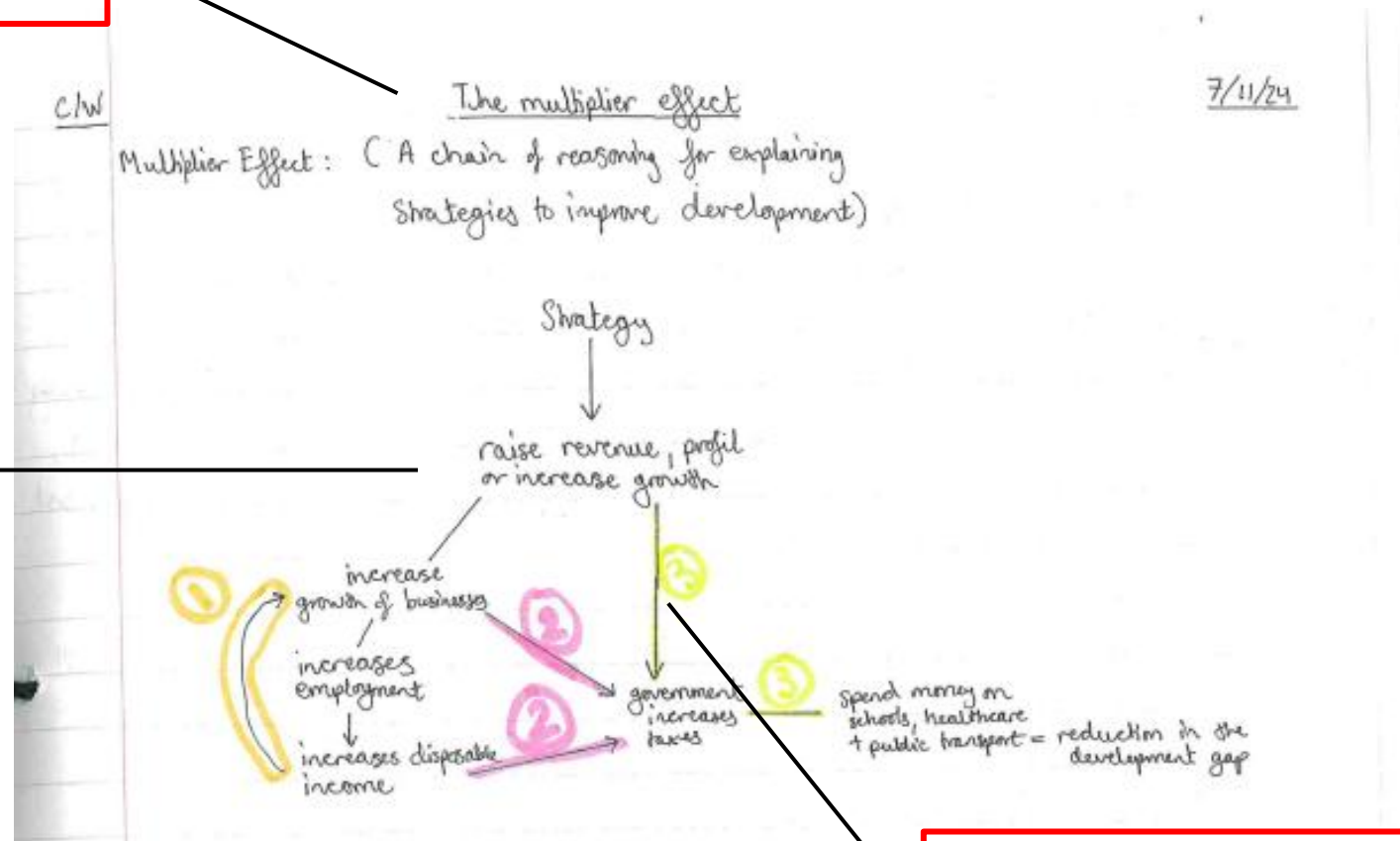


Year 10 Annotated Work

Clear Presentation of classwork with the date and title neatly underlined with a ruler.

Processes are written in a step-by-step format to break it down for the student understanding.



Colour can be used in the diagrams/models to demonstrate a difference between aspects of the diagram/model to develop student understanding.

- linked argument
 - environment
 - argument
 - environmental factors - natural disasters, war, ~~Conflicts~~ Gov. Policies, Religion
 To what extent can the Demographic Transition Model be linked to levels of economic and social development? (9 marks)
 wealth health and education conclusion

The DTM shows the growth of population over time through changes in the birth rate and death rate. This means that I agree with the statement to a large extent.

One reason why I agree with the statement is that higher economic development means a lower death rate. For example, the DTM shows death rate decreasing over time and birth rate increasing to a certain point before it decreases. This means that economic development has increased as death rate decreased which means there are more ~~qualified~~ ^{qualified} doctors and better technology in hospitals allowing for patients to be successfully treated, hence reducing death rate. This shows that the DTM can be linked to levels of economic development.

