

New
Specification



Rewarding Learning

ADVANCED
General Certificate of Education
2018

Geography

Assessment Unit A2 1

assessing

Physical Processes, Landforms and Management

[AGG11]

FRIDAY 8 JUNE, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for GCE Geography. Candidates should be able to:

- A01:** Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change at a variety of scales.
- A02:** Apply knowledge and understanding in different contexts to analyse, interpret and evaluate key concepts, information and issues.
- A03:** Use a variety of relevant methods, and techniques to:
- investigate geographical questions and issues;
 - analyse, interpret and evaluate data and resources; and
 - construct arguments and draw conclusions.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is good.

Level 3: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Physical Geography

AVAILABLE
MARKS

Option A: Plate Tectonics: Theory and Outcomes

- 1 (a) An accurate explanation of both approaches to seismic prediction is required.

Seismic Gap theory: This is the concept that prolonged periods without seismic activity along plate margins may be interpreted as identifying areas where stress is building towards an event.

Dilation theory: This theory suggests that growing pressure beneath the surface will stress rocks forming microscopic cracks and subsequent changes to measurable phenomena such as radon gas release, changing water tables, magnetism, gravity anomalies or ground uplift or subsidence.

Level 3 ([7]–[9])

Both concepts are well explained with accuracy, understanding and good use of terminology.

Level 2 ([4]–[6])

Both concepts are addressed and one at least has a sound explanation of the approach and its relevance. The use of terminology may be restricted.

Level 1 ([1]–[3])

One of the two concepts is missing altogether or the explanation of both is very restricted in relevance or depth. There may be poor use of terminology.

[9]

- (b) Any **two** of the three possible locations are required in each case the processes that account for the presence of volcanic activity at the location are explained.

A – **The island arc** (Aleutian) is associated with a destructive plate margin. The volcanic island arc lies parallel to an ocean trench marking the contact point of a subduction zone.

B – **The island chain** (Hawaii) is not at a boundary, but rather central to a plate. This illustrates the role of a hot spot in the creation of submarine volcanoes and ultimately an island chain. Over time, with distance from the magma plume, activity ceases and the volcanoes become dormant, then extinct.

C – **The East Pacific** ridge marks a constructive margin where activity is associated with the process of sea-floor spreading.

The driving processes of convection currents in the upper mantle (asthenosphere) as well as the specific plate movement are needed in each case.

(4 × [2])

[8]

- (c) Description and evaluation of both preparation and response are required in the context of a valid small scale study. The factual material will depend on the study but both a description and an evaluation of the management is required. While any reference to prediction itself should be ignored, management preparation that results from any prediction activity may be credited.

Level 3 ([13]–[18])

A valid case study is described with accuracy and detail in relation to both the advance preparation for and the response to seismic activity. The management is evaluated appropriately in relation to the action taken. Quality of written communication is excellent. There is good use of appropriate terminology.

Level 2 ([7]–[12])

While a relevant study is described the detail of its management before and/or after the event lacks in depth and detail. While evaluative comments are made they may be likewise restricted. Quality of written communication is good. There may be restricted use of appropriate terminology.

Level 1 ([1]–[6])

The lack of either a valid study or any attempt to evaluate the material would confine an answer to this level. Quality of written communication may be basic. There may be poor use of appropriate terminology. [18]

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- 2 (a) In order to obtain full marks candidates should explain each of the three seismic events, identifying at least two relevant impacts for each.

Seismic shaking: The release of energy waves radiating away from the focus of an earthquake causes the surrounding crust to shake. Several types of wave cause vibration of the ground surface and any structures built on it. These movements may be both lateral and vertical. Seismic shaking is responsible for much of the damage done to the built environment in earthquake regions. **Possible resource** links include the reference to Edinburgh is seismic instruments, the long length of the earthquake and the debris from port structures.

Liquefaction: This effect is the result of loose unconsolidated ground being shaken by an earthquake event. In wet or dry sediments the vibration causes the ground to lose strength and act more like a liquid. The foundations of buildings or other structures will then lack support and may sink or topple. Liquefaction is a common cause of building collapse and may cause ground to spread and cracks appear at the surface. **Possible resource** links are the sand and water 'boiling', and the well-built structures tilted or partly sunk.

