These are the pages of new material from the new edition
Understanding GCSE Geography Teacher’s Resource Pack. The
complete pack is available to order.

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4.4 Management issues in glacial landscapes

Figure 1 shows a proposed tourist development in an abandoned quarry in Snowdonia, an upland glaciated area.

1. Describe the main features of the development.

2. Complete a table like the one below to show the social and economic impact on the town of Llanberis.

<table>
<thead>
<tr>
<th>Social impact</th>
<th>Economic impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td></td>
</tr>
<tr>
<td>Disadvantages</td>
<td></td>
</tr>
</tbody>
</table>

3. Suggest what political issues may arise for local government in the planning of such a development.

4. How has the development been planned to make the best use of the local area for:
   a) the planned facilities and attractions
   b) conservation of the environment?

5. There were two other proposals for the reclamation of the old quarry:
   a) To be used as a waste tip and then reclaimed for recreational use.
   b) To be reclaimed and landscaped as a nature reserve.

Discuss with a neighbour the advantages and disadvantages of these two proposals. Record your comments and contribute to a class discussion. Write a letter to the local paper saying which of the three proposals you would prefer and why.
5 Coastal landscapes and processes

5.7 Should sand extraction south of Blackpool be allowed to continue?

Blackpool is a seaside resort with an impressive pier, tower and the Golden Mile. Its role as a seaside resort brings with it some issues and problems but there are other environmental problems such as sand extraction.

Figure 1 shows where sand extraction is taking place close to Blackpool. In 1980 William Rainford Ltd gained permission to extract sand from the beach at Lytham St Anne’s. The annual limit is 185,000 tonnes of sand, which is used as an aggregate in the construction industry.

The sand extraction brings with it both advantages and disadvantages. Longshore drift goes from south to north, and the extraction is depriving Blackpool’s beaches of a sand supply. It would be an environmental and economic disaster if the beach disappears. Beach levels have dropped in Blackpool and along other parts of the Fylde coast. In 2000 Blackpool’s director of technical services reported that levels had dropped by over 1 metre, leading to sea walls being undermined. Major sea defence works costing £18 million are needed to repair and replace lost defences. However, the sand extraction is a lucrative business, providing jobs and money. Fylde Council argues that the sand extraction has no detrimental environmental impact. The Council receives £50,000 per year from Rainford’s for the permission to extract the sand.

Hold a public enquiry to decide whether the sand extraction should be allowed to continue. Working in small groups, select one of the following roles:

- Chair of Fylde Council
- hotel owner at Blackpool
- employee of William Rainford Ltd
- a local builder’s merchant
- Blackpool’s director of technical services
- a local resident in Blackpool
- a representative of a local environmental pressure group.

Prepare a statement to read to the public enquiry. It should last about 5 minutes. Also prepare some questions/arguments to present to the other groups represented.

Select a Chair and hold your enquiry. Have a free vote at the end to decide the outcome of the enquiry.

Following the enquiry, complete this table to show the issues involved.

<table>
<thead>
<tr>
<th>Advantages of sand extraction</th>
<th>Disadvantages of sand extraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>Economic</td>
<td></td>
</tr>
<tr>
<td>Political</td>
<td></td>
</tr>
</tbody>
</table>

![FIGURE 1](The site of sand extraction in the Blackpool area.)

![FIGURE 2](The site of sand extraction in the Blackpool area.)
How does climate affect human activity?

<table>
<thead>
<tr>
<th>Feature</th>
<th>The United Kingdom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate</td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
</tr>
<tr>
<td>Human activity</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>Way of life</td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

1 Using pages 80–1 in the student book, complete the table above for the United Kingdom to show how climate affects human activity.

2 Choose another type of climate. The following are some suggestions: savanna, hot desert, tundra, cold continental, equatorial.
   a) Use an atlas to find a country with that particular climate. Make a copy of the table above, and fill in the name of your selected country in the second column.
   b) Research your country using CD-ROMs, the internet, etc. to discover the matching information and to complete the table.

3 Write an essay comparing the two environments in terms of their climate, environment and human activity.
Drought in Africa and in the UK

Read pages 86–7 of the student book, on drought. You may wish to investigate CD-ROMs and the internet to find out more about droughts in different parts of the world.

