

RGS Geography Transition work

Welcome to RGS Geography! Unfortunately, you missed our Transition Course so will not be able to join in with the collaborative sharing and presentations that we did. You also will not be able to do all of it... I am not sure you will be able to watch the clickview films (you might if you have a school email address or an rgs email account already) and the MOOC and live lessons have ended. However, we would still like to see a few pieces of work that show off your engagement and interest in Geography from the topics we present in the assignments below!

So please pick any three tasks from Assignments 1,2 and 5 copied below. Pick anything to produce, be imaginative and present something that shows off your Geography talents. Do fewer rather than lots of questions and do something interesting to answer the questions.

Scroll down to find the assignment pages which include a variety of tasks. Examples of 3 tasks you could do are ...

1. Research volcanic eruptions and do the essay on Volcanoes and Life on Earth,
2. Find out how to analyse and complete one PEDALS analysis 6 mark question
3. Write an answer to the physical essay question in Assignment 5.

These are just ideas... you could draw mind maps or labelled diagrams if you prefer. Or produce a mind map online or a powerpoint or sway or anything in response to the three questions you pick.

Good luck with your work. We look forward to seeing something interesting that shows an imaginative approach to Geography and we look forward to welcoming you to the Department in September.

RGS Geography Department

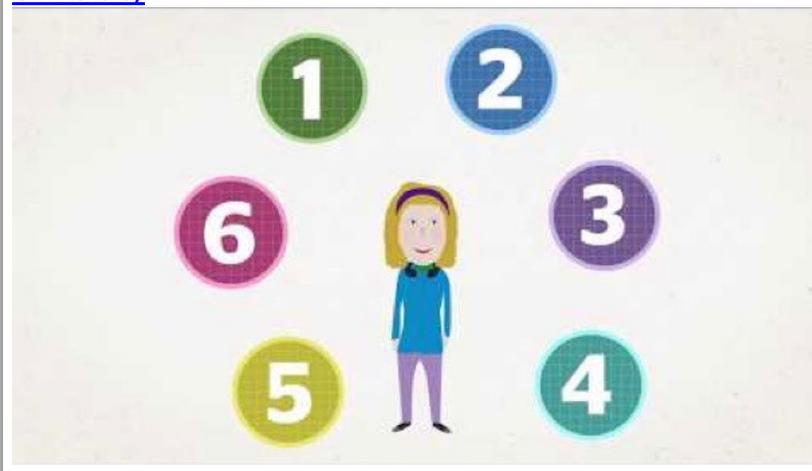
Extracts of Assignments from this course:

- Assignment 1: Volcanoes: How do they influence climate and life on Earth?
- Assignment 2: Analysis Skills: PEDALS!
- *Assignment 3-4 was a MOOC based assignment which is no longer available.*
- Assignment 5: Assignment 5: Essay skills: physical

A Level Geography Transition Course



[How to choose your A-levels the right way | Which? University](#)



Introduction

Geography is a highly favoured facilitating subject, the most employable degree subject and highly respected by Universities and employers as developing the highest quality transferrable skills.

The aim of this transition course is to give aspiring A Level Geography students an introduction to the Geography A level content, style of learning and some key skills.

Your teachers will guide you through the course. Please do all communication by TEAMS and upload your work to the TEAMS assignment.

You will be set an Assignments with a target date for completion.

Online guidance and feedback from teachers will be available and there will be some lessons ("seminars") to introduce sections and particular skills.

You can upload your work to Teams in a format that suits you e.g. photographs of handwritten work, drawings and diagrams, a OneNote or Word files or anything else will be OK, so long as we can read and understand it.

Transition Course summary and expectations

The course starts after Easter in the Summer term with an introductory online lesson for everyone on **Tuesday 21 April 9:00am.**

There are 4 Assignments set over the term.

Make sure you understand what each assignment is about: read the instructions on this OneNote, attend any live lessons and watch the videos.

