. This causes erosion which deepens the channel. This erosion results in the formation of a steep-sided river cliff. In contrast, on the inside of the meander, water is shallower and is slow-flowing due to greater friction. This causes deposition to occur. [5] Over time material builds up on the inside of the meander; this is called a slip-off slope. [6]</p>

Guidance	<p>For top Level 3 candidates should give a detailed answer showing knowledge and understanding (A01) of the processes and related river features forming a river meander.</p> <p>For this question, the response should explain:</p> <ul style="list-style-type: none"> • why the river flows faster on the outside of the meander with correct reference to the processes of erosion and resultant river cliff feature; and • explain why the river flows more slowly on the inside of the meander with correct reference to deposition processes and the resultant slip off slope feature.
Question	Explain how debt can hinder development. You should make reference to a LEDC in your answer. [4]
Source	CCEA Assessment Resource (2021) Unit 2 Question 3(b)
Assessment Objective	A01
Assessment Objective	A02
Mark Scheme	<p>Award [0] for a response not worthy of credit.</p> <p>Level 1 ([1]) A basic response relating to debt, e.g. Many LEDCs struggle to repay loans. [1]</p> <p>Level 2 ([2]–[3]) A limited response which outlines how a named LEDC struggles to repay debt and the interest charged. To access top Level 2, the candidate must address how this impacts the quality of life for people; e.g. Banks in MEDCs lent enormous amounts of money to many LEDCs such as Ecuador. However, many countries have difficulties in paying off the debt plus the interest charged. [2] e.g. Banks in MEDCs lent enormous amounts of money to many LEDCs such as Ecuador. However, many countries have difficulties in paying off the debt plus the interest charged. Every dollar spent on paying debt off means one less dollar for fighting poverty and improving the quality of life for people. [3]</p> <p>Level 3 ([4]) A detailed response which provides an explanation and includes relevant place reference; e.g. Banks in MEDCs lent enormous amounts of money to Ecuador. However, it has difficulties in paying off the debt plus the interest charged. Every dollar spent on paying debt off means one less dollar for fighting poverty and improving the quality of life for people. In 2007 Ecuador paid \$1.75 billion towards its debt, which is more than it spent in total on social services, health care, housing and the environment. [4]</p>

Guidance	<p>This question requires candidates to understand how debt can hinder development (AO1) and to apply that knowledge and understanding to a LEDC (AO2).</p> <p>Where a question requires reference to place, it is important that the candidate does not just simply name a place. They must include accurate detail which is relevant to the question and related to that place. The Level 3 response provides specific detail relating to Ecuador illustrating clearly how debt has hindered its ability to develop.</p>
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Top Tip:

Candidate responding to the command word 'explain' should fully develop a reason or reasons for how or why something occurs and may often use the word "because" in their response.

Estimate

This command word requires candidates **to give an approximate value**, e.g. distance or area using a map.

As in the following example, candidates may be given optional answers to choose from.

Question	Estimate the approximate area of the National Trust found mainly in GR 6512. Underline your answer in the list below. [1]
Source	Note: this question was based on an OS map resource. CCEA Assessment Resource (2021) Unit 1 Question 2(a)(iv)
Assessment Objective	A03
Mark Scheme	0.5km ²
Guidance	In this example, candidates were given optional answers to choose from. They may also be required to estimate the area based solely on the map. Candidates should ensure that units of measurement are given in any answer.

Evaluate

This command requires candidates **to make an informed judgement**.

Questions using this command word will require candidates to consider different points of view or the advantages and disadvantages related to the specified topic. The candidate should then come to a clear conclusion and state an overall opinion/judgement.