Tsunami: Earthquake events beneath the sea may transfer large quantities of energy into the water. In the deep ocean this energy can be transferred rapidly often as a long low wave. When these approach shallow water they can slow and build into a series of huge breaking waves and sweep across low lying coastal regions. **Possible resource** references are drowning as the common cause of death, the hour after the event the seawalls overwhelmed, the death of the Midway Atoll seabirds, the inundation of 560 km² of North island and the port debris washed inland ([3] + [3] + [3]) [9]
No reference to resource maximum ([1] × 3)

- (b) Seafloor spreading is the creation of new oceanic crust material at mid-ocean ridges that form a 50 000 km long feature in the Pacific, Atlantic, Indian and Antarctic Oceans. Magma rising beneath these ridges causes convection currents in the asthenosphere to diverge, driving plates apart and allowing volcanic activity to occur along the sea floor. The evidence for this process includes the age of oceanic floor rocks (young to old), the record of past magnetic orientation and change in the rocks (paleomagnetism), the lack of a build-up of sediment on the central oceanic crustal rocks (as they are young) and the ability to now record, using lasers and satellite tracking, the widening of the ocean basins and location of opposite sides of the constructive margin.

Level 3 ([6]–[8])

The process of sea-floor spreading is accurately described. More than one form of evidence for the process is identified and explained using appropriate terminology.

Level 2 ([3]–[5])

Both elements are provided but one or the other is not fully developed with appropriate depth and detail. For example, while evidence is given it may be only one form or identified without adequate explanation.

Level 1 ([1]–[2])

One or other of the two elements is missing – description of seafloor spreading and explanation of the evidence or, alternatively, both are inadequately presented.

[8]

AVAILABLE
MARKS

- (c) Two themes in relation to the effects of volcanic activity are required by this question, namely socio-economic and environmental. In each case both benefits and hazards are to be described and evaluated. All descriptions have to be illustrated by reference to places. There are a number of possible approaches to answering the question, such as socio-economic then environmental, or benefits then hazards. Whatever approach is taken, all four areas need to be described, spatial examples given and an element of evaluation provided.

Level 3 ([13]–[18])

The benefits and hazards of volcanic activity in socio-economic and environmental terms are described with places referred to in context. A range of impacts is described. Quality of written communication is excellent. There is good use of appropriate terminology.

Level 2 ([7]–[12])

The impacts are described with some reference to place/s but the depth and detail provided for the socio-economic and environmental impacts is limited in range. Quality of written communication is good. There may be restricted use of appropriate terminology.

Level 1 ([1]–[6])

Answers in this level may lack valid reference to place/s or two or more of the key elements – socio-economic benefits, socio-economic hazards, environmental benefits, environmental hazards. Quality of written communication may be basic. There may be poor use of appropriate terminology.

[18]

AVAILABLE
MARKS

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Option B: Tropical Ecosystems

AVAILABLE
MARKS

- 3 (a) The candidate is asked to describe the climatic characteristics of the tropical forest ecosystem and explain how the biomass of this ecosystem is influenced by these characteristics.

Level 3 ([7]–[9])

An accurate description of climatic characteristics (e.g. temperature, precipitation, daylight hours) is given with detail (figures). The way in which each of these influences the biomass of the tropical forest ecosystem is clarified. There is good use of appropriate terminology.

Level 2 ([4]–[6])

Although a description of climatic characteristics (e.g. temperature, precipitation, daylight hours) is given with some detail, it may lack range/depth/detail or clarity. Although the way in which each of these influences the biomass of the tropical forest ecosystem is clarified, it may lack range/depth/detail. There may be restricted use of relevant terminology.

Level 1 ([1]–[3])

The description of climatic characteristics and/or their influence may be very restricted in range, depth, detail, quality or relevance. There may be poor use of terminology. Lack of either the descriptive or explanatory element would confine the answer to this level. [9]

- (b) The candidate is asked to make reference to the resources to describe and explain how the management of tropical forests can be both socio-economically and environmentally sustainable.

Level 3 ([6]–[8])

Candidates at this level address each element of the question explicitly – resource use, description, explanation, socio-economic sustainability, environmental sustainability – with validity and clarity. A high level of relevant detail is given. There is good use of appropriate terminology.

Level 2 ([3]–[5])

Although answers in this level address each element of the question – resource use, description, explanation, socio-economic sustainability, environmental sustainability – the response is imbalanced or lacks clarity, validity or depth. There may be restricted use of relevant terminology.

Level 1 ([1]–[2])

Elements of the question – resource use, description, explanation, socio-economic sustainability, environmental sustainability – may be neglected. There may be poor use of terminology. [8]

- (c) The candidate is asked to describe the problems associated with the use of irrigation and evaluate attempts to find solutions to these problems in an arid/semi-arid tropical environment.