Please ASK if you are not sure by emailing your teacher: sac@reigategrammar.org or vlr@reigategrammar.org

Please UPLOAD your work to our Teams channel by taking a photo of written work or linking to documents on your school OneDrive.

Helpful video on how to upload photos to TEAMS: [How to upload an image to Assignments on Microsoft Teams using a Phone](#)

There will be some live lessons where you feedback on what you have learned and prepared to the class.

Be ready to show what you have learned.

You will also learn skills including how to write an essay and analyse data.

Assessment

Points will be assigned for each assignment by teachers on the basis of your contribution, attendance and evidence of your work which will be assessed throughout the course.

Any evidence of your learning will contribute to your assessment.

The total points for the course is 52.

Times and deadlines below are subject to change!

	Week	Topic	Points
Assignment 1	Week 1	Physical Geography: Volcanoes, Carbon and Life on Earth	10
Assignment 2	Week 2	Analysis questions - group task	12
Assignment 3	Week 3	Human Geography MOOC	10
Assignment 4	Week 4	MOOC (10) and skills Q (6)	16
Assignment 5	Week 5	Essay - physical	20
Assignment 6	Week 6	Plan competition FT and RGS essay or storymap	10
Assignment 7	Week 7	Assessment : WRITE competition essay/storymap	20
		Total points	108

		Course Summary: for details please see assignment tabs on this OneNote.
Week 1 20 April	Assignment 1: Volcanoes	Assignment 1: Volcanoes: How far do they influence climate and life on Earth? Lesson: Tuesday 21 April 9:00am: course introduction and Assignment 1.

		<ol style="list-style-type: none"> 1. Watch the Power of the Planet on ClickView. Make some notes on key factual points. 1+ hour 2. Draw a large diagram and add annotations to explain the carbon cycle. 1 hour 3. Watch the film on Congo's volcanoes on ClickView. Print the MIND MAP, make notes to answer Questions shown on the mind map. 2+ hours 4. Use all the information to answer the question below: present in any format but make sure your answer is evaluative. <p>"How far do volcanoes influence climate and life on Earth?"</p> <p>Deadline: Monday 27 April 2pm: upload your work to TEAMS.</p>
Week 2 27 April	Assignment 2: Analysis skills	<p>Assignment 2: Skills: A Level style analysis questions: group work</p> <p>Lesson: Tuesday 28 April 9:00am: present answers to Assignment 1 and introducing Assignment 2: skills</p> <ol style="list-style-type: none"> 1. Lesson: How to use PEDALS to answer analysis questions. 2. Answer two Skills questions - group presentation task in lesson on Tuesday 5 May. <p>Deadline: Sunday 3rd May 4pm ready to present in lesson on Tuesday 9am</p>
Week 3 4 May	Complete Assignment 2. Start Assignment 3 MOOC.	<p>Assignment 2: Peer assess and feedback on analysis questions Assignment 3: Start MOOC.</p> <p>Lesson: Tuesday 5 May 9:00am: present analysis. Set up MOOC!</p> <p>This week:</p> <ol style="list-style-type: none"> 1. Start MOOC: from May 4 please enrol in this Future Learn MOOC Migration and Cities: 3 hours per week. Keep screenshot of progress. Upload to teams. 2. Write notes on "Three Things I have learned so far". Upload to Teams for Sunday deadline below. <p>Deadline for uploading 1 and 2: Sunday 10 May 4pm</p>
Week 4 11 May	Assignment 4: Human MOOC and skills	<p>Assignment 4: MOOC Week 2 and SKILLS World Trade Question</p> <p>Lesson: Tuesday 12 May 9:00am: Quiz on MOOC. Present "Three things I have learned this week."</p> <p>This week: MOOC WEEK 2 and World Trade SKILLS Question</p> <ol style="list-style-type: none"> 1. Do MOOC Week 2. 2. Prepare "Three things I have learned this week". 3. Complete SKILLS question on International Patterns of Trade. <p>Deadline Sunday 17 May 4pm:</p> <ul style="list-style-type: none"> • Upload "Three things I have learned so far". Upload evidence as one screenshot e.g. of quizzes, interaction, completion etc. • Upload answer to SKILLS pattern of world trade question.