Question	Evaluate how globalisation can both help and hinder the development of a BRICS country you have studied. [7]
Source	CCEA Assessment Resource (2021) Unit 2 Question 3(d)
Assessment Objective	AO1
	AO2
Mark Scheme	<p>Award [0] for a response not worthy of credit. If no named BRICS country then max Level 1. Top Level 2 if the response does not state what the globalisation is, e.g. TNC</p> <p>Level 1 ([1]–[2]) A basic response that refers in general to how globalisation can help and/or hinder development, e.g. It has made people richer. [1] e.g. In India foreign investors have been encouraged to invest money. This has helped the economy of India grow. [2]</p> <p>Level 2 ([3]–[5]) A limited response which attempts to evaluate how globalisation can help and hinder development in chosen country. Answers which are unbalanced may be in this level. Fact/figures are needed for top Level 2, e.g. In India foreign investors have been encouraged to invest money. This has helped the economy of India grow, which is a help to development; however, many Indians live below the poverty line as the benefits of globalisation have not reached them. [3] e.g. In India foreign investors such as TNCs have been encouraged to invest money. This has helped the economy of India grow, which is a help to development; however, 300 million Indians live below the poverty line as the benefits of globalisation have not reached them [4]. This causes tension between the rich and the poor in India. [5]</p> <p>Level 3 ([6]–[7]) A detailed response which clearly evaluates how globalisation can help and hinder development in chosen country. To achieve top Level 3 an overall judgement is needed for [7], e.g. In India foreign investors have been encouraged to invest money. This has helped the economy of India grow, which is a help to development. In the last 20 years the middle class in India has risen from 17 to 35 million; however, despite globalisation 300 million Indians still live on less than \$1</p>

	<p>a day. This uneven wealth that globalisation has created in India means that some rebel groups are now attacking wealthy areas which is creating a security issue in the country. It is also turning many young Indians against their culture as they want to be more westernised. [6]</p> <p>Overall globalisation has had more positives than negatives (or vice versa) in India. [7]</p>
Guidance	<p>To achieve top Level 3 marks the candidate needs to specify how globalisation has come about, e.g. by investment from TNCs (AO1). The answer will be balanced, covering several ways in which the named BRICS country has been helped as well as hindered (AO2). The points being made will be evaluated (help and hinder) with relevant factual case study detail. A conclusion or overall judgement is stated.</p>

Top Tip

In questions based on a case study, the candidate must answer in the correct spatial context and include specific reference to relevant factual detail.

Question	<p>State the soft engineering method of managing a river shown in Photograph 1. [1]</p> <p>Evaluate its sustainability as a method of managing a river. [3]</p>
Source	<p>Note: the question was accompanied by a photograph showing afforestation.</p> <p>CCEA Assessment Resource (2021) Unit 1 Q 1(d)</p>
Assessment Objective	<p>A01</p> <p>A02</p>
Mark Scheme	<p>Soft engineering method: Afforestation or planting trees. [1]</p> <p>Evaluate its sustainability: Award [0] for a response not worthy of credit.</p> <p>Award [1] for a basic statement about afforestation, e.g. Trees help soak up rainfall. [1]</p> <p>Award [2] for a statement which evaluates afforestation as a method of managing a river (advantage and disadvantage), e.g. Trees help soak up rainfall but it takes trees a long time to mature. [2]</p> <p>Award [3] for a statement which evaluates (advantage and disadvantage) with reference to sustainability, e.g. Trees help soak up rainfall but it takes trees a long time to mature. Overall afforestation is sustainable because it lasts a long time and reduces the risk of flooding by intercepting rainfall. [3]</p>

Guidance	In this question the candidate is required to evaluate the soft engineering method shown in the photograph in relation to sustainability. For full marks the response needed to address an advantage, a disadvantage and provide a concluding statement directly related to the sustainability of afforestation.
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Question	Evaluate the sustainability of the coastal management strategy used to protect a named coastline in the British Isles. [8]
Source	GCSE Geography Past Paper (2019) Unit 1 Question 2(e)
Assessment Objective	AO1
	AO2
Mark Scheme	<p>Award [0] for an answer not worthy of credit, e.g. a river management strategy. Maximum Level 1 if no named coastline. Reference to only one coastal management method in very good detail with facts and figures and good evaluation max Level 2.</p> <p>Level 1 ([1]–[2]) A basic account of a coastal management strategy. The answer may not make reference to a specific coastline in the British Isles. No evaluation or reference to sustainability, e.g. A sea wall was built [1] to stop the sea eroding the coastline [2]. e.g. Groynes were built [1] to help stop longshore drift [2]</p> <p>Level 2 ([3]–[5]) A limited account of a coastal management strategy for a named coastline in the British Isles. The answer must evaluate the strategy so there must be both positive and negative aspects of the strategy. Responses found here may be unbalanced or have a partial evaluation, e.g. In Newcastle Co. Down there have been a number of developments over the years which have been part of a strategy to manage the coast. The main method was the building of a sea wall. The sea wall helps absorb and deflect wave energy however it is expensive [3]. Groynes have also been introduced in Newcastle. These help stop longshore drift. [4] In 2007 a new Newcastle promenade development was built which included a sea wall which was built 1 metre higher than the old sea wall. The programme cost £4 million which is expensive but it helped to stop the sea from flooding the town. Groynes have also been used to good effect. They help stop longshore drift by trapping sand between them. They build up the beach which absorbs and deflects the wave energy. [5]</p>

