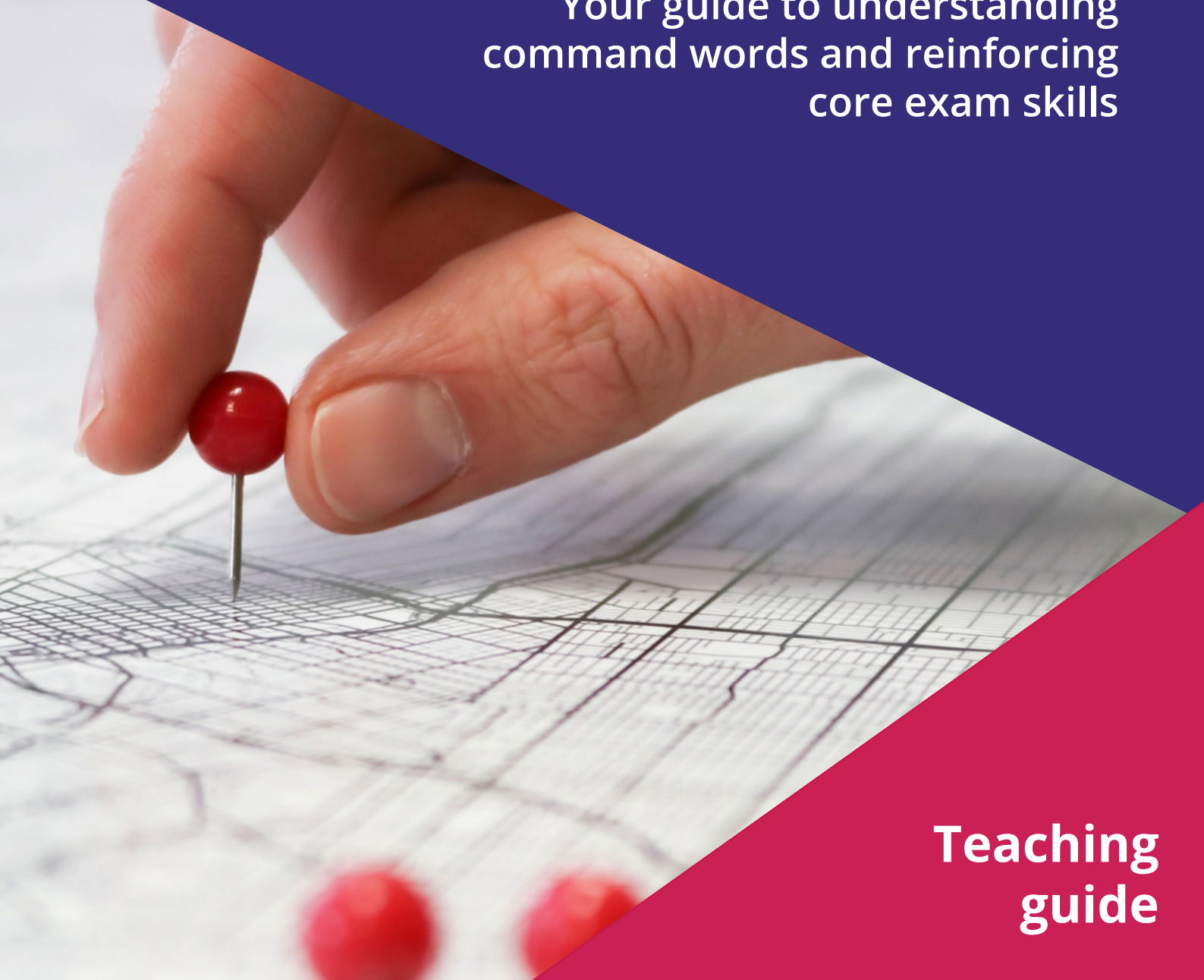


**GEOGRAPHY**

# Get to grips with GCSE Geography command words

Your guide to understanding  
command words and reinforcing  
core exam skills



**Teaching  
guide**

# Help prepare your GCSE students with confidence

As vocabulary and exam technique are fundamental skills your students need to succeed in geography, we've created this command words guide to support and equip you in preparing your students for their assessments.

Complete with key information about question types, command words and assessment objectives – our guide is designed for you to use with your students. Examples illustrate how marks are awarded and best practice techniques to overcome common mistakes and misunderstandings.

## How to use this guide

- Identify students' weaknesses with particular command words.
- Reinforce good exam technique and plug gaps with the top tips.
- Prepare students to identify command words with the example past questions.
- Exemplify good practice and show how marks are awarded with the example responses.

# The importance of assessment objectives (AOs)

It's important to understand the weighting of the AOs and how they can be assessed together.

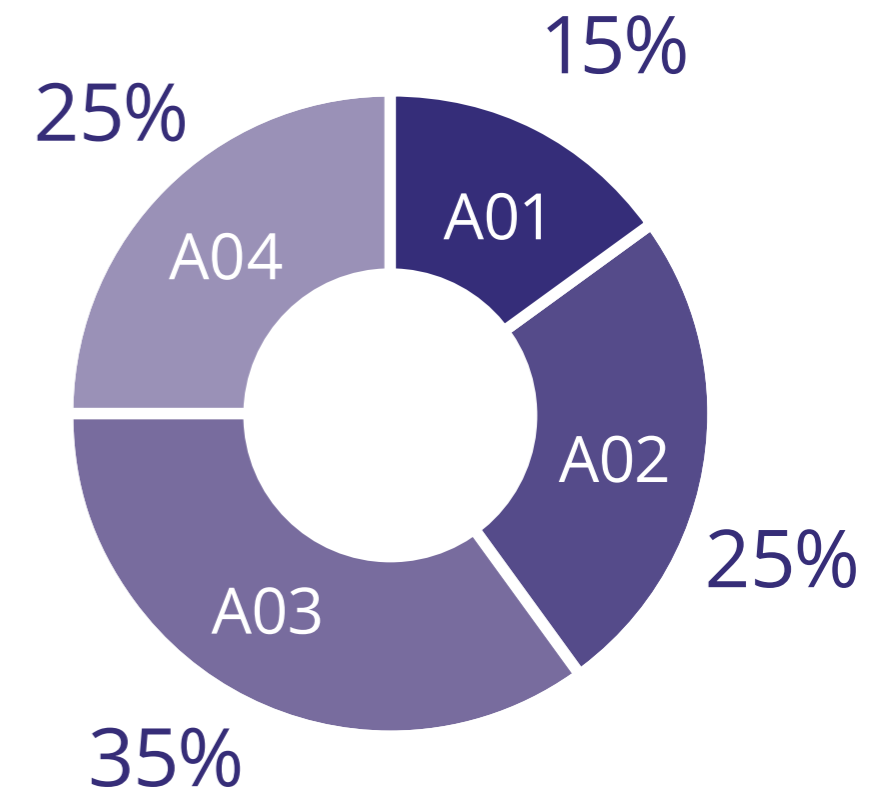
- **AO1:** Demonstrate knowledge of locations, places, processes, environments and different scales.
- **AO2:** Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.
- **AO3:** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.

