‘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]

Link in ideas from the figure to get higher marks.
Use evidence from examples, case studies or fieldwork. Make sure you link it back to the question.
Think about both sides to the argument. Consider the issue and weigh up your opinion.

TIPS FOR SUCCESS

PLAN AND STRUCTURE YOUR ANSWER, EG

- Open with your judgement.
- Make multiple points to support your argument.
- Develop your answer by answering ‘how’ and ‘why’.
- Make a counter-argument if needed.
- Use evidence from examples, case studies or fieldwork, linking it back to the question.
- Link in ideas from the figure to get higher marks.
- Finish with a clear conclusion, emphasising your judgement.

USE THE RIGHT LANGUAGE

- Extend your ideas using phrases like ‘because…’, ‘this means that…’, ‘this leads to…’, ‘as a result…’
- Compare arguments if needed, using phrases like ‘however…’, ‘on the other hand…’, ‘whereas…’
- Evaluate using adjectives and adverbs, eg ‘this is extremely important…’, ‘this shows how it is much less effective than…’, ‘I agree strongly with…’
Identify two data collection techniques that could be used to carry out a geographical fieldwork investigation in one of the areas shown.

These are low-mark questions, so keep answers short and focused. Reference the stimulus in your answer.

[2 marks, AO4]

FOCUS YOUR ANSWER

- Keep answers short and focused.
- Refer to the stimulus if there’s one.
- Know key geographical terms and use them.
- Give only the number of answers the question asks for.

TIPS FOR SUCCESS
**TIPS FOR SUCCESS**

**PLAN AND STRUCTURE YOUR ANSWER**
- Keep your answers to 1, 2 and 3-mark questions short and focused.
- Depending on the question, consider ‘what’, ‘why’ and ‘how’ to develop answers for 4, 6 and 9-mark questions. Evaluate if needed.
- Refer to the figure if there’s one.
- Look for how many elements the question has and address them.

**USE THE RIGHT LANGUAGE**
- Use key geographical terms to show knowledge.
- Use the language of the question in your answer.
- Extend your ideas using phrases like ‘because…’, ‘this means that…’, ‘this leads to…’, ‘as a result…’
- Make your references to the figure explicit and relevant eg. ‘I can see… in Figure 1… which shows that…’

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**EXAMPLE**

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

- This is one of the most common command words and is used in many different ways.
- Use key geographic terms in your answer.
- Using phrases such as ‘this leads to…’ will address the ‘how’.
- Look out for how many elements the question has and address them all to reach the higher marks.

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**DESCRIPTION**
- Lots of questions use these commands but in different ways.
- Propose an idea/ideas
- Set out characteristic(s)
- Give reasons
- Say why or how

**TYPICAL TARIFF**
- 1 marks: 4 marks
- 2 marks: 6 marks
- 3 marks: 9 marks

**TYPICAL AO**
- AO1 – demonstrate knowledge
- AO2 – demonstrate understanding
- AO3 – application of knowledge and/or evaluation
- AO4 – geographical and fieldwork skills
**TIPS FOR SUCCESS**

**UNDERSTANDING THE QUESTION**
- Develop answers for 4-mark questions.
- A 2-mark question, usually requiring two ideas, will be allocated a mark for each idea.
- A 2-mark question, usually requiring one idea, will require a development to be made.
- Know geographical key terms and use them in your answer.

**GRAPHS, MAPS AND PHOTO STIMULUS**
- Look for trends and patterns.
- Use adjectives, eg ‘increasing/decreasing’, ‘largest/smallest’, ‘highest/lowest’.
- If there is an anomaly, comment on it.
- Use place names and compass directions with maps.
- Use units on a graph.
- Refer to specific features of photos and diagrams.

**EXAMPLE**

Using Figure 4, **describe** the track of Hurricane Irma **between 6 September 2017 and 12 September 2017**.

**COMMAND(s)**

**Describe**

**DESCRIPTION**
- Set out characteristics
- Say what something is, is like, or appears like

**TYPICAL TARIFF**
- 1 mark
- 2 marks
- 4 marks

**TYPICAL AO**
- AO1 – demonstrate knowledge
- AO2 – demonstrate understanding
- AO4 – geographical and fieldwork skills

**EXAMPLE**

Use adjectives, eg ‘increasing/decreasing’, ‘largest/smallest’, ‘highest/lowest’.

**Using Figure 4, describe** the track of Hurricane Irma **between 6 September 2017 and 12 September 2017**.

- Link in ideas from the figure to get higher marks
- Spot the geographical terms in the question and use them in your answer
- Read the instructions carefully and focus your answer on the question specifics

[4 marks, AO4]
FOCUS ON ‘WHY’

• Write about why you think or did something.
• Use ‘because’ to develop answers, eg ‘I think/know this because…’, ‘We did this because…’

9-MARK QUESTIONS

Here are some ways you can answer 9-mark questions:

• If the question asks if you agree/disagree, start your answer with your opinion.

• Arguments can be one-sided or balanced.
• Make multiple points to support your argument.
• Link in ideas from the figure if there’s one.
• Extend your ideas using phrases like ‘because…’, ‘this means that…’, ‘this leads to…’, ‘as a result…’
• Use evidence from examples, case studies or fieldwork, linking it back to the question.
• Finish with a clear conclusion, emphasising your judgement.
Compare the relationship between distance from source and depth of river for the two rivers in Figure 9.

Say what is similar and different
Link the sources together in paragraphs, don’t write about them separately
Link in ideas from the figure to get higher marks
Develop answers for 4-mark questions

TIPS FOR SUCCESS

USE THE RIGHT LANGUAGE

- Make links between the two sources.
  - X is high and Y is low – this is two separate descriptions, not a comparison.
  - Use phrases such as ‘whereas’, ‘similarly’, ‘compared to’, or adjectives like ‘higher/lower’, larger/smaller’, ‘stronger/weaker’.
  - X is high whereas Y is low.
  - X is higher than Y.
- Include evidence from stimulus to support comparisons if asked.
  - X is 5 times higher than Y.
- Write about similarities and differences.
- If there’s an anomaly, comment on it.
**EXAMPLE**

Complete the **table** (Figure 7) by **calculating** the **interquartile range** for River B.

**TIPS FOR SUCCESS**

**READ THE QUESTION CAREFULLY**
- Don’t miss these questions as there’s no written answer space.
- Only calculate what the question asks.
- Look for the instructions in the question about rounding to significant figures.
- Give units in your answer if they’re not provided in the answer space.

**BE PREPARED**
- Revise the geographical skills.
- Take your calculator into the exam.
**Complete** the isoline for **100 pedestrians** shown on **Figure 8**.

**Take care**
- Don’t miss these questions as there’s no written answer space.
- Connect labels directly to the feature of the stimulus.
- Use a ruler for lines of best fit (though sometimes a curved line is needed).
- Use a ruler when completing diagrams like pie charts and bar charts.

**Know geographical key terms**
- Be familiar with the different uses of ‘complete’, e.g. completing tables, graphs, maps or cloze tasks.
- The figure is the answer space.

**Example**

**Command(s)**
- Complete
- Draw
- Label

**Description**
- Finish the task by adding given information
- Sketch a map or diagram
- Add specific names or detail to a stimulus

**Typical tariff**
- 1 mark
- 2 marks
- 3 marks

**Typical AO**
- AO3 – application of knowledge/understanding
- AO4 – geographical and fieldwork skills