	<p>Level 3 ([6]–[8])</p> <p>A detailed response based on a coastal management strategy for a named case study in the British Isles. The answer has an evaluation which clearly analyses the ways that this strategy has attempted to be sustainable. Differentiation in this level is based on the breadth of evaluation in relation to sustainable development. The answer will also include a full evaluative comment and conclusion, e.g. In Newcastle Co. Down there have been a number of developments to sustainably manage the coast at Newcastle.</p> <p>The main feature has been the building of a sea wall. In 2007 a new promenade was built which included a sea wall 1 metre higher than the old sea wall. The programme cost £4 million and it was designed to stop the sea from flooding the town. The sea wall is a long-term hard engineering solution. It is hoped that it will last 50 years and will require minimal maintenance due to the cost. In addition, groynes are used in sensitive areas to reduce the impact of the waves and to help the beach build up deposited material. However, groynes are expensive at £1250 per metre. They are unnatural with many people saying they put off tourists. Groynes are considered unsustainable as they need constant repairs [6]. These hard engineering methods are unsustainable over the long term. [7]. In conclusion I feel the coastal management strategy has been successful by protecting the people of Newcastle from flooding and coastal erosion, although it cost a lot of money. [8]</p>
Guidance	<p>For Level 3 detailed case study material is required (AO1) as well as a detailed evaluation (AO2) of the coastal management strategy. Sustainability will be addressed. An overall conclusion will also be stated.</p> <p>The specification for Unit 1 Theme B Coastal Environments requires students to study methods of coastal management and evaluate the coastal management strategy used in one case study from the British Isles.</p> <p>Students must be able to distinguish between a coastal management method and a coastal management strategy.</p>

Top Tip

The command word 'evaluate' involves the consideration of different points of view or the advantages and disadvantages related to the topic. The candidate must then come to a clear conclusion and state an overall opinion/judgement.

Identify

This command word requires candidates to **name/suggest** a feature or answer.

Questions using this command word require a short, concise response and do not necessarily require a complete sentence.

Question	Identify two land uses found in the rural-urban fringe other than those named in part (a)(i). [2]
Source	CCEA Assessment Resource (2021) Unit 2 Question 2(a)(iii)
Assessment Objective	AO1
Mark Scheme	Any two appropriate land uses not in part 2 (a) (i), e.g. hospital, airport, shopping centre, business park, industrial estate. (2 x [1])
Guidance	It is important that candidates read and understand the question carefully, in this case any land use included in Question 2(a)(i) was invalid and therefore not credit worthy.

Interpret

This command word requires candidates to set out **reasons and clearly interpret** why or how something occurs.

<p>Question</p> <p>Source</p>	<p>Using your knowledge of geography, interpret (explain) the pattern/trend shown on your graph. [6]</p> <p>Note: this is part (b)(iii) of Q.6 which required candidates to present data in graphical form for one of their chosen hypotheses.</p> <p>CCEA Assessment Resource (2021) Unit 3 Question 6(b)(iii)</p>
<p>Assessment Objective</p>	<p>A02</p>
<p>Mark Scheme</p>	<p>The focus of this question is interpretation and not analysis. If the given answer only analyses (describes) the graph – award [0].</p> <p>The explanation/interpretation must be related to the data displayed on the graph in part (a). The answer will require the use of geographical theory to explain the relationship, trend or pattern shown in the graph. Alternatively, the candidate may propose reasons to explain why there is no obvious pattern, trend or relationship evident in the graph.</p> <p>Award [0] for a response not worthy or credit.</p> <p>Level 1 ([1]–[2]) A basic interpretation/explanation of the graph that does not fully explain all aspects of the graph and does not use geographical theory to explain the relevant pattern or trend shown by the graph, e.g. The river is deeper at Site 5 because it has eroded the river bed. [2]</p> <p>Level 2 ([3]–[4]) A limited interpretation/explanation of the graph that covers the main pattern/trend/relationship. However, use of geographical theory may be basic and may require further detail. Equally, an answer with lots of geographical theory but lacks interpretation of the graph will be confined to this level, e.g. the river gets deeper from Site 1 to Site 5 because it has been eroded and the river bed has been worn down making the river deeper. [3] e.g. the river gets deeper from Site 1 to Site 5 because it has been eroded by abrasion. This process wears down the river bed making the river deeper. [4]</p> <p>Level 3 ([5]–[6]) A detailed answer that provides a comprehensive interpretation/explanation of the graph and has covered the main pattern/trend/relationship and has integrated relevant geographical theory, using specialist terminology as appropriate,</p>

