

GEOGRAPHY

The Assessment of Quality of Written Communication at AS

Opportunities for assessment of quality of written communication are found within each of the Assessment Objectives and thus within all questions that demand continuous prose that are marked out of ten.

For each of the ten mark questions in G1 and G2, the following criteria for quality of written communication should be applied to the levels of assessment.

Mark Band Criteria for the Assessment of Quality of Written Communication for 10 mark questions at AS.

Level 1	<ul style="list-style-type: none"> • Information is randomly organised and lacks clarity. • Statements are brief and bald and the language is simplistic with limited use of geographical vocabulary. • Spelling, punctuation and grammar are weak with errors that may be intrusive.
Level 2	<ul style="list-style-type: none"> • Information is relatively clear but points and arguments are not always direct or logically developed. • The use of geographical vocabulary is variable and prose style may lack precision or accuracy. • There are some errors of spelling, punctuation and grammar that may make the meaning unclear.
Level 3	<ul style="list-style-type: none"> • Information is organised clearly and coherently and arguments are logically developed and tightly structured. • Candidate writes in continuous prose using relevant and accurate geographical vocabulary. • There are relatively few errors of spelling, punctuation and grammar.

Assessment Objectives Grid for G1

	Knowledge and Understanding	Application	Skills	Total	Key Question
Question 1					
(a)		2	3	5	1.3
(b)	8	2		10	1.3
(c)	7	3		10	1.4
	15	7	3	25	
Question 2					
(a)		2	3	5	2.1
(b)	8	2		10	2.1
(c)	7	3		10	2.2 / 2.5
	15	7	3	25	
Question 3					
(a)			7	7	
(b)	4	4		8	
(c)	2		8	10	
	6	4	15	25	
	36 (48%)	18 (24%)	21 (28%)		

G1

Q.1 (a) Compare the carbon dioxide emissions shown in Figure 1. [5]

The question is looking for comparative statements that examine differences/similarities between the three areas. South America has the largest emissions, Caribbean the lowest. Caribbean has the least increase; both South America and Caribbean have a decrease but at different times, Central America has largest % increase. Accept other valid comparisons. Allow one mark per comparative statement, with further mark for use of data from the graph.

Maximum 3 marks for pure description.

(b) Explain two natural processes that may contribute to climate change. [10]

Responses may examine a variety of processes that are linked with climate change.

Volcanic activity may be addressed with candidates commenting on the production of volcanic gases and particulate matter. This can be linked with the trapping of heat or the reflection of heat and thus an increase in temperatures. This approach can fulfil two natural processes (reflection and absorption).

Changes in the temperatures of oceans may be cited as the cause of short-term climate change. The periodic changes in the temperature of the Pacific may be linked to variations in pressure conditions, which lead to the El Nino/La Nina effect. Descriptions of climate change can be given credit.

Variations on global orbits may also be used to explain climate change at a variety of scales. Candidates may refer to periodic changes in the distance from the Sun or changes in the angle of the axis. These can then be linked with variations in the amount of energy received by the earth and consequent changes in climate.

Sunspot activity is a valid approach.

Some candidates may explore the feedback mechanisms related to albedo/gulf stream. Accept and credit those elements that are physical.

The question is looking for an understanding of process, ability to link process to climate change and use of exemplar materials.

Level 3 8-10 marks	Detailed and developed knowledge of processes that lead to climate change. Developed and linked understanding of link between process and climate change. Good development of examples.
Level 2 4-7 marks	Some knowledge of processes that lead to climate change. Some understanding of link between process and climate change. Lacks balance between processes. Examples are evident and enhance the explanation.
Level 1 0-3marks	Superficial knowledge of processes that lead to climate change. Superficial understanding of link between process and climate change. Little use of examples.

- (c) **Describe and explain how climate change may affect climatic belts and biomes.** [10]

Answers should display an understanding of the link between climate change and changes in the position of climatic belts and biomes. Candidates may outline changes in temperature and precipitation in a description of climatic modifications. This may lead to an explanation of changes in the form of the character of climatic belts (changes within a climatic belt to include extreme weather, changes in precipitation) or the changing boundaries of climatic belts (a movement of climatic belts to the north in the northern hemisphere). There should also be reference to how changes in climate can cause changes in biomes. This may take the form of changes in the distribution of species such as the introduction of warm water species into the North Sea or comment on the disappearance of species in an area.