Week 5 18 May	Assignment 5: Essay	<p>Assignment 5: Read – Watch – Listen and Write an ESSAY!</p> <p>Lesson: Tuesday 19 May 9:00am: present "Three things I have learned this week". Prepare ESSAY WRITING and <u>what to do over half term</u>.</p> <p>This week and over half term:</p> <ol style="list-style-type: none"> 1. Finish MOOC: provide evidence of completing it: screenshot of end screen. Quiz result etc. We will not share these with others. 2. Write physical essay. Research, read, listen and watch sources provided and any other sources you find. 3. You will SHARE your ESSAYS to peer assess them after half term. <p>Physical Essay: " People, more than Nature, are to blame for most natural disasters". To what extent do you agree?</p>
Half term		HALF TERM - write physical essay and finish MOOC
Week 6 1 June	Assignment 6: Peer assess one essay. PLAN competition ESSAY/storymap	<p>Deadline for Assignment 5: Sunday 31 May 4pm: Upload evidence on Teams to show that you have finished the Human MOOC and the physical essay.</p> <p>Lesson Tuesday 2 June 9am: Physical essay: Share essays for peer assessment: assess each others essays this week: make brief notes on WWW and EBI and try to apply the mark scheme. (level 1-4). PICKLE! By Friday.</p> <p>Assignment 6: PLAN the RGS FT School Competition (essay or storymap): What is the geographical story behind a chosen set or sets of data? Website here with details and guidance.</p> <p>Deadline for physical essay peer assessment Friday 5 June 4pm.</p>
Week 7 8 June	Assignment 7: WRITE the competition essay/storymap	<p>Deadline for essay competition PLAN uploaded to TEAMS: Sunday 7 June 4pm.</p> <p>Lesson Tuesday 9 June: Present your competition plan to the class... BRIEFLY... 1-2 minutes max.</p> <p>SET final Assignment 7: WRITE your competition essay / storymap</p>
Week 8 15 June	Finale week!	<p>Deadline 15 June. Assessment 7: write your competition essay: 1000 words max.</p> <p>No lesson this week as you are doing assessments.</p> <p>What is the geographical story behind a chosen set or sets of data?</p> <p>Assessment will be based on what you have done so far and this "final" assessment essay.</p>
Week 9 22 June	Final feedback	Lesson Tuesday 23 June Feedback: Feedback on essays / storymap / course.

*Seminars can be text feedback or video / audio lessons.

Future Learn MOOC courses are **FREE**. Please register on Future Learn **now**. There is no need to pay anything.

Assignment 1: Volcanoes: their influence on climate and life on Earth

Lesson: Tuesday 21 April 9:00am: course introduction and Assignment 1.

1. Watch the Power of the Planet on ClickView (1hr). Make some notes on key factual points.
2. Create a diagram and add annotations to explain the slow carbon cycle.
3. Watch the two programmes on Congo's volcanoes on ClickView (1hrx2). Make notes to answer the questions on the MIND MAP.
4. Answer: Use all the information you have studied to present an answer to the big question below: be prepared to present your answer to the rest of the class next Tuesday. You may use ANY format, or a combination of formats: written, typed answers, diagram with detailed labels, mind map / spider chart, a short video, a PowerPoint presentation etc.

"How far do volcanoes influence climate and life on Earth?"

By Tuesday 28 April 9am. Tip: this is an evaluative question! I'll explain more in the lesson.