Level 3 ([13]–[18])

The answer refers in detail to an appropriate and relevant case study. Candidates at this level address each element of the question explicitly – case study detail, problems, solutions – with validity and clarity. A high level of appropriate detail is given. There is good use of appropriate terminology. Quality of written communication is excellent.

Level 2 ([7]–[12])

The answer refers to an appropriate and relevant case study. Although answers in this level address each element of the question – case study detail, problems, solutions – the response is imbalanced or lacks clarity, validity, depth or detail. There may be restricted use of relevant terminology. Quality of written communication is good.

Level 1 ([1]–[6])

The answer may make limited reference to a case study. Alternatively the case study may be at an inappropriate scale or nature. One or more elements of the question – case study detail, problems, solutions – may be neglected. Detail may be very restricted. There may be poor use of terminology. Quality of written communication is may be basic. [18]

AVAILABLE
MARKS

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- 4 (a) The candidate is asked to describe the climatic characteristics of the desert ecosystem and explain how the biomass of this ecosystem is influenced by these characteristics.

Level 3 ([7]–[9])

An accurate description of climatic characteristics (e.g. temperature, precipitation, daylight hours) is given with some detail (figures). The way in which each of these influences the biomass of the desert ecosystem is clarified. There is good use of appropriate terminology.

Level 2 ([4]–[6])

Although a description of climatic characteristics (e.g. temperature, precipitation, daylight hours) is given with some detail, it may lack range/depth/detail or clarity. Although the way in which each of these influences the biomass of the desert ecosystem is clarified, it may lack range/depth/detail. There may be restricted use of relevant terminology.

Level 1 ([1]–[3])

The description of climatic characteristics and/or their influence upon the desert ecosystem may be very restricted in range, depth, detail, quality or relevance. There may be poor use of terminology. [9]

- (b) The candidate is asked to make reference to the resources and to use additional material to discuss the environmental benefits and problems associated with the use of irrigation in the arid/semi-arid tropics.

Level 3 ([6]–[8])

Candidates at this level address each element of the question explicitly – reference to resources, additional material, environmental benefits of the use of irrigation in the arid/semi-arid tropics, problems associated with the use of irrigation in the arid/semi-arid tropics – with validity and clarity. A high level of relevant detail is given. There is good use of appropriate terminology.

Level 2 ([3]–[5])

Although answers in this level address each element of the question – reference to resources, additional material, environmental benefits of the use of irrigation in the arid/semi-arid tropics, problems associated with the use of irrigation in the arid/semi-arid tropics – the response is imbalanced or lacks clarity, validity, depth or detail. There may be restricted use of relevant terminology.

Level 1 ([1]–[2])

One or more elements of the question - reference to resources, additional material, environmental benefits of the use of irrigation in the arid/semi-arid tropics, problems associated with the use of irrigation in the arid/semi-arid tropics – may be neglected. Detail may be very restricted. There may be poor use of terminology. [8]

AVAILABLE
MARKS

- (c) The candidate is asked to describe and evaluate the threat of large scale development to the trophic structure and nutrient cycle of the tropical forest ecosystem with reference to a regional scale case study.

Level 3 ([13]–[18])

The answer refers in detail to an appropriate and relevant case study. Candidates at this level address each element of the question explicitly – case study, description and evaluation of threat to trophic structure, description and evaluation of threat to nutrient cycle – with validity and clarity. A high level of relevant detail is given. There is good use of appropriate terminology. Quality of written communication is excellent.

Level 2 ([7]–[12])

The answer refers to an appropriate and relevant case study. Although answers in this level address each element of the question – case study, description and evaluation of threat to trophic structure, description and evaluation of threat to nutrient cycle – the response is imbalanced or lacks clarity, validity or depth. Case study detail may be limited. There may be restricted use of relevant terminology. Quality of written communication is good.

Level 1 ([1]–[6])

The answer may make limited reference to a case study, alternatively the case study may be at an inappropriate scale or nature. One or more elements of the question – case study, description and evaluation of threat to trophic structure, description and evaluation of threat to nutrient cycle – may be neglected. Case study detail may be very restricted. There may be poor use of terminology. Quality of written communication may be basic. [18]

AVAILABLE
MARKS

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Option C: Dynamic Coastal Environments

AVAILABLE
MARKS

- 5 (a) The candidate is asked to distinguish between the processes of eustatic and isostatic readjustment with reference to places for illustration.

Level 3 ([7]–[9])

An accurate distinction is made between the two processes (eustatic change is global change due to alteration in the volume of water in the oceans or a change in ocean basin shape resulting in a change in basin capacity; isostatic change results from local alteration in the height of the land whether a rise or fall). More than one valid reference to place is made. There is good use of appropriate terminology.

