Edexcel Geography A-level

The 20 mark question: Evaluate the view that…

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

Paper 1: 1 of these in **Coasts**, 1 from either **Water** *or* **Carbon**

Paper 2: 1 of these in **Regeneration** and 1 in **Health, human rights & intervention**

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–5	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	6-10	• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
Level 3	11-15	• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	16-20	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

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Guide to the PEACE paragraph structure

You should be using the PEACE paragraph structure for your longer essay questions (12 and 20 markers).

	What does this mean?	**For example:**
P= Point	Make your point!	Accessibility and reliability of energy is a key aspect of energy security…
E= Example	A specific, named **example** (this will usually be a place and a thing that happened)	…and in these ways the **UK** is very energy secure. The **National Grid** provides electricity directly…
A= Application	This will be the main part of your paragraph, where you explain and apply geographical knowledge	…to homes and businesses, meaning that consumers have access to energy at any time at the flick of a switch. This source is generally very reliable: power cuts are rare and usually only happen in the case of extreme weather events as opposed to being a failure of the electricity network itself.
C= Conversely…	This is where you acknowledge that there are other ideas which might be different to/not support the point you're making.	However, electricity has become much more expensive recently, meaning that it is becoming less affordable. This means that despite its availability and reliability it may not always be truly accessible for all customers.
E= Evaluation	Link back to the question and evaluate the importance of your point. Especially important in 20- markers where you get marks for ongoing evaluation.	Regardless, the UK can be described as energy secure in terms of its generally reliable electricity supply.

- Don't be tempted to create a whole other argument for your **Conversely (however)** section- it should be **1-2 sentences**. If it's getting longer than that, maybe it needs to be covered in a whole other paragraph as a separate point.
- Your **evaluation** is going to be **1-2 sentences** tying the paragraph together and linking it back to the question, no more
- Don't forget- this structure applies to your main paragraphs. You'll also need a short introduction paragraph and a final conclusion paragraph!

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How to approach the evaluate question: *Evaluate the view that…*

0% Disagree ——— 100% Agree

How much?	How far do you agree?	How important?	What impact?
100%	Completely	Extremely	High
75%	Strongly	Very	Significant
50%	Undecided	Quite	Moderate
25%	Slightly	Some what	Partial
0%	Not at all	Minor	None

Try to avoid being around the 50%/undecided area. In general answers are better/stronger if you come to a **decisive conclusion**, as opposed to saying *well, it's sort of true but also not…*

Yes, there will be arguments against your view and you should acknowledge that, but examiners are looking for a **strong conclusion** to get the highest marks, so do yourself a favour and be decisive!

Some examples of evaluative language

- It is significant because…
- It proves/disproves…
- Of equal importance…
- Insignificant
- Limited success because…
- Problematic/questionable/invalid
- However/whereas/in contrast
- Limited
- Short-term impacts vs long-term impacts
- Despite this benefit…
- This may seem like progress, however…
- On the other hand…
- Although this may seem like a solution, it only has short-term benefits
- The long-term implications of this would suggest otherwise, for example…