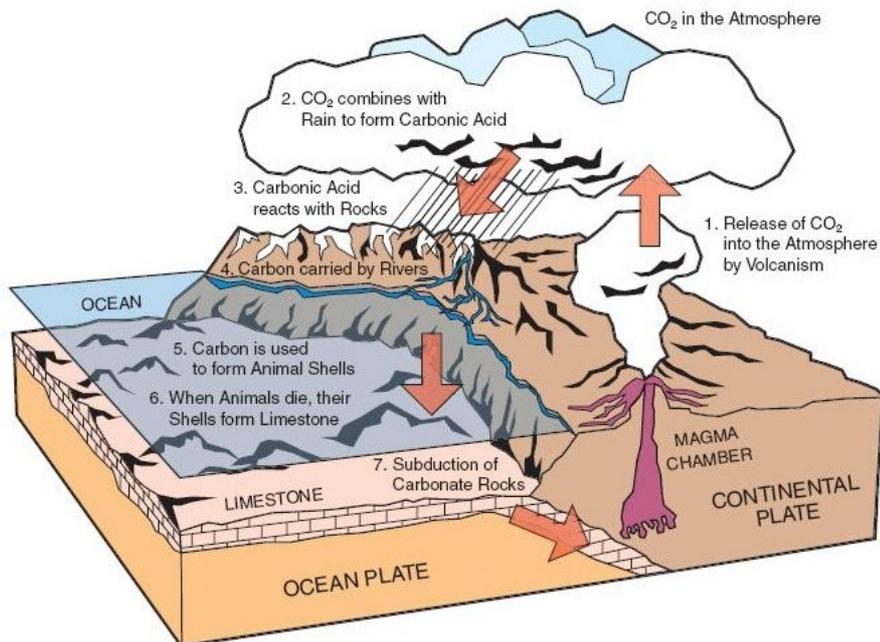
Deadline: Monday 27 April 2pm: please upload your work to TEAMS Assignment 1.

Details:

Assignment 1: Volcanoes: How far do they influence climate and life on Earth?

1. Watch this video on [ClickView](#). You should be able to access ClickView with your school email and account details. Watch [this](#) if not sure how to login. Make some notes on key factual points.
2. Volcanoes can erupt suddenly and dramatically erupting vast amounts of CO₂ into the atmosphere. However, overall, they are part of what is known as the **slow** Geological Carbon Cycle. How exactly does the slow carbon cycle influence climate and life on Earth?
Read below to find out and add some of your own research on Google.
Draw a large sketch OR make a digital presentation of the diagram below and ADD additional annotations (notes/labels) to explain how the carbon cycle works in more detail.

The Geological Carbon Cycle



The **ROCK CYCLE** is part of the slow carbon cycle which carries carbon from land into oceans and thereby carbon is buried and subducted into the mantle to be erupted as CO₂ from volcanoes. The way it works is this...

WEATHERING: Rocks on land are broken down by the atmosphere, rain, and groundwater into small particles and dissolved materials, a process known as weathering. For example, as limestone and chalk is weathered the calcium carbonate is broken down into soluble compounds, some is washed into rivers or released as carbon dioxide into the atmosphere.

TRANSPORT: The soluble compounds are combined with plant and soil particles that result from decomposition and surface erosion and are later carried to the ocean by rivers where the larger particles are deposited near shore.

DEPOSITION: Slowly, these sediments accumulate, burying older sediments below. The layering and burial of sediment causes pressure to build, which eventually becomes so great that deeper sediments are turned into rock, such as shale.

OCEAN BIOLOGICAL PUMP: Within the ocean water itself, dissolved materials mix with seawater and are used by marine life to make calcium carbonate (CaCO₃) skeletons and shells. When these organisms die, their skeletons and shells sink to the bottom of the ocean. In shallow waters (less than 4km) the carbonate collects and eventually forms another type of sedimentary rock called limestone.

CARBON SINK: Collectively, these processes slowly convert carbon that was initially contained in living organisms into sedimentary rocks within the Earth's crust. Once there, these materials continue to be moved and transformed through the process of

plate tectonics, uplift of rocks contained in the lighter plates and melting of rocks in the heavier plates as they are pushed deep under the surface.