Droughts affect countries or areas in different ways. The UK is an MEDC whereas many countries in Africa are LEDCs where the impact can be much more devastating.

1 Read the following statements carefully. Produce two lists: one of the statements likely to apply to an MEDC like the UK, and the other of statements likely to apply to an LEDC such as Ethiopia in Africa.

Hosepipe bans
Crops died and so there was no food for the local people
Standpipes in the streets
Dairy farmers worried about lack of grazing – feeding cattle on stores of winter fodder
Millions of animals died as the grazing land became barren
Thousands of people starved to death
Foreign holidays worth £350 million were unsold
Cereal growers able to have an early harvest
Thousands migrated to refugee camps in neighbouring countries
Widespread malnutrition and death
Holiday resorts reported one of the best seasons ever
Record sales of ice creams, salad foods and soft drinks in the shops
Economies that relied on food crops were badly hit
Potato growers face a very poor harvest
Water being imported by boat

2 Suggest some socio-economic, environmental and political issues caused by droughts in LEDCs and MEDCs. Complete the table below.

<table>
<thead>
<tr>
<th>LEDC</th>
<th>MEDC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-economic issues</td>
<td></td>
</tr>
<tr>
<td>Environmental issues</td>
<td></td>
</tr>
<tr>
<td>Political issues</td>
<td></td>
</tr>
</tbody>
</table>

3 Give three main differences between MEDCs and LEDCs in terms of the impact of drought.

4 Give three major differences in the way LEDCs and MEDCs respond to drought.
Tropical grasslands – summary sheet

Climate
Draw a sketch to show the temperature and precipitation characteristics.
State:
Highest monthly temp. ..........
Lowest monthly temp. ..........
Mean annual rainfall ..........
Distribution of rainfall during the year ..........

Vegetation
Number of layers ..................
Examples of tree types and plants
...................................................................................................................
...................................................................................................................
...................................................................................................................
...................................................................................................................
...................................................................................................................
Complete a sketch in the box of the grassland vegetation.

Soil
Label the calcium-rich and litter layers. What does the arrow represent?
...................................................................................................................
...................................................................................................................
...................................................................................................................
...................................................................................................................
...................................................................................................................

Economic
What are the economic uses of the ecosystem?
...................................................................................................................
...................................................................................................................
...................................................................................................................
...................................................................................................................

List some of the problems in the tropical grasslands.
...................................................................................................................
...................................................................................................................
...................................................................................................................
...................................................................................................................
...................................................................................................................
Desertification

1. Complete the five empty boxes in Figure 1 using these words once to show the causes of desertification:
   - increased number of animals
   - overcultivation
   - less rainfall
   - loss of vegetation
   - deforestation.

2. Read the article in Figure 2, about desertification.
   a) What does the term ‘dogma’ mean?
   b) What is meant by ‘desert margins have a fixed “carrying capacity” of humans and animals’?
   c) What does the director of UNEP claim to be one of the main causes of desertification?
   d) Which two countries provide the evidence against this?
   e) State evidence which suggest that the director of UNEP is incorrect.

Amid the shimmering sands of the desert margins, dogma often stands in for reality. One such dogma holds that desert margins have a fixed ‘carrying capacity’ of humans and animals. According to a recent executive director of UNEP (United Nations Environment Programme), ‘when the number is exceeded, the whole piece of land will quickly degenerate. Population pressure is definitely one of the major causes of desertification’.

True? New research suggests not. Long-term studies show that in the desert margins of two of Africa’s largest and fastest-growing countries – Nigeria and Kenya – the opposite has happened. Rapidly increasing populations emerge from these studies as saviours of the landscape, rescuing it from rampant soil erosion, and protecting trees and conserving water.
The need for management of forests

The clearance of natural forests and woodlands continues throughout the world. Rainforests are being cleared in tropical countries, and coniferous forests in Russia, Sweden and Canada. In Russia the government is desperate for hard currency, and there is no management or replanting.

