

GCSE

Geography B

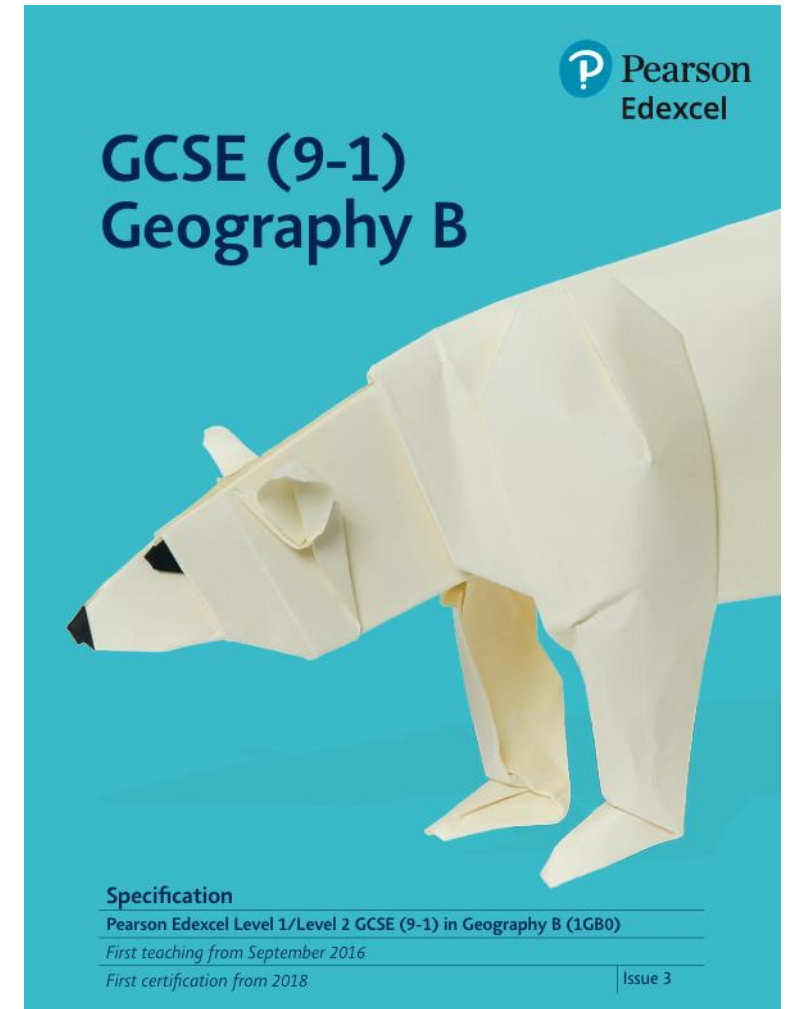
Paper 3: Preparing Students for
Making Geographical Decisions



Welcome to this session

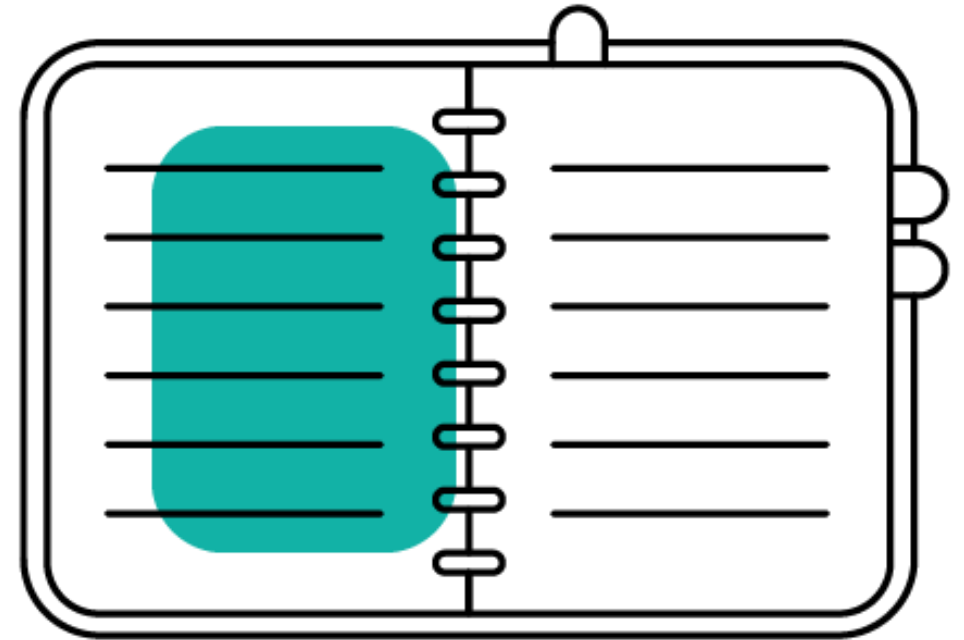
This online event is intended to support teachers who are delivering Pearson Edexcel GCSE Geography B specification.

We will be covering the topics and exam structure in Paper 3 and providing guidance on the assessment requirements.

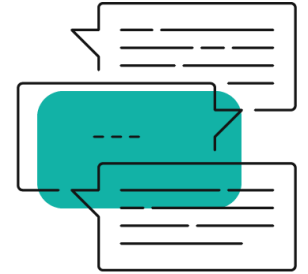


Agenda

- Review the topics and exam structure in Paper 3 including question types, command words and mark scheme requirements.
- Focus on the skills needed for the resource booklet about a place based geographical issue.
- Explore strategies for preparing your students for the final 12 mark 'Justify' question.
- Reflect on marked scripts from the 2023 Geography GCSE B Paper 3 exam.



Getting to know you



Questions

1. What are your key reasons for attending this training on Paper 3?
2. What is the single most important thing you hope to take away from this training?

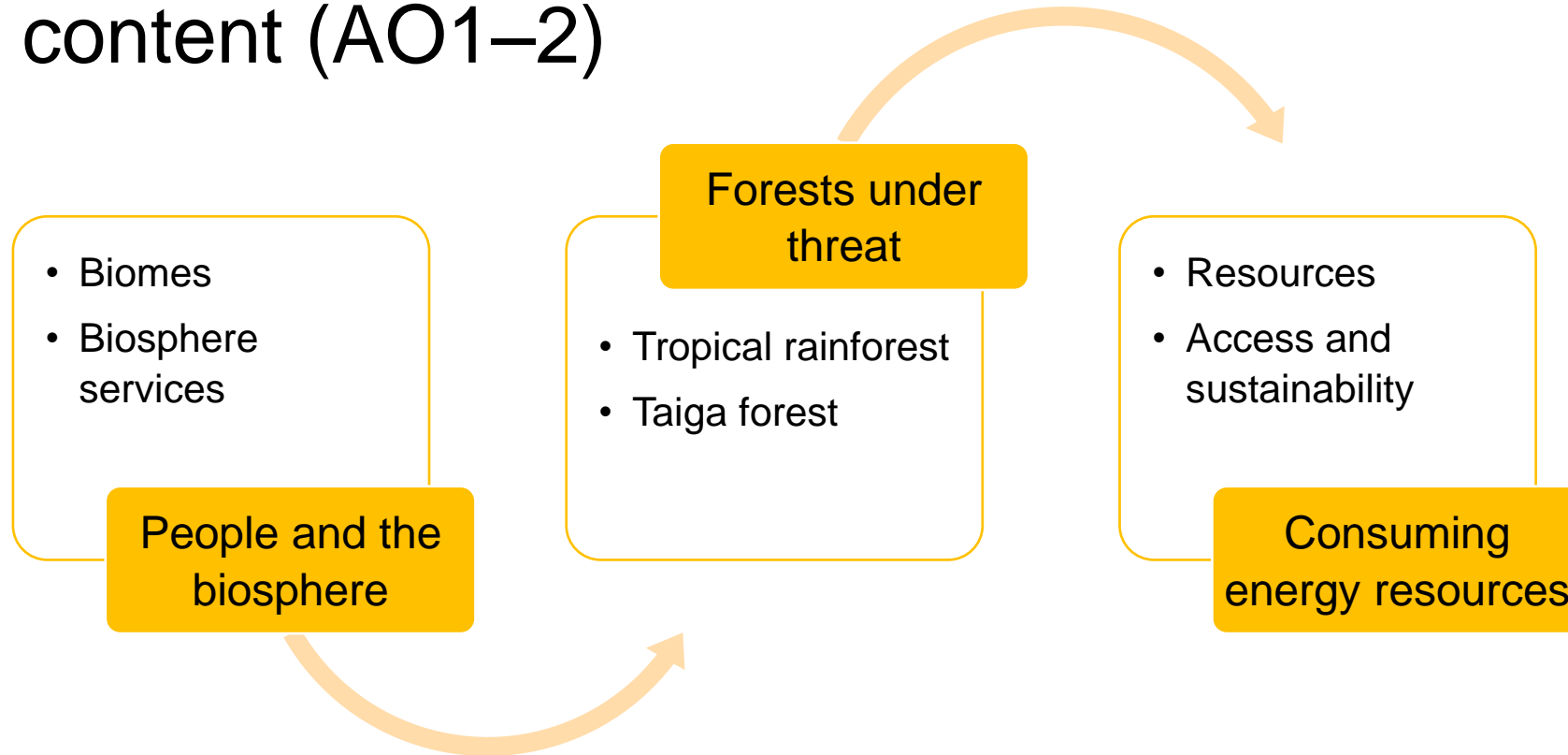
Answers in the group chat please.