Another reason why I agree with the statement is because the quality of life has increased over time. For example, birth rate has increased over time, as shown by the DTM. This means that there are more doctors getting qualified to a higher degree, meaning education has increased. This helps doctors when diagnosing conditions or allowing for the infant mortality rate to be lower. This means that that more people with diseases are cured so less deaths from diseases. This shows that social development links to the DTM because it shows the services and facilities available to the population allowing for the quality of life for residents to increase.

Green Pen Feedback from a Marked Piece is crucial for a student to engage with effectively to respond to feedback given by the teacher and to correct mistakes that were made in their written work.

clw

Tropical Storms Follow Up

17/10/24

Explain two responses to a named tropical storm (6 marks)

One response to Typhoon Haiyan was that ~~an~~ evacuation centres were built. For example, over 1200 evacuation centres were built to help people who were displaced or homeless after the tropical storm. This means that those who had lost their basic necessity of warmth and shelter, were able to restore it, which means that people were able to stay in good conditions, even after the huge infrastructure damage.

Another response to Typhoon Haiyan was that ~~the~~ fishing boats were restored. For example, Oxfam (an aid agency) restored 30,000 fishing boats to help those who had their boats destroyed or lost. This means that it helps people regain a source of income, helping the economy of the Philippines and helps ~~the~~ people ~~off~~ in affording their basic necessities, such as food and water, even after the infrastructure damage caused by the tropical storm. As it helps the economy, it can help ~~the~~ in the reparations of buildings that have been destroyed due to the typhoon.

9 mark questions are a new type of question for GCSE. Therefore, regular and supported practice happens in the lesson to help the students develop the skills to explain and analyse the topic of the question to a Grade 9 level.

Year 10 Practice Question

Study Figure 8, a news report and photograph showing the effects of Hurricane Irma on the Dutch island of Sint Maarten.

Figure 8

Hurricane Irma hit several islands in the Caribbean on 6 September 2017, with devastating consequences for the local population. On Sint Maarten, it has so far resulted in eight deaths. Officials say that 95% of the island has been destroyed and the international airport and harbour have been seriously damaged. Power, running water and road communications have been knocked out by this powerful storm.



Assess the extent to which tropical storms have effects on people and the environment.

Photo: Overturned shipping containers in St.

Use Figure 8 and an example you have studied.

[9 marks]
[+ 3 SPaG marks]

$$\frac{8}{9} + \frac{3}{3} = \frac{11}{12}$$

One reason why I agree with the statement that to a large extent that tropical storms have an effect on people and the environment but I also do believe that it has an effect on the economy of a country due to the long term effects for reparations. *Clear introduction*

One reason why I agree is because of the ~~number~~ loss in the basic necessities for people as well as people being killed due to tropical storms. For example, as shown in Figure 8, running water have been knocked out by this powerful storm. Also, in during Typhoon Haiyan, about 6300 people were killed. This means that a huge most people have lost their access to safe water, which is needed for survival so there are more chances to people ~~die~~ dying from dehydration. *Also, in the Philippines, there are only 0.6 doctors per 1000 people so people cannot be cared for which means that more people can die. This demonstrates that more people died during Typhoon Haiyan so there was a greater impact on people.*

Another reason why I agree is because of the impact to the environment. For example, during Typhoon Haiyan, there was over 400 mm of rainfall leading to flooding, which cut off

To further support students with interleaving and long-term retention of knowledge over the course of the GCSE, they will be set a 10 point challenge homework on a fortnightly basis and this will be checked and marked/corrected in lesson.

H/W

10 point challenge

- Over 1200 evacuation centres were built, The Philippines Red Cross delivered basic food aid, evacuation by 750,000 residents Jay PAGASA.
- The Development Gap - the difference in standards of living and well-being between the world's richest and poorer countries (HICs and LICs).
- Collision, Constructive, Destructive, Conservative.
- ~~Population increase~~ Overgrazing results in an increase in the number of animals grazed so no plants and leaves left to intercept the rain and intensive farming ~~takes~~ *uses* nutrients out of the soil, making it infertile. *Climate change*
- The dependency ratio is the ratio of working people to non-working people. It is a measure of the size of burden put on the working population. It is a problem for LICs *for young dependants + elderly* *18-64* *HICs for elderly dependants*.
- Mineral extraction, Energy and Family.
- The Human Development Index is a measure of a country's level of social and economic development. It uses GNI *education* per capita, life expectancy and literacy rate. 0-1
- Extreme temperatures, Water supply, Inaccessibility.
- Young dependants, working population, elderly dependants.
- Constructive plate boundary.
- Increase in education, on family planning, more women working reduces birth rate. *Religious reasons*
- The enhanced greenhouse effect is the process by which greenhouse gases trap more heat from the sun, causing Earth's average temperature to increase. *caused by humans*
- National Parks, Water and Soil management.
- The sun heats the air at the equator, which then rises and cools before it then sinks back down to the ground. *area of high pressure moves back to equator as surface*
- The Gulf Stream *The North Atlantic Drift*

Students will be asked to write extended answers to questions on topics that were previously taught to support students with interleaving and long-term retention of knowledge over the course of the GCSE.