AO1 – 15%	AO2 – 25%	AO3 – 35%	AO4 – 25%
KNOWLEDGE	UNDERSTANDING	APPLICATION, JUDGEMENTS AND EVALUATION	SKILLS
Give one natural cause of changes in global temperatures. [1]	Suggest how extreme weather in the UK can have economic and social impacts. Use Figure 2 and your own understanding. [6]		Describe the location of Area X. [2]
Explain how alternative energy production and planting trees may help to reduce the rate of climate change. [4]			
	Outline one advantage of sourcing food locally in the UK. [2]	Study Figure 2 in the resources booklet, 'Deforestation of tropical rainforests'. 'Some activities in areas of tropical rainforests are more damaging than others.' To what extent do you agree with this statement? [6]	
To what extent has urban change created social and economic opportunities in a UK city you have studied? [9]			

There are 252 marks available.

- 12 are SPaG
- 36 are AO1
- 60 are AO2
- 84 are AO3
- 60 are AO4.

Prepare your students in a way that reflects this balance, which may mean more time applying knowledge and evaluating concepts. It's helpful for students to be able to identify where different AOs are being tested and in this guide, we'll help you identify the different types of question by command word, showing how they're closely linked.



# How command words and mark tariffs are connected

The table below shows each command word and the typical mark tariffs that they relate to\*.

Command words	1	2	4	6	9
Identify/State/Name/Give	X	X			
Define	X				
Calculate	X	X			
Label	X	X			
Draw		X			
Outline		X	X		
Compare		X	X		
Describe		X	X		
Suggest		X	X	X	X
Explain			X	X	X
Examine				X	
Assess				X	X
To what extent				X	X
Evaluate					X
Discuss				X	X
Justify					X

\* We'll use the appropriate command word for the question, so this list isn't exhaustive. Any command word can be used for any mark and any AO.

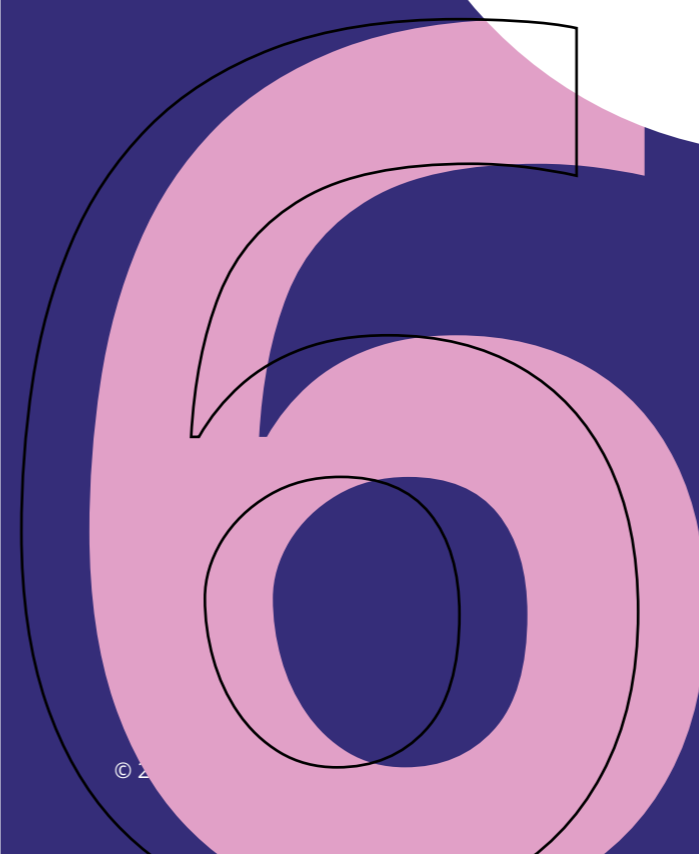
The command words and AOs work together to ensure that a range of exam skills are tested across the papers.

The balance of marks available for low tariff, point marked questions (1-3 marks) and high tariff, levels marked questions (4-9 marks) are fairly even across the papers, so gaining marks consistently across lower tariff questions is as important as the higher tariff questions.



## TIP: The value of 6-mark questions

It's easy to focus on 9-mark questions, but in all our sample and past papers, there are actually more than double the number of 6-mark questions than there are 9-marks. Use the table to look for past questions with those typical 6-mark command words and get your students familiar with them.



## COMMAND(S)

# Assess

## DESCRIPTION

Make an informed judgement.

Approach this similarly to other evaluative commands (evaluate, to what extent, discuss).

## TYPICAL TARIFF

- 4 marks
- 6 marks
- 9 marks

## TYPICAL AO

All AOs are tested, but likely to include elements of AO3 as a judgement should be made.

AO1 and AO2 – demonstrate knowledge and understanding.

AO3 – application of knowledge and/or evaluation.

AO4 – geographical and fieldwork skills.

