On your marks

8-mark questions using ‘Evaluate’ in Paper 2

• In this section you’ll learn how to tackle 8-mark questions which use ‘Evaluate’ as a command word in Paper 2.

Figure 1

Study Figure 1, a photo showing deposition of sediment along a stretch of coast in South Australia.

Question
Using Figure 1, evaluate the part played by sediment deposition in creating coastal landscapes. (8 marks plus 4 marks SPaG)

How is SPaG assessed?

One 8-mark question on each of Papers 1 and 2 will assess spelling, punctuation, grammar and the use of specialist terminology (SPaG); 4 marks are allocated as follows:
• high performance (4 marks)
• intermediate performance (2–3 marks)
• threshold performance (1 mark).

Examiners mark SPaG based on your:
• spelling accuracy, including capitalisation
• punctuation – the use of commas, full stops and semi-colons. Try reading an answer aloud; if it leaves you gasping for breath, it needs more punctuation!
• syntax – i.e. the quality of your grammar
• use of paragraphs.

Five steps to success!

The following five steps are used in this chapter to help you get the best marks.

1 Plan your answer
decide what to include and how to structure your answer.

2 Write your answer
use the answer spaces to complete your answer.

3 Mark your answer
use the mark scheme to self- or peer-mark your answer. You can also use this to assess sample answers in step 4 below.

4 Sample answer
sample answer shows you how to maximise marks for a question.

5 Marked sample answer
– this is the same answer as for step 4, but is marked and annotated, so that you can compare with your own.

PEEL your answer

Use PEEL notes to structure your answer. This will help you to communicate your ideas to the examiner in the clearest way. PEEL has four stages:
• Point – Give at least three pieces of evidence for this question. Use sentences, not bullet points.
• Evidence – Include details from the photo to support each piece of evidence.
• Explain – Give reasons for each piece of evidence and how sediment deposition creates coastal landscapes. Use sentence starters such as: ‘This is because...’, ‘One reason is...’.
• Link – Link back to the question about ways in which sediment contributes to coastal landscapes. Finish it off with a one- or two-sentence conclusion about the contribution that sediment deposition can make.

Evaluate means stating how strong each piece of evidence is.

Don’t just describe and explain: show the strength of evidence. For example, if a coastal spit is the most significant feature along a stretch of coast, then sediment deposition makes a big contribution. Draw your argument together in a mini-conclusion – it need only be a sentence or two.
Planning grid

Use this planning grid to help you write high-quality paragraphs. Remember to include links to show how your points relate to each other and to the question. Note that this is an 8-mark question, so needs three PEE Paragraphs.

Note that the fourth row helps you to focus on ‘evaluate’ – to evaluate the evidence.

<table>
<thead>
<tr>
<th>Point</th>
<th>Explanation</th>
<th>Evidence (from your own knowledge)</th>
<th>Evaluation of the evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

2 Write your answer

Using Figure 1, evaluate the part played by sediment deposition in creating coastal landscapes. (8 marks, plus 4 marks SPaG)

<table>
<thead>
<tr>
<th>Strengths of the answer</th>
<th>Ways to improve the answer</th>
<th>Level</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
8-mark questions using ‘Evaluate’ in Paper 2

3 Mark your answer

1. To help you to identify if the answer includes well-structured points, first highlight or underline:
   - points in red
   - explanations in orange
   - evidence in blue
   - links to the question that show evaluation.

2. Use the mark scheme below to decide what mark to give. 8-mark questions are not marked using individual points, but instead you should choose a level and a mark based upon the quality of the answer as a whole.

3. Remember to give a mark for SPaG!

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Descriptor</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No acceptable response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1–3</td>
<td>For AO3</td>
<td>• The spit comes from waves which break on the beach and longshore drift takes place.</td>
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<tr>
<td></td>
<td></td>
<td>• The photo shows a sandy beach which reaches almost across the river.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Deposit creates many features like spits and beaches.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4–6</td>
<td>For AO3</td>
<td>• Coastal spits are formed when waves break on the shore at an angle and take sediment along the coast forming a long, sandy headland into the water.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Figure 1 shows how the river stops the spit from forming a bar which would join the two bits of coast together. So deposition can create important landforms.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• There might be many coastal deposits along a coast, like sandy beaches which lead to resorts like Brighton.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7–8</td>
<td>For AO3</td>
<td>• The coastal spit shown has been formed by two sets of processes. The main one is longshore drift, caused by winds creating waves which hit the shore at an angle.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Figure 1 shows a coastal spit which has forced the river to divert from where it used to reach the sea. This shows the impact of sediment – it can divert features such as rivers.</td>
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<tr>
<td></td>
<td></td>
<td>• Spits are really significant landforms, like Spurn Head in East Yorkshire which shelters the Humber from storms.</td>
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<td></td>
<td></td>
<td>For AO4</td>
<td>• Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument.</td>
</tr>
<tr>
<td>2</td>
<td>4–6</td>
<td>For AO3</td>
<td>• Applies understanding to deconstruct information and give some logical connections between concepts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• An imbalanced argument that draws together some points.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Judgements supported by some evidence.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7–8</td>
<td>For AO3</td>
<td>• Applies understanding to deconstruct information and make logical connections between concepts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A balanced, well-developed argument that draws together relevant points coherently.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Makes judgements supported by evidence.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>For AO3</td>
<td>• Uses some geographical skills to obtain accurate information that supports some aspects of the argument.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The sample answer is marked on the next page. The following have been highlighted to show how well each answer has structured points:</td>
<td></td>
</tr>
</tbody>
</table>
|       |       | • points in red
|       |       | • explanations in orange
|       |       | • evidence in blue
|       |       | • links to the question that show evaluation are underlined. |

