

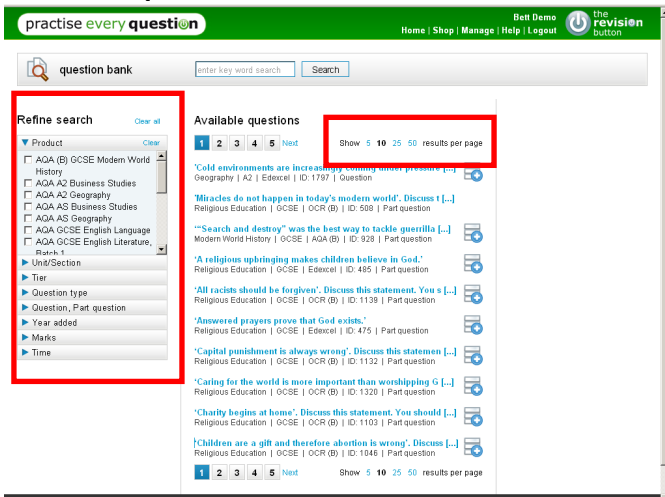
## From the home page to the question bank



You're logged in – where do you want to go?

**question bank** takes you straight to a huge and growing list of questions designed for whole class use.

## Available questions



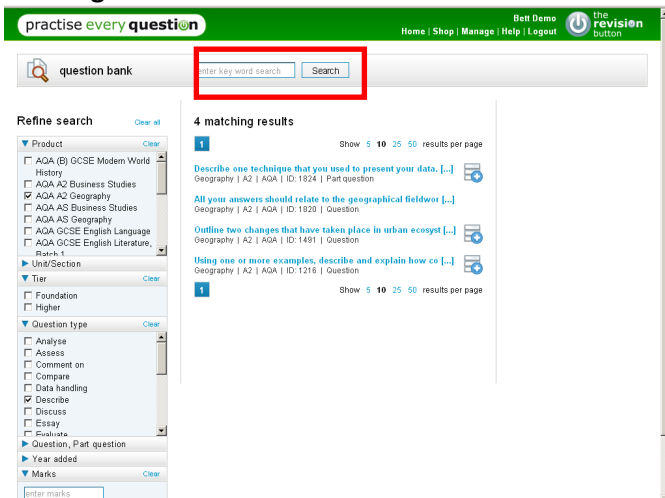
The first time you visit the **question bank**, your view is unfiltered.

If you have too many results, choose the flexible, easy to use **Refine search** on the left-hand side to narrow your choice.

You can also change the number of results that you can view per page.

When you next return to the question bank your selections will have been remembered.

## Refining search



Enter a **key word** at the top of the screen, and/or use **refine search** filters on the left.

Toggle open the blue arrows to search by question type, level, marks etc. Remember, each new filter you apply *adds* to those you've already selected, and therefore reduces the number of matching questions, so if you are getting unexpected results, use 'clear' and reselect filters.

This search has looked for 'describe' type questions in the product **AQA A2 Geography**. Click on any question to open it.

## Returning to the question bank

practise every question

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question bank

Refine search

- Product
  - QA (B) GCSE Modern World History
  - QA A2 Business Studies
  - QA A2 Geography
  - QA AS Business Studies
  - QA AS Geography
  - QA GCSE English Language
  - QA GCSE English Literature
- Unit/Section
- Tier
- Question type **4**
- Question, Part question
- Year added
- Marks
- Time

4 matching results

1 Describe one technique that you used to present your data. Ex [-]

2 All your answers should relate to the geographical fieldwork i [-]

3 Outline two changes that have taken place in ut-an ecosystems.

4 Using one or more examples, describe and explain how confil [-]

Your search filters will always be remembered during and between sessions.

If you have a filter selected, this will be displayed with a green corner to remind you.

home question bank my playlists exam technique manage

## Viewing exam questions

practise every question

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Exam question

This is a multipart question. Use the blue arrows to move between parts.

