

YEAR 11

GCSE

GEOGRAPHY

REVISION

GUIDANCE

2022

What exam papers are there? What do I answer?

Paper 1: Living with the Physical Environment

1 hour 30 minutes. (88 marks inc. 3 for SPaG). 23rd May (am)

Section A – The challenge of natural hazards. You answer all of this. (33 marks).

Section B – The living world. You answer all of this. (25 marks).

Section C – Physical landscapes in the UK. You answer rivers and glaciers. You **DO NOT answer coasts.** (30 marks)

Paper 2: Challenges in the Human Environment

1 hour 15 minutes. (63 marks inc. 3 for SPaG). 7th June (pm)

Section A – Urban issues and challenges. You answer all of this. (33 marks).

Section B – The changing economic world. You answer all of this. (30 marks).
STOP ANSWERING QUESTIONS AT THE END OF SECTION B!

Section C – This is part of the exam paper – **DO NOT ANSWER ANY OF THIS SECTION!**

Paper 3: Geographical applications

1 hour. (56 marks inc. 6 for SPaG). 14th June (am)

Section A – Issue evaluation (booklet). You answer all of this. (40 marks).

Section B – Unseen fieldwork. You answer all of this. (16 marks).

Paper 1: Living with the Physical Environment.

1 hour 30 minutes. 23rd May.

Section A: The challenge of natural hazards

1. Natural hazards
2. Tectonic hazards
3. Weather hazards
4. Climate change

	Key idea	Specification content			
1	<u>Natural hazards.</u> Natural hazards pose major risks to people and property.	Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk.			
2	<u>Tectonic hazards.</u> Earthquakes and volcanic eruptions are the result of physical processes.	Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.			
	The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.	Primary and secondary effects of a tectonic hazard (earthquake). Immediate and long-term responses to a tectonic hazard (earthquake). Use named examples to show how the effects and responses to a tectonic			

		hazard vary between two areas of contrasting levels of wealth (earthquakes).			
	Management can reduce the effects of a tectonic hazard.	Reasons why people continue to live in areas at risk from a tectonic hazard.			
		How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.			
3	<u>Weather hazards.</u> Global atmospheric circulation helps to determine patterns of weather and climate.	General atmospheric circulation model: pressure belts and surface winds.			
	Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.	Global distribution of tropical storms (hurricanes, cyclones, typhoons).			
		An understanding of the relationship between tropical storms and general atmospheric circulation.			
		Causes of tropical storms and the sequence of their formation and development.			
		The structure and features of a tropical storm.			
		How climate change might affect the distribution, frequency and intensity of tropical storms.			
	Tropical storms have significant effects on people and the environment.	Primary and secondary effects of tropical storms.			
		Immediate and long-term responses to tropical storms.			
		Use a named example of a tropical storm to show its effects and responses.			
		How monitoring, prediction, protection and planning can reduce the effects of tropical storms.			

	The UK is affected by a number of weather hazards.	An overview of types of weather hazard experienced in the UK.		
	Extreme weather events in the UK have impacts on human activity.	<p>An example of a recent extreme weather event (flood) in the UK to illustrate:</p> <ul style="list-style-type: none"> •• causes •• social, economic and environmental impacts •• how management strategies can reduce risk. 		
		Evidence that weather is becoming more extreme in the UK.		
4				
4	<p><u>Climate change.</u></p> <p>Climate change is the result of natural and human factors, and has a range of effects.</p>	Evidence for climate change from the beginning of the Quaternary period to the present day.		
		<p>Possible causes of climate change:</p> <ul style="list-style-type: none"> •• natural factors – orbital changes, volcanic activity and solar output •• human factors – use of fossil fuels, agriculture and deforestation. 		
		Overview of the effects of climate change on people and the environment.		
	Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	<p>Managing climate change:</p> <ul style="list-style-type: none"> •• mitigation – alternative energy production, carbon capture, planting trees, international agreements •• adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels. 		

Section B: The living world

1. Global distribution of ecosystems and an example of a small scale ecosystem.
2. Tropical rainforests
3. Hot deserts

	Key idea	Specification content			
1	<p><u>Global distribution of ecosystems.</u></p> <p>Ecosystems exist at a range of scales and involve the interaction between biotic (living) and abiotic (non-living) components.</p>	<p>An example of a small scale UK ecosystem (e.g. pond, hedgerow or woodland) to show the interrelationships with the natural system. This includes an understanding of; producers, consumers, decomposers, food chain, food web and nutrient cycling.</p>			
		<p>The balance between components in the ecosystem and the impact on the ecosystem if one component is changed by either people or nature.</p>			
		<p>An overview of the distribution (location) and characteristics of large scale natural global ecosystems (biomes). E.g. Tundra, Coniferous forest, Mediterranean, tropical rainforest, hot desert etc.</p>			
2	<p><u>Tropical Rainforests.</u></p> <p>Tropical rainforest ecosystems have a range of distinctive characteristics</p>	<p>The physical characteristics of a tropical rainforest.</p>			
		<p>The interdependence of climate, water, soils, plants animals and people.</p>			
		<p>How plants and animals adapt to the physical conditions.</p>			
		<p>Issues related to biodiversity.</p>			

	Deforestation has economic and environmental impacts	<p>Changing rates of deforestation.</p> <p>A case study (e.g. Amazon or Malaysia) of a tropical rainforest to show:</p> <ul style="list-style-type: none"> • Causes of deforestation: subsistence and commercial farming, logging, road building, mineral extraction, energy development (e.g. HEP), settlement and population growth. • Impacts of deforestation: economic development, soil erosion and contribution to climate change. 		
	Tropical rainforests need to be managed to be sustainable.	<p>Value/importance of tropical rainforests to people and the environment.</p> <p>Strategies used to manage rainforests sustainably: selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods and debt reduction.</p>		

3	<u>Hot deserts.</u> Hot desert ecosystems have a range of distinctive characteristics.	The physical characteristics of hot deserts.		
		The interdependence of climate, water, soils, plants animals and people.		
		How plants and animals adapt to the physical conditions.		
		Issues related to biodiversity.		
	Development of hot desert environments creates opportunities and challenges.	<p>A case study of a hot desert (e.g. Thar) to show:</p> <ul style="list-style-type: none"> • Development opportunities in hot desert environments: mineral extraction, energy, farming, tourism. • Challenges of developing hot desert environments: extreme temperatures, water supply and inaccessibility. 		
	Areas on the fringe of hot deserts are at risk	Causes of desertification: climate change, population growth, removal of		

	<p>of desertification (Sahel region)</p> <p>fuel wood, overgrazing, over-cultivation and soil erosion.</p>			
	<p>Strategies used to reduce the risk of desertification: water and soil management, tree planting and use of appropriate technology.</p>			

Section C: Physical landscapes in the UK

1. UK physical landscapes
2. River landscapes in the UK
3. Glacial landscapes in the UK

	Key idea	Specification content			
1	<p><u>UK physical landscapes.</u></p> <p>The UK has a range of diverse landscapes.</p>	<p>An overview of the location of major upland/lowland areas and river systems.</p>			
2	<p><u>River landscapes.</u></p> <p>The shape of river valleys changes as rivers flow downstream.</p>	<p>The long profile and changing cross profile of a river and its valley.</p> <p>Fluvial processes:</p> <ul style="list-style-type: none"> • erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion • transportation – traction, saltation, suspension and solution • deposition – why rivers deposit sediment. 			
	<p>Distinctive fluvial landforms result from different physical processes.</p>	<p>Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges.</p>			

		<p>Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes.</p>			
		<p>Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries.</p>			
		<p>An example of a river valley in the UK to identify its major landforms of erosion and deposition.</p>			
	<p>Different management strategies can be used to protect river landscapes from the effects of flooding.</p>	<p>How physical and human factors affect the flood risk – precipitation, geology, relief and land use.</p>			
		<p>The use of hydrographs to show the relationship between precipitation and discharge.</p>			
		<p>The costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> • hard engineering – dams and reservoirs, straightening, embankments, flood relief channels • soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. 			
		<p>An example of a flood management scheme in the UK to show:</p> <ul style="list-style-type: none"> • why the scheme was required • the management strategy • the social, economic and environmental issues. 			
3	<p><u>Glacial landscapes</u></p> <p>Ice was a powerful force in shaping the physical landscape of the UK.</p>	<p>Maximum extent of ice cover across the UK during the last ice age.</p>			
		<p>Glacial processes:</p> <p>freeze-thaw weathering</p>			

		<p>erosion – abrasion and plucking</p> <p>movement and transportation – rotational slip and bulldozing</p> <p>deposition – why glaciers deposit sediment (till and outwash).</p>		
Distinctive glacial landforms result from different physical processes.		Characteristics and formation of landforms resulting from erosion – corries, arêtes, pyramidal peaks, truncated spurs, glacial troughs, ribbon lakes and hanging valleys.		
		Characteristics and formation of landforms resulting from transportation and deposition – erratics, drumlins, types of moraine.		
		An example of an upland area in the UK affected by glaciation to identify its major landforms of erosion and deposition.		
Glaciated upland areas provide opportunities for different economic activities, and management strategies can be used to reduce land use conflicts.		An overview of economic activities in glaciated upland areas – tourism, farming, forestry and quarrying.		
		Conflicts between different land uses, and between development and conservation.		
		An example of a glaciated upland area in the UK used for tourism to show: the attractions for tourists social, economic and environmental impacts of tourism strategies used to manage the impact of tourism.		