VOLCANIC EMISSIONS: These melted materials can eventually result in emission of gaseous carbon back to the atmosphere through volcanic eruptions, thereby completing the cycle. Without this geological recycling, the carbon that becomes bound up in rocks would accumulate and remain there forever, eventually depleting the sources of CO₂ that are vital to life.

SLOW CARBON CYCLE: The recycling of carbon through sedimentary rocks is an important part of our planet's long-term (over millions of years) ability to sustain life. Without it, the carbon that becomes bound up in rocks would accumulate and remain there forever, eventually depleting the sources of CO₂ that are vital to plants and maintaining the temperature of the planet over long periods. However, because the geological cycle moves slowly, these fluxes are small on an annual basis and have little effect on a human time-scale.

3. **Case study: How does volcanic activity influence landscapes, people and place in Goma, Congo?**

This amazing film is about volcanoes in the Democratic Republic of Congo (DRC) and the people living there. It is an excellent case study linking Physical and Human Geography and will be useful for you're a Level course.

The film explores the fascinating connections between the volcanoes, Nyiragongo and Nyamulagira, and how people live in this part of the DRC.

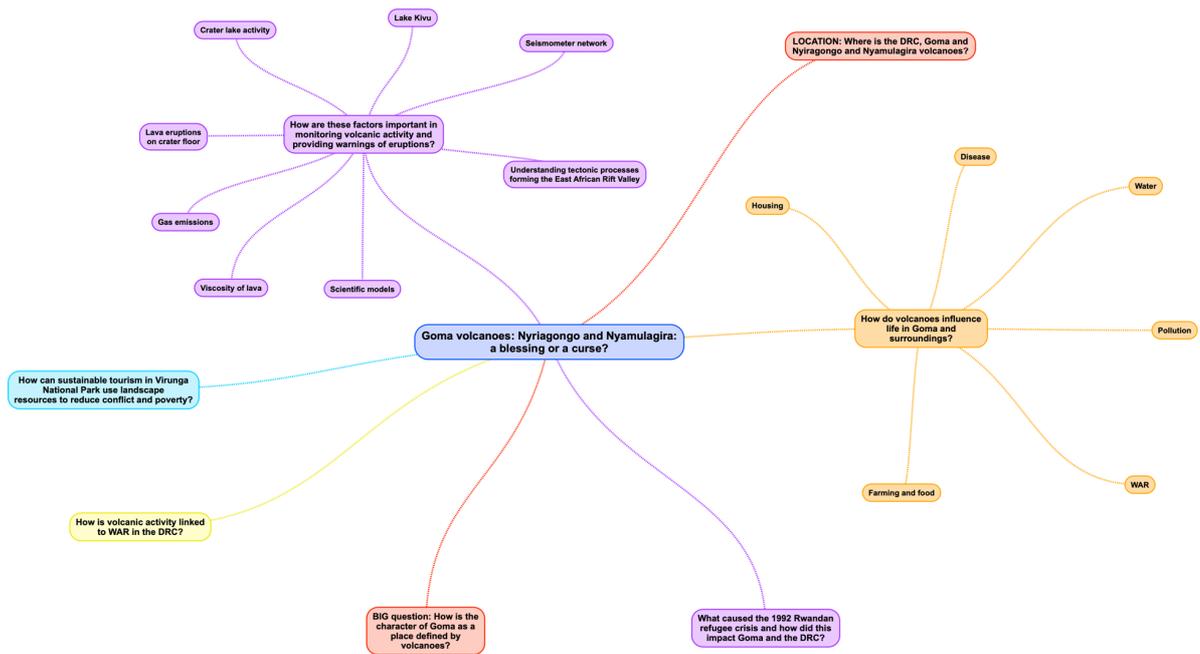
Close connections are drawn between the risks and benefits of volcanic activity and the social and economic and cultural character of the city of Goma and surrounding towns and villages.

LINKING Physical and Human Geography is a key SKILL in A Level Geography. The links here are about VOLCANIC ACTIVITY, LANDSCAPES, HAZARDS and PLACE.