Some advantages of keeping the forests
Reasons for keeping the world’s forests:
• Trees use the sun’s energy and provide food, they offer habitats for most land-based plants and animals.
• They provide a wealth of foods and medicines essential to human health.
• They intercept rainwater, delaying run-off and reducing the risks of flooding and soil erosion.
• They absorb carbon dioxide, one of the greenhouse gases responsible for global warming.
• They regulate local temperature and rainfall.

Can the forests be saved?
Much depends upon the ability of governments to implement sustainable management of forests. They can still use forest products, but so as not to destroy the forests and their resources. Management involves planning, training workers and practising sustainable forestry techniques such as selective logging and re-planting. Policing the forests and monitoring the work to make sure that the plans are being carried out, are essential.

So far the records of governments have not been good. Governments in the MEDCs, which have no tropical rainforests of their own, are under pressure from environmental groups and political parties, such as the Green Party, to stop the destruction of the rainforests. Governments of the LEDCs, such as Brazil, resent being dictated to by countries such as the USA which have little natural forest left to protect.

Government attitude is important. The democratically elected governments in Brazil in the 1990s were much more conservation-minded than the previous military governments. In 1997 the Brazilian government suspended the issue of licences to harvest mahogany.

▲ FIGURE 1 Information about forested areas in Malaysia and elsewhere.

1 Why are the world’s forests being cleared?
2 List four advantages of keeping the world’s forests.
3 Suggest ways in which the world’s forests can be saved.
Human use of coniferous forests

Usefulness to people
Softwood coniferous trees are the world’s main source of commercial timber. Their use has many advantages.

- Except in very cold areas, they grow quickly. Replanted trees can be cut again after 40–50 years.
- Many trees of the same type grow together.
- Frozen ground in winter makes access easier for heavy machinery and means of transport.
- The softwood has many different uses – from lengths of timber used for construction to pulp used for making paper.

On the other hand the soils are almost worthless for farming once the woodland has been cleared. The goodness – organic material and minerals – has been leached out beyond the reach of crop roots. The soils are too acidic for most crops. The iron pan forms an impermeable layer which may cause surface waterlogging.

Therefore coniferous woodlands have been planted in many of the upland areas of the UK, where farming is far from easy. The trees are a profitable way of using land that may be too high, steep and infertile for farming. The forests can also be used by visitors for recreation. Kielder Forest near the Scottish border in northern Northumberland is one example.

Kielder Forest
- The forest covers 100 000 hectares.
- Over 1 million coniferous trees have been planted.
- Sitka spruce covers the largest area – planted because it is fast-growing.
- Timber is used for construction purposes and for paper-making.
- There are 300 000 visitors to the forest each year.
- Forest tracks, picnic sites, log cabins and camping/caravan sites are provided.
- Visitor activities include walking, horse-riding, cycling and orienteering.

1 How large is Kielder Forest in Northumberland?
2 Give three uses of the trees/forest.
3 What are the advantages of planting the softwood trees?
4 How have visitors been catered for at Kielder Forest?
5 Why is forestry a better option than farming in the Kielder Forest area?
8 Population

Practice GCSE question

1 Population

a) Study Figure 1 showing three estimates of the future population in the world.

i) What is the estimated population of the world in the year 2000?  

ii) Population growth depends on the balance between the birth rate and death rate. Complete the box below by writing each of the following phrases in the correct space:  

Birth rate about equal to the death rate  
Birth rate much higher than the death rate  
Birth rate lower than the death rate  

<table>
<thead>
<tr>
<th>Estimated population</th>
<th>Balance between birth rate and death rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>High estimate</td>
<td></td>
</tr>
<tr>
<td>Medium estimate</td>
<td></td>
</tr>
<tr>
<td>Low estimate</td>
<td></td>
</tr>
</tbody>
</table>

iii) Define the term ‘birth rate’.  

iv) Describe how a country can reduce its birth rate.  

b) Study Figure 2 showing the distribution of world population by region.

i) Complete Figure 2 by drawing the bar for 2020 using the figures below.  

