

Command terms AND TIPS

BE DIRECT TO THE POINT IN THE NON LONG ANSWER QUESTIONS

IF WE HAVE TO EXTEND THE GIVEN INVESTIGATION FOCUS ON HIS RQ AND HIS POINTS NOT THE OVERALL SOI

GOVERNMENT DOCUMENTS ARE ALWAYS PRIMARY

2 EXPERT OUTLOOKS REQUIRED

BE SPECIFIC IN OPVL AND USE THE TERMS AND THE NAMES FROM THE SOURCE ITSELF

USE ALL THE STATISTICS GIVEN IN THE SOURCE AND DIRECTLY REFERENCE IF THEY SAY ANALYZE SOURCE THEN LIKE AS SEEN IN SOURCE B

FOR PRIMARY WRITE SPECIFIC LIKE DATA FROM SURVEYS ON SPECIFIC TOPIC

FOR STAKEHOLDERS DON'T MAKE IT VAGUE WRITE SPECIFIC PROFESSION AND COUNTRY AND LIKE JOB AND ALL

PROOF READ ALL

Presentation should have emotive language

read who ur writing it for who u represent and the format and decide tone based on that

proof read everything

IN EMAIL USE FIRST PERSON OFTEN AND MAKE SURE IT DOESN'T READ LIKE AN ESSAY

IN PRESENTATION ALSO USE FIRST PERSON AND SIMPLER LANGUAGE AND AS YOU CAN SEE FIRSTLY SECONDLY LIKE THAT

WHEN WRITING CHALLENGE WRITE HOW TO OVERCOME

WHEN WRITING GOVERNMENT DOCUMENT WRITE WHICH GOVERNMENT ORGANIZATIONS LIKE NASA USGS OF EUROPEAN ENVIRONMENT AGENCY FOR GIS DATA

DON'T WRITE LIKE "LIMITED RESOURCES" WRITE SPECIFIC TYPE OF RESOURCE FINANCIAL OR WHATEVER

▼ Command term based thing READ IMP

1. EVALUATE / TO WHAT EXTENT

What is expected:

- A *balanced and judgment-based* response.
- Includes *evidence for and against*.
- Ends with a **justified conclusion** that reflects your argument.

Trend in markschemes:

- **Top-band answers (7–8)** explicitly compare different viewpoints and clearly justify their final conclusion using case studies and evidence.
- Simply describing or listing points will only get you **mid-band marks (4–6)**.

✓ **Tip:** Use this structure:

- Paragraph 1: Argument in favor
 - Paragraph 2: Argument against
 - Paragraph 3: Conclude by evaluating which is stronger and why (impact, sustainability, scale, etc.)
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2. DISCUSS

What is expected:

- Present multiple sides or aspects of an issue.
- Go beyond description—**compare, explain, and link ideas**.

Trend in markschemes:

- Good answers show **depth and breadth** with clear examples.
- Answers that merely list points without developing them tend to be capped around **3–4 marks**.

✓ **Tip:** Treat it like a mini debate. Use phrases like "However...", "On the other hand...", "A limitation of this is..."

3. ANALYSE

What is expected:

- Break down a concept into its **components** and explain **how they interact**.
- Often involves a **case study or real-world data**.

Trend in markschemes:

- Higher marks awarded when candidates explain the **connections between causes, effects, and implications**, not just name them.

✓ **Tip:** Use connective phrases: "This leads to...", "This is significant because...", "A consequence of this is..."

4. EXPLAIN

What is expected:

- Give **reasons or mechanisms** behind a phenomenon.
- Go **beyond stating facts**—justify them with "why" or "how".

Trend in markschemes:

- 2-mark questions: 1 developed point often enough.
- 4-mark questions: typically expect **2 points with development**.

✓ **Tip:** Structure answers using **PEEL** (Point, Evidence, Explanation, Link).

5. DESCRIBE

What is expected:

- Identify and **state patterns, features, or trends**—especially in graphs or maps.
- Use **quantitative data** (figures, direction, magnitude).

Trend in markschemes:

- Candidates who quote specific numbers (e.g., "The rainfall peaks at 300 mm in July") often earn full marks.
- Vague answers ("It increases a lot") are limited to 1 mark or less.

✓ **Tip:** Use spatial/temporal phrases: "From west to east...", "Between 1990 and 2010...", "Most significantly..."