Assignment Instructions:

Watch the two programmes, Part 1 and Part 2 (1 hour each) to find out how the character of Goma as a PLACE is strongly influenced by the physical processes and the landscape.

While watching the programmes: make notes on the mind map (or wherever suits you) to answer the questions on the [mind map](#)



[Goma volcanoes Nyiragongo and Nyamulagira a blessing or a curse.pdf](#)

Expedition Volcano Part 1 [ClickView](#) (1 hr)

Expedition Volcano Part 2 [ClickView](#) (1 hr)

<<Geography-The-Nyiragongo-Volcano.pdf>>

External links:

- Observatoire Volcanologique de Goma <http://www.wovo.org/0203.html>
- Nyiragongo <https://volcano.si.edu/volcano.cfm?vn=223030>
- Nyamulagira <https://volcano.si.edu/volcano.cfm?vn=223020>

4. Answer this question, use any format: **"How far do volcanoes influence climate and life on Earth?"**

It's an evaluative discussion question!

The key here is to address the EVALUATIVE part of this question... "how far...?". This means you need to address how much / the extent that volcanoes influence climate and life on Earth. In other words, what is the importance of their impact, (pre)-historically, now and in the future and are there other factors more or less important that influence climate and life?

A good answer will include: "Pickle!" (acronym for key points listed below)

AO1- knowledge

- Place: examples/case studies
- Process: Knowledge and understanding
- Change: different spatial and time scales

A02- evaluation

- Link to question
- Evaluate
- Conclude

*Lesson: students feedback to class "How far do volcanoes influence climate and life on Earth?"

Date and time: Tuesday 28 April 9am live lesson.

Assignment 2: Analytical skills in Geography

Analysis skills in Geography include making sense of data found in resources like graphs, maps, satellite images, photos and Geographic Information Systems (layers of mapped information). Analysis is a key Geographical skill.

*Lesson: How to analyse data. Online lesson to explain PEDALS!

A Level skills questions often feature "unfamiliar data" which you are required to analyse. This requires a certain approach .

To help, we analyse data using this acronym:

PEDALS

Pattern: describe patterns, trends, correlations, differences, comparisons. Include spatial patterns (usually on maps) or change over time (on charts); go for obvious first... where your eye is drawn to, go for obvious low hanging fruit first.

Example: use named examples from resource; Maps: compare different scales: hemisphere-continent-countries-regions etc.

Data: manipulate numbers: do simple calculations to find e.g. change over time / range / % difference /

Anomaly: spot outliers, anything that doesn't "fit" "however" ..