	<p>e.g. the river becomes deeper from its source to its mouth due to erosion by abrasion. Abrasion is when rock fragments carried by the river grind against the river bed. This grinding causes the river channel to become deeper. The grinding is more powerful during a flood when large fragments of rock are carried along the river bed. These large fragments may have been deposited at Site 3 making the river shallower at Site 3 compared to Site 2. This is an anomaly. [6]</p>
Guidance	<p>The exemplar answers provided in the mark scheme relate to a river study. Specific responses will reflect the type of fieldwork undertaken by the candidate.</p> <p>For top Level 3, candidates should:</p> <ul style="list-style-type: none">• Interpret the pattern/trend illustrated on the graph with reference to appropriate geographical theory.• Include specialist terms, e.g. named erosion processes.• Identify any anomalies present and explain using geographical theory. If no anomalies are present, this should be stated.

List

This command word requires candidates to **provide multiple accurate words or short phrases**.

Where this command word is used candidates may give their response in the form of bullet points, there is no need for responses to be in the form of complete sentences.

Question	List three characteristics of the CBD. [3]
Source	CCEA Past Paper (2019) Unit 2 Question 2(a)(ii)
Assessment Objective	AO1
Mark Scheme	<p>Award [1] mark for each correct answer:</p> <ul style="list-style-type: none"> • Main shops and offices are located here • Tall buildings • All transport links lead here – very accessible • Demand for space is high • Very congested • Street pedestrianised • High rent • Fewer residential properties etc <p>Award any other appropriate answer. (3 × [1])</p>
Guidance	<p>It is important that candidates give three precise, separate characteristics rather than three characteristics that overlap. For example, the following responses would be considered similar and therefore would be limited to [1] mark:</p> <ul style="list-style-type: none"> • All transport links lead to the CBD • It includes a main bus station • It includes a main train station.

Match

This command word requires candidates to **link correct terms/phrases together**.

As shown in the following example, one response may be given to illustrate how the candidate should present their response.

<p>Question</p> <p>Source</p>	<p>Complete Table 1 by matching each geographical term with the correct definition of population change [2].</p> <p>Note: one was completed for the candidate. CCEA Assessment Resource (2021) Unit 2 Question 1(a).</p>								
<p>Assessment Objective</p>	<p>A01</p>								
<p>Mark Scheme</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Geographical term</th> <th style="text-align: left;">Definition of population change</th> </tr> </thead> <tbody> <tr> <td>Crude birth rate ●</td> <td>● When the death rate is higher than the birth rate</td> </tr> <tr> <td>Natural increase ●</td> <td>● When the birth rate is higher than the death rate</td> </tr> <tr> <td>Natural decrease ●</td> <td>● The total number of live births per thousand population, each year</td> </tr> </tbody> </table> <p style="text-align: center;">[1] for each correct label (2 × [1]) [2]</p>	Geographical term	Definition of population change	Crude birth rate ●	● When the death rate is higher than the birth rate	Natural increase ●	● When the birth rate is higher than the death rate	Natural decrease ●	● The total number of live births per thousand population, each year
Geographical term	Definition of population change								
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Natural increase ●	● When the birth rate is higher than the death rate								
Natural decrease ●	● The total number of live births per thousand population, each year								
<p>Guidance</p>	<p>It is important that candidates clearly link the geographical term and definition, for example by joining the dots</p>								

Name

This command word requires candidates to provide **an accurate word or short phrase** in response to the question set.

Responses should be accurate and concise.

Question	Name the type of beach found at Gwasyadgoed GR 5910. [1]
Source	Note: question based on OS map extract provided with question paper. CCEA Assessment Resource (2021) Unit 1 Question 2(a)(v)
Assessment Objective	A03
Mark Scheme	Shingle (beach) [1] Do not credit 'beach' on its own.
Guidance	All OS map extracts used will include a key for use by candidates in the exam.