✓ GENERAL STRATEGY TRENDS

- Examiners always reward clear structure, development, and relevance to the command term.
- **Case studies** are crucial for higher-band answers, especially for Evaluate, Discuss, and Analyse.
- Top responses consistently **use geographical terms** and **link back to the question** in the conclusion.

▼ More tips and all read IMP

✓ 1. Command Term Response Planner (MYP Geography)

Command Term	What to Do	Tips to Succeed
Describe	Say what you see. Mention patterns, features, and use data.	Use compass directions, dates, numbers, trends. Don't explain why.
Explain	Give reasons. Use cause-effect language.	Structure with PEEL: Point → Evidence → Explanation → Link.
Analyse	Break it down and show relationships or patterns.	Go deeper—link cause and consequence; compare different data points.
Discuss	Explore multiple perspectives and weigh them.	Give pros and cons. End with a summary or judgment.
Evaluate / To what extent	Make a judgment with supporting arguments.	Present both sides, use examples, conclude with a strong opinion.
Compare	Show similarities (and often differences).	Use linking words: "Whereas", "Similarly", "In contrast".
Contrast	Highlight the differences only.	Focus on 2 clear aspects per item; don't include similarities.
Justify	Defend a decision or viewpoint.	Use evidence and case studies to prove why one option is better.



2. RQ Formation (Research Question)

◆ What Makes a Strong RQ?

- **Clear and focused:** Avoid vague questions like "How does tourism affect the environment?"
- **Tied to the SOI (Statement of Inquiry):** It should connect directly to concepts like sustainability, change, or interaction.
- **Geographical in nature:** Involves **spatial variation, processes, or management.**



Good RQ examples:

- *"How has the construction of hotels affected coastal erosion patterns in Goa, India?"*
- *"To what extent has the Curitiba bus system reduced carbon emissions in the city center?"*



Poor RQ examples:

- *"How does pollution happen?"* (Too broad)
- *"Is tourism good or bad?"* (Too vague)



3. Evaluating Other Student Action Plans (Criterion B)

◆ What to look for:

Focus	What to Check
Sources	Are both primary and secondary sources used? Are they reliable and relevant ?
Sampling	Is the sample size enough? Are different stakeholder groups considered?
Data Collection Methods	Are the methods (e.g., survey, interview, fieldwork) appropriate for the RQ?
Timeframe	Is it realistic ? Does it give enough time for analysis and reflection?

Bias/Limitations	Are potential problems (e.g., bias, access issues, weather) identified?
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✓ Use phrases like:

- "A strength of this plan is..."
- "However, the plan is limited by..."
- "To improve this plan, the student could have..."

4. OPVL-Style Source Evaluation (Origin, Purpose, Value, Limitation)

Component	What to include
Origin	Who made it? When? Where? (Is it a government report, news source, NGO?)
Purpose	Why was it created? To inform, persuade, record?
Value	What does it offer that is useful for the investigation? (First-hand data? Expert knowledge?)
Limitation	What's missing? Is there bias , dated info , or a narrow perspective ?

✓ Use OPVL in evaluation questions when assessing **sources in fieldwork or stimulus-based questions**.

5. 18-Mark Tasks (Criterion D): Text-Type-Specific Requirements

These are **extended response tasks** in formats like:

Text Type	Features Expected	How to Score Highly
Persuasive Speech	Clear stance, rhetorical questions, repetition, figurative language, call to action	Include ethos, pathos, logos , and a formal tone. Use short, impactful paragraphs.
Presentation / Proposal	Structured format (intro, body, recommendation), visual aids if stated	Use data, maps, and clear bullet points . Provide feasible solutions .

Open Letter / Article	Personal tone, direct address, formal argument with evidence	Include case studies , quotes, and suggest real-world actions .
Magazine Feature	Catchy hook, images or figurative writing, balance of facts and opinions	Connect to global issues (e.g., sustainability, equity). Include facts + flair .

✅ In all cases, link to:

- The **Global Context**
- **Key and Related Concepts**
- **Geographical knowledge and case studies**

▼ Opvl guide

Origin - give publisher, author, date, primary/secondary and why it is that and one line about the source, what is the job of the author, where is it published, do we know anything about the author

Purpose - the article/source was published to/in hopes to as seen(evidence).

The source/article targets the (don't use general public) due to the fact that, falling in line with the author's intention to.

The author's perspective seems to be related to. Global or local purpose where is it intended for as it uses a multitude of(evidence)

The purpose is clear...

Does the author want to spread information, give opinion, persuade, influence.