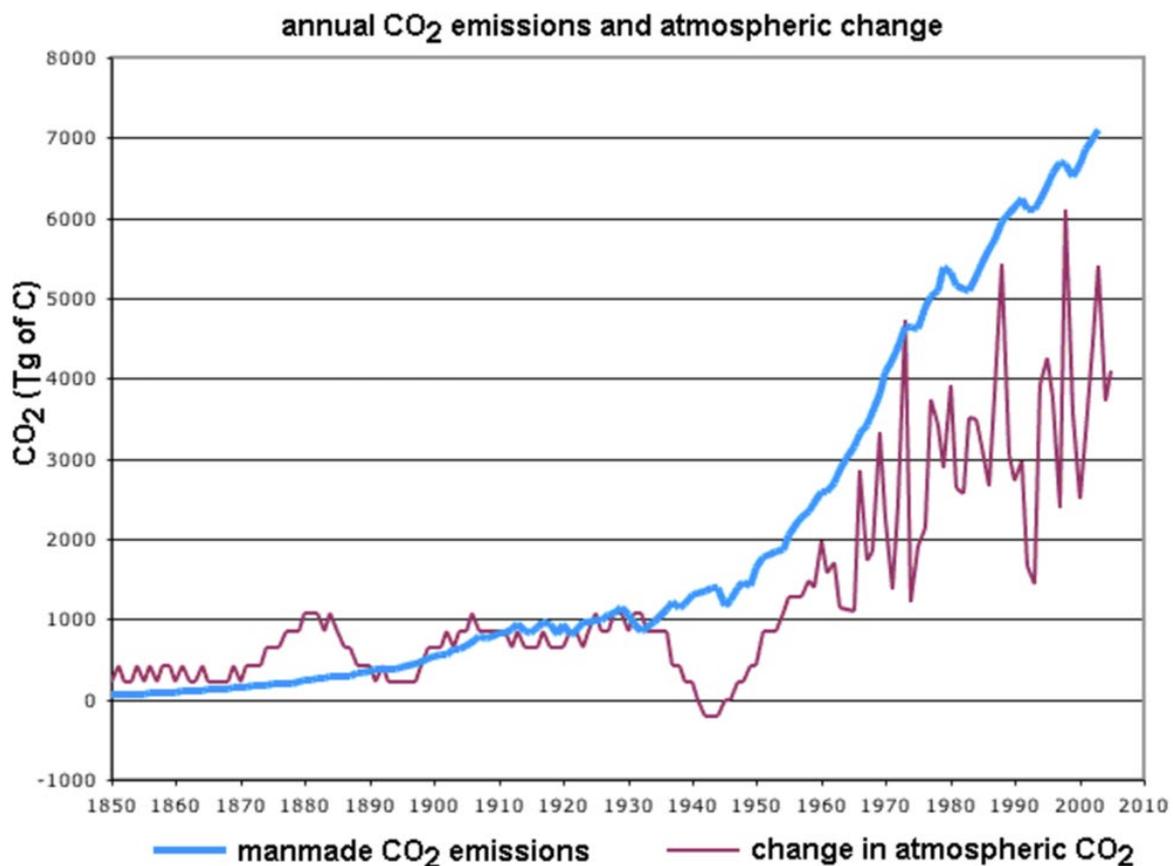
Links: make LINKS / connections between different aspects of the evidence/data provided and make connections between any between resources provided (if there is more than one)

Source: critique the resource... is it representative, presented appropriately, is other data useful/important?

For each analysis question find one point to say about each part of PEDAL!

- **Pattern** (overall trends, positive/negative/no correlation, words like regular, even, random, uneven pattern)
- **Evidence** (Highs, lows, clusters of data, rank)
- **Data:** (Do something with it :data manipulate, range)
- **Anomalies:** (anything odd?, criticisms)
- **Link the data sets:** (connections between data/maps/charts; compare and contrast, similarities/differences)
- **Source:** (critique source)

Let's try this example: (show powerpoint)



<https://www.co2levels.org/>

See powerpoint for example questions and techniques.

Example question:

Practice question: analyse the data shown in Figure 1 and Figure 2

Figure 1 and Figure 2 show information about emissions of carbon dioxide into the atmosphere from fossil fuel use in 1960 and 2016.