## EXAMPLES

### Paper 1

Choose either an earthquake or a volcanic eruption. Assess the extent to which primary effects are more significant than secondary effects. Use Figure 5a or 5b and an example you have studied. **[9 marks, AO1, AO2 and AO3]** SAMs 1

Assess the extent to which tropical storms have effects on people and the environment. Use Figure 5 and an example you have studied. **[9 marks, AO1, AO2 and AO3]** 2018

### Paper 2

Use Figure 3 and a case study of a city in a LIC/NEE to assess the challenge of providing services to the city's population. **[6 marks, AO2 and AO3]** SAMs 3

Assess the importance of transport improvements to the UK economy. **[9 marks, AO1, AO2 and AO3]** 2018

### Paper 3

Assess how effective your presentation technique(s) were in representing the data collected in this enquiry. **[6 marks, AO3]** SAMs 1

Assess the usefulness of measures of central tendency, such as median, mean and mode, in analysing the housing quality data collected by the students. **[4 marks, AO3 and AO4]** 2019

For one of your fieldwork enquiries, assess the extent to which the accuracy of the results and the reliability of the conclusions could be improved. **[9 marks, AO3]** 2018

## TIPS FOR SUCCESS

### Students should:

- refer back to the question in answers using words from the question, eg 'important', 'significant', 'useful'
- consider structuring responses appropriately, eg:
  - opening with a judgement to focus the answer
  - making multiple points to support the judgement
  - making a counter-argument if needed
  - finishing with a clear conclusion, emphasising the judgement
- use evidence from examples, case studies or fieldwork, linking it back to the question
- link ideas from the figure if there's one
- answer 'how' and 'why' to develop responses
- extend their argument using phrases like, 'because...', 'this means that...', 'this leads to...', 'as a result...'
- use comparative words to evaluate, eg 'whereas', 'however', 'although'
- measure their judgement by using a scale like the example below.



Agree/ disagree?	Completely agree	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree	Completely disagree
Importance?	Extremely important	Very important	Quite important	Partially important	Not very important	Completely irrelevant
Impact?	Enormous impact	Significant impact	Moderate impact	Partial impact	Minor impact	No impact
Successful/ effectiveness/ usefulness?	Completely successful	Very successful	Quite successful	Partially successful	Not very successful	Completely unsuccessful
How severe/ serious?	Extremely severe	Very severe	Quite serious	Partially serious	Not very serious	Not serious at all

## EXAMPLE RESPONSE

### Assess the importance of transport improvements to the UK economy.

[9 marks] 2018

AO1 – Demonstrating knowledge of specific transport improvements in the UK.

AO2 – Demonstrating developed understanding of how the improvements link to the economy.

AO3 – Demonstrating application of knowledge to assess how important improving transport is for the UK economy.

### L3/7-mark answer:

The north south divide in the UK show vast inequalities with the unemployment rates in the north-east being 9.9% and only 4.4% in the south east. Deindustrialisation hit the north worse than the south east and children on average in the south do better than children in the north in their GCSEs. The government is creating HS2, it is a highspeed rail link costing £50 billion which connects the north and the south. This will decrease commuting time so increase productivity as well as boost cooperation between northern and southern economies and attract more investment in the north. Liverpool 2 is a new port being built in Liverpool costing £500 million. It will be able to hold the largest transport ships in the world, massively boosting trade to the UK and specifically the north west of England, so more jobs will be created through this new port development as well as more trading opportunities for companies. The UK government is also improving roads, it's spending £20 million on adding new lanes to motorways to reduce traffic. These improvements are necessary to economic development in the UK.

### Examiner's comments:

**AO1** – easily L3 – good specific detail of more than one transport improvement.

**AO2** – easily L3 – thorough understanding of how the improvement will lead to (or are planned to) economic change.

**AO3** – L2 – the assessment is all positive and somewhat implicit in linking between the scenario outlined at the beginning (which is only useful because of what comes later – it isn't clearly any particular AO) and the likely outcomes.

**Overall mark** – Level 3: 7 marks – This answer required a more explicit judgement of the importance of improving transport for the UK's economy, eg Is it extremely important? Somewhat important? Irrelevant?

## COMMAND(S)

# Calculate

## DESCRIPTION

Work out the value of something.

Sometimes, the command 'calculate' may not be used, but the question will require a calculation, eg 'What is the total...'

## TYPICAL TARIFF

- 1 mark
- 2 marks

## TYPICAL AO

AO4 – manipulate data by carrying out a calculation.

## EXAMPLES

### Paper 1

Complete the table in Figure 12 by calculating the mean sediment size, in cm, for location Y. **[1 mark]** 2019

Calculate the percentage loss in biomass between the primary consumer and secondary consumer levels. Shade one circle only. **[1 mark]** 2019

### Paper 2

Calculate the median value for the GNI data in Figure 5. **[2 marks]** SAMs 1

Calculate the increase in retail sales value of Fairtrade bananas between 2000 and 2012. **[1 mark]** SAMs 1

Calculate the range in life expectancy shown in Figure 4. **[1 mark]** SAMs 3

### Paper 3

Complete the table (Figure 7) by calculating the interquartile range for River B. **[1 mark]** SAMs 3

What is the total environmental quality score for the area shown in Figure 8? **[1 mark]** 2018

## TIPS FOR SUCCESS

### Students should:

- know the necessary geographical and numerical skills. Use the checklist in the specification
- look for the instructions in the question about rounding to significant figures
- give units in their answer if they're not provided in the answer space
- use a calculator to check accuracy.



## COMMAND(S)

# Compare

## DESCRIPTION

Identify similarities and differences.

## TYPICAL TARIFF

- 1 mark
- 2 marks
- 3 marks
- 4 marks

## TYPICAL AO

AO1 and AO2 – demonstrate knowledge and understanding.

AO3 – application of knowledge/understanding to stimulus.

AO4 – may use a stimulus and require manipulation of more than one piece of data/information to compare.

