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Box the command word

Underline the key terms/geography

Glance at the marks and back at the question

GCSE Geography B J384/01 June 2018 Question 4(e)

A03 command word. Give the positives and negatives

Only talk about ONE way

(e) Case study – Sustainable management of an area of tropical rainforest.

Evaluate the effectiveness of one way in which an area of tropical rainforest you have studied is being sustainably managed.

Name of tropical rainforest area studied: .....

..... **[6]**

Meeting the needs of the present without compromising the ability of future generations to meet their needs. Soc/Ec/Env

6 marks - developed points

Command Words	Potential definition
Assess	Weigh up whether a statement is true.
Calculate	Mathematically work out the value of something.
Compare	Describe the similarities and differences of something.
Define	State or describe exactly the meaning of.
Describe	Set out the characteristics.
Discuss	Bring forward the important points of or set out both sides of an argument/issue/ element of content, for and against.
Evaluate	Give your verdict after providing evidence which both agrees with and contradicts an argument.
Examine	Look in close detail and establish the key facts and important issues.
Explain	Set out the causes of something and/or the factors which influence it.
Identify	Select a piece/s of information.
Justify	Give valid reasons and evidence to support an answer.
Make a prediction	Look at evidence provided to make a judgement about the future.
Outline	A brief written description / account of something.
Propose	To suggest a course of action or intention.
State	Provide a specific piece of information (e.g. name or value) without explanation.
Suggest	Offer an opinion for a particular course of action on an event or issue.
To what extent do you agree	How much you agree with a statement based on the evidence in argument.

How do I know if I have to use a case study and what does this mean?

(e) Case study – Sustainable management of an area of tropical rainforest.
(e) Case study – the landscape of a UK river basin.
(e) CASE STUDY – ways of life in cities

Questions which require you to use a case study will always state **'Case Study'** in bold BEFORE they ask the question.

This means that your answer MUST include specific details about the place which makes it unique and distinguishes it from anywhere else, OR a generic answer.

(d) Case study – A coastal landscape in the UK.

Name of chosen coastal landscape in the UK

.....

Explain how management has impacted the coastal landscape.

.....

.....

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Going beyond 'BUG'

'Bugging' the question itself is not always enough to help clarify to students what they must do.

One useful technique is to encourage students to write the question in their own words, without using the words from the question which makes it more accessible to them. Encourage students to substitute the name of their specific case study into the question to focus their answer and prompt them to use place specific detail.

In my own words this means:
"Give the positives and negatives about the ways Yachana Eco-lodge is helping the environment and local people."

A final strategy which can help students unpick and make sense of the demands of the exam question is once they have 'bugged' the question to consider completing the following table:

What knowledge do i need?	How do i use the knowledge to respond to the command word?	How am i going to structure my answer?
My tropical rainforest case study. At least 3 specific details, location, facts, figures which makes the place you are writing about identifiable. (Can the examiner put their finger over the case study and work out where you are referring to?) What it has done to try to be sustainable?	Give the positives and negatives of the methods they have tried to use to manage it sustainably. Decide if the positives outweigh the negatives.	Well-developed points PEED On PEED Con (see writing frames below)

(d) Case study – A coastal landscape in the UK.

Name of chosen coastal landscape in the UK

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A writing frame for AO3 questions (Examine, Assess, Evaluate, Justify, To what extent…) –
PEED ON PEED CON

GCSE Geography B J384/01 June 2018 Question 4(e)

(e) Case study – Sustainable management of an area of tropical rainforest.

Evaluate the effectiveness of **one** way in which an area of tropical rainforest you have studied is being sustainably managed.

Name of tropical rainforest area studied: .....

Point	The Yachana Ecolodge in Ecuador has been successful in sustainably managing a small area of the tropical rainforest just north of the Napo River.	Place has been identified. Effectiveness comment has been made. Clearly links to the Q.
Evidence	For example, they provide 13 cottages of high-end accommodation for tourists which use rainwater harvesting to collect and provide their water and solar panels to provide their electricity.	Place specific detail is given.
Explain	This means they are able to provide for tourists in an ecologically friendly way which reduces carbon emissions and doesn't waste water.	Explanation is given as to why the features identified are good/ successful
Develop/Explain	This is sustainable as the income from the tourists contributes to the local economy and helps improve the lives of the local people without damaging the environment.	The point is developed further "well developed" and explicitly linked back to the concept of 'sustainability' as required by the question.

ON the other hand	However,	
Point	The Yachana Ecolodge is not completely effective in sustainably managing the rainforest.	Repeat for the other side of the argument.
Evidence	Tourists still travel thousands of miles to reach the resort and most of those who can afford the prices travel from the USA, Europe and Australia.	
Explain	This means that the lodge encourages air travel which produced a lot of carbon emissions.	
Develop/Explain	This means that despite their efforts to reduce carbon emissions, there might still be a lot of pollution associated with eco-tourism at Yachana Eco-lodge.	
CONclusion	Overall, despite the negative aspects, Yachana eco-lodge is effectively managing the rainforest in a sustainable way.	A conclusion ties it all together. It might be useful for students to look at the evidence and write a short conclusion FIRST before building the rest of the answer.

(d) Case study – A coastal landscape in the UK.

Name of chosen coastal landscape in the UK

.....

Explain how management has impacted the coastal landscape.

.....

.....

A writing frame for AO3 questions (Examine, Assess, Evaluate, Justify, To what extent…) –
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Overstrand

Explain how management has impacted the coastal landscape.

overstrand is a situated on the North Norfolk coast. Before and there are 9 groynes and a sea wall. Sitsa and the current management of the beach is to 'hold the line'. Before any 'sea' defences were implemented the rate of erosion here was up to

1m per year, and the cliff was gradually receeding towards the village. Since the 1960s, human sea defences such as the sea wall which measures 441m long and 9 groynes, where put in place the rate of erosion has dropped to 0m. Both of these management techniques, the sea wall absorbing the waves energy and protecting the cliff and the groynes stopping long shore drift, have been very effective at maintaining the beach and protecting the land. [6]

Examiner commentary

This question focuses on knowledge of coastal management for AO1 and understanding how the management strategies impact on the coastal landscape for AO2. In the first response it is clear that the candidate has some knowledge of coastal management techniques but does not provide enough place specific detail to reach Level 3. The information provided could refer to most towns along the coast in the UK and if the word Holderness was removed and North Norfolk inserted then the answer would still be accurate. The second response shows a much greater level of place specific detail with facts that relate to the studied location and no other town on the UK coastline.

Exam question place mat

Step 1 - BUG the question

Box the command word

Underline the key terms/geography

Glance at the marks and back at the question

Step 5 – How do I **develop** my points?

'This means that…' 'This demonstrates that...'

'This will lead to…' 'Therefore…'

'This was because…'

Step 4 – How do I need to **structure** my 6 and 8 mark answers?

AO2 – PEED x2

AO3 – PEED ON PEED CON

Step 3 – Does the question ask me to use a case study?

- Which case study do I need to use?
- What are the key facts and figures for this case study that will help me answer the question

Step 2 - What does the **command** word want me to do

Command word	What do you need to do?
Compare	Describe similarities and differences between two or more things.
Define	Give the meaning of a word, phrase or idea. One sentence.
Describe	Give the main characteristics of something. Say what you see. Tell me what you know.
Discuss	Bring forward the important points. Give the points on both sides of an argument and come to a conclusion. Explain in detail. Develop your points
Evaluate	Give the positives and negatives. Explain WHY they are positive and negative. Develop these points. Weigh up if the positives outweigh the negatives.
Examine	Investigate in detail. Establish the key facts and important issues. Develop your points.
Assess	Weigh up two sides of an issue. Make a judgement. Develop your points
Explain	Give reasons why something happens. Develop your points
Identify	Name an example, sometimes from a map, photo or graph. Select a piece of information
Justify	Give valid reasons and evidence to support an answer.
Outline	Summarise (keep simple) the main points. Could involve some explanation.
Suggest	Give an explanation for something when you can't be sure. Develop your points
To what extent...	Give both sides of an argument. Give a judgement and conclusion

(d) Case study – A coastal landscape in the UK.

Name of chosen coastal landscape in the UK

.....

Explain how management has impacted the coastal landscape.

.....

.....

BUG the Question

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Box the command word

Underline the key terms/geography

Glance at the marks and back at the question

Exemplar 1

government ordered while others were more campaign based. One example of a government ban was the decision to ~~to~~ ban the use of hosepipes, over 20 million people were told they could not use their hosepipes. This ban was effective as it was able to reduce [6] the average daily water usage which was beforehand at 1.7 billion litres per day.

Another response was the campaigns by various organisations persuading people to use less water. Although the campaign reached many people it was ultimately ineffective as many ignored it and used excessive amounts of water anyway

Exemplar 1 shows part of a candidate response, this demonstrates thorough knowledge of the drought using statistics such as over 20 million and 1.7 billion litres per day, but it is the thorough level of evaluation which means that this is a Level 3 answer. Each idea is considered and evidence provided to suggest whether a strategy was or wasn't successful.

3

(c) Case study – UK based natural weather hazard event.

Name of chosen UK based natural weather hazard

.....

Evaluate the responses to your chosen UK based natural weather hazard.

.....

BUG the Question

'Bugging' the question helps students identify the component parts of the question. This will need to be heavily teacher led and directed to begin with, but you should gradually withdraw support so that students 'Bug' it independently and work out what they need to do.

Box the command word

Underline the key terms/geography

Glance at the marks and back at the question

Boscastle Floods

Evaluate the responses to your chosen UK based natural weather hazard.

In 2004, mass floods in the coastal town of Boscastle caused mass destruction after there was 2x the average rainfall and the main rivers banks burst.

The emergency services were the primary response, and 29/31 fire Brigade teams in Cornwall arrived in Boscastle. 7 helicopters also arrived to air lift endangered residents to safety. ~~Secondary~~ This was positive as it lead to 0 deaths, but had no impact on protecting the high number of houses and businesses in the area. Secondary responses included hard engineering to extend river capacity and raise bridge heights, and soft engineering to rebuild homes and raise financial awareness of the event. [6]

This was successful as it improved flood awareness and protected the town from future flooding more effectively. However large amounts of money were lost on the damaged buildings & infrastructure.

In conclusion the hard engineering response was the most effective as it limited chances of the banks bursting again and protected residents from future floods.

(d) Case study – a global example of sustainable management in either the Arctic or Antarctic.

Name of chosen global example of sustainable management

.....

Assess the success of **one** global scale sustainable management solution in either the Arctic or the Antarctic.

.....

.....

BUG the Question

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Box the command word

Underline the key terms/geography

Glance at the marks and back at the question

In addition the agreement cannot and does not directly combat climate change, which is the areas biggest threat. Therefore the ecosystems are still in peril. Overall although the treaty is a step in the right direction there are other problems which need to be adressed in order to protect this environment

A demonstration of the thorough analysis of the Antarctic Treaty building on previous evidence that highlighted the candidate's thorough knowledge of the treaty.

Candidates with a clear understanding of their case study were able to successfully answer this question. Individual management strategies were identified and their success or otherwise explained using evidence. Ideas including the stance of Japan to whaling, the impact of climate change and the role of indigenous communities in decision making were often used by candidates to help weigh up the success of a management solution. There were a few areas that caused candidates to not reach full marks. Some answers were too descriptive, writing in great deal about what was being done to manage their cold region but without saying why it was successful. Other answers lacked specific case study detail, making general statements about cold regions which could apply to a variety of locations and scales. Candidates often mixed up Arctic and Antarctic, using them inter-changeably through the same answer, limiting the mark they could be given. There were some answers that dealt with the wrong case study, mostly using Clyde River, that were limited to Level one. Candidates need to be clear which was their global case study and which was their small scale case study.

(c) **Case study – Sustainability in a city in an Advanced Country (AC).**

For an **Advanced Country (AC) city** you have studied, discuss **one** initiative to make the city more sustainable.

Name of AC city: .....

.....

BUG the Question

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Box the command word

Underline the key terms/geography

Glance at the marks and back at the question

(c) Case study – Sustainability in a city in an Advanced Country (AC).

For an **Advanced Country (AC) city** you have studied, discuss **one** initiative to make the city more sustainable.

Name of AC city: .....

.....

This question differentiated well. Candidates who scored well, demonstrated a good knowledge of a specific initiative, including place specific detail and were able to link it to improved sustainability in a named city. Most commonly this question was given at L2 between 3-4 marks because many candidates could not explain how the initiative they described made the city more sustainable. There is still a limited understanding among many candidates of the concept of sustainability in its broadest sense. Many candidates focused only on implications for the environment in urban areas where air pollution from vehicles may be reduced by initiatives such as improved public transport or encouraging greater use of bicycles. Most commonly written about were London transport policies and Birmingham library. With Birmingham library candidates could explain the environmentally friendly approaches to the construction and daily running of the building but far fewer candidates were able to articulate how that contributed to the city of Birmingham being more sustainable. Candidates who used HS2 as their case study were limited in their detail of the initiative and were not able to say how it contributed to the sustainability of a city. Candidates who misinterpreted the question wrote about potential approaches to achieving sustainability and occasionally candidates wrote about non-AC cities.

Exemplar 2

Stations. Finally more bike lanes have been created to encourage more people to bike to work instead of driving. This will decrease the amount of traffic throughout the city.