Figure 1 - 1960

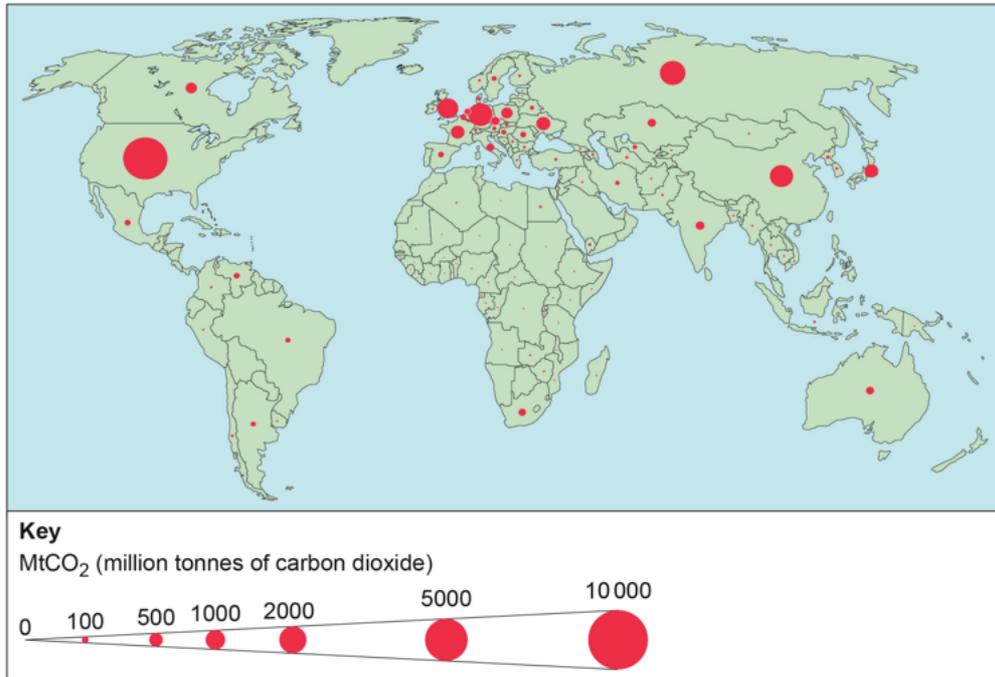
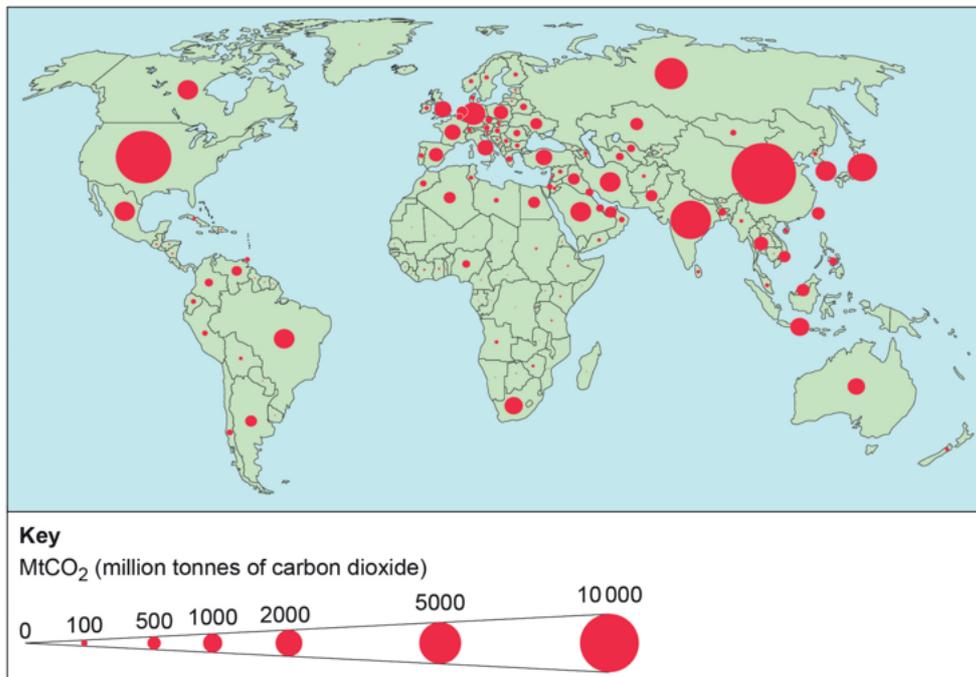


Figure 2 - 2016



Assignment 2 : ANALYSIS SKILLS: A GROUP PRESENTATION TASK

There are SIX analysis questions below.

Work in your GROUP to analyse, research background* and present the **TWO** questions allocated to your group.

Group	Question	Question
Arctic	1	6
Atlantic	2	4
Indian	3	2
Pacific	4	1
Southern	5	6

1. Prepare presentations for both questions to clearly present your agreed analysis of the data presented. Build a picture of what the data means so that your group can "teach it" next lesson in a 5 minute presentