

Year 12 Exam Week Preparation

Year Group:	12
Subject:	Geography

Details of exam

Paper to be sat:	Paper 1 – 1 hour 15 mins	Paper 2 – 1 hour
Topics to be covered in the exam:	Tectonic Processes and Hazards Coastal Landscapes and Change	Globalisation Regenerating Places (Only the content that has been covered up to the exam).

Materials to support your revision

Link to Online Resources:	All PowerPoints and other reading and reference materials can be found on OneDrive including scanned textbooks. There is very useful document on here with weblinks to help revision. Seneca can be used to test knowledge acquisition and the following site has detailed revision notes and glossaries https://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/ .
Link to exemplar questions or past papers to use:	Students have access to Kerboodle practice questions on OneDrive and they also have topic booklets with questions in them to test their understanding.
Link to model answers or mark schemes:	Model answers and mark schemes were provided for all questions on the last exam and so these should be reviewed in detail for these forthcoming exams to ensure similar mistakes are not made and also that the maximum number of marks are picked up.
Recommended revision guides:	Hodder 'My revision notes' revision guide or Geography for Edexcel Year 1 Revision guide. Both can be purchased from Amazon.
In house booklets:	N/A. Students should revise from their class notes plus the revision guide.
For essay subjects and longer answer questions – suggested question titles for practice:	<p>Students will be examined using a combination of the following command words: suggest (3 and 6 marks) explain (4 and 6 marks), assess and evaluate (12 or 20 marks).</p> <p>Examiners will simply select sentences from the specification and with only a few minor changes, they will just insert one of the command words above. It is therefore essential that you use the specification to structure your revision. Make sure you know and understand what each part means as you could get a question on anything we have covered in class. Completing spider diagrams with the spec ref. in the middle will help to test your understanding. You could then go back in a different colour inserting the missing parts and then you have a revision resource which you can pin up and learn.</p> <p><u>Learn what your command words mean.</u></p> <p>Suggest = For an unfamiliar scenario, provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point that has been identified.</p> <p>Explain = Provide a reasoned explanation of how or why something occurs. An explanation requires understanding to be demonstrated through the justification or exemplification of points that have been identified. Remember PEEL: Point- Evidence- Explain – link (back to the Q)</p>

Assess = Use evidence to determine the *relative significance* of something i.e. weigh one up against the other. Give balanced consideration to all factors and identify which are the most important. You need to be using phrases such as 'The factor which has had the *biggest/smallest* impact has been...' "One factor which has played a part, *though to a much smaller extent than...* is..." etc.

Remember: A conclusion is not essential in an '**assess**' question **IF** you have made ongoing judgements as is the case above. We suggest you include a brief one anyway which will act as a summary of the key points. E.g. "So it is clear from the examples discussed above, that TNCs have played the biggest part in accelerating globalisation compared to governments and individuals. Governments have played an important role but on balance, it has been the TNCs's pursuit of profit that has created the integrated global economy we see today. Individuals have played a part, though they have had the smallest role and although we have all benefitted from globalisation, we have not necessarily been instrumental in accelerating it".

Evaluate = Measure the value or success of something and ultimately provide a *balanced* and substantiated *judgement/conclusion*. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.

Typical question starters will include 'Evaluate the extent to which...' or 'Evaluate the importance of...' in which case you must decide before putting pen to paper, what line of argument you are going to take otherwise your essay will appear to 'waffle on' without a clear structure which will waste time but will not let you access the top marks. E.g. '... is of huge importance because', or 'they are important to some extent though other factors also play a role', or you may argue that it has no importance at all as factors X, Y and Z have been the key factors.

Remember that a question may only mention one thing/component e.g. Evaluate the advantages of...' but the nature of evaluate questions require you to weigh it up against something else (e.g. disadvantages) and then come to a judgement at the end. You need to provide a balanced argument e.g. if you have presented two positives, you then need to present two negatives before coming to a judgement whether the positives outweigh the negatives on balance. For some questions there may be only two arguments for each but one may be outweigh the rest i.e. 'it has a huge impact relative to the others because...'

'Evaluate' questions ALWAYS require you to have a conclusion at the end where you reflect on what you have discussed and make a definitive decision based upon what was asked of you in the question. Without this you will be confined to a level 1 (max. 4 marks) which if it is a 20 marker, means the loss of a lot of marks even though your essay demonstrated a good level of knowledge and understanding. Try to commit one way or the other based on the arguments you have presented but *do not* bring in new evidence into your conclusion.