Level 2 ([4]–[6])

Although distinction is made between the two processes, it may lack depth or clarity. At least one valid reference to place is made. There may be restricted use of relevant terminology.

Level 1 ([1]–[3])

The distinction may be very restricted in depth, quality or relevance. Reference to place may be omitted or invalid. There may be poor use of terminology. [9]

- (b) The candidate should present an annotated diagram or diagrams to describe and explain **one** of their chosen features. Both diagrammatic material and written explanation are required.

Award [1] × 2 for identification of relevant features, for example beach and headland.

Level 3 ([5]–[6])

An accurate and well-presented diagram/s is presented with a clear description and explanation of the formation process of the chosen landform. There is good use of appropriate terminology.

Level 2 ([3]–[4])

Either the diagram/s or the description and/or explanation of the formation processes is incomplete in a significant way (lacking depth or clarity). There may be restricted use of relevant terminology.

Level 1 ([1]–[2])

The response may lack any relevant diagram and/or the explanation of the formation process may be very restricted in depth, quality or relevance. There may be poor use of terminology. [8]

- (c) The candidate is asked to describe and explain the threats to the human and physical environment posed by rising sea levels in a LEDC regional study.

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Level 3 ([13]–[18])

The answer refers in detail to an appropriate and relevant case study. Candidates at this level address each element of the question explicitly – case study, description of threats, explanation of threats, human environment, physical environment – with validity and clarity. A high level of relevant detail is given. Quality of written communication is excellent. There is good use of appropriate terminology.

Level 2 ([7]–[12])

The answer refers to an appropriate and relevant case study. Although answers in this level address each element of the question – case study, description of threats, explanation of threats, human environment, physical environment – the response is imbalanced or lacks clarity, validity, depth or detail. Quality of written communication is good. There may be restricted use of appropriate terminology.

Level 1 ([1]–[6])

The answer may make limited reference to a case study, alternatively the case study may be at an inappropriate scale or nature. One or more elements of the question – case study detail, description of threats, explanation of threats, human environment, physical environment – may be neglected. Case study detail may be very restricted. Quality of written communication is basic. There may be poor use of appropriate terminology.

[18]

35

- 6 (a) The candidate is asked to evaluate the impact and sustainability of any **two** of the strategies illustrated: rip-rap; dune regeneration; sea walls.

Level 3 ([7]–[9])

The response accurately evaluates the impact and sustainability of two of the given options. There is good use of appropriate terminology.

Level 2 ([4]–[6])

One of the required elements of the question is not developed – evaluation of impact and sustainability for option one, evaluation of impact and sustainability for option two. There may be restricted use of relevant terminology.

Level 1 ([1]–[3])

The response is limited in more than one respect – evaluation of impact and sustainability for option one, evaluation of impact and sustainability for option two. There may be restricted use of relevant terminology. [9]

- (b) The candidate is asked to describe and explain the process of wave refraction with the aid of a diagram/s. Both diagrammatic material and written explanation are required.

Level 3 ([6]–[8])

An accurate and well-presented diagram/s is presented with a clear description and explanation of the process of wave refraction. There is good use of appropriate terminology.

Level 2 ([3]–[5])

Either the diagram/s or the description and explanation of the process of wave refraction is incomplete in a significant way (lacking depth or clarity). There may be restricted use of relevant terminology.

Level 1 ([1]–[2])

The response may lack any relevant diagram and/or the description and explanation of the process of wave refraction may be very restricted in depth, quality or relevance. [8]

AVAILABLE
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- (c) The candidate is asked to explain why Environmental Impact Assessment and Cost Benefit Analysis are important to coastal management with reference to a regional scale case study.

Level 3 ([13]–[18])

The answer refers in detail to an appropriate and relevant case study. Candidates at this level address each element of the question explicitly – case study, Environmental Impact Assessment, Cost Benefit Analysis, coastal management – with validity and clarity. A high level of relevant detail is given. Quality of written communication is excellent. There is good use of appropriate terminology.

Level 2 ([7]–[12])

The answer refers to an appropriate and relevant case study. Although answers in this level address each element of the question – case study, Environmental Impact Assessment, Cost Benefit Analysis, coastal management the response is imbalanced or lacks clarity, validity, depth or detail. Quality of written communication is good. There may be restricted use of appropriate terminology.