(2 minutes)

Part 1: The topics and exam structure of Paper 3 (question types, command words and mark scheme requirements)



Paper 3 content (AO1–2)



The knowledge (AO1) and understanding (AO2) in short-answer questions is drawn from pages 32–36 (Issue 3) of the specification (three interlinked themes, shown above).

Additionally, up to 4 marks of AO2 credit is awarded in the final 12-mark question for understandings drawn from Paper 3 and the rest of the specification.

Paper 3 Assessment Objectives

- **64 marks overall** (4 for marks for SPGT)
- **15 marks** for demonstrating knowledge and understanding of locations, places, processes, environments and their inter-relationships (AO1 and AO2).
- **29 marks** for applying knowledge and understanding to interpret, analyse and evaluate information and issues, and to make judgements (AO3).
- **16 marks** the selection, adaptation and use of skills (AO4).

- Note the *very high proportion of AO3 marks available*. This gives Paper 3 a very different character from other Geography exam papers.
- Papers 1 and 2 have a stronger focus on demonstrating AO1 and AO2 knowledge and understanding, but Paper 3's main focus *is accessing AO3 and AO4 marks*.

Paper 3 assessment

- Both SAMs and the 2024 paper provide guidance on the style and format of the assessment – *see the pack*.
- The paper is made up of several sections which always end with a 'Making Geographical Decisions' task.
- The Resource Booklet will be 10–12 pages long with approximately 800 words of text to read.
- The Resource Booklet can include maps, diagrams (charts, flow diagrams, speech bubbles), photographs and tables.

The problem or issue



The context



Issues / options



Make a decision

Take a quick look at
the 2024 Resource
Booklet (Ecuador)

Overview of Paper 3

1 hour 30 minutes examination

- All three Paper 3 themes are assessed each year.
- An unseen resource booklet is provided in the exam.
- The 'problem' (or issue) that is the focus of Paper 3 is always – broadly – 'People and Environmental Issues'.
- However, the focus might be weighted a little more towards either human or environmental issues from year-to-year (do not expect the 12-mark question will always ask about both).

Particular skills required of candidates are:

1. an ability to interpret resources
2. knowledge and understanding of different stakeholder views (important preparation for the 8-mark questions)
3. an understanding that there isn't always a 'right' answer (important for achievement in the 12-mark question).
4. an understanding that there are winners and losers whichever is the chosen option

Enquiry pathway – paper 3

1. Read the resource booklet from cover-to-cover

See **'the big picture'**.
See how the issues fit in with **prior learning** of the three taught themes.

2. Complete the short answers

Work through each question carefully.
Remember that most questions are asking for **analysis** of what's shown, not recalled knowledge.

3. Longer answers

Plan these carefully, making **full use of the resources**.
Know the command terms and AOs, and what they require you to do.

Summary

There are significant differences between this and the other GCSE Geography papers:

- Candidates need to have skills to **interpret resources**
- Candidates need to **understand that the world is conflicted**
- Candidates need to understand that **there are no 'right' answers**
- Candidates need to be able to conduct a **debate** – the final question is not predictable *but its format is*.

Discussion Activity 1

1. What are the delivery challenges in your centre?
2. How are you supporting learners across the ability range to engage with 'the big idea' of Paper 3?



GCSE B – Paper 3



Part 2: Developing the skills (working with a resource booklet and a place-based geographical issue)



Developing AO4 skills

1. Describing **distributions and trends** on:
 - Maps
 - Photographs
 - Graphs.
2. Performing **mathematical/statistical calculations**
 - Mean, median, mode, range, etc.
 - Calculate percentage increase.
3. Writing analytically about the resource booklet and **communicating** findings
 - Important for 8-mark and 12-mark questions
 - Making links between different resources.

Take a quick look at the
specification skills list,
pages 37–38

Discussion Activity 2

1. How do you integrate skills into your curriculum?
2. Do students always bring their literacy and numeracy skills into the geography classroom in your school? If there are barriers to this, how can they be overcome?

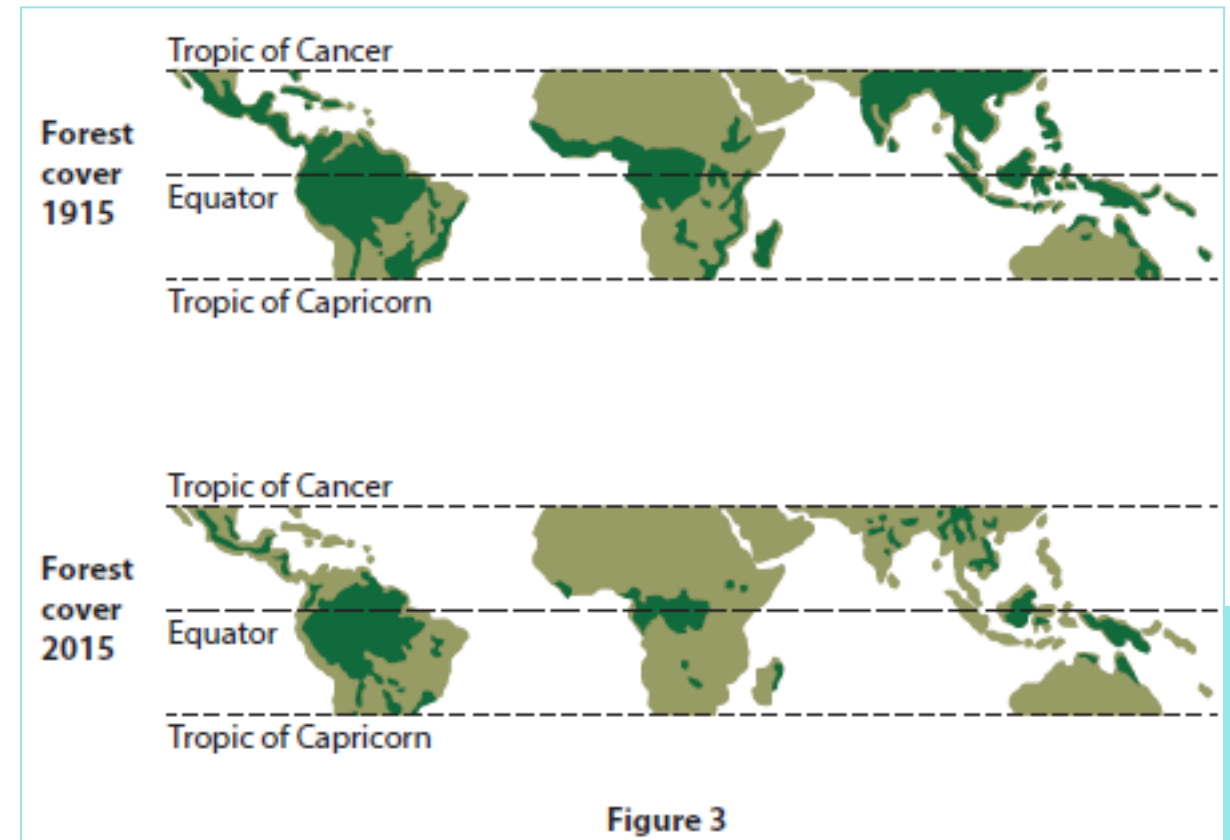


GCSE B – Paper 3



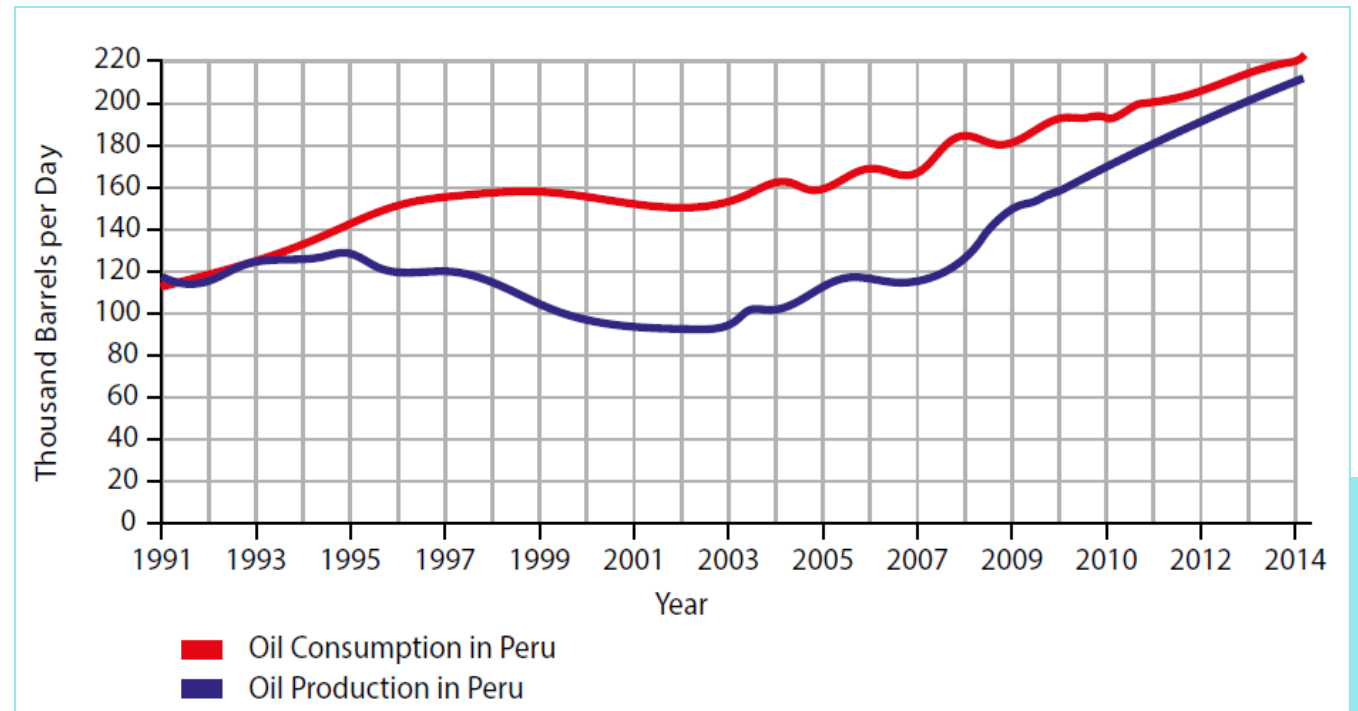
Describing distributions

- General pattern/distribution – overview (is it even or uneven?).
- Does the pattern sub-divide in coherent areas/zones?
- Are there any anomalies in these subdivisions?
- If there are changes over time (as are shown here in Figure 3, 2018 paper), which are most worthy of mention?
- Try to manipulate or quantify data e.g. the area of forest has halved / reduced by about 50% in West Africa.



Describing trends

- Firstly, make sure students understand what the word 'trend' means (also, 'rate' and 'pattern').
- Is it consistent or irregular?
- What are the starting & end points?
- Does it sub-divide into coherent periods?
- Any anomalies in these sub-divisions?
- Any data to use?
- Using precise terms:
 - consistent, irregular
 - up/down/constant
 - rate is faster/slower/constant
 - maximum, minimum.



Making connections (AO3)

Sector	% of Iceland's earnings	Characteristics of sector (2018 data)	Threats to sector
Fishing & food	27	<ul style="list-style-type: none"> 5,000 people work on fishing vessels. 20,000 people work in food processing or support roles like ship repairs. 	<ul style="list-style-type: none"> Marine ecosystem health is threatened by rising ocean temperatures. Some species may vanish altogether.
Tourism	33	<ul style="list-style-type: none"> 27,000 people work in air travel, hotels, coaches and visitor attractions. 3 million tourists visited in 2018. 	<ul style="list-style-type: none"> Almost all tourists arrive by air. Volcanic eruptions and major global events can affect air travel.
Aluminium manufacturing	36	<ul style="list-style-type: none"> 4,000 people work in aluminium metal production. The factories are mainly owned by foreign TNCs. 	<ul style="list-style-type: none"> TNCs might relocate elsewhere if costs in Iceland rise. Demand is linked to global economic growth.



Figure 5

Information about Iceland's three main economic sectors and its capital city, Reykjavik

Using evidence from Figures 5 and 6, explain **two** reasons why the people of Iceland need a diverse energy mix.

(4 marks, 2023 exam)

YEAR	% contribution to Iceland's energy mix			
	Hydroelectric power	Geothermal energy	Imported oil	Imported coal
2005	18	56	23	3
2010	19	66	X	2
2018	20	62	16	2

- A country's 'energy mix' is the range of different energy sources that are used.
- Fossil fuel use for making electricity has fallen as renewable energy sources have increased. However, oil is still needed for shipping, aeroplanes and road vehicles.
- Renewable energy was developed rapidly in the 1970s when Iceland could not afford to import the oil it needed because of a large global price increase.
- Hydroelectric power (HEP) was developed by building large dams and reservoirs.
- Geothermal energy was developed by drilling into rock and drawing up hot water. Electricity can be generated using steam from this water. 90% of Icelandic houses are now heated using geothermal energy.

Figure 6

An energy profile of Iceland

An entirely **AO3-targeted** question. The 'story' students need to tell is **self-contained in Figures 5–6**. They should create analytical **links & connections** as part of their answer.

Comparing trends

- How are they alike?
- How are they different?
- Is there a pattern?
- Do they correspond – or is the relationship inverse?
- AO3-targetted questions may look for evidence of links and connections **between two resources.**

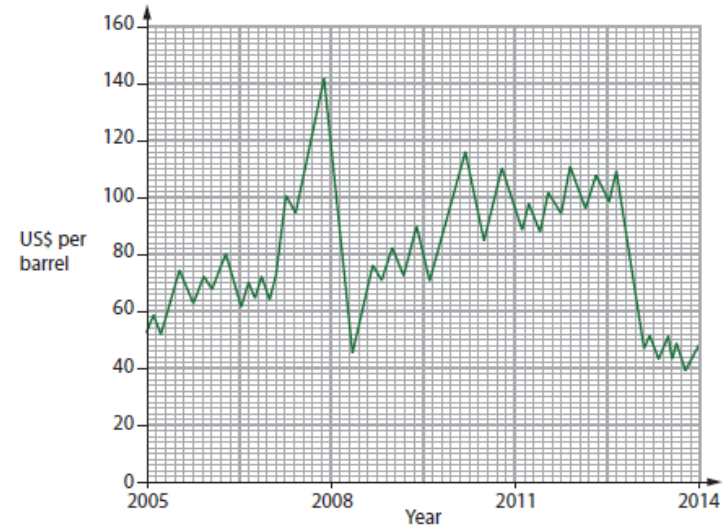


Figure 8a

Fossil fuel oil prices, 2005–2014

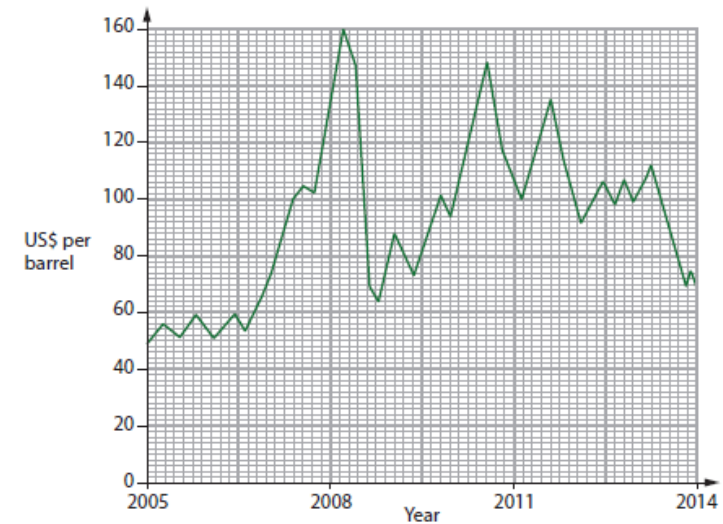


Figure 8b

Palm oil prices, 2005–2014

Part 3: The 12-mark 'Justify' question (strategies for preparing your students)



The 12-mark format

- The final question (Q4) will always be structured the same way, but the focus will vary.
- It will offer **three** options and ask students to **weigh** these options before **making a decision**.
- They must **support** their decision with **evidence**.
- In the 2023 exam, the focus was on sustainable management of Iceland's natural environment.

Study the three options below for Iceland's government to manage the country's natural environment and resources more sustainably.

Option 1: Make new laws to limit the harm done by aluminium production.

Option 2: Increased planting of new trees to replace Iceland's lost taiga forest.

Option 3: Take action to reduce fossil fuel use by transport in Iceland.

Select the option you think Iceland's government ought to focus on **first**.

Justify your choice.

Use information from the Resource Booklet and knowledge and understanding from the rest of your geography course to support your answer.

(12)

The AOs and the 12-mark Q

AO1	Demonstrate knowledge of locations, places, processes, environments and different scales.
AO2	Demonstrate geographical understanding of: <ul style="list-style-type: none">• 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 and to make judgements .
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

4 marks AO2
4 marks AO3
4 marks AO4

+4 marks SPAGT

Select the option you think Iceland's government ought to focus on **first**.
Justify your choice.

'People and the Environment'

People and the environment is the over-arching focus of paper 3

- The 12-mark question might ask about what is 'best' for 'people' and/or 'the environment'; or what the 'first priority' or 'key goal' of a government should be over a particular time scale.
- It is vital that students can 'unpack' the question focus in order to structure their response.

What must be done **first**, and why?

How do we justify what should be done 'first'...? How might this decision relate to Iceland's different economic, social, environmental **issues** and **challenges**?

What could be left until **later**, and why?

When the government is making long term plans for the **future**, why might some actions be left until later?

Who will the immediate **winners** and **losers** be for the action the government takes first? Which people and environments will be positively and negatively affected by the choice?

The benefits of some of the options might take **longer** to materialise than others (regrowing forest, for example).

Discussion Activity 3

1. How do you integrate 'thinking' skills for the 12-mark question into your curriculum?
2. How frequently should students practice 'unpacking' and scaffolding a decision-making question? Starting in Year 10 or Year 11?



GCSE B – Paper 3



Decisions are complex

From the outset,
'The Issue'
(resource book
page 2) is shown as
complex / fraught

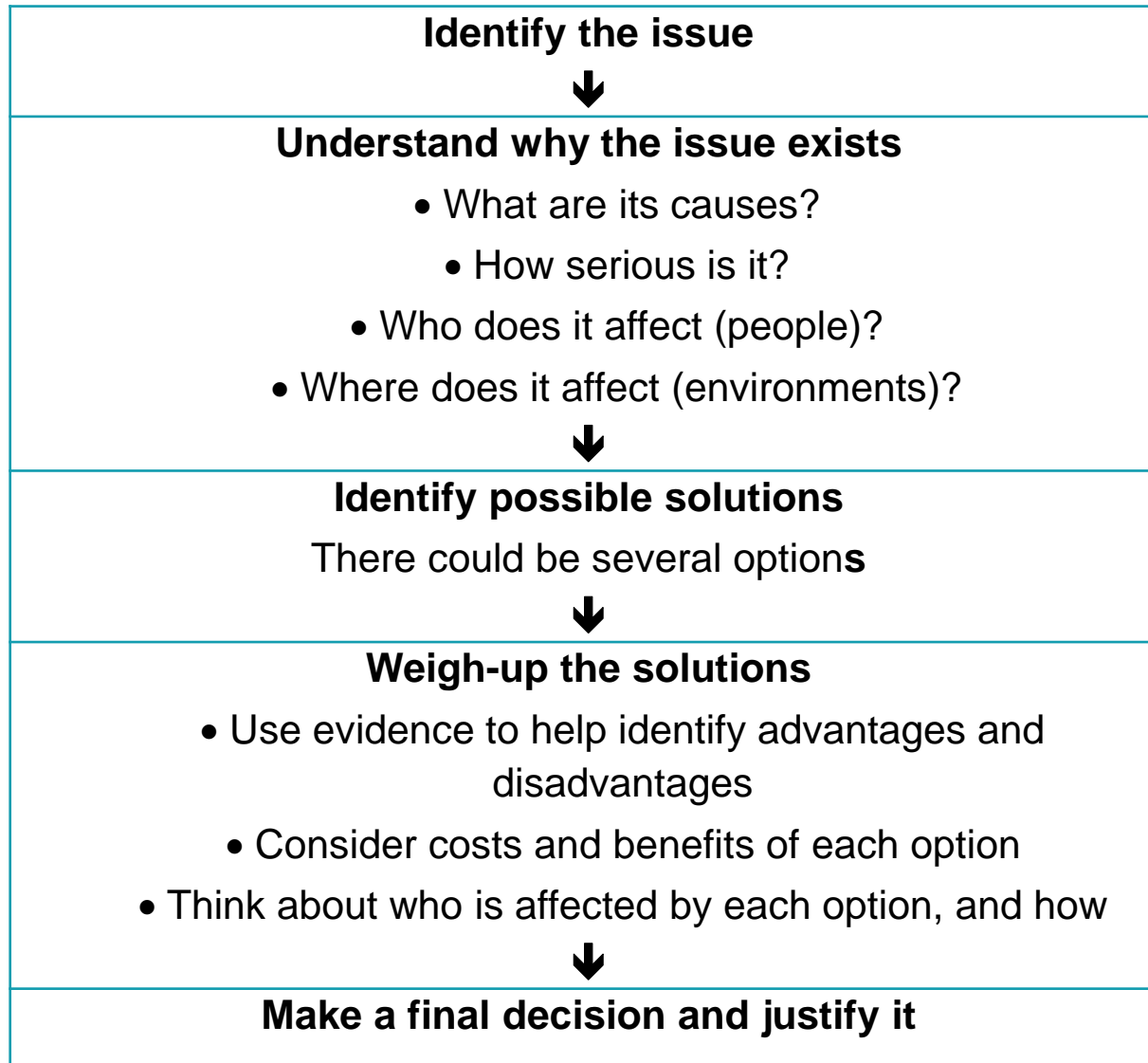
This paper's people-biosphere-forest-energy 'nexus' will focus on a context and issue where it is always likely that:

- There will be **winners and losers** whatever happens next
- Governments must balance **short-term** and **longer-term** benefits and goals
- Local actions may have **direct** or **indirect** impacts, and consequences at **global** scales.

The issue: **a sustainable future for Iceland.**

- The European country of Iceland is a volcanic island in the North Atlantic Ocean. Large areas of Iceland are an uninhabited wilderness.
- In 2019, Iceland's 350,000 citizens had an average life expectancy of 84 and a very high Gross Domestic Product (GDP) per capita of 55,000 US\$.
- Environmental impacts of Iceland's past economic growth include deforestation, soil erosion and pollution. The environment is now threatened by climate change.
- How can Iceland's government ensure a sustainable future not only for its people but also for Iceland's physical environment?

The decision-making process



This can be done using past exam papers and SAMs, but in lessons it can be done through presentations, mock news reports / videos, posters, role play etc. that deal with other contexts, perhaps drawn from newspaper headlines.

The final question

- The options may be complex or relatively simple.
- Some students will underline words which look important/interesting and will comment on them explicitly e.g. why should one option be delivered **first** – might it need **more time** to achieve? Is it less controversial and so easier to gain public support?
- No option is considered more or less ‘favourable’ in terms of the question and mark scheme design and intentions.

Option 1: Make new laws to limit the harm done by aluminium production.

Option 2: Increased planting of new trees to replace Iceland's lost taiga forest.

Option 3: Take action to reduce fossil fuel use by transport in Iceland.

The final question (2023: Q4)

Select the option you think Iceland's government ought to focus on **first**.

Justify your choice.

Pearson Edexcel GCSE Geography Paper 3 2023

Broadly, the Principal Examiner hoped candidates would:

- think about the costs and benefits of each option
- perhaps make a distinction between short-term and longer-term goals, and argue a good case
- recognise each choice has drawbacks – but the key thing is to identify one choice as being either especially **urgent** or a good **pragmatic** choice (perhaps because it is more likely to gain public support)
- say something about the rejected options and why they might be left until later, even if they have obvious merit too
- support the choice with some information and ideas borrowed and applied from the two-year GCSE course
- employ geographical terminology with confidence and accuracy, in order to help lend some authority to their choice.

We will look at examples of answers in the final session

Sustainability

- **Taking a view** is central to paper 3.
- Another useful teaching and learning approach to take is the **sustainability** model (right).
- This makes us think about the balance and tensions between possible economic, social and environmental goals.



Discussion Activity 4

1. How often do you practice decision-making (DM) 12-mark questions?
2. Other than the SAMs and recent papers, what DM resources and approaches are useful and might be shared?



GCSE B – Paper 3



Synoptic links (AO2 credit)

There are several different ways of demonstrating wider knowledge and understanding in the 12-mark answer. They are:

- reference a **parallel case study** ('I studied a similar issue in Peru...')
- mention a **model or theory** ('as Boserup says...') or named **concept** (biodiversity)
- show applied understanding of **processes** and **interrelations** between different causes and effects ('this could lead to overland flow and even worse soil erosion impacts').

Candidates should try to do some of these, but they should **keep it brief** (1 or 2 sentences).

Argument & evidence (AO3–4)

Useful evaluative (AO3) and connective phrases include the following:

- This is probably the best choice overall...
- Although / whereas...
- However, despite...
- But there are disadvantages too...
- Not everyone will benefit though...
- Moreover, benefits may outweigh short term gains...

In summary...

- Arguments should be supported with sustained use of evidence (AO4):
- Figure 3 shows... And this is further supported by Figure 4...

Justifying a decision

- The final stage of the decision-making process is **justifying the decision**.
- At this stage, candidates could refer one last time to the issue they saw on the first page of the booklet.
- They will see a **strong link** between what they are expected to do in the last question, and the issue they began with.

The issue: **the oil beneath Ecuador's rainforest.**

- Ecuador is an oil-rich South American country. Most of this oil lies beneath the Amazon rainforest.
- Ecuador's economy tripled in size between 2000 and 2020, partly due to money from oil sales.
- Past governments also borrowed large amounts of money from other countries. Ecuador now has a large debt to pay back.
- Ecuador's current government wants to pay off its debt while keeping the economy growing. Can this be done without exploiting more oil and destroying more rainforest?

Introduction



- 4 Study the three options below for Ecuador's government.

Option 1: Ask foreign governments again if they will pay to stop oil production and save the rainforest in Ecuador.

Option 2: Allow all of Ecuador's oil resources to be used carefully, provided the profits are shared with rainforest communities.

Option 3: Gradually shut down Ecuador's oil industry, starting with any drilling in national parks and populated rainforest areas.

What gets marks?

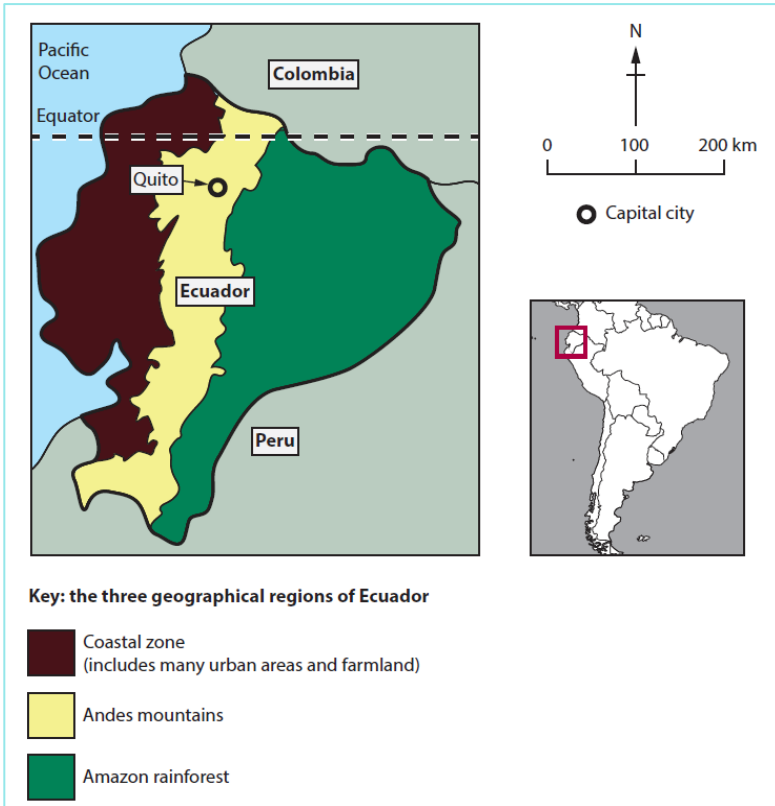
Here is an abbreviated summary of the levels-based mark scheme.

AO4 information	AO2 understanding	AO3 argument
RANGE Obtain a range of accurate information from the booklet ('Figure 7 shows... Figure 8 shows...Figure 9...')	DETAIL Make extended explanations using process, place (case study) or other detail from the GCSE course	BALANCE Make a balanced argument that considers all options (may think about different perspectives or scales)
ANALYSIS Makes critically use of information in the booklet ('However, Figure 3 shows some species are at a point of no return...')	RELATIONSHIPS Recognise interrelationships between different geographical ideas and information	JUSTIFY A VIEW Make an overall judgment that is logically linked to the evidence that has been used.

Part 4: Reviewing candidate responses



AO1/AO2 Targeted Question Q1(a)(iii)



Pearson Edexcel GCSE Geography Paper 3 2024

(iii) Using Figure 1 and your own knowledge, explain **one** physical reason why rainforest cannot grow in some parts of Ecuador.

(2)

The rainforest cannot grow in some parts of Ecuador because of the topography the land is too mountainous so the biome cannot grow there

A

(iii) Using Figure 1 and your own knowledge, explain **one** physical reason why rainforest cannot grow in some parts of Ecuador.

(2)

Due to farming and use of fossil fuels in some areas which make trees in the rainforest die and unable to regrow in that area due to damaged soil

B

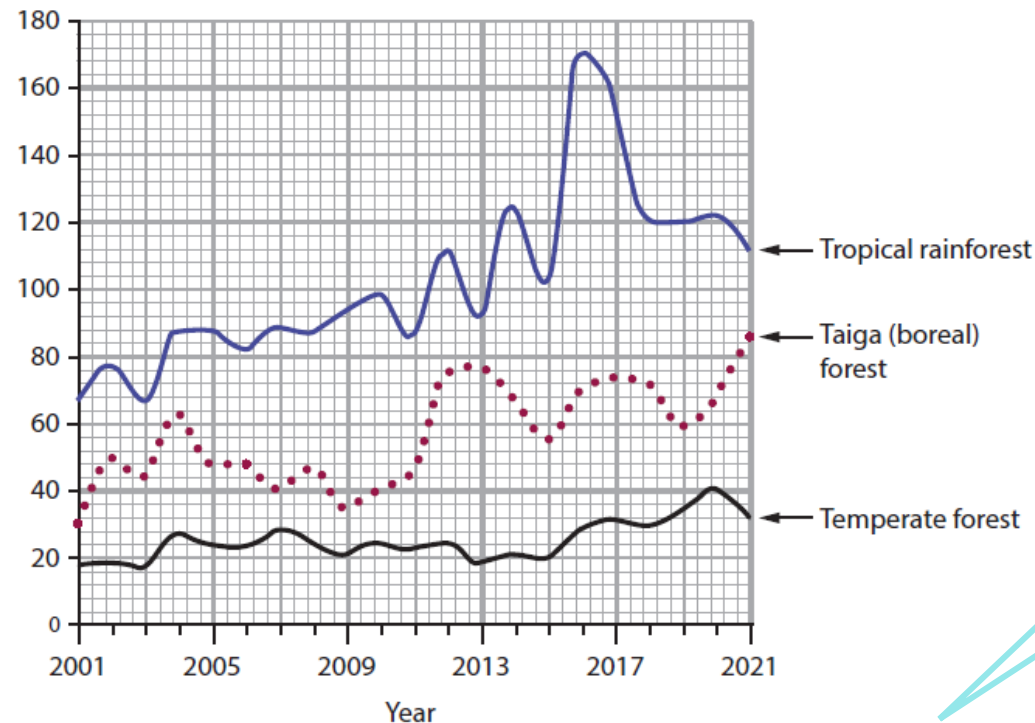
In the Group Chat:

- How many marks out of 2 would you give exemplar A and B?

AO2/AO3 Targeted Question Q1(b)(ii)

- (ii) Using Figure 2 and your own knowledge, suggest **two** reasons why the distribution of Earth's biomes is changing over time.

Area of
forest loss
(thousand km²)



- Forests are cut down to provide resources.
- Climate change also affects the distribution and health of forests.

Figure 2

Forest loss in different biomes, 2001–2021

(4)

This question is **AO2+AO3** targeted. The students should apply prior understanding to a single resource.

AO2/AO3 Targeted Question Q1(b)(ii) continued

- (ii) Using Figure 2 and your own knowledge, suggest **two** reasons why the distribution of Earth's biomes is changing over time.

(4)

1 Forests are cut down for resources making them smaller & less spread out.

A

2 Climate change causes biomes to die & shift to more suitable climate as the one becomes unsuitable.

B

1 The wild life overtime has been exploited overtime for materials and resources for human society leading to certain parts of earth biomes to change.

2 But also states that climate change may also impact the forest because of the oil being used which causes change to happen in the area.

In the Group Chat:

- How many marks out of 4 would you give exemplar A and B?

Question Number	Answer	Mark
1 (b)(ii)	<p>In each case, award 1 mark for a basic reason based on Figure 2, and 1 mark for further explanation, up to a maximum of 4 marks.</p> <p>The resource offers two ideas in the two bullet points below the graph – specifically ‘the cutting down of forests...’ and secondly ‘climate change...’.</p> <p>The graph shows that all types of forest have declined since 2001</p> <p>Allow 1 mark for each Figure 2 based basic point which can then be developed through their own knowledge and understanding for a second mark.</p> <p>Reasons and explanations may include:</p> <ul style="list-style-type: none"> All types of forest are being cut down to provide resources (1) for example logging for timber in the taiga (1) Trees may not survive in areas where climate change means temperatures / rainfall are changing (1) because biomes are adapted to particular climates (1) In turn, grasslands or other biomes might expand onto areas that were forest (1) because they can tolerate drier or hotter conditions (1) <p>Accept any other appropriate response.</p>	(4)

AO3 Making Connections Q2(c)

Forests under threat

In 2007, Ecuador’s government proposed a rainforest protection plan. The oil resources below the rainforest would be left in the ground if other countries donated US\$ 3.5 billion to Ecuador – half the estimated value of the oil.

At first, there was a positive response, especially from environmentalists. Germany and Italy offered money. The United Nations said it would manage the fund.

But other countries compared Ecuador’s plan to blackmail (because drilling for oil was threatened unless money was given). Other countries wanted to know more about how their money would be used.

By 2013 the project had collapsed. “The world has failed us,” Ecuador’s president complained, accusing other governments of not being serious enough about fighting deforestation and climate change.

Figure 3

Part of a newspaper article about Ecuador’s failed rainforest protection plan

World Region	Total countries where rainforest is found	Rainforest countries who are REDD members		Percentage (%) who are members
		YES	NO	
Africa	33	20	13	60.6
Asia-Pacific	16	15	1	93.8
South America	9	6	3	66.7
TOTAL	58	41	17	70.7

- The United Nations REDD organisation tries to prevent deforestation.
- The table shows how many rainforest countries have joined REDD so far.
- Organisations such as REDD and CITES provide advice and limited financial support for governments who are trying to protect the environment.
- REDD is entirely funded by voluntary donations from developed countries, mainly Norway. In 2022, they donated over US\$ 50 million.

Figure 4

Information about global actions to protect the environment

(c) Using Figure 3 and Figure 4, explain **one** strength and **one** weakness of global actions to protect rainforests.

(4)

Strength

Weakness

An entirely **AO3-targeted** question. The ‘story’ students need to tell is **self-contained in Figures 3 and 4**. They will create analytical **links** and **connections** as part of their answer.

AO3 Making Connections Q2(c) continued

A

Strength

The majority of countries who have rainforests, are members of the groups. They help provide advice and limited financial support which means the countries are more likely to protect the environment.

Weakness

These global actions may be seen as blackmail because Ecuador had threatened to drill for more oil unless money was given.

In each case, award 1 mark for a reason **based on Figures 3 and 4**, and 1 mark for further explanation, up to a maximum of 4 marks.

Strength

- An opportunity for richer countries to work with poorer countries protect their forest (1) for example Norway donated US\$5 m to REDD (1)
- REDD and CITES both promote the sharing of advice (1) helping countries like Ecuador to generate new ideas about how to reduce deforestation (1)

Weakness

- The amounts of money provided by richer countries are not enough to stop deforestation (1) Norway is the main donor for REDD and only gave 5 million US\$ (1)
- The value of Ecuador's oil is billions of dollars (1) which is vastly more than the 5 million US\$ that Norway has given to REDD (1)

Accept any other appropriate response(s) which must be based on Figure 3 or Figure 4..

B

Strength

Other countries help by donating money to help to protect rainforests which is much needed.

Weakness

Other countries want to know ~~exactly~~ ~~that~~ ~~it~~ exactly what the money will be used on.

AO2 Targeted Question Q3(c)

(c) Figure 7 shows how oil production can have a negative impact on the environment.

Using your own knowledge, explain **two** ways in which **renewable** energy production can also have a negative impact on the environment.

(4)



Figure 7

Environmental impacts of oil production in Ecuador's rainforest

AO2 Targeted Question Q3(c)

A

- 1 Renewable energy production can have a negative impact on the environment as wind power scars the landscape and causes the land to be damaged. The removal of trees to introduce wind turbines destroys habitats and carbon stores.
- 2 Renewable energy production can have a negative impact on the environment as hydroelectric dams and power release a lot of toxic gases whilst it is manufactured. They also flood local areas also causing a negative impact on the environment.

B

- 1 Biofuel is a ~~source~~^{type} of renewable energy but it requires large areas of land in order for crops to be grown, so large areas of ~~land~~^{land}, often rainforests have to be cleared as shown in Figure 7 which ~~leads~~^{results} in habitat loss, reducing the areas biodiversity.
- 2 HEP is another type of renewable energy ~~to~~ but it requires a dam to be built. Building dams cause large areas of land behind it to be flooded. This can destroy habitats ~~meaning~~^{and} that kill plants as they cannot grow in the water logged soil, resulting ~~in~~ in a decrease in biodiversity.

Question Number	Answer	Mark
3 (c)	<p>In each case, award 1 mark for a basic reason and 1 mark for further explanation or development, up to a maximum of 4 marks. For example:</p> <ul style="list-style-type: none"> • HEP involves flooding of valleys (1) leading to loss of distinctive local natural features / landscapes (1) • HEP involves construction of dams (1) which are usually concrete which is one of the 'dirtiest' products in terms of carbon emissions (1) • HEP involves construction of dams (1) which results in the flooded of valleys (1) • Solar power plants may lead to loss of large areas of natural vegetation (1) and biodiversity loss (1) • Wind power requires turbines to be built (1) with negative visual impact on wilderness landscapes / views (1) or birds killed (1) <p>Allow answers that only address one type of renewable energy e.g HEP. We have not asked them for two different types of renewable energy but two different impacts.</p> <p>Accept any other appropriate response.</p> <p>Do not award credit for the names of renewable energy sources without a basic landscape impact</p>	(4)

Question 3(d)

- (d) Using evidence from Figures 7 and 8, assess the threats to Yasuní National Park (YNP) and its communities.







Figure 7

Environmental impacts of oil production in Ecuador's rainforest

(8)



Key

-  Non-rainforest areas
-  Rainforest where oil exploration and/or drilling allowed
-  Fully protected national park
-  Partly protected national park – oil exploration is allowed

Yasuní National Park (YNP) is home to 750 mammal and bird species, and 2,000 tree species.

Jaguars and tiny monkeys called pygmy marmosets, live there. Pink dolphins swim in the rivers.

The YNP's biodiversity is a vast resource that could provide cures for diseases.

YNP is home to the Tagaeri and Taromenane forest communities.

40% of Ecuador's conventional oil resources are located below YNP.

Oil companies, such as China's Sinopec and Ecuador's own Petroamazonas, work throughout Ecuador's rainforest. They have begun to explore parts of YNP.

More damage comes from roads and pipes the companies build. They give access to hunters and loggers, sometimes leading to violent confrontations with YNP communities.

Figure 8

Yasuní National Park and the oil industry

Question 3(d) Indicative Content

- The role of the indicative content is to suggest some possible interpretations of the question and the evidence that might be offered to support the assessment(s) made.
- There is no suggestion that this is either comprehensive or exclusive of other interpretations.
- The unchanging levels descriptors on the next slide should be applied with the added caveat that we mark as positively as we can, rewarding ideas and the linkages made by candidates.

3 (d)	<p>A03 (4 marks)/A04 (4 marks)</p> <p>Answers should address the threats posed by the oil industry which are shown or written about in Figures 7 and 8. The assessment may offer a view of which threat is most severe/concerning, and why.</p> <p>A04 (skilled use of information from Figures 7 and 8)</p> <ul style="list-style-type: none">• Cutback of wide and long strips of forest to lay pipes and build roads.• Soil excavation to lay pipelines, and linked soil erosion.• Loss of rare bird, mammal and tree species e.g. jaguar, pygmy marmoset; oil spills might threaten the dolphins.• Only parts of the parks have full protection (shown by map).• Threatened way of life for Tagaeri and Taromenane forest communities.• Secondary threats from loggers and hunters who access the forest where the oil companies have cleared land <p>A03 (making connections and /or arguments)</p> <ul style="list-style-type: none">• The <i>most worrying</i> threat is biodiversity loss because it also <i>in turn</i> has global implications due to the genetic resource that is lost (makes links/connections).• The <i>most serious</i> environmental impacts are caused by forest clearance for infrastructure.• Not only does forest clearance destroy habitats, it also <i>in turn</i> allows poachers to access the forest (makes links/connections).• Forest removal leads to more loss of tropical soil as they are <i>interdependent</i> on one another – the damage become <i>permanent</i> as forest cannot regrow.• The threats are <i>unlikely to reduce</i> because 40% of the country's oil lies there.• There are threats and injustices for the park's human communities too, <i>made worse</i> by confrontations with loggers.

AO3/AO4 Assess/Evaluate Mark Scheme

Level	Mark	Descriptor
	0	No acceptable response
Level 1	1–3	Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) Uses some geographical skills to obtain information with limited relevance
Level 2	4–6	Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Uses geographical skills to obtain accurate information that supports some
Level 3	7–8	Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)



Which level would you
put Exemplar A in?

Exemplar A

Commentary

- Level 3, 8 marks
- Candidate has reflected on the evidence to answer the question.
- Included strong material on interdependence.
- Brings their own knowledge and understanding to help deconstruct the question.

Pages 4–5 in your Delegate Booklet.

One threat to YNP is to its ^{its large oil reserves (40% below the YNP)} ~~specialised ecosystem~~.
YNP is a ~~fully protected park~~ habitat for 750 mammal and bird species including Tarsians and King Monkeys (Marmosets) and pink dolphins. These animal species are specific to this region, and as a result could face extinction if the ~~region~~ park is exploited for commercial oil as oil rigs will need to be built, deforesting the area which removes habitats and forest corridors. Additionally, ~~there is to have a home to Tarsians and~~ ~~farmer and forest communities~~ YNP's biodiversity may be lost as a result of these species being threatened as plants and animals are interdependent in ecosystems for survival, but as trees are cut down, the soil is likely to become infertile and the animal species lack a source of food.

A threat to YNP and its communities are the use of TNCs such as Shell and Petrobras that exploit the landscape for commercial oil. Whilst the YNP is meant to be a fully protected park, it is surrounded by areas that are partially exploited and areas where drilling is allowed, making it difficult to prohibit access to these companies. These companies have built roads and pipelines which have required the land to be cleared and damaged the structure of the soil as the pipes are cut through where trees were originally planted. Additionally, TNCs have allowed loggers and hunters to access this region and convert YNP communities like Tarsians and Tarmosens that have sustained the forest before these TNCs arrived.

In conclusion, the largest threat to YNP is the use of TNCs as not only do they exploit the forest unsustainably but also give access to hunters and loggers who threaten the biodiversity of YNP who intend



Which level would you
put Exemplar B in?

Exemplar B

Commentary

- Level 2, 4 marks
- This response is fairly typical of mid-level performance by candidates.
- There is a dominance of AO4, drawing down information from the resources, but not really using it to answer the question asked.

Page 6 in your Delegate Booklet.

(d) Using evidence from Figures 7 and 8, assess the threats to Yasuní National Park (YNP) and its communities.

(8)

Trees are being deforested and roads and pipes are being built. This essentially causes species in YNP to lose their habitat and have a risk of extinction. For the environment and communities, this is bad event as it decrease variation in the forest and can upset the people as the animals have cultural significance for the country.

More over, hunters and loggers are allowed in the YNP which damages the ecosystem. Oil ~~is~~ is a finite resource and it will eventually run out. ~~but the~~ Communities in the YNP get in violence to stop the hunters and loggers from damaging the ecosystem and they get violent. Communities that live there are under threat of losing their homes ~~and~~ which negatively impacts the population as more people ~~are forced to migrate~~ become homeless and are forced to migrate. This event socially pressures the people and can lead to protests.

Question 4 'Select and Justify' 12 marks

4 Study the three options below for Ecuador's government.

Option 1: Ask foreign governments again if they will pay to stop oil production and save the rainforest in Ecuador.

Option 2: Allow all of Ecuador's oil resources to be used carefully, provided the profits are shared with rainforest communities.

Option 3: Gradually shut down Ecuador's oil industry, starting with any drilling in national parks and populated rainforest areas.

Select the option you think offers the best long-term future for all of Ecuador's people.

Justify your choice.

Use information from the Resource Booklet and knowledge and understanding from the rest of your geography course to support your answer.

(12)

Q4 Indicative Content

Q	Indicative content
4	<p>A02 (4 marks)/A03 (4 marks)/A04 (4 marks)</p> <p>In order to fully justify a choice, the candidate must consider all three options and establish a clear argument. There is no preferred option. All options can be justified.</p> <p><u>Option 1</u> – Ask other governments again– this was previously attempted in 2007. But climate change is now a more urgent issue and other countries might be more prepared to act. All Ecuador’s people may suffer in the long-term due to climate change.</p> <p><u>Option 2</u> – Ecuador has contributed very little to climate change and perhaps it is only fair for the country to profit from its resources while it can – provided local harm is minimised and all communities share the profits.</p> <p><u>Option 3</u> – This is a compromise position that allows some oil to still be exploited. However, it is an option that no one may be particularly happy with as it would impact negatively on Ecuador’s economy and society – unless other measures are in place too.</p> <p>A02 (applied understanding)</p> <ul style="list-style-type: none"> • Biodiversity, habitats and ecosystem life-support services can be protected if the forest is preserved (option 1). • We need to move quickly to a sustainable energy future based on renewables and recyclable sources, not business as usual fossil fuel use (option 1) • Emerging countries have rising GDPs and levels of consumption, but have yet to match the affluence of developed countries – and oil money can help (option 2) • Boserup’s theory suggests that technological innovation and fixes for climate change will arise through necessity (option 2) • There are other economic models Ecuador might follow to diversify its economy while running down the oil industry, such as ecotourism, (option 3) • It is vital that national parks are fully protected, otherwise rainforests will be lost for future generations (option 3)

A03 (use of argument)

- Development and growth decision-making has social, economic and environmental strands which complicates the evaluation of all three options.
- There are short-term and longer-term futures to consider. Using oil in the short-term could mean longer-term hardship for all people as climate change intensifies.
- There are issues of inequality and injustice to consider, because it is vital that all of Ecuador’s people, including rainforest people, benefit from the chosen option.
- Ecuador’s choices should be evaluated in a global context – it is unfair if Ecuador’s people cannot profit from its fossil fuels in the way other countries have historically.
- There are links and connections to consider, such as the way that Option 1 allows other countries to benefit by showing their commitment to mitigation.
- Whatever option is chosen, there is complexity and uncertainty. Many details will need to be worked out, such as how Option 1 would be delivered.

A04 (use of evidence)

- Ecuador’s economy has grown over time, but it is burdened greatly by debt and needs a strong and reliable source of income (Introduction, Figure 4, Figure 6).
- Ecuador has other economic sectors it could develop such as seafood, fishing and bananas (Figure 5).
- Extreme weather possibly linked with climate change has previously harmed Ecuador’s economy (Figure 6).
- Oil exploration is hugely damaging to the biodiverse rainforest and contributes to high deforestation rates (Figure 2, Figure 7, Figure 8).
- Rainforest communities are increasingly taking action to make sure their rights and needs are recognised as an important part of national decision-making (Figure 9).
- Ecuador has contributed just 0.1% of global emissions to date (Figure 10).

Q4 Levels Based Mark Scheme

- 12 marks spread across AO2 4 marks, AO3 4 marks, and AO4 marks.
- It is best practice to read the whole response and then decide where it 'fits' best using the level descriptors in the mark scheme, not the indicative content.

Mark	Descriptor
0	<ul style="list-style-type: none">• No acceptable response
1–4	<ul style="list-style-type: none">• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)• Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
5–8	<ul style="list-style-type: none">• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)• Applies understanding to deconstruct information and provide some logical connections between concepts. An unbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)• Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
9–12	<ul style="list-style-type: none">• Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2)• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)• Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)



Which level would you
put Exemplar C in?

Exemplar C

Pages 10 to 12 in your Delegate Booklet.

Chosen option

Option 2

I chose option 2 because it helps the government to make money which helps develop ~~the country~~ Ecuador. By allowing all Ecuador's oil resources to be used carefully, the government can ~~set up~~ ~~propose~~ set up laws that ~~is~~ restrict the amount of oil the company is drilling and increase amount of taxes so the government can ~~get~~ benefit from it and help develop the country. It ~~is~~ also matches the demand of energy consumption as ~~this is if you're for~~

Commentary

- Level 3, 9 marks
- SPGST 3 marks
- There are sound linkages made showing 'accurate understanding of concepts'.
- The use of information from the resources (AO4) is accurate but more could be provided.
- AO3 skills are strong and provide 'logical connections between concepts throughout'.
- With a fuller and argued explanation of the weaknesses of Options 1 and 3, this would be closer to the top of the level.

Key assessment messages

Questions stating ‘Study Figure X... Explain...’ require an answer which explicitly interprets and analyses information in the Figure(s).

- It is essential that the response focuses on the evidence presented in the relevant figure and makes some reference to it. The candidate’s own knowledge should also be applied when the focus is a SINGLE figure.

The 8-mark questions using the command word 'assess' require candidates to reflect critically on the information they write about.

- Candidates of all ability levels will benefit from frequent exam practice answering questions beginning with phrases such as 'Assess the importance...' , "Assess the impacts..." , 'Assess the benefits...' , 'Assess the role...' , etc.

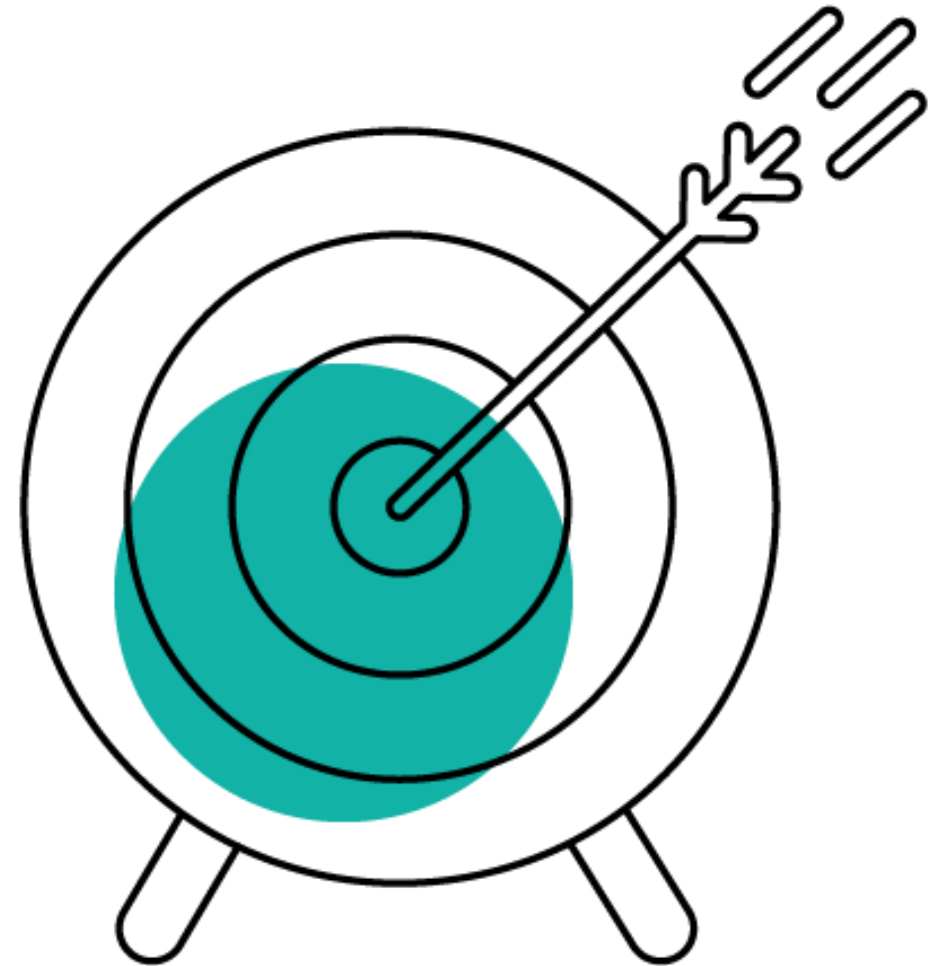
Answers to the 12-mark question must try to balance the three AO-linked skill sets which examiners are looking to reward.

- Apply own knowledge; use the information; argue a case.

Summary

In this session we:

- reviewed the topics and exam structure in Paper 3 including question types, command words and mark scheme requirements.
- focused on the skills needed for the resource booklet about a place based geographical issue.
- explored strategies for preparing your students for the final 12-mark 'Justify' question.
- reflected on marked scripts from the 2024 Geography GCSE B Paper 3 exam.



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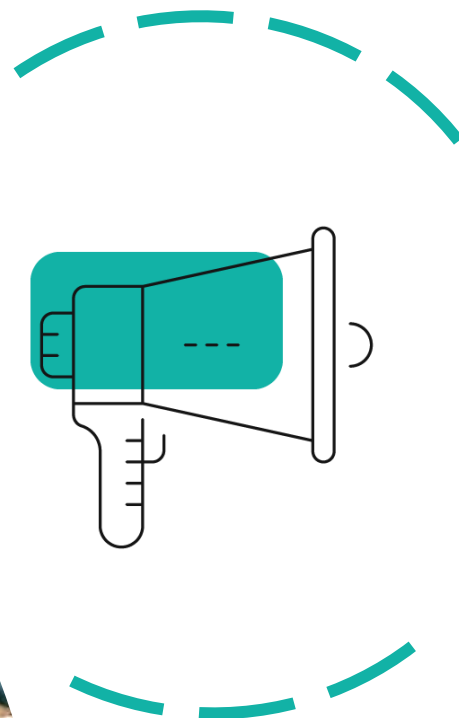
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