4 Sample answer

Read through the sample answer below.

a) Go through it using the three colours in section 3, including underlining any evaluative points.

b) Use the level descriptions to decide how many marks it is worth.

The photo shows a spit formed of sand that has been deposited on the beach. The waves approach at an angle and wash the sand up the beach, where it runs back down in a zig-zag pattern. Further waves repeat the process, so an elongated spit is formed. The spit in the photo moved until it reached the river, and the river current has then shaped it where it runs out to sea. The river in the photo has been diverted around the spit. Deposition can therefore divert river flow, showing how important it is.

Another depositional landform is a sand bar, which is like a spit except that there is no river to prevent movement of sand. The bar develops until it cuts off a lagoon. The lagoon can create important wildlife refuges because freshwater behind the bar remains sheltered and ideal for wildfowl, especially in winter. This means that deposition can create important features of coastal landscapes, like mud flats behind a spit, which are areas of calm water away from storms.

The final contribution made by coastal deposition is beaches, which have physical impacts because they protect cliffs from erosion by absorbing friction from advancing waves. Where longshore drift moves beach material away, it may increase coastal retreat.

5 Marked sample answer

The sample answer is marked on the next page. The following have been highlighted to show how well each answer has structured points:
Another depositional landform is a sand bar, which is like a spit except that there is no river to prevent movement of sand. The bar develops until it cuts off a lagoon. The lagoon can create important wildlife refuges because freshwater behind the bar remains sheltered and ideal for wildfowl, especially in winter. This means that deposition can create important features of coastal landscapes, like mud flats behind a spit, which are areas of calm water away from storms.

The final contribution made by coastal deposition is beaches, which have physical impacts because they protect cliffs from erosion by absorbing friction from advancing waves. Where longshore drift moves beach material away, it may increase coastal retreat.

Deposition can therefore divert river flow, showing how important it is. The photo shows a spit formed of sand that has been deposited on the beach. The waves approach at an angle and swash takes the sand up the beach, where it runs back down in a zig-zag pattern. Further waves repeat the process, so an elongated spit is formed. The spit in the photo moves until it reached the river, and the river current has then shaped it where it runs out to sea. The river in the photo has been diverted around the spit Deposition can therefore divert river flow, showing how important it is.

The mark given is therefore a best fit between AO3 and AO4, so the candidate is given 6 marks. For SPaG, the answer is given 4 marks – spelling, syntax, and paragraphing are all good.

This is a good answer. This candidate explains three landforms, and uses the photo to identify features. The photo is used in the first paragraph, but not afterwards, so AO4 is less here than AO3, where the candidate shows some good explanation. The answer needs a final mini-conclusion in the last sentence.

The descriptors for Level 3 for AO2 applies to this answer:

- ‘Applies understanding to deconstruct information and make logical connections between concepts’ – the candidate shows an ability to describe landform formation in some detail. Landforms are identified and processes described.

- ‘… A balanced, well-developed argument that draws together relevant points coherently’ – the candidate develops an argument to show how important deposition is.

- ‘Makes judgements supported by evidence’ – the candidate refers to the photo meaningfully, firstly by naming the landforms, and secondly by explaining the significance of the landforms. Because the photo is not referred to much in the answer, the descriptor for Level 2 for AO4 applies:

- Uses geographical skills to obtain accurate information that supports some aspects of the argument – more use could be made of the photo.

The examiners feedback would probably be about a place that you haven’t studied. Don’t worry about this – it is your ability to read and interpret the booklet that is being assessed, not your knowledge of the place.

The last question will ask you to make a decision about the issue in the Resource Booklet. That will need thinking and planning time – that’s why the timing of the paper is different.