Question	Name two methods, apart from recycling, of dealing with waste as stated in the waste hierarchy. [2]
Source	CCEA Assessment Resource (2021) Unit 2 Question 4(a)(ii)
Assessment Objective	A01
Mark Scheme	Any two valid methods from the list below (not recycling): <ul style="list-style-type: none"> • reduce • reuse • incineration or recovery • landfill • disposal. (2 × [1])
Guidance	Questions such as this highlight the importance of reading the question carefully. In questions such as this, key words are often emboldened to draw the candidates' attention to them. In this question the word 'two' was shown in bold.

Question	Name one secondary source you planned to use in your fieldwork. [1]
Source	CCEA Assessment Resource (2021) Unit 3 Question 4(i)
Assessment Objective	A01
Mark Scheme	<p>Award [0] for a response not worthy of credit.</p> <p>Award [1] for the correct naming of a secondary source that could have been used in the fieldwork investigation,</p> <p>e.g. OS map of Newcastle area. [1]</p>
Guidance	<p>The command word is 'name' therefore the actual title of the secondary source should be clearly identified.</p> <p>Generic responses such as 'OS map' or 'Geography textbook' are not acceptable and therefore are not credit worthy. The source identified should include precise detail. For example, where the candidate refers to a map, they should include further information such as the area covered by the map, the sheet number, scale or series (e.g. OS Landranger sheet 29/ map of Newcastle).</p> <p>Candidates who refer to a textbook should quote the correct title e.g. CCEA GCSE Geography.</p> <p>Alternative answers relating to other secondary sources can be credited e.g. Power's Index of Roundness, NI Census data, GIS flood map of Colin Glen river.</p>

Outline

This command word requires candidates to **set out the main characteristics** only – providing a brief description or reason as required by the question.

Question	Outline one advantage of using the geographical enquiry process in a fieldwork investigation. [2]
Source	CCEA Assessment Resource (2021) Unit 3 Q.1
Assessment Objective	A02
Mark Scheme	<p>Responses should refer to the logical structure or framework provided by the geographical enquiry process.</p> <p>Award [0] for a response not worthy of credit.</p> <p>Award [1] for a basic outline of an advantage of using the geographical enquiry process, e.g. it gives stages to follow. e.g. the geographical enquiry process has 6 steps.</p> <p>Award [2] for a sound outline of an advantage of using the geographical enquiry process, e.g. the geographical enquiry process provides a detailed framework of steps to follow when carrying out geographical investigations. e.g. the geographical enquiry process gives a logical structure comprising six steps to carrying out geographical investigations. [2]</p>
Guidance	When responding to a question such as this it is important to outline one advantage rather than list several benefits which will gain no more than [1] mark.

<p>Question</p> <p>Source</p>	<p>Outline two reasons for the rapid growth of shanty town areas in cities in LEDCs. [4]</p> <p>CCEA Assessment Resource (2021) Unit 2 Question: 2(f) (i)</p>
<p>Assessment Objective</p>	<p>AO1</p>
<p>Mark Scheme</p>	<p>Accept a push and a pull factor as two reasons if detailed, not just the reverse of each other.</p> <p>Award [1] for a basic statement, e.g. High rates of natural increase/ migration to the city</p> <p>Award [2] for a more detailed statement, e.g. There is a higher birth rate as more young people move to the city so more people are born and so family sizes are large/so more houses are needed in cities in LEDCs, e.g. People leave the countryside because of disasters leading to crop failure and food shortages, e.g. Migrants are attracted into the city because they will be closer to work opportunities in factories in the city. (2 × [2]) [4]</p>
<p>Guidance</p>	<p>Where a response outlines two reasons which are the direct opposite of each other a maximum of [2] marks will be awarded. e.g. Migrants are attracted into the city because there will be more job opportunities available in the city, e.g. in factories. [2] Lack of jobs make people leave the countryside, e.g. there are no factories in rural areas. [0] (<i>not credited as this is the reverse of the first statement</i>).</p>

Sort

This command word requires candidates to **classify phrases or terms** provided.