World population by region in 2020 (estimated)

<table>
<thead>
<tr>
<th>Region</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia and Oceania</td>
<td>4.5 billion</td>
</tr>
<tr>
<td>North America and Western Europe</td>
<td>0.5 billion</td>
</tr>
<tr>
<td>Eastern Europe and USSR/Russia</td>
<td>0.3 billion</td>
</tr>
<tr>
<td>Africa</td>
<td>1.7 billion</td>
</tr>
<tr>
<td>Latin America</td>
<td>1.8 billion</td>
</tr>
</tbody>
</table>
ii) What is expected to happen to the total world population? \((1\, \text{mark})\)

iii) Say which of the following statements are true or false. \((4\, \text{marks})\)

- The region with the largest proportion of the world’s population is Asia and Oceania. 
- The MEDCs have the greatest share of the world population.
- Between 2000 and 2010 Latin America’s share of the population increases the most.
- The total world population is expected to more than treble between 1950 and 2010.

C) Choose one example of a scheme involving resource exploitation, e.g. deforestation.

Describe how the scheme has helped to provide for an increase in population. \((6\, \text{marks})\)

Name of scheme: ...........................................................................................................

Description: ................................................................................................................

........................................................................................................................................

........................................................................................................................................

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........................................................................................................................................

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........................................................................................................................................

........................................................................................................................................
2 Population

a) Study Figure 1 showing three estimates of the future population growth in the world.

i) Calculate the difference in estimated population between the low estimate and the high estimate in 2150.

(2 marks)

ii) Suggest reasons why there is such a difference between the high and low estimates of future population of the world.

(4 marks)

iii) Using one or more examples, explain how countries can reduce population growth.

(4 marks)

b) Study Figure 2 showing the distribution of world population by region.

i) Complete Figure 2 by drawing the bar for 2020 using the figures below.

![FIGURE 2](image)

- Latin America
- Africa
- Eastern Europe and USSR/Russia
- North America and Western Europe
- Asia and Oceania

World population by region in 2020 (estimated)

<table>
<thead>
<tr>
<th>Region</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia and Oceania</td>
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<td>1.7 billion</td>
</tr>
<tr>
<td>Latin America</td>
<td>1.8 billion</td>
</tr>
</tbody>
</table>

ii) Describe the changes shown by the graph in Figure 2.

(3 marks)

c) Choose a scheme involving resource exploitation, e.g. deforestation.

Describe and explain how the scheme has helped to provide for an increase in population.

(8 marks)
Mark scheme: Practice GCSE questions

Practice GCSE questions

1 Population

a) i) 6000–7000 million (1 mark)

ii) High – birth rate much higher than death rate
Medium – birth rate about equal to death rate
Low – birth rate lower than death rate. (3 marks)

iii) Birth rate is the number of (live) births per 1000 or per year (1 mark). (2 marks)

iv) Birth control, contraception, improved health care, education of women, development, industrialization, etc.
Any four points described. Accept elaboration, examples. Up to 2 marks for a method with elaboration. (4 marks)

b) i) 1 mark for one correct, 2 marks for two correct, 3 marks for three correct, 4 marks for four/five correct. Maximum of 2 marks if shading/labelling not done. (4 marks)

ii) Increase/go up. (1 mark)

iii) True; false; false; true. (4 marks)

c) Level 1 (1–3 marks)
Basic: e.g. deforestation.
Scheme has provided more space so more food is grown, and more houses are built.

Level 2 (4–6 marks)
Clear: greater detail, may refer to a specific scheme (not essential), e.g. in the Amazon Basin deforestation for mining has provided jobs and people have migrated to the area. (6 marks)

2 Population

a) i) Approximately 29 000 million to 4000 million = 25 000 million (1 mark for number accuracy, 1 mark for units). (2 marks)

ii) Need to refer to difficulty of forecasting population change and/or the differences generated by birth and death rates, e.g. the high estimate assumes birth rates will be higher than death rates causing rapid population growth; credit reference to assumptions about world food supplies rising to keep pace with population growth. The low estimate assumes, as in some European countries already, that birth rate may fall below the death rate causing population totals to fall. (4 marks)

iii) Birth control, contraception, improved health care, education of women, development, industrialization, longer life expectancy, reduced infant mortality, etc. Any four points explained. Accept elaboration, examples, i.e. up to 2 marks for a method with elaboration. (4 marks)

b) i) 1 mark for one correct, 2 marks for two correct, 3 marks for three correct, 4 marks for four/five correct. Maximum of 2 marks if shading/labelling not done. (4 marks)

ii) Total population increases = 1 mark. Share in Asia is largest. Share in LEDCs is largest. Latin America share declines between 2000 and 2010, i.e. credit small-scale changes. Any three valid points for 3 marks. (3 marks)
continued ...

c) Level 1 (1–3 marks)
Basic: e.g. deforestation.
Scheme has provided more space so more food is grown, and more houses are built.