(d) Describe **one** technique that you used to present your data. Explain why this was an appropriate technique to use. (10 marks)

Source

Mark scheme

Student response A

Student response B

Organiser

Organiser	Playlist	Notepad
Exam question		✓
Source		✓
Mark scheme		✓
Student response A		✓
Student response B		✓
Examiner comment		✓

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Your chosen question will launch with the question itself showing as 'open' and the student responses and other information 'closed'.

Click on these symbols to:



open a window



enlarge to full screen



close a window

## Viewing student responses

practise every question

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Exam question

This is a multipart question. Use the blue arrows to move between parts.

(d) Describe **one** technique that you used to present your data. Explain why this was an appropriate technique to use. (10 marks)

Source

Mark scheme

Student response A

(d) I also studied how the size of deposits changed downstream. One of the major problems that I found in terms of presenting the data was the huge range of pebble sizes. There were extremely few large pebbles — although one was over 190,000 cm<sup>3</sup> at Site 6 — whereas the vast majority were smaller than 20,000 cm<sup>3</sup>. To overcome this I used a semi-logarithmic dispersion graph, with deposit size on the vertical semi-log axis and distance downstream on the horizontal axis. One advantage of this graph is that it allows a clearer pattern of the dispersion points to be shown. Another advantage is that it allows individual points to be distinguished more easily and

Student response B

Organiser

Organiser	Playlist	Notepad
Exam question		✓
Source		✓
Mark scheme		✓
Student response A		✓
Student response B		✓
Examiner comment		✓

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Student response A

Use the 'open' button on student response A to see a higher level response to the question, and on student response B to see a more basic response.

Click on blue text to view examiner comments.

## Examiner comments

The screenshot shows the 'practise every question' interface. At the top, there's a navigation bar with 'Home | Shop | Manage | Help | Logout' and 'the revision button'. Below this, there's an 'Exam question' panel with a question: '(d) Describe one technique that you used to present your data. Explain why this was an appropriate technique to use (10 marks)'. To the right is a 'Source' and 'Mark scheme' panel. Below the question is 'Student response A' and 'Student response B'. A red box highlights an examiner comment for 'Student response A': 'Apply this was not mentioned earlier, but it is acceptable as it still fits within the initial aim.' Below the response, there's a snippet of the student's answer: '(d) I also studied how the size of deposits changed downstream. One of the major problems that I found in terms of presenting the data was the huge range of pebble sizes. There were extremely few large pebbles — although one was over 190,000 cm<sup>3</sup> at Site 6 — whereas the vast majority were smaller than 20,000 cm<sup>3</sup>. To overcome this I used a semi-logarithmic dispersion graph, with deposit size on the vertical semi-log axis and distance downstream on the horizontal axis. One advantage of this graph is that it allows a clearer pattern of the dispersion points to be shown.' At the bottom right is an 'Organiser' panel with a checklist: Exam question, Source, Mark scheme, Student response A, Student response B, Examiner comment. The bottom navigation bar includes 'home | question bank | my playlists | exam technique | manage' and various utility icons.

When you click on passages highlighted in blue, an examiner comment will pop up at the top of the response.

Click again to hide the comment.

## Multi-parted questions



Use the blue arrows on the exam question panel to move between different parts of a multi-parted question.

## Sources and mark schemes

The screenshot shows the 'practise every question' interface displaying a 'Mark scheme' panel. The panel is titled 'Mark scheme' and contains three levels of marking criteria for a question worth 10 marks. Level 1 (1-4 marks) requires simple statements of the influence of NICs. Level 2 (5-8 marks) requires more detailed and sophisticated statements. Level 3 (9-10 marks) requires a fully developed answer showing depth of understanding. The bottom navigation bar is the same as in the previous screenshots.

Use the same open and close buttons to view accompanying sources, where available, and mark schemes.