Level 1 ([1]–[6])

The answer may make limited reference to a case study, alternatively the case study may be at an inappropriate scale or nature. One or more elements of the question – case study, Environmental Impact Assessment, Cost Benefit Analysis, coastal management – may be neglected. Case study detail may be very restricted. Quality of written communication is basic. There may be restricted use of appropriate terminology. [18]

AVAILABLE
MARKS

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Option D: Climate change: Past and Present

AVAILABLE
MARKS

- 7 (a) The evidence from the resource (fossil and microfossils) is explained with understanding shown and a second different form of evidence is explained, from the specification these are likely to be ice-cores study, pollen analysis or ocean floor deposits.

Level 3 ([7]–[9])

Evidence from the resource is identified and explained in context, not simply quoted. Also a second form of evidence is explained with respect to medium and long-term climate change.

Level 2 ([4]–[6])

While both resource evidence and a second form are identified, the explanation of one or other lacks depth and detail.

Level 1 ([1]–[3])

If one or other of the required elements is missing – resource based evidence and additional evidence – the answer would be confined to this level. Alternatively, both are presented adequately [9]

- (b) The Holocene geological period should be accurately identified as the present era starting with the end of the last glaciation between 14 and 12 000 years ago. The answer should identify the final period of the last glaciation and use reference to places to illustrate the change, including retreating ice caps and warming climates.

Level 3 ([6]–[8])

Both an accurate definition and an explanation of the final glacial period are provided with place references used to support the account.

Level 2 ([3]–[5])

While both a definition and explanation of the end of glaciation are provided one or both lack adequate explanatory depth and detail.

Level 1 ([1]–[2])

If one of the three required elements – definition, explanation and place reference – is missing, the answer would be confined to this level. [8]

- (c) A description of a valid post-glacial lowland is provided and the reasons for both glacial and fluvio-glacial landforms explained.

Level 3 ([13]–[18])

A valid regional study is identified. The variety of landforms – glacial and fluvio-glacial – are accurately described. An appropriate explanation for the presence of these landforms is given with clarity and accuracy. Quality of written communication is excellent. There is good use of appropriate terminology.

Level 2 ([7]–[12])

A valid regional study is identified. Although answers at this level address each element of the question, the explanation for the two distinctive landforms is limited in respect of the understanding shown. Quality of written communication is good. There may be restricted use of appropriate terminology.

Level 1 ([1]–[6])

The absence of a valid case study or either of the two types of land form would restrict a response to this level. Quality of written communication may be basic. There may be poor use of appropriate terminology. [18]

35

- 8 (a) A clear comprehension of the term ‘enhanced greenhouse’ is required – trapping of energy emitted from the earth by greenhouse gases. The ‘enhanced’ element refers to the increased quantity of these gases, chiefly CO₂ and methane, as a result of human activity, especially during the industrial period of the last 150 years. The resource and additional material is used to explain the role of air pollution in global warming.

Level 3 ([7]–[9])

A sound definition is presented and material drawn from the resource is used in conjunction with additional material to clearly explain the role of air pollution in the current climate change process. Good use of terminology is evident.

Level 2 ([4]–[6])

A definition is presented along with material drawn from the resource with additional material on the role of air pollution in climate change but the range and depth of discussion are restricted.

Level 1 ([1]–[3])

The lack of an accurate definition or use of resource material would confine a response to this level. Similarly, an answer that did not provide material beyond that in the resource would be confined to **Level 1**. [9]

- (b) Candidates are asked to select any **two** of the three processes identified. For each an explanation of how that process leads to climate change should be fully explained. (2 × [4]) [8]

Astronomic: Orbital changes of the earth.

Solar: Variation in sun spot activity and solar orbit.

Volcanic: Nature, timing and scale of volcanic activity across the Earth’s surface

- (c) The answer should describe and evaluate the progress or otherwise of the international action taken on the climate change issue. Place references are required and it is expected that the Kyoto and Paris Agreements will form part of the response.

Level 3 ([13]–[18])

An accurate description and evaluation of the progress made with respect to action on climate change is given. Both progress and limitations are discussed with reference to places. Quality of written communication is excellent. There is good use of appropriate terminology.

Level 2 ([7]–[12])

While the response addresses the key areas of the question, the precision of the response is restricted with a lack of detail in terms of place reference and/or evaluation of international action. Quality of written communication is good. There may be restricted use of appropriate terminology.

Level 1 ([1]–[6])

If any one of the key elements, description, evaluation or reference to place, is overlooked the answer would be confined to this level. Quality of written communication may be basic. There may be poor use of appropriate terminology. [18]

Total

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70