Question	Sort the statements below into environmental or historical factors by drawing an arrow for each. One has been completed for you. [4]																					
Source	CCEA Past Paper (2019) Unit 2 Question 3(b)																					
Assessment Objective	A01																					
Mark Scheme	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 33%;">Historical</th> <th style="width: 33%;">Factors hindering development</th> <th style="width: 33%;">Environmental</th> </tr> </thead> <tbody> <tr> <td></td> <td>Land destroyed by mining for materials</td> <td style="text-align: right;">→ (given)</td> </tr> <tr> <td></td> <td>Eruption of volcanoes</td> <td style="text-align: right;">→</td> </tr> <tr> <td style="text-align: left;">←</td> <td>Resources removed for processing in Europe</td> <td></td> </tr> <tr> <td style="text-align: left;">←</td> <td>People forced to work on plantations</td> <td></td> </tr> <tr> <td></td> <td>Diseases spread by mosquitoes</td> <td style="text-align: right;">→</td> </tr> <tr> <td></td> <td style="text-align: center;">(4 × [1])</td> <td style="text-align: right;">[4]</td> </tr> </tbody> </table>	Historical	Factors hindering development	Environmental		Land destroyed by mining for materials	→ (given)		Eruption of volcanoes	→	←	Resources removed for processing in Europe		←	People forced to work on plantations			Diseases spread by mosquitoes	→		(4 × [1])	[4]
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	Diseases spread by mosquitoes	→																				
	(4 × [1])	[4]																				
Guidance	In questions such as this, candidates should ensure that they insert only one clear arrow or line for each factor.																					

Top Tip:

If the candidate makes a mistake when answering a question such as the example above, they should clearly cross out the incorrect arrow, e.g. using a wiggly line.

State

This command word requires candidates to present the **main points in a concise manner**.

Question	State the amount of precipitation expected on this day at Norwich. [1]
Source	Note: based on a resource showing the distribution of rainfall. CCEA Assessment Resource (2021) Unit 1 Question 3(c)(ii)
Assessment Objective	A03
Mark Scheme	0-0.5mm or 0.5mm
Guidance	The correct unit/s of measurement must be included in any answer.

Question	State the meaning of the term gentrification. [2]
Source	CCEA Assessment Resource (2021) Unit 2 Question 2(c)
Assessment Objective	A01
Mark Scheme	Award [1] for a basic statement, e.g. wealthy people move into an old housing area. Award [2] for a detailed statement, e.g. an area of old houses in the inner city which have been improved to attract wealthy residents so the status of the area increases.
Guidance	This question assesses knowledge of a key geographical term. Any key geographical term listed in the specification can be assessed in this style of question.

Top Tip

The specification includes a full list of the key geographical terms for each unit.

Underline

This command word requires students **to select the correct answer from a given list**.

This command word is often associated with a resource such as a map or graph.

Question	Underline the place with the highest amount of rainfall. [1]
	Note: based on a resource showing the distribution of rainfall for the British Isles.
Source	CCEA Assessment Resource (2021) Unit 1 Question 3(c)(i)
Assessment Objective	A03
Mark Scheme	Liverpool <u>Fort William</u> Inverness [1]
Guidance	Candidates should make sure they select only the correct answer. If a mistake is made, e.g. the candidate initially underlines Liverpool, then decides to change their response to Fort William, the answer must be shown clearly to allow the mark to be awarded. For example, the candidate might cross out the word <u>Liverpool</u> and clearly underline <u>Fort William</u> .

Question	Underline the year in which the difference between the number of deaths and the number of births was at its lowest. [1]
	Note: based on a graph which shows changes in the number of births and deaths in Northern Ireland from 1965 to 2015.
Source	CCEA Assessment Resource (2021) Unit 2 Question 1(b)(i)
Assessment Objective	A03
Mark Scheme	1965 <u>2000</u> 2015 [1]
Guidance	No marks will be awarded where a candidate underlines more than one answer.

Top Tip:

Candidates should make any changes to their answers as clearly as possible. Any work that they do not want marked should be clearly crossed out.

Quality of written communication (QWC)

In GCSE Geography, candidates must demonstrate their quality of written communication. They need to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing that suit their purpose and complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Quality of written communication is assessed in candidates' responses that require extended writing. These questions are typically worth [6] marks or higher and are marked using a levels of response mark scheme. The description for each level of response will include reference to the quality of written communication.

Level 1 (Limited):

Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. A limited range of specialist terms is used appropriately.

Level 2 (Satisfactory):

Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. A good range of specialist terms is used appropriately.

Level 3 (High Standard):

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. Candidates present and organise effectively relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. A wide range of specialist terms is used skillfully and with precision.