## Information about the question

The screenshot shows the 'practise every question' interface with the 'Exam question' panel expanded to show 'Question information'. This panel includes details such as 'Question', 'Time: 18 minutes', 'Year added: 2011', 'Unit/Section: Unit 3: Contemporary Geographical Issues', 'Product: AQA A2 Geography', 'Marks: 10', and 'Topic: Development and globalisation'. The 'Mark scheme' panel is also visible, showing the same three levels of marking criteria. The 'Organiser' panel at the bottom right shows the current view: Exam question, Source, Mark scheme, Student response A, Student response B, Examiner comment. The bottom navigation bar is consistent with the other screenshots.

Click the 'i' button to open a panel of further information about the question, including marks available and the time allocated to answer it.

## The organiser – choosing which windows to view

The screenshot shows the 'practise every question' interface. The 'Student response B' window is active, displaying a question about scatter graphs. The 'Organiser' window is open, showing a list of windows with checkboxes to toggle their visibility:

Window	Visible
Exam question	<input checked="" type="checkbox"/>
Source	<input checked="" type="checkbox"/>
Mark scheme	<input checked="" type="checkbox"/>
Student response A	<input checked="" type="checkbox"/>
Student response B	<input checked="" type="checkbox"/>
Examiner comment	<input checked="" type="checkbox"/>

By default, the **organiser** will show you all available windows every time you open a question.

Simply click the green ticks to suppress the windows you don't want to see.

The close-up of the 'Organiser' window shows the following windows and their visibility status:

Window	Visible
Exam question	<input checked="" type="checkbox"/>
Source	<input checked="" type="checkbox"/>
Mark scheme	<input checked="" type="checkbox"/>
Student response A	<input checked="" type="checkbox"/>
Student response B	<input checked="" type="checkbox"/>
Examiner comment	<input checked="" type="checkbox"/>

## The organiser – Playlists

The screenshot shows the 'practise every question' interface. The 'Exam question' window is active, displaying a question about emerging markets. The 'Organiser' window is open, showing the 'Playlist' tab with a list of questions:

Question ID	Question Text
1666	Who live in a world where China wants your lunch, and India [...]
1661	Analyse the main motives that led to Ellie becoming an entr [...]

Click on the second tab of the organiser to see which **Playlist** you are viewing, and find other questions in that Playlist.

For more on playlists, see Tutorial 3.

The close-up of the 'Playlist' window shows the following questions:

Question ID	Question Text
1666	Who live in a world where China wants your lunch, and India [...]
1661	Analyse the main motives that led to Ellie becoming an entr [...]

## The organiser – Notepad

The screenshot shows the 'practise every question' interface. The 'Exam question' window is active, displaying a question about a technique for presenting data. The 'Organiser' window is open, showing the 'Notepad' tab with a text area for notes:

This question proved perfect for my UC3 study group.

Save

Click on the third tab of the organiser to access the **Notepad** and make a note on the question. Press save to finish. This will be saved against your personal login, so that when you return to the question you will see your notes as they were when you created and saved them.

The close-up of the 'Notepad' window shows the following note:

This question proved useful with my UC3 study group Nov 2010.

Save

## Compare two windows

**practise every question** Beta Demo the revision button

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**Exam question**

Newly industrialised countries (NICs) are increasingly dominant in the global economy. Discuss this statement. (10 marks)

**Student response A**

NICs are developing countries that have undergone rapid industrialisation since the beginning of the 1950s. TNCs — both foreign and home grown — have largely been responsible for this rapid industrialisation, which has resulted in globalisation through the increasing interconnection of the world's economic, social and political systems.

**Examiner comment**

One of the first TNCs was Mattel (an American toy company), which outsourced production of Barbie dolls to Taiwan in the 1970s. Mattel was attracted by the island's advantageous geographical position, adequate infrastructure and high levels of educational achievement and, as a result, Taiwan began to prosper and quickly became not only a NIC but one of the world's fastest-growing economies.

**Student response B**

Again, this could be better stated, but the example given is correct and there is a suggestion of power/dominance. Overall, the response is brief but it contains some relevant detail. A genuine attempt is made to answer the question with reference to two Russian companies. Level 2 — 5 marks.