## EXAMPLES

### Paper 1

Using Figure 11, compare two features of destructive and constructive waves. **[2 marks, AO4]** 2019

### Paper 2

Using Figure 4, compare HDI values in Africa and South America. **[2 marks, AO4]** SAMs 1

Compare the percentage of the price received by the Fairtrade banana producer with that of a non-Fairtrade banana producer. **[1 mark, AO4]** SAMs 1

### Paper 3

Compare the relationship between distance from source and depth of river for the two rivers. **[4 marks, AO3 and AO4]** 2018

Study Figure 2 in the resources booklet. Compare the pattern of forest loss between the Brazilian Amazon and the non-Brazilian Amazon. **[3 marks, AO4]** 2019

## TIPS FOR SUCCESS

### Students should:

- write about similarities and differences
- link the sources together within sentences, don't write about them separately
- use comparative words, eg 'whereas', 'however', 'compared to', 'similarly'
- use adjectives like 'higher', 'lower', 'stronger', 'weaker'
- comment on anomalies

## EXAMPLE RESPONSE

Using Figure 4, compare HDI values in Africa and South America.

**[2 marks] SAMs 1**

### 2-mark answer:

There is a **higher [comparative adjective]** percentage of people living in urban areas in South America than Africa. There are lots of countries in Africa with less than 40% of the population living in urban areas, **whereas [comparative connective]** South America only has **1 [uses data]**.

Compare the relationship between distance from source and depth of river for the two rivers.

**[4 marks] 2018**

### L2/4-mark answer:

Comparative connectives/language (linking two sources)

Adjectives/description of relationship

Data/evidence from stimulus

River A has a **strong positive correlation** between the distance from source and the depth of river. This is different in River B which has a **weak positive correlation** between the distance from the source and the depth of the river **[DIFFERENCE]**. This suggests that in **both rivers** as the distance from the source **increases** the depth at the river also **increases [SIMILARITY]**. It could be said that there were also more **anomalies in River B than River A** which could have been the cause of the differences in the correlations **[DIFFERENCE]**. For example, at 425m from the source of River B, the depth was **74cm** whereas at **450m** from source of **River A**, the depth was **40cm**, implying that one is wrong.



## COMMAND(S)

# Complete

# Draw

# Label

## DESCRIPTION

These require students to add further detail to a stimulus.

Complete – finish the task by adding given information

Draw – sketch a map or diagram

Label – add specific names or detail to a stimulus

Sometimes the question will be asked in a different way, eg 'Add the names...'

## TYPICAL TARIFF

- 1 mark
- 2 marks
- 3 marks

## TYPICAL AO

AO3 – application of knowledge/ understanding to a stimulus.

AO4 – geographical and fieldwork skills.

## TIPS FOR SUCCESS

### Students should:

- practise spotting questions like this in the paper – they get missed as there's often no written answer space
- know geographical key terms
- be familiar with the different uses of 'complete', eg completing tables, graphs, maps or cloze tasks
- use a ruler when drawing lines of best fit (draw a slightly curved line when appropriate)

## EXAMPLES

### Paper 1

Using Figure 3, complete the following paragraph. **[3 marks, AO4]** 2019

Most tropical storms happen between latitudes 5 degrees and 30 degrees north and south of the \_\_\_\_\_.

On average, three or more tropical storms per year take place in the East Pacific and \_\_\_\_\_. In the Caribbean the main months for tropical storms are between \_\_\_\_\_.

### Paper 2

Draw a line of best fit (trend line) on the scatter graph to show the relationship between GNI and infant mortality. **[1 mark, AO4]** SAMs 2

Use the data in Figure 12 to complete the graph in Figure 13. **[2 marks, AO4]** 2018

### Paper 3

Complete the isoline for 100 pedestrians shown on Figure 8. **[1 mark, AO4]** SAMs 1

On Figure 1, add the names of the two megacities to the correct boxes. Use the information in the table below. **[1 mark, AO4]** SAMs 1

**COMMAND(S)**

# Describe

## DESCRIPTION

Set out characteristics – to say what something is, is like, or appears like.

## TYPICAL TARIFF

- 1 mark
- 2 marks
- 4 marks

## TYPICAL AO

AO1 and AO2 – demonstrate knowledge and understanding.  
AO4 – geographical and fieldwork skills.

## EXAMPLES

**Paper 1**

Describe the role of producers in an ecosystem. **[1 mark, AO2]** SAMs 3

Using Figure 4, describe the track of Hurricane Irma between 6 September 2017 and 12 September 2017. **[2 marks, AO4]** 2018

**Paper 2**

Describe the distribution of countries which had 15–24.9% of their population undernourished as shown in Figure 11. **[2 marks, AO4]** 2018

Describe the change in the amount of carbon dioxide in the atmosphere shown in Figure 1. **[2 marks, AO4]** 2018

**Paper 3**

Describe the relief of the land in the area of the proposed reservoir. **[2 marks, AO4]** 2018

Describe the pebble size data shown on the dispersion graph in Question 04.6. **[4 marks, AO4]** SAMs 1

## TIPS FOR SUCCESS

**Students should:**

- spot the geographical terms in the question and use them in their answer, eg 'distribution', 'change', 'track'.
- understand what they need to do to get the marks:
- develop answers for 4-mark questions
- a 2-mark question will usually require two ideas will be allocated a mark for each idea
- a 2-mark question requiring one idea will usually need a development to be made.

- use adjectives, eg 'largest/smallest', 'highest/lowest', 'increasing/decreasing', 'rapidly/slowly'

## EXAMPLE RESPONSE

**Describe the pattern of reasons for migration shown in Figure 2.**

**[2 marks] 2018**

.....

Figure 2 show that push factors for migration, including war against terror, health facilities and religious differences make people migrate more so **[descriptive language]** than pull factors **[1 mark – accurate description that push factors account for more migration than pull factors]**. War against terrorism is the greatest **[descriptive language]** reason **[1 mark – accurate description of greatest reason]**

## COMMAND(S)

# Discuss

## DESCRIPTION

Present key points about different sides of an argument, issue or the strengths and weaknesses of an idea.

Approach this similarly to other evaluative commands (assess, to what extent, evaluate).

## TYPICAL TARIFF

- 6 marks

## TYPICAL AO

AO1 and AO2 – demonstrate knowledge and understanding.

AO3 – application of knowledge and/or evaluation.