(c*) Case study – Development in an LIDC country.

For an **LIDC** you have studied, to what extent do the benefits of an LIDC's global connections outweigh the problems?

Name of LIDC: .....

.....

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(c*) Case study – Development in an LIDC country.

For an **LIDC** you have studied, to what extent do the benefits of an LIDC's global connections outweigh the problems?

Name of LIDC: .....

.....

This was a well answered question by many candidates, with a significant number accessing L3 marks. Candidates had clearly practised their extended writing skills and structured their responses into three paragraphs covering benefits, disadvantages and a judgement. There was a wide range of examples used in answering this question and many candidates made a number of additional place specific references. Most commonly seen were Ethiopia, Nigeria, Tanzania, Zambia and DRC. Candidates typically wrote about trade links and named TNCs or foreign aid projects supported by ACs. Many candidates could write developed responses outlining the benefits and disadvantages of the global connections and could draw their own conclusions as to the extent to which the connections were beneficial or detrimental to the country's development.

Most able candidates were very perceptive in their responses and wrote quite sophisticated arguments commenting on the internal politics of a country or their alliances with other nations and why these might need to be upheld. Candidates who misinterpreted the question were largely descriptive about the LIDC they had studied with little reference to any global links. A minority of candidates wrote about a city within an LIDC and its links with other cities in the same country.

(c) For a named place in the UK, explain how its ethnic diversity has changed.

Name of UK place: .....

.....

.....

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Glance at the marks and back at the question

(c) For a named place in the UK, explain how its ethnic diversity has changed.

Name of UK place: .....

.....

.....

Candidates who achieved at Level 3 on this question typically wrote about waves of immigration into a named place in the UK, candidates gave approximate dates and reasoning for the immigration, stating the country or region of origin. This approach evidenced an understanding of the change in ethnic diversity, commonly chosen UK locations were London, Birmingham, Leeds and Boston. Many candidates did not demonstrate an understanding of 'ethnic diversity' and 'change' and decided to focus their response on the cultural aspects of a named UK location such as restaurants and carnivals – this was more akin to the response required from the June 2018 extended writing question which many candidates had possibly used as a mock exam. A small number of candidates wrongly identified religion as being evidence of ethnic origin.

(c) Case study – Food security at a national scale.

How effective was **one** past attempt to achieve food security at a national scale?

.....

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(c) Case study – Food security at a national scale.

How effective was **one** past attempt to achieve food security at a national scale?

.....

Candidates who achieved at Level 3 on this question typically wrote about the benefits and disadvantages of a named attempt or initiative to achieve food security concluding with a statement regarding the extent to which the candidate thought it had been successful. Most commonly chosen by successful candidates was the Canada wheat programme in Tanzania. Candidates clearly understood the requirements of the initiative and the impact it had had in Tanzania, many described the positive and negative outcomes of the programme. Most able candidates specifically linked their response back to the question of food security – this link was needed to achieve at Level 3. Many candidates had learnt their case study well and could describe Canada wheat, GM crops, the Green Revolution etc. but were only given at Level 2 as they made little reference to its success in achieving food security.

Some candidates wrote about initiatives which typically provide local support in improving food security such as Goat Aid (June 2018) or localised foodbank provision. The initiative of Food Banks was acceptable as an example, provided candidates were able to articulate the national approach, but there was insufficient understanding of this as a national scheme.

(d) Case study – A coastal landscape in the UK.

Name of chosen coastal landscape in the UK

.....

Explain how management has impacted the coastal landscape.

.....

.....

(c) Case study – UK based natural weather hazard event.

Name of chosen UK based natural weather hazard

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Evaluate the responses to your chosen UK based natural weather hazard.

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(d) **Case study – a global example of sustainable management in either the Arctic or Antarctic.**

Name of chosen global example of sustainable management

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Assess the success of **one** global scale sustainable management solution in either the Arctic or the Antarctic.

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For an **LIDC** you have studied, to what extent do the benefits of an LIDC's global connections outweigh the problems?

Name of LIDC: .....

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(c) For a named place in the UK, explain how its ethnic diversity has changed.

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(c) Case study – Sustainability in a city in an Advanced Country (AC).

For an **Advanced Country (AC) city** you have studied, discuss **one** initiative to make the city more sustainable.

Name of AC city: .....

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Exam question place mat

Step 1 - BUG the question

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Suggest	Give an explanation for something when you can't be sure. Develop your points
To what extent...	Give both sides of an argument. Give a judgement and conclusion