NICs lead to the increase of globalisation as they begin to have their own globalised products and brands such as Kaspersky Lab which comes from Moscow, Russia and provides anti-virus software and Internet security to several countries and globalised companies. This kind of impact can provide greater choice to the consumer initially. However, over time it can lead to global trends for shopping and choice of products.

**Examiner comment**

It can also lead to some countries having power over others. For example, Gazprom (also from Russia) is a major provider of natural gas to Europe. However, it was discovered that Ukraine was siphoning off some of the gas without paying which caused the gas pipeline to be shut off for some weeks causing global gas prices to rise (especially in Europe).

**Examiner comment**

**Source**

**Mark scheme**

**Level 1 (1–4 marks)** 10 marks

Simple statements of the influence of NICs, which are general and could refer to any NIC, e.g. they create jobs, make cars, undercut Western countries with cheap labour.

**Level 2 (5–8 marks)**

More detailed and sophisticated statements, with some recognition of the importance of the role of at least one NIC, e.g. China.

**Level 3 (9–10 marks)**

A fully developed answer showing depth of understanding. Recognition of the complexity of the impact/influence of NICs and how this has changed over time.

**Organiser**

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**compare**



To make it easier for you to hone in on the information you want in a lesson, use the 'compare' button.

You'll be asked which two windows you want to compare. Simply click both – for instance, the two student responses.

## See two windows side-by-side

**practise every question** Beta Demo the revision button

Home | Shop | Manage | Help | Logout

**Student response B**

Again, this could be better stated, but the example given is correct and there is clear suggestion of power/dominance. Overall, the response is brief but it contains some relevant detail. A genuine attempt is made to answer the question with reference to two Russian companies. Level 2 — 5 marks.

NICs lead to the increase of globalisation as they begin to have their own globalised products and brand names such as Kaspersky Lab which comes from Moscow, Russia and provides anti-virus software and Internet security to several countries and globalised companies. This kind of impact can provide greater choice to the consumer initially. However, over time it can lead to global trends for shopping and choice of products.

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**Examiner comment**

**Student response A**

NICs are developing countries that have undergone rapid industrialisation since the beginning of the 1950s. TNCs — both foreign and home grown — have largely been responsible for this rapid industrialisation, which has resulted in globalisation through the increasing interconnection of the world's economic, social and political systems.

**Examiner comment**

One of the first TNCs was Mattel (an American toy company), which outsourced production of Barbie dolls to Taiwan in the 1970s. Mattel was attracted by the island's advantageous geographical position, adequate infrastructure and high levels of educational achievement and, as a result, Taiwan began to prosper and quickly became not only a NIC but one of the four Asian Tigers, along with Hong Kong, Singapore and South Korea. In the twenty-first century, all four of these regions have graduated into advanced economies and are still the world's fastest-growing industrialised economies, exercising considerable dominance in world trade.



**Examiner comment**

Many would argue that Mattel was something of a trailblazer, resulting in many more TNCs moving production to East Asia and a domino effect of rapid industrialisation. Rapid industrialisation as TNCs sought profit-maximising opportunities led to a large increase in exports that were relatively cheap compared to existing goods on the markets. This led to a large increase in competition. Many developed countries experienced deindustrialisation and a subsequent

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Your screen will change to show the selected windows side-by-side.



Click the **compare** button  or the **minimise** button  to return to normal view.

## Add a comment

**practise every question** Beta Demo the revision button

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**Exam question**

Question: Newly industrialised countries (NICs) are increasingly dominant in the global economy. Discuss this statement. (10 marks)

Product: AQA A2 Geography  
Marks: 10  
Topic: Development and globalisation

**Source**

**Mark scheme**

**Level 1 (1–4 marks)** 10 marks

Simple statements of the influence of NICs, which are general and could refer to any NIC, e.g. they create jobs, make cars, undercut Western countries with cheap labour.

**Level 2 (5–8 marks)**

More detailed and sophisticated statements, with some recognition of the importance of the role of at least one NIC, e.g. China.