## TIPS FOR SUCCESS

### Students should:

- present both sides of the argument, but it doesn't need to be balanced
- refer back to the question in answers using words from the question, eg important, significant, useful
- consider structuring responses appropriately, eg:
  - opening with one side of the argument
  - making multiple points to support the argument
  - making counter-arguments
  - finishing with a clear conclusion that links back to the question
- use wording from the statement, if the question has one
- use evidence from examples, case studies or fieldwork, linking it back to the question
- link ideas from the figure if there's one

## EXAMPLES

### Paper 2

Using Figure 10 and your own understanding, discuss the issues arising from the UK's changing energy mix. **[6 marks, AO2 and AO3]** 2018

### Paper 3

'The physical environment is an important resource for the tourism industry in Bali.' Use Figure 2 and your own understanding to discuss this statement. **[6 marks, AO2 and AO3]** SAMs 1



## EXAMPLE RESPONSE

Using Figure 10 and your own understanding, discuss the issues arising from the UK's changing energy mix.

[6 marks] 2018

**AO2** – Demonstrates developed understanding of issues relating to the UK's changing energy mix

**AO3** – Can apply application of knowledge to the stimulus and effective discussion of the issues (judging importance, positive/negative etc).

### L2/4-mark answer:

In 2016, the UK used 7% more gas than in 2006, which means more pollution would have emitted into the atmosphere. Furthermore, we will one day run out of gas, or will no longer be able to import it – unsustainable.

Furthermore, renewable sources such as wind and hydro are not as efficient as the combustion of fossil fuels, so must be done more to create the same amount of energy. Also these sources require desalination for water as coolant, decreasing water security and also using vast sums of energy in the process.

### Examiner's commentary:

Clear L2 for both issues and discussion, but this requires more detail, eg 'more must be done' requires elaboration. Some inaccuracies (the data, confusing information about desalination).

Level 2: 4 marks



**COMMAND(S)**

# Evaluate

## DESCRIPTION

Judge from evidence, weighing up both sides of an argument.

Approach this similarly to other evaluative commands (assess, to what extent, discuss).

## TYPICAL TARIFF

- 9 marks

## TYPICAL AO

All assessment objectives are tested by this command, but likely to include elements of AO3 as there is an expectation of a judgement to be made.

AO1 and AO2 – demonstrate knowledge and understanding.

AO3 – application of knowledge and/or evaluation.

AO4 – geographical and fieldwork skills.

## EXAMPLES

### Paper 1

Using a named example, evaluate the immediate and long-term responses to tropical storms. **[9 marks, AO1, AO2 and AO3]** SAMs 3

### Paper 2

Evaluate the effectiveness of tourism in reducing the development gap. Use Figure 9 and your own knowledge. **[9 marks, AO1, AO2 and AO3]** SAMs 2

## TIPS FOR SUCCESS

### Students should:

- refer back to the question in answers using words from the question, eg 'important', 'significant', 'useful'
- consider structuring responses appropriately, eg:
  - opening with a judgement to focus the answer
  - making multiple points to support the judgement
  - making a counter-argument if needed
- finishing with a clear conclusion, emphasising the judgement
- use evidence from examples, case studies or fieldwork, linking it back to the question
- link ideas from the figure if there's one
- answer 'how' and 'why' to develop responses
- extend their argument using phrases like, 'because...', 'this means that...', 'this leads to...', 'as a result...'
- use comparative words to evaluate, eg 'whereas', 'however', 'although'
- measure their judgement by using a scale like the example below.



Agree/ disagree?	Completely agree	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree	Completely disagree
Importance?	Extremely important	Very important	Quite important	Partially important	Not very important	Completely irrelevant
Impact?	Enormous impact	Significant impact	Moderate impact	Partial impact	Minor impact	No impact
Successful/ effectiveness/ usefulness?	Completely successful	Very successful	Quite successful	Partially successful	Not very successful	Completely unsuccessful
How severe/ serious?	Extremely severe	Very severe	Quite serious	Partially serious	Not very serious	Not serious at all

## COMMAND(S)

# Explain

## DESCRIPTION

Set out purposes or reasons – say why or how.

## TYPICAL TARIFF

- 2 marks
- 3 marks
- 4 marks
- 6 marks
- 9 marks

## TYPICAL AO

AO1 and AO2 – demonstrate knowledge and understanding.

AO3 – application of knowledge and/or evaluation.

AO4 – geographical and fieldwork skills.

## EXAMPLES

### Paper 1

Explain how either international hardwood agreements or selective logging can encourage the sustainable management of tropical rainforests. **[2 marks, AO2]** 2018

Feature Z labelled on Figure 11 is a spit. Explain the formation of a spit. **[4 marks, AO1 and AO2]** SAMs 3

Explain how the increasing use of fossil fuels and changes in agriculture may have contributed to global changes in temperature. **[4 marks, AO1 and AO2]** 2018

### Paper 2

Using a case study of a LIC or NEE country, explain the link between Transnational box Corporations (TNCs) and industrial development in the country. **[6 marks, AO1 and AO2]** 2018

Explain how regeneration can help to solve urban problems. Use Figure 4 and your own understanding. **[4 marks, AO2 and AO3]** 2019

### Paper 3

Do you think that the proposed reservoir development should go ahead? Yes or No? Use evidence from the resources booklet and your own understanding to explain your choice. **[9 marks, AO3 and AO4]** 2018

Explain how one data presentation technique used in your human geography enquiry helped you to interpret the data. **[6 marks, AO3]** 2018

Explain why the chosen location was suitable for the collection of data. **[2 marks, AO3]** 2018

## TIPS FOR SUCCESS

### Students should:

- understand that 'explain' is one of the most common command words and used in many different ways
- refer back to the question in answers using words from the question
- use key geographical terms
- look for how many elements the question has and address them
- cover 'why', 'what' and 'how' to develop answers and evaluate where appropriate
- make explicit references to the figure if there's one eg, 'I can see... in Figure 1... which shows that...'
- extend ideas with phrases like 'because...!', 'this leads to...!', 'this means that...!'