Level 2 (4–6 marks)
Clear: greater detail, may refer to a specific scheme (not essential), e.g. in the Amazon Basin deforestation has allowed roads to be built, and new settlements.

Level 3 (7–8 marks)
Detailed information about the chosen scheme and full explanation of its usefulness, e.g. at Carajas in the Amazon Basin deforestation for mining has provided jobs and people have migrated to the area.  

3 Population

a) i) Didsbury’s population increased. (1 mark)

ii) In and around the city centre the population declined (1 mark) by up to 40 per cent (1 mark), i.e. 1 mark for recognition of location of inner city close to CBD and 1 mark for an elaboration using values. (2 marks)

iii) Must be described – 1 mark for factor and 1 mark for elaboration, e.g. degraded environments with empty warehouses and shops; low quality, slum-like housing with few facilities, e.g. gardens, bathrooms, central heating; lack of employment as factories have closed or moved away, etc. (4 marks)

b) i) Canada – approx 17 per cent; Honduras – approx 38 per cent. (2 marks)

ii) Differences may be implicit:
Honduras: wide base, narrow top, triangular, many young, few old, high infant mortality, low life expectancy.
Canada: opposite of above plus beehive shape, declining birth rate, top heavy, ageing population, etc. (4 marks)

iii) Canada – Stage 4; Honduras – Stage 2 or 3. (2 marks)

iv) Differences may be implicit: Honduras: problems connected with high population growth/large numbers of children/high dependency ratios – need for birth control; shanty towns; lack of food, space, raw materials; unemployment; rapid urbanization; land, air, water pollution; clean water supplies, etc.

Level 1 (1–2 marks)
Basic: e.g. not enough food, houses, jobs, etc.

Level 2 (3–4 marks)
Clear: greater abstraction, recognizes the importance of the youthful nature of the population, the likelihood of rural to urban migration and the creation of shanty towns, the likelihood of even greater future growth, etc. (4 marks)

Level 3 (5–6 marks)
Detailed: needs to refer to areas with high and low densities and give detailed explanation, e.g. in the Sahara densities are low because of low rainfall mostly under 250mm making crop growth impossible. In Europe densities are high because of flat land and fertile soils allowing a wide variety of farming types which can support high densities of population. (6 marks)
CASE STUDY

Stowgill Farm in Cumbria

Log on and access the National Farmers Union website at:
www.nfu.org.uk/education

Go to case studies of farms for secondary schools and then go to hill sheep.

The website for Stowgill Farm includes text, a land use map and aerial photographs of the farm. You will need to use all of these to answer the questions that follow.

1 Describe the location of the farm.

2 How large is the farm in total? Give your answer in hectares.

3 Describe the physical features of the farm: relief, altitude (height), soil and climate.

4 Complete a table like the one below. You will need to calculate the percentage land use – it is not on the website.

<table>
<thead>
<tr>
<th>Land use type</th>
<th>Hectares</th>
<th>% land use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grassland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rough grazing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common grazing on the open fell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 The farmer owns all the land except the open fell which is available for all the local farmers to use as grazing land.

a) What percentage of the farmland does the farmer own?

b) What percentage is open fell used as common grazing land?

c) Give two reasons why crops cannot be grown and why sheep are reared.

6 Print off a large version of the land use map of Stowgill Farm.

7 Download a photograph of the farm viewed from the south-east. It must include the farm and all three different land uses show on the land use map.

Either:
Add labels to the photograph to show the main features of the farm before you print if off.

Or:
Print the photograph and write the labels onto the photograph by hand.