**Organiser**

Organiser | Playlist | Notepad

Exam question ✓  
Source ✓  
Mark scheme ✓  
Student response A ✓  
Student response B ✓  
Examiner comment ✓

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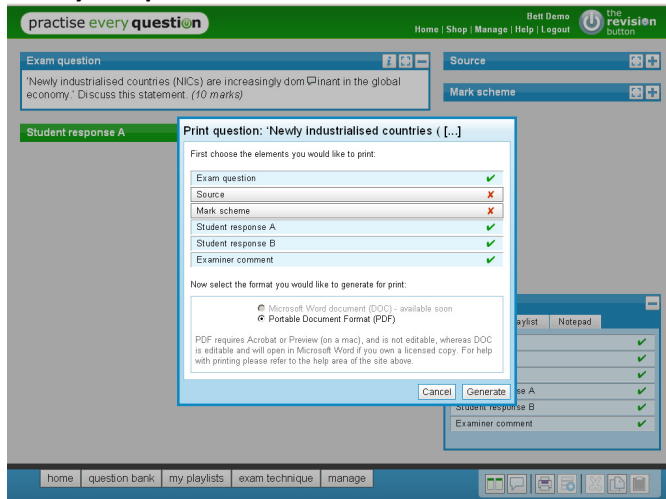
**comment**



Use the comment button to open a blank comment popup where you can record a note on the question.

Your comment – which is personal to you, and cannot be seen from any other login – will be available to you next time you log in.

## Print your question



The screenshot shows the 'practise every question' interface. A modal dialog box titled 'Print question: 'Newly industrialised countries (...)' is open. It contains a table for selecting elements to print and a section for selecting the output format.

Element	Print
Exam question	<input checked="" type="checkbox"/>
Source	<input type="checkbox"/>
Mark scheme	<input type="checkbox"/>
Student response A	<input checked="" type="checkbox"/>
Student response B	<input checked="" type="checkbox"/>
Examiner comment	<input checked="" type="checkbox"/>

Now select the format you would like to generate for print:

- Microsoft Word document (DOC) - available soon
- Portable Document Format (PDF)

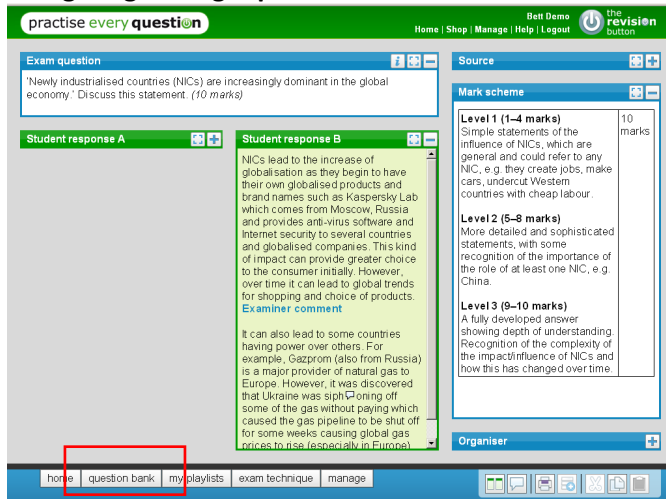
PDF requires Acrobat or Preview (on a mac), and is not editable, whereas DOC is editable and will open in Microsoft Word if you own a licensed copy. For help with printing please refer to the help area of the site above.

Buttons: Cancel, Generate



Select the print button then toggle to select different elements to print, and create either a PDF or Microsoft Word document.

## Navigating through questions



The screenshot shows the 'practise every question' interface. The 'question bank' button in the bottom navigation bar is highlighted with a red box. The main content area displays a question about 'Newly industrialised countries (NICs)' and its mark scheme.

Navigation options at the bottom: home, question bank, my playlists, exam technique, manage

Move on to other questions at any time using the **question bank** button at the foot of the screen, or by returning to a **playlist** you've already created.

For more on playlists, see **Tutorial 3 playlists**.