How was it produced how will that influence the purpose

Why did the author choose this format

Values - The article can be used for a multitude of projects that are extremely beneficial to research in this field. Specifically for geographers the source can be used as.

This can further be used in the study of as it contains(specific use case for geographers and why) .

This can be applied to our studies since it is a(why is it good) , and a(2 points)

The information can be verified in a multitude of sources that include primary and secondary pieces of information. We can further prove the reliability of the information provided as(why is it reliable).

If it's old why is it useful to that time or if new why will it help in the future

Also what we can infer of that time period from the source

How does the piece reflect the circumstances of that time(controversies and stuff)

Is the author good enough to talk about this stuff

Does the date of source make it valuable

objective/subjective

Limitations - if the source does not have an author or date or publisher add that here.

If the article missed on solutions or some other critical point add here with evidence.

If the article does not have depth or evidence for points add that.

Last add why adding this stuff is important

Any inaccuracies in the source

Is the author not good enough for this topic

Does the date create limitations for the source

Are there stereotypes or over generalization

ACTIVITY: OPVL source analysis

■ ATL

- Critical-thinking skills: Recognize unstated assumptions and bias

Newspapers articles, news websites and official reports from national and supranational organizations are widely used as secondary information sources in geography. The constantly changing nature of people's interactions with different spaces means that there are plenty of secondary sources for investigating a geographical theme or issue. The OPVL technique is designed to critically **evaluate** the usefulness of sources. It is based on the following key questions:

Origin:

- Who created it?
- Who is the author?
- When was it created?
- When was it published?
- Who is publishing it?
- Is there anything we know about the author that is relevant to our evaluation?

Purpose:

- Why does this document exist?
- Why did the author create this piece of work?
- What is the intent?
- Why did the author choose this particular format?
- Who is the intended audience?
- What does the document 'say'?
- Can it tell you more than is on the surface?

Value:

- What can we tell about the author from the piece?
- What can we tell about the time period from the piece?
- Under what circumstances was the piece created and how does the piece reflect those circumstances?
- What can we tell about any controversies from the piece?
- Does the author represent a particular 'side' of a controversy or event?
- What can we tell about the author's perspective from the piece?

Limitation:

- What part of the story can we *not* tell from this document?
- How could we verify the content of the piece?
- Does this piece inaccurately reflect anything about the event or issue?
- What does the author leave out and why does he/she leave it out?
- What is purposely addressed?

Working in pairs, **apply** the OPVL technique either to sources you have already used in a prior investigation or to new source material for a geography theme or issue you are currently investigating in your geography class.

Hint

To make the OPVL task manageable try to **evaluate** no more than four sources and only answer one or two prompt questions from each of the OPVL categories in the list.

Assessment opportunities

▼ SOI guide

RQ - to what extent, time period, location, case study

Justification -

each part of the RQ and explain why each one was chosen(why did you choose that location/time period and case study) how will this help us understand the SOI. Therefore how does it connect to the SOI and how is it precise but allow for broad research

Sub Questions -

These should be specific for the RQ not the SOI

Stakeholders-

Pick realistic stakeholders and add one line of how they are useful, why you chose them

Methods to collect and record

1. Official government documents - These documents would contain accurate statistical data on the effectiveness of policies created.
2. Articles/blogs - These blogs by professional environmentalists would provide an expert's perspective on an issue that revolves around educational practices which is where they excel in.

Record

1. Audio recordings of interviews that can be reviewed later on since they would contain exact and accurate information from the original source
2. Digital note taking - this would allow me to have a record of all of the valuable information in a concise manner that eliminates the need to review each and every part of the end research.

Challenges -

Primary information is too hard to collect

Different information when multiple secondary sources portray a completely different perspective we cannot verify the correct one

Language barriers

If it's old the lack of primary sources since its so old

Quality of sources

Lack of primary sources

We cannot conduct in person investigations

▼ RQ practice

▼ M18

Question 3 – Criterion B

The statement of inquiry for the project about urban regeneration is:

The improvement of urban areas should be sustainable.

Question 4a – Criterion B

With reference to the statement of inquiry, **formulate** a clear and focused research question.

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry.	The following is an example that would be awarded (1 mark). 'To what extent can pollution be reduced in large cities?' Note: rewording the statement of inquiry into a question cannot be rewarded.
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	The following is an example that would be awarded (2 marks). 'To what extent can recycling methods reduce the amount of waste in Jakarta?' Note: a "clear and focused research question" should include a named time, place or space that is relevant to the concept or context identified in the statement of inquiry.