## EXAMPLE RESPONSE

**Explain how the increasing use of fossil fuels and changes in agriculture may have contributed to global changes in temperature.**

[4 marks]

**AO1** – Demonstrating clear knowledge of the human factors identified in question and knowledge of climate change.

**AO2** – Demonstrating developed understanding of how the human factors in the question have led to climate change.

### L2/4-mark answer:

Increased burning of fossil fuels by combustion release greenhouse gases into the atmosphere such as CO<sub>2</sub>, increasing the greenhouse effect as these gases deflect the short wavelength radiation trying so escape the earth's atmosphere leading to increased levels of energy and an increase in temperature. Increase in agriculture such as cattle farming leads to global warming as cattle produces methane (another greenhouse gas) as a waste product so more cattle means more greenhouse gases in the atmosphere, so less energy is dissipated out of the earth, leading to an increase in global temperature.

### Examiner's commentary:

Both elements of question considered. Clear developed explanations with link to greenhouse effect. Shows strong knowledge (AO1) and clear understanding (AO2). Level 2: 4 marks.

**Do you think that the proposed reservoir development should go ahead? Yes or No? Use evidence from the resources booklet and your own understanding to explain your choice.**

[9 marks] 2018

The focus is on the application of knowledge and understanding to the resource material, with emphasis on making a judgement and coming to a decision based on a range of evidence (AO3).

AO4 is about communicating findings, relating to the idea of drawing conclusions from a number of different sources.

### Evidence

### Explanation

### Clear decision

### L3/9 marks (+3 SPaG) answer:

I don't think that the proposed reservoir development should go ahead due to the disadvantages outweighing the advantages. First, as stated in Figure 3 (page 7), the proposed reservoir development has potentially serious environmental and social impacts. It is said that it 'will destroy natural habitats' including deciduous woodlands, and it will be constructed using unwelcome '20 metre (tall) embankments'. The obtrusive nature of the project would affect the environment and the people living nearby who will have views of the area changed in a negative way. However it also has positive and negative economic impacts. It will cost a lot to construct, some estimates are as high as £1 billion increasing water costs for people. Thames Water said (in Figure 3 page 6) that '...reducing water leakage...is unlikely to solve the problem (of water stress)...'. This means that the reservoir will be needed to avoid economic impacts of water stress such as crops failing, factories not having enough water to operate and some businesses that rely on water (hotels, catering, laundries) struggling at times. Overall this shows that the reservoir has impacts that are social, economic and environmental. As shown in Figure 1 page 2, water stress near Abingdon is at a serious level as the area has such low rainfall (only 500-749mm per annum) so if the reservoir was to go ahead the level of water stress in this region would be reduced. In conclusion there is a possibility that the reservoir development could go ahead and bring benefits to parts of the country but I think that the disadvantages are too great and so the plan should not go ahead.

### Examiner's commentary:

This response starts with the decision that the reservoir should not be constructed. Excellent use is made of resource evidence to support the points being made. There is a discussion of both sides of the issue and a conclusion has been provided. Level 3 – 9 marks. SPaG = 3.

COMMAND(s)

# Identify Name State Give Define

## DESCRIPTION

Identify/name – name or otherwise characterise

State – express in clear terms

Give – produce an answer from recall

Define – state the meaning of a term

## TYPICAL TARIFF

- 1 mark
- 2 marks

## TYPICAL AO

AO1 and AO2 – demonstrate knowledge and understanding.

AO3 – application of knowledge/understanding to a stimulus.

AO4 – extract information from a stimulus or use/demonstrate a geographical skill.

## EXAMPLES

### Paper 1

Using Figure 11, identify the landform marked Z. **[1 mark, AO4]** 2018

State what is meant by extreme weather. **[1 mark, AO1]** 2019

Using Figure 5, state two primary effects of Hurricane Matthew. **[2 marks, AO4]** SAMs 3

### Paper 2

Give one disadvantage of using an economic measure of development such as GNI. **[1 mark, AO2]** 2018

Give the four-figure grid reference for the Albert Dock. **[1 mark, AO4]** 2019

State one environmental effect of the increase shown in Figure 9. **[1 mark, AO3]** 2019

### Paper 3

Identify two data collection techniques that could be used to carry out a geographical fieldwork investigation in one of the areas shown. **[2 marks, AO4]** SAMs 1

## TIPS FOR SUCCESS

### Students should:

- keep answers short and focused
- refer to the stimulus if there's one
- use key geographical terms
- give only the number of answers the question asks for.

## EXAMPLE RESPONSE

**Give one disadvantage of using an economic measure of development such as GNI.**

**[1 mark] 2018**

It can be skewed by anomalous examples – the extremely wealthy will change the average results massively when most of the population is not wealthy. **[1 mark – accurate disadvantage]**

**Using Figure 5, state two primary effects of Hurricane Matthew.**

**[2 marks] SAMs 3**

- 1 Many houses have been destroyed. **[1 mark – primary effect identifiable in the photo]**
- 2 Many people will be homeless **[1 mark]**



## COMMAND(s)

# Justify

## EXAMPLES

### Paper 2

'Transnational corporations (TNCs) only bring advantages to the host country.' Do you agree with this statement? Yes or No?

Justify your decision.  
[9 marks, AO1, AO2 and AO3] SAMs 1

### Paper 3

Justify one primary data collection method used in relation to the aim(s) of your physical geography enquiry. [3 marks, AO3] 2018

Justify the use of maps or photographs or field sketches in your physical geography enquiry.  
[3 marks, AO3] SAMs 3

## DESCRIPTION

Support a case with evidence – give detailed reasons for an idea.

## TYPICAL TARIFF

- 3 marks
- 9 marks

## TYPICAL AO

AO1 and AO2 – demonstrate knowledge and understanding.

AO3 – application of knowledge and/or evaluation.