Paper 2: Challenges in the Human Environment. 1 hour 15 minutes.

7th June.

Section A: Urban issues and challenges

	Key idea	Specification content			
1	A growing percentage of the world's population lives in urban areas.	The global pattern of urban change.			
		Urban trends in different parts of the world including HICs and LICs.			
		Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.			
		The emergence of megacities.			
	Urban growth creates opportunities and challenges for cities in LICs and NEEs.	A case study of a major city in an LIC or NEE (E.g. Rio de Janeiro) to illustrate:			
		<ul style="list-style-type: none"> •• the location and importance of the city, regionally, nationally and internationally •• causes of growth: natural increase and migration •• how urban growth has created opportunities: •• social: access to services – health and education; access to resources – water supply, energy •• economic: how urban industrial areas can be a stimulus for economic development 			
		A case study of a major city in an LIC or NEE (E.g. Rio de Janeiro) to illustrate how urban growth has created challenges:			

	<ul style="list-style-type: none"> •• managing urban growth – slums, squatter settlements •• providing clean water, sanitation systems and energy •• providing access to services – health and education •• reducing unemployment and crime •• managing environmental issues – waste disposal, air and water pollution, traffic congestion. <p>An example of how urban planning is improving the quality of life for the urban poor.</p>		
	<p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</p> <p>Overview of the distribution of population and the major cities in the UK.</p> <p>A case study of a major city (E.g. Liverpool) in the UK to illustrate:</p> <ul style="list-style-type: none"> •• the location and importance of the city in the UK and the wider world •• impacts of national and international migration on the growth and character of the city •• how urban change has created opportunities: •• social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems •• environmental: urban greening 		
	<p>A case study of a major city (E.g. Liverpool) in the UK to illustrate how urban change has created challenges:</p> <ul style="list-style-type: none"> •• social and economic: urban deprivation, inequalities in housing, 		

		<p>education, health and employment</p> <ul style="list-style-type: none"> •• environmental: dereliction, building on brownfield and greenfield sites, waste disposal •• the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. 		
		<p>An example of an urban regeneration project (E.g. Liverpool) to show:</p> <ul style="list-style-type: none"> •• reasons why the area needed regeneration •• the main features of the project. 		
	<p>Urban sustainability requires management of resources and transport.</p>	<p>Features of sustainable urban living (E.g. Curitiba or Freiburg):</p> <ul style="list-style-type: none"> •• water and energy conservation •• waste recycling •• creating green space. 		
		<p>How urban transport strategies are used to reduce traffic congestion.</p>		

Section B: The changing economic world

	Key idea	Specification content			
1	<p>There are global variations in economic development and quality of life.</p>	<p>Different ways of classifying parts of the world according to their level of economic development and quality of life.</p>			
		<p>Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI).</p>			

		Limitations (problems) of economic and social measures.		
		Link between stages of the Demographic Transition Model and the level of development.		
		Causes of uneven development: physical, economic and historical.		
		Consequences of uneven development: disparities in wealth and health, international migration.		
	Various strategies exist for reducing the global development gap.	An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fair trade, debt relief, microfinance loans.		
		An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.		
	Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.	<p>A case study of one LIC or NEE (E.g. Nigeria) to illustrate:</p> <ul style="list-style-type: none"> • the location and importance of the country, regionally and globally • the wider political, social, cultural and environmental context within which the country is placed • the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development • the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country • the changing political and trading relationships with the wider 		

		<p>world</p> <ul style="list-style-type: none"> •• international aid: types of aid, impacts of aid on the receiving country •• the environmental impacts of economic development •• the effects of economic development on quality of life for the population. 		
	<p>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p>	<p>Economic futures in the UK:</p> <ul style="list-style-type: none"> •• causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies •• moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks •• impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable •• social and economic changes in the rural landscape in one area of population growth and one area of population decline •• improvements and new developments in road and rail infrastructure, port and airport capacity •• the north–south divide. Strategies used in an attempt to resolve regional differences •• the place of the UK in the wider world. Links through trade, culture, transport, and electronic 		

		communication. Economic and political links: the European Union (EU) and Commonwealth.			
--	--	--	--	--	--

Paper 3: Geographical applications. 14th June. 1 hour.

1. Issues evaluation (pre-released booklet)

2. Fieldwork

	Key idea	Specification content			
2	<u>Fieldwork.</u> Suitable question for geographical enquiry	The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry.			
		The geographical theory/concept underpinning the enquiry.			
		Appropriate sources of primary and secondary evidence, including locations for fieldwork.			
		The potential risks of both human and physical fieldwork and how these risks might be reduced.			
	Selecting, measuring and recording data appropriate to the chosen enquiry	Difference between primary and secondary data.			
		Identification and selection of appropriate physical and human data.			
		Measuring and recording data using different sampling methods.			
		Description and justification of data collection methods.			
	Selecting appropriate ways of processing and presenting fieldwork data	Appreciation that a range of visual, graphical and cartographic (mapping) methods is available.			
		Selection and accurate use of appropriate presentation methods.			

		Description, explanation and adaptation of presentation methods			
Describing, analysing and explaining fieldwork data		Description, analysis and explanation of the results of fieldwork data.			
		Establish links between data sets.			
		Use appropriate statistical techniques.			
		Identification of anomalies in fieldwork data.			
	Reaching conclusions	Draw evidenced conclusions in relation to original aims of the enquiry.			
Evaluation of geographical enquiry		Identification of problems of data collection methods.			
		Identification of limitations of data collected.			
		Suggestions for other data that might be useful.			
		Extent to which conclusions were reliable.			

Geographical Skills.

These will be examined on all 3 exam papers, but will feature most heavily on paper 3.

1. Mapping skills
2. Graphical skills
3. Numerical skills
4. Statistical skills

	Key idea	Specification content			
1	<u>Mapping skills.</u>	Use and understand coordinates – latitude and longitude.			

	Atlas maps	Recognise and describe distributions and patterns of both human and physical features.			
		Maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, e.g. population distribution, population movements, transport networks, settlement layout, relief and drainage.			
		Analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.			
Ordnance survey maps		Use and interpret OS maps at a range of scales.			
		Use and understand coordinates – four and six-figure grid references.			
		Use and understand scale, distance and direction – measure straight and curved line distances.			
		Use and understand gradient, contour and spot height.			
		Numerical and statistical information.			
		Identify basic landscape features and describe their characteristics from map evidence.			
		Identify major relief features on maps and relate cross-sectional drawings to relief features.			
		Draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use.			
		Interpret cross sections and transects of physical and human landscapes.			
		Describe the physical features as they are shown on large scale maps of			

		coastal landscapes and river landscapes.			
		Infer human activity from map evidence, including tourism.			
	Maps in association with photographs	Be able to compare maps.			
		Sketch maps: draw, label, understand and interpret.			
		Photographs: use and interpret ground, aerial and satellite photographs.			
		Describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs.			
		Draw sketches from photographs..			
		Label and annotate diagrams, maps, graphs, sketches and photographs.			

2	<u>Graphical skills.</u>	Select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids.			
		Suggest an appropriate form of graphical representation for the data provided.			
		Complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines.			
		Use and understand gradient, contour and value on isoline maps.			
		Plot information on graphs when axes and scales are provided.			
		Interpret and take information from different types of maps, graphs and			

		charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.			
3	<u>Numerical skills.</u>	Demonstrate an understanding of number, area and scales, and the quantitative relationships between units.			
		Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.			
		Understand and correctly use proportion and ratio, magnitude and frequency.			
		Draw informed conclusions from numerical data.			
4	<u>Statistical skills.</u>	Use, calculate and interpret median, mean, range, quartiles and inter-quartile range, mode and modal class.			
		Calculate percentage increase or decrease and understand the use of percentiles.			
		Describe relationships in data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends.			
		Be able to identify weaknesses in selective statistical presentation of data.			

Geography case studies and examples

Case study = A place that you have studied that you need to have **detailed** knowledge about

Example = A place/scheme that you have studied that you need to have **some detailed** knowledge about

Paper 1: The physical environment

	Case studies:	Examples:
Section A: Hazards	N/A	2 tectonic hazards at different levels of development -Nepal (LIC) and Chile (NEE) earthquake (differing effects and responses) A tropical storm - Typhoon Haiyan (effects and responses) An extreme weather event - Somerset floods 2014 (causes, impacts, management strategies)
Section B: Living World	A rainforest – Malaysia/Amazon (causes of deforestation, impacts) A hot desert- Thar desert (opportunities and challenges to development)	A small scale UK ecosystem – pond/woodland (interrelationships, an understanding of different roles e.g. producer, consumer and the nutrient cycle).
Section C: Physical landscapes in the UK	N/A	Rivers: A river valley -River Tees/River Severn (major landforms of erosion and deposition) Rivers: A flood management scheme - Boscastle (why it was needed, the management strategy, SEE issues)

		<p>Glaciers: Example of glaciated landscape - Lake District or Snowdonia.</p> <p>Glaciers: Example of economic activity and conflicts in glaciated areas – Lake District.</p>
--	--	---

Paper 2: The human environment

	Case studies:	Examples:
Section A: Urban issues and challenges	<p>A major city in a LIC or NEE –Rio de Janeiro (location and importance, causes of growth, opportunities and challenges created by urban growth)</p> <p>A major city in the UK – Liverpool (location and importance, impacts of migration, opportunities and challenges linked to urban change)</p>	<p>An urban planning project - Favela Bairro, Rio (how the quality of life of the urban poor has been improved by this project)</p> <p>An urban regeneration project – The Paradise Street Project in Liverpool (Liverpool One). Reasons why the area needed regenerating, the main features of the project. Or the Anfield project, Liverpool.</p> <p>An example of a sustainable urban area – Curitiba or Freiburg.</p>
Section B: The changing economic world	One LIC or NEE - Nigeria (location & importance, wider political, cultural, social and environmental context, changing industrial structure, role of TNCS (Shell & Unilever), changing	The growth of tourism in a LIC or NEE –Jamaica (how tourism has helped to reduce the development gap)

	political and trading relationship, international aid, environmental impacts of economic development, effects of development on people's quality of life)	UK industry – Torr Quarry, Somerset (how modern industrial developments can be more environmentally sustainable)
--	---	---

GCSE exam command words

1. Identify	<p>Name (usually from a figure).</p> <p>Example questions</p> <p>Identify the coastal landform at grid reference 653532.</p> <p>Identify two sources of greenhouse gases suggested by Figure 3.</p>
2. Calculate	<p>Work out the value of something.</p> <p>Example questions</p> <p>Using Figure 7, calculate the difference in oil consumption between Africa and Europe.</p> <p>Calculate the median value for the GNI data in Figure 5.</p>
3. Suggest	<p>Present a possible case. Give a plausible reason/reasons</p> <p>Example questions</p> <p>Suggest how the sea defences shown in Figure 11 help to protect the coastline.</p> <p>Using Figure 9, suggest how ecotourism can help in managing tropical rainforests sustainably.</p>
4. Describe	<p>Set out characteristics (say what you see).</p> <p>Example questions</p> <p>Using Figure 9, describe the distribution of countries with access to drinking water services.</p> <p>Using Figure 4, describe the track of Hurricane Irma between 6 September 2017 and 12 September 2017.</p>
5. Explain	<p>Set out purposes or reasons. (Give reasons/say why)</p> <p>Example questions</p> <p>Using Figure 12 and your own knowledge, explain how different landforms may be created by the transport and deposition of sediment along the coast.</p>

	Explain how the increasing use of fossil fuels and changes in agriculture may have contributed to global changes in temperature.
6. To what extent	Judge the importance or success of (strategy, scheme, project, etc). Say ' how much '. You must have a conclusion. Example questions To what extent do urban areas in lower income countries (LICs) or newly emerging economies (NEEs) provide social and economic opportunities for people? Choose one of the following environments: <i>Hot desert environment</i> <i>Cold environment</i> Using a case study, to what extent have opportunities for economic activity been developed in your chosen environment.
7. Justify	Support a case with evidence. You will often need a conclusion. Example questions 'Transnational corporations (TNCs) only bring advantages to the host country.' Do you agree with this statement? Justify your decision. Justify one primary data collection method used in your physical geography enquiry.
8. Assess	Make an informed judgement (weigh up). You will often need a conclusion. Example questions Assess how effective your presentation technique(s) were in representing your data. Assess the extent to which prediction is the most important factor in reducing the effects of tropical storms.
9. Evaluate	Judge from available evidence. This is very similar to questions that say 'to what extent' so you will often need to say ' how much '. You will often need a conclusion. Example questions Evaluate the effectiveness of an urban transport scheme(s) you have studied. Evaluate the effectiveness of an urban planning strategy in helping to improve the quality of life for the urban poor. Use an example of a city in a lower income country (LIC) or newly emerging economy (NEE).
10. Discuss	Present key points about different ideas or strengths and weaknesses of an idea. Example questions Discuss the effects of urban sprawl on people and the environment. Use Figure 3 and a case study of a major city in the UK. 'The physical environment provides opportunities for a range of socio-economic activities.' Use Figure 2 and Figure 3 to discuss this statement.