Suggested labels for the photograph:
Open fell hay and silage inbye flat land steep moorland woodland rough grazing improved grassland dry-stone walls farm farm road smaller fields

8 Livestock on the farm

a) Name two breeds of sheep kept on the farm.

b) How many sheep are there? What is the main type?

c) Use the glossary to give definitions of:
   ewe  gimmer  tup
continued ...

9 Labour
   a) What is the full-time labour force?
   b) Is any part-time labour used? If so, what type and what for?

10 Machinery and buildings
   What are the main types of machinery and buildings used on the farm?

11 Systems diagram
   Produce a systems diagram for the farm. Use a table like this:

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Processes</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grassland</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12 a) What are pesticides used for on the farm?
   b) What might be the disadvantages of using pesticides?
   c) What happens to the outputs from the farm? Where do they go? What are they used for?

13 The influence of the European Union
   The farm has a sheep quota and subsidies.
   a) What is the LFA sheep quota (use the glossary)? How many units does the farm have?
   b) What subsidies does the farm receive?
   c) What contribution do they make to the farmer’s income?

14 The farmer’s year
   Construct a circular graph like the one on the right to show the work on the farm throughout the year.

15 a) What is diversification?
   b) How has the farm diversified?
   c) What else could the farm do to increase its income? Suggest some other techniques or forms of diversification.

16 What problems has the farm been suffering in recent years?

17 a) What has been the final outcome for the farm?
   b) Should the present situation be allowed to continue? How could it be stopped?
14.1 How to succeed in Geography exams

In order to achieve your potential in GCSE Geography you need to get the preparation right and be on your mettle on the day.

Understand the assessment
- How many papers will you take?
- What will be tested on each one?
- If there is choice, which questions should you be answering?

Know the work
- You cannot learn work that you do not understand.
- Make sure you understand the work – use books and ask your teacher if you don’t.
- Revise thoroughly so you know the work before you go into the examination.
- To achieve the top grades you must know and use the details of case studies/actual examples.

Understand GCSE questions
Every question usually has at least two parts:

1 The command words – what you are being asked to do.

2 The geography that is being tested – the question theme that may also specify an area of the world.

Understand command words
No matter how well you have revised your geography for the examination you will not achieve a good grade without being totally tuned in to what the questions are asking. Below is a list of command words you may come across in your examination:

<table>
<thead>
<tr>
<th>Command word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify/Name/State/Give</td>
<td>A short sentence or word is enough</td>
</tr>
<tr>
<td>List</td>
<td>Identify a number of features</td>
</tr>
<tr>
<td>Complete</td>
<td>Finish a graph/map/cross-section/paragraph/sentence</td>
</tr>
<tr>
<td>Describe</td>
<td>Give a written account of the distinctive features – no explanation</td>
</tr>
<tr>
<td>Define</td>
<td>Precise meaning of a term needed – usually 1 or 2 marks</td>
</tr>
<tr>
<td>Shade</td>
<td>Use pencil or coloured pencils to highlight part of a graph/diagram</td>
</tr>
<tr>
<td>Draw</td>
<td>Make a sketch – you are often asked to label at the same time</td>
</tr>
<tr>
<td>Mark</td>
<td>Show a particular point clearly by placing an arrow/line/mark, etc.</td>
</tr>
<tr>
<td>Label</td>
<td>Add names or details to a map/diagram/graph</td>
</tr>
<tr>
<td>Annotate</td>
<td>Add notes of explanation to a diagram/map – more than just a label</td>
</tr>
<tr>
<td>Explain/Give reasons for/Suggest reasons why/Account for</td>
<td>Say why something occurs – often the formation of physical features</td>
</tr>
<tr>
<td>Compare</td>
<td>Direct comparison of similarities and differences between two sets of information or places – not two separate accounts</td>
</tr>
<tr>
<td>Comment on</td>
<td>Give your own views about the information</td>
</tr>
<tr>
<td>Calculate</td>
<td>Work out a numerical answer</td>
</tr>
<tr>
<td>With reference to/Illustrate your answer with</td>
<td>Usually needs case study information or examples or reference to a map/diagram</td>
</tr>
</tbody>
</table>

Beware! Some questions include two commands, e.g. Describe and explain/Give the advantages and disadvantages/Mark and label... Make sure you do both parts!