## EXAMPLE RESPONSE

**Transnational corporations (TNCs) only bring advantages to the host country.'**  
**Do you agree with this statement? Yes or No? Justify your decision.**

[9 marks] SAMs 1

### L3/8-mark answer:

**AO1** – Demonstrating specific knowledge of a TNC

**AO2** – Demonstrating developed understanding of the advantages and disadvantages

**AO3** – Demonstrating application of knowledge to make a judgement and justify decision

Yes. My decision is based on that fact that the TNCs bring advantages and disadvantages to the host countries, particularly NEEs, such as Nigeria. Nigeria has 40 TNCs operating within it and one of the biggest is Royal Dutch Shell, an oil TNC. There are definitely advantages, so some of the statement is true. The extraction of oil has led to major contributions to the taxes and export revenue Nigeria. Another economic benefit is to the Nigerian people. Shell employs 65,000 Nigerians directly and another 250,000 work in related industries. This means that these employees have more money to spend in shops etc., which increases the advantage of the TNC to the wider community. However, I have disagreed with the statement due to the range of disadvantages TNCs can bring. In Nigeria, the disadvantages are largely environmental. Oil spills in particular impact agriculture and fishing industries via soil degradation and water pollution. As well as this much of the money generated within Nigeria returns to the home nation (The Netherlands), limited the advantages to Nigeria. Therefore, I must agree with the statements as TNCs won't only bring advantages.

### Examiner's commentary:

Although there is some confusion over the statement in the question, this is a well-focused answer with detailed knowledge of a TNC which is used to demonstrate thorough understanding of the issues. An argument is presented with advantages/disadvantages and a clear conclusion, even if the judgement is awkwardly expressed in relation to the question – positive marking applied.

Mid-L3 = 8 marks – for top marks, clearer judgement, detail in disadvantages/stronger conclusion to balance points made.

**Justify one primary data collection method used in your physical geography enquiry.**

[3 marks] 2018

### 3-mark answer:

One primary data collection method we used was beach transects [1 mark – states method]. We needed to know the angle of the beach on both sides of the groyne [1 mark – states why data collected] which helped us to know if the groyne were stopping sand from moving along the beach through longshore drift [1 mark – develops reason].

## TIPS FOR SUCCESS

### Students should:

- use key geographical terms
- focus on why rather than what, eg for fieldwork, why certain data collection methods or data presentation methods were chosen
- develop answers with phrases like 'I think/know this because...', 'We did this because...'
- consider approaching 9-mark questions by:
  - opening their answer with their opinion if the question asks to agree/disagree
- giving an argument that could be one-sided or balanced
- making multiple points to support arguments
- linking ideas from the figure if there's one
  - use evidence from examples, case studies or fieldwork, linking it back to the question
  - extending ideas with phrases like 'because...', 'this leads to...', 'this means that...'
  - coming to a conclusion.

## COMMAND(S)

# Outline

## DESCRIPTION

Set out main characteristics – to give a brief account or summary.

## TYPICAL TARIFF

- 2 marks
- 3 marks

## EXAMPLES

### Paper 1

Outline one reason for the distribution of tropical rainforest. **[2 marks, AO1]** 2018

Outline one reason for the high levels of biodiversity in tropical rainforests. **[2 marks, AO1]** SAMs 3

### Paper 2

Outline one way in which international aid has had an impact on a named LIC or NEE country. **[2 marks, AO1]** 2018

Outline one or more likely impacts of water insecurity. **[3 marks, AO2]** 2019

## TYPICAL AO

AO1 – demonstrate knowledge of geographical concepts, could also include links to case studies and examples.

AO2 – demonstrate understanding of geographical concepts.

AO4 – extract information from a stimulus.

## TIPS FOR SUCCESS

### Students should:

- keep answers short and focused
- use key geographical terms
- give only the number of answers the question asks for
- understand what they need to do to get the marks:
  - a 2-mark question will usually require two ideas will be allocated a mark for each idea
  - a 2-mark question requiring one idea will usually need a development to be made.

## EXAMPLE RESPONSE

**Outline one way in which international aid has had an impact on a named LIC or NEE country.**

**[2 marks] 2018**

Nigeria has received aid that has allowed it to improve water security for its citizens **[1 mark – states how it has helped]** – wells and water sources have been built in areas of high water stress. **[1 mark – states how was done]**

**Outline one reason for the high levels of biodiversity in tropical rainforests.**

**[2 marks] SAMs 3**

Rainforests are in tropical areas which have a lot of sunlight and rain **[1 mark – states the reason]** which means that lots of plants can grow and there is therefore plenty of food for lots of animals. This means biodiversity is high. **[1 mark – explains why it contributes to high biodiversity]**

## COMMAND(S)

# Suggest

## DESCRIPTION

Present a possible case, to propose an idea, solution or answer.

## TYPICAL TARIFF

- 1 mark
- 2 marks
- 4 marks
- 6 marks
- 9 marks

## TYPICAL AO

AO1 and AO2 – demonstrate knowledge and understanding.

AO3 – application of knowledge and/or evaluation.

AO4 – geographical and fieldwork skills.

## TIPS FOR SUCCESS

### Students should:

- understand that 'suggest' is one of the most common command words and used in many different ways, eg:
  - similarly to 'outline' and 'describe'
  - similarly to explain: 'suggest one reason', 'suggest how'
  - to evaluate in 9-mark questions
- refer back to the question in answers using words from the question
- use key geographical terms
- cover 'why', 'what' and 'how' to develop answers and evaluate where appropriate
- make references to the stimulus explicit and relevant eg, 'I can see... in Figure 1... which shows that...'
- extend ideas with phrases like 'because...', 'this leads to...', 'this means that...'

## EXAMPLES

### Paper 1

Using Figure 2 and your own understanding, suggest how plate movements cause tectonic hazards in Iceland. **[6 marks, AO2 and AO3]** 2018

Using Figure 10, suggest one reason why this coastline has suitable conditions for the formation of sand dunes. **[1 mark, AO3]** 2018

Using Figure 9, suggest how ecotourism can help in managing tropical rainforests sustainably. **[2 marks, AO3]** 2018

### Paper 2

Suggest one reason why life satisfaction scores vary between countries. **[1 mark, AO2]** SAMs 3

Suggest how one or more strategies might reduce regional differences in the UK. **[9 marks, AO1, AO2 and AO3]** SAMs 3

Suggest one way microfinance loans can help to reduce the development gap. **[1 mark, AO1]** SAMs 3

### Paper 3

Suggest one alternative method of presenting the information shown on Figure 8. **[1 mark, AO4]** SAMs 1

Suggest why median and interquartile values are useful when comparing data such as that shown in Figure 7. **[4 marks, AO3 and AO4]** SAMs 3

Suggest why people living in cities in LICs/NEEs such as Kolkata are more vulnerable to natural hazards than people living in cities in HICs. Use Figure 5 and your own understanding to support your answer. **[6 marks, AO2 and AO3]** SAMs 1

## EXAMPLE RESPONSE

Using Figure 2 and your own understanding, suggest how plate movements cause tectonic hazards in Iceland.