<p>Level 3 8-10 marks</p>	<p>Detailed and developed knowledge of climate change and the alteration of climatic belts and biomes. Developed and linked understanding of how climate change has influenced climatic belts and biomes. Good development of examples.</p>
<p>Level 2 4-7 marks</p>	<p>Some knowledge of climate change and the alteration of climatic belts and for biomes. Some understanding of how climate change has influenced climatic belts and/or biomes. Examples are evident and enhance the explanation.</p>
<p>Level 1 0-3marks</p>	<p>Superficial knowledge of climate change and alteration of the climatic belts and/or biomes. Superficial understanding of how climate change has influenced climatic belts and/or biomes. Little use of examples.</p>

- Q.2 (a) Describe the location and characteristics of the tectonic event shown in Figure 2. [5]**

Candidates may refer to proximity to the plate boundary, proximity to the earthquake focus, speed of movement of the tsunami wave and the distance the wave can travel inland. Candidates should identify the general factor for one mark with reference to the information for second mark. Looking for the general comment as well as comment from the resource – wave travels 8 km inland (1 mark)

Maximum 4 if only location or characteristics are described.

Maximum 3 if no interpretation.

- (b) Explain the tectonic processes that occur at constructive plate margins. [10]**

The question is looking for knowledge of the processes that are operating at constructive plate margins and an explanation of the processes in the context of tectonic theory. Candidates may refer to the plates being pulled apart by the rising limb of convection currents or the drag produced by subduction of the plate at destructive boundaries. This will lead onto a variety of related processes that may lead to landforms (NB it is the process that receives the credit and not the landform) – magma production at the boundary leading to the formation of volcanoes and lava plains, faulting and the production of rift valleys, the production of ridges by crust bulging and accumulation of volcanic rocks. Accept other valid processes that relate to tectonic activity.

Level 3 8-10 marks	Detailed and developed knowledge. Developed understanding of how processes are linked to tectonics .Good development of examples.
Level 2 4-7 marks	Some knowledge of processes. Some understanding of how processes are linked to tectonics. Examples are evident and enhance the explanation.
Level 1 0-3marks	Superficial knowledge of processes. Superficial understanding of how processes are linked to tectonics. Little use of examples.

- (c) **Discuss the demographic and social impacts of:
Either, one or more tectonic events;
Or, one or more flood events.**

[10]

This question offers the candidates the opportunity to choose between floods and tectonics but the nature of the answers will be similar. The structural analysis of the social and demographic impacts of the selected event will be similar in character.

Social impacts – these may include:	Demographic impacts – these may include:
Injury of people. The loss of housing/ accommodation. The emotional anguish caused by the event. Damage to utilities. Damage to transport systems. Community cohesion. Political tensions. Psychological impacts - trauma and bereavement. Loss of heritage.	Loss of life. Migration. Disease and injury.

The answer should display knowledge of the event chosen in the form of factual information that relates to the selected impacts- numbers killed, amounts of damage to housing etc. There should also be an explanation of the link between the event and the impacts that displays a conceptual grasp of how hazardous events lead to impacts. The discussion element may take the form of detail in the linkage or there may be some attempt to examine the scale of impact. Some may even comment on the relative importance of each impact. Accept any valid approach, including a LEDC/MEDC approach.

Level 3 8-10 marks	Detailed and developed knowledge of the characteristics of both selected impacts. Developed and linked understanding of how processes lead to the selected impacts. Good development of examples.
Level 2 4-7 marks	Some knowledge of the characteristics of both selected impacts or, detailed and developed knowledge of the characteristics of one selected impact. Some understanding of how processes lead to the selected impacts. Pure description of social and demographic impacts may reach the top of Level 2 if very detailed. Examples are evident.
Level 1 0-3marks	Superficial knowledge of impacts. Superficial understanding of how processes lead to the selected impacts. Little use of examples.