To what extent did the green belt policy reduce the carbon footprint of London from 1955 to 1990?

▼ N17

Question 4a – Criterion B

Formulate a clear and focused research question to investigate the **statement of inquiry**.

(4 marks)

Note: a "clear and focused research question" should include a named time, place or space that is relevant to the concept or context identified in the statement of inquiry.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student formulates a research question that is clear and/or focused, with a limited connection to the statement of inquiry.	The following is an example of the type of response that would be awarded (2 marks): <i>Can Egypt manage the River Nile?</i> Note: Award (1 mark) if the Sol is changed or modified to form a RQ. If the Sol is changed into a question and a specific time or location is added, award (2 marks).
3–4	The student formulates a research question that is clear and focused with a clear connection to the statement of inquiry.	The following is an example of the type of response that would be awarded (3 marks): <i>To what extent can the waters of the River Nile be managed as the population of Egypt increases?</i> Note: If the question is similar to the Sol and includes 2 elements from time & place, award (3 marks). The following is an example of the type of response that would be awarded (4 marks): <i>To what extent is it justifiable for Ethiopia to dam the headwaters of the River Nile to provide for the needs of its rapidly increasing population?</i> (4 marks)

▼ N19

Question 4

Now that you have evaluated the consultant's action plan in question 3, you will take on the role of a researcher who has been asked to plan an investigation into issues relating to natural resource management.

The following is the statement of inquiry you need to base your investigation on:

"The extraction of natural resources can have a great impact on human and natural environments."

Question 4a

With reference to the statement of inquiry, **formulate** a clear and focused research question.

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a research question that is clear and/or focused, with a limited connection to the statement of inquiry	The following is an example of the type of response that would be awarded 1 mark . To what extent is the extraction of fossil fuels from the sea impacting marine life? <i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. However, the question lacks focus as it doesn't, for example, specify a location or time period.</i>
2	The student formulates a research question that is clear and focused with a clear connection to the statement of inquiry.	The following is an example of the type of response that would be awarded 2 marks . To what extent is the drilling for natural gas in the Caspian Sea impacting the production of caviar? <i>In the examples above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. The RQ focuses on a place so both merits 2 marks.</i>

How has the mining of cobalt affected forest density in the DRC from 2000?

▼ N20

Question 3a

You are an MYP geography student in Laos. Your class is investigating trade, aid and exchange flows in Laos through the statement of inquiry below.

Statement of Inquiry: **Globalization can create change for communities and individuals.**

The purpose of the investigation is to create a video to show the impacts of aid in Laos.

Your video will be shown at an event at your school on End Poverty Day on October 17th.

With reference to the statement of inquiry, **formulate** a clear and focused research question that could be used to investigate the impact of aid in Laos.

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student formulates a research question that is clear or focused and connected to the statement of inquiry and the impact of aid in Laos.	The following is an example of a response that would be awarded 1 mark . How have communities in Laos been helped by aid? <i>In the example above, the RQ is clear (you can easily understand the intention of the investigation). It lacks focus by not identifying a specific community in Laos or which aid will be investigated. There is a connection to the SOI through the implied connection between aid and globalization.</i>
2	The student formulates a research question that is clear and focused with a clear connection to the statement of inquiry and the impact of aid in Laos.	The following is an example of a response that would be awarded 2 marks . To what extent has Australian aid affected primary education for girls in rural Laos? Additional notes: A "focused" research question refers to specific elements, such as time/place/space.

		<i>In the example above, the RQ is clear and focused as it refers to a specific type of aid (from Australia) and a specific community – girls in rural Laos. The SOI is referenced through the implied connection between aid and globalization.</i>
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One for reference like not based on the question just for prac:

How has the USMCA agreement of 2018 affected profits for Mexican corn farmers?

One based on the actual question:

To what extent has the Australian aid led to an increase in the education index for Laos in the past two decades?

▼ N21

Question 4a.

Following Greta's actions and the MYP class project, you will now design an investigation in to your own local community. Your investigation must be based on **one** of the 6 possible actions shown in in **Source C**.

Choose which action your investigation will focus on:

Using the statement of inquiry below and your chosen action, **formulate** a clear and focused research question for an investigation in to your local community.

Statement of inquiry: Individual actions can lead to changes in the way communities respond to climate change (2 marks)

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geogmmoeengt0xxm

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	Rewording the statement of inquiry into a question cannot be rewarded.
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry.	The following is an example of a response that would be awarded 1 mark How would increasing food production in Doha reduce its carbon footprint? <i>One element (time, place, space or other) must be included (in addition to the question being clear or connected to the statement of inquiry). In the example above, place (Doha) is included.</i> <i>Research questions may be worded as statements.</i>
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	The following is an example of a response that would be awarded 2 marks How would increasing food production in Doha reduce its carbon footprint by 2030? <i>At least two elements (time, place, space or other) must be included (in addition to the question being clear and connected to the statement of inquiry). In the example above, place (Doha) and time (by 2030) are included.</i> <i>Research questions may be worded as statements.</i>

To what extent has the development of the Mumbai Metro system led to a reduction in the carbon footprint since 2014?

▼ N22

Question 3a

You will now plan an investigation into sustainable management strategies for a biome.

Use the following statement of inquiry to **formulate** a clear and focused research question for an investigation into a biome impacted by humans. **(2 marks)**

Statement of inquiry: Technological innovation can allow natural environments to become more sustainable.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	Repeating the Sol with a question term at the start should be awarded (0 marks) .
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry.	The following is an example of the type of response that would be awarded (1 mark) . How can selective logging technology be used to reduce deforestation? <i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol. However, the question lacks focus as it doesn't specify, for example, a location.</i>
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	The following is an example of the type of response that would be awarded (2 marks) . How can selective logging technology be used in The Sabah rainforests to reduce deforestation?

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geogmmoeengt20xxm

		<i>In the examples above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol. The RQs focus on a place and product so merits 2 marks.</i>
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To what extent has the PRODES GIS system reduced deforestation in the Amazon rainforest from 1988 to 2012

▼ M22

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geogmmoeengt20xxm

Question 4a

A Non-Governmental Organisation (NGO) has asked you to investigate the strategies used to manage a natural disaster. The investigation will allow the NGO to evaluate the effectiveness of strategies in different locations.

The statement of inquiry is: *Time, place and space can influence the effectiveness of a community's response to natural disasters.*

With reference to the statement of inquiry, **formulate** a clear and focused research question for your investigation.

(2 marks)

Note: Where the response is a rewording of the SOI no mark can be awarded.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry.	The following is an example of the type of response that would be awarded (1 mark) . To what extent did Iceland reduce the impacts of volcanic eruptions? <i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. However, the question lacks focus as it doesn't specify a management strategy or a specific natural disaster.</i>
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	The following is an example of the type of response that would be awarded (2 marks) . To what extent did land use zoning in Iceland reduce the impacts of volcanic eruptions? <i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. The RQ focuses on a location and management strategy so merits 2 marks.</i>

To what extent had the frequent tectonic activity in California led to the improvement of the Shakealert system to reduce impacts of the Ferndale earthquake of 2022?

▼ M23

Question 4a

You have been asked by a local government to investigate mitigation strategies that are used to address climate change. Mitigation is the action of reducing the causes and impacts of climate change.

The investigation will allow the local government to consider the actions they need to take in reducing the impacts of climate change in the future.

The statement of inquiry is: Effective planning can reduce the impact of changes in global temperatures on the environment.

You must not repeat information from Question 3 in your responses.

Use the statement of inquiry to **formulate** a clear and focused research question for your investigation.

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry.	The following is an example of the type of response that would be awarded (1 mark). How successful are flood barriers in Tuvalu? <i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. However, the question lacks focus, as it doesn't specify, what the flood barriers are for.</i>
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	The following is an example of the type of response that would be awarded (2 marks). How successful are flood barriers in Tuvalu in protecting against sea level rise?

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		<i>In the examples above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. The RQ focus on a place and an impact of climate change so merits 2 marks.</i>
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To what extent has the development of the Orca DAC plant in Iceland led to a reduction in glacier melting since 2021?

- **Analyze:** Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
- **Compare:** Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
- **Compare and contrast:** Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

- **Contrast:** Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
- **Define:** Give the precise meaning of a word, phrase, concept, or physical quantity.
- **Describe:** Give a detailed account or picture of a situation, event, pattern, or process.
- **Discuss:** Offer a considered and balanced review that includes a range of arguments, factors, or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
- **Distinguish:** Make clear the differences between two or more concepts or items.
- **Evaluate:** Assess the implications and limitations; make judgments about the ideas, works, solutions, or methods in relation to selected criteria.
- **Examine:** Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
- **Explain:** Give a detailed account including reasons or causes.
- **Identify:** Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
- **Justify:** Give valid reasons or evidence to support an answer or conclusion.
- **To what extent:** Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.