**[6 marks] 2018**

### L3/5-mark answer:

**AO2** – Demonstrating developed understanding how plate movements cause tectonic hazards

**AO3** – Demonstrating application of knowledge to stimulus (annotated map of Iceland)

The Mid-Atlantic ridge is a constructive plate margin, where the two plates, the North American Plate and the Eurasian Plate move apart. The lack of crust allows magma to break through the thin crust remaining and as it breaks through the crust, due to convection currents it creates violent periods of groundshaking, which are earthquakes. Also a conservative plate boundaries will create shield volcanoes such as Eyjafjallajökull, which in 2011 erupted causing widespread destruction on a social, economic and environmental level. Earthquakes caused by the motion of plates will damage buildings and other infrastructure and may disrupt people's way of life.

### Examiner commentary:

Has the idea of convection currents as mechanism. Recognises constructive margin (though inaccurately describes as conservative), type of volcano, example and nature of hazards and their implications. Strong AO2 and clear application understanding, so low level 3 as best fit. Further development of the hazards (earthquakes and volcanoes) required. Level 3: 5 marks

## COMMAND(S)

# To what extent

## DESCRIPTION

Judge the importance or success of (strategy, scheme, project).

Approach this similarly to other evaluative commands (assess, evaluate, discuss).

## TYPICAL TARIFF

- 6 marks
- 9 marks

## TYPICAL AO

All assessment objectives are tested by this command, but likely to include elements of AO3 as there is an expectation of a judgement to be made.

AO1 and AO2 – demonstrate knowledge and understanding.

AO3 – application of knowledge and/or evaluation.

AO4 – geographical and fieldwork skills.

## EXAMPLES

### Paper 1

Using a case study, to what extent have opportunities for economic activity been developed in your chosen environment? **[9 marks, AO1, AO2 and AO3]** 2018

For a hot desert environment or cold environment you have studied, to what extent does that environment provide both opportunities and challenges for development? **[9 marks, AO1, AO2 and AO3]** SAMs 1

### Paper 2

To what extent has urban change created environmental challenges in a UK city you have studied? **[9 marks, AO1, AO2 and AO3]** 2018

To what extent is it preferable to source food locally in the UK rather than import from abroad? **[6 marks, AO2 and AO3]** SAMs 2

### Paper 3

For one of your fieldwork enquiries, to what extent did the result(s) and the conclusion(s) meet the original aim(s)? **[9 marks, AO3]** SAMs 3

To what extent were the data collected useful in satisfying the original aim(s) of the enquiry? **[6 marks, AO3]** SAMs 2

## TIPS FOR SUCCESS

### Students should:

- refer back to the question in answers using words from the question, eg 'important', 'significant', 'useful'
- consider structuring responses appropriately, eg:
- opening with a judgement to focus the answer
- making multiple points to support the judgement
- making a counter-argument if needed
- finishing with a clear conclusion, emphasising the judgement
- use evidence from examples, case studies or fieldwork, linking it back to the question
- link ideas from the figure if there's one
- answer 'how' and 'why' to develop responses
- extend their argument using phrases like, 'because...', 'this means that...', 'this leads to...', 'as a result...'
- use comparative words to evaluate, eg 'whereas', 'however', 'although'
- measure their judgement by using a scale like the example below.



Agree/ disagree?	Completely agree	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree	Completely disagree
Importance?	Extremely important	Very important	Quite important	Partially important	Not very important	Completely irrelevant
Impact?	Enormous impact	Significant impact	Moderate impact	Partial impact	Minor impact	No impact
Successful/ effectiveness/ usefulness?	Completely successful	Very successful	Quite successful	Partially successful	Not very successful	Completely unsuccessful
How severe/ serious?	Extremely severe	Very severe	Quite serious	Partially serious	Not very serious	Not serious at all

## EXAMPLE RESPONSE

Using a case study, to what extent have opportunities for economic activity been developed in your chosen environment?

[9 marks] 2018

AO1 – Demonstrating specific knowledge of their chosen environment

AO2 – Demonstrating developed understanding how economic activities operate in this environment

AO3 – Demonstrating application of knowledge to evaluate how far/much economic activity has been developed in this environment

### L3/9-mark answer:

In Alaska, economic opportunities have been developed greatly **[CLEAR JUDGEMENT]** due to the huge benefits. For example oil and gas are extracted in vast quantities in Prudhoe Bay, to be transported, via the Trans-Alaskan Pipeline to Valdez, for sale. Oil and gas are particularly important for Alaska's economy, as they account for over 50% of it **[EVIDENCE]**. Having said this, due to the environmental damage caused by oil extraction, towards the north of Alaska an area of 9 million hectares has been protected from further development. Nevertheless, less environmentally damaging economic activities such as commercial fishing employs over 74,000 people in Alaska, with its importance economically highlighted by the \$5.8 billion it contributes annually **[EVIDENCE]**. On top of this, Alaska has been developed extensively for mineral extraction, formerly known as "The Gold Rush State". The extent to which mining has been developed is emphasised by the fame of the Tintina gold belt and the \$2.2 billion it contributed to Alaska's GDP in 2013. However despite this, the toxic chemicals released from mining have ensured that mining has not been further developed. For example, in 2013, the Pebble Gold Mine was shut down after the "No Dirty Gold" campaign. **[EVIDENCE]**

Overall, Alaska has been exploited for economic development to a large extent, however, environmental opposition has inhibited its further growth. **[CLEAR JUDGEMENT]**

### Examiner's commentary:

Detailed knowledge and understanding (AO1 and AO2). Full evaluation (AO3). Detailed use of case study. Specific support. Level 3: 9 marks



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