

Issue Evaluation- Paper 3

What is Paper 3?

Section A – Issue evaluation

- Compulsory structured questions on a theme – leading up to an extended writing task based on a pre-release Resources Booklet – to be issued to students in advance. The theme will arise from the compulsory subject content of Papers 1 or 2 but may extend beyond it through the use of the resources. The theme could combine human and physical aspects.
- 34 marks + 3 SPaG

What is a Pre-Release?

- A resource booklet will be sent to schools around 12 weeks before the Paper 3 examination- Release Date- **22.03.22**
- Questions will be asked around the context/themes from the booklet
- Students will not be able to take their copy of the booklet into the exam, they will be issued with a new booklet with their exam paper

What topic will the questions be based on?

- The content will be based on one part of the compulsory sections of the specification
- Compulsory Sections-
 1. The Challenge of Natural Hazards
 2. The Living World- Ecosystems & Tropical Rainforest
 3. Urban Issues & Challenges

What will the question structure be?

- Almost all of the command words will be similar to those used in Paper 1 & 2
- The final Issue Evaluation will be 9 marks + 3 SPaG marks

Key Features

- The issue evaluation is a structured route to enquiry – from a question to a conclusion, via a range of data interpretations, analyses and conclusions
- It will be based on real situations and real processes, eg an understanding of how decisions are likely to be made, by whom and on what basis
- Geographical implications: map-based data, patterns, relationships, impacts, solutions
- Students have to think like geographers in making decisions supported by evidence of contrasting values and positions so that different players (and their motives) can be identified
- Sources of information will be varied, forming a range of evidence – academic/informed, journalistic, reports, surveys of opinions

What are the likely questions?

- It is likely to be a people-environment issue or a contested situation
- The issue can be based at a variety of scales e.g. local- UK or global
- It may be a clear proposal for change, or a proposal for development or analysis of an activity that is causing concern
- Some questions will be synoptic- this will require students to use knowledge and understanding from different parts of the course, from the news or other subjects
- In some questions there will be deliberate connections/links made between different parts of the course. These will be signalled in the resource materials

How will students be supported?

- Before the Easter holiday students will be provided with a booklet to work in to help with the pre-release information
- Students will have 2-3 weeks in class to cover content before the Exam Season

9 Mark Questions

- The 9 mark questions are extremely important throughout the three exam papers and will help the student to pick up crucial marks (this could be the difference between a grade boundary!).
- No student should leave a 9 mark question unanswered.
- These questions will also be SPaG marked, with up to 3 marks to gain for good Spelling, Punctuation and Grammar

How can I help to support my child?

1. Encourage revision- elements of this Issue Evaluation will expect synopticity- this means that students need to understand links between the pre-release and other elements of the course. A spider diagram might help to pick out different links/relationships.
2. Independent research- reading around the pre-release subject will help to consolidate knowledge and might also help students to add more depth to their answers
3. Discussion- having discussions based around the pre-release might help your child to engage differently with the material and pick up some additional ideas. The final part of the Issue Evaluation will require students to make a decision, if they have had discussions with several different people with different opinions, it will allow students to produce a broad and balanced argument in their examination.

How will it be marked?

Examiners will be looking for the following-

Level 1 (Basic) 1–3 marks.

AO3 Demonstrates basic application of knowledge and understanding in evaluating the effectiveness of the chosen project in terms of socio-economic and environmental benefits.

AO3 Applies knowledge and understanding to make a decision based on a limited range of supportive evidence, making basic links between content from different areas of the course of study.

AO4 Selects information with some links to the judgement.

Level 2 (Clear) 4–6 marks.

AO3 Demonstrates reasonable application of knowledge and understanding in evaluating the effectiveness of the chosen project in terms of socio-economic and environmental benefits.

AO3 Applies knowledge and understanding to make a decision based on a reasonable range of supportive evidence, making clear links between content from different areas of the course of study.

AO4 Selects appropriate information in order to support judgement.

Level 3 (Detailed) 7–9 marks.

AO3 Demonstrates thorough application of knowledge and understanding in evaluating the effectiveness of the chosen project in terms of socio-economic and environmental benefits.

AO3 Applies knowledge and understanding to make a decision based on a wide range of supportive evidence, making detailed links between content from different areas of the course of study.

AO4 Communicates findings with clarity.

Strategies for answering the 9-mark question

- Start a plan.
- List key points to be made (possibly link to evidence).
- Number points to determine sequence for writing the answer.
- The first sentence should be the decision.
- Have clear paragraphs for options being discussed.
- Make explicit links to evidence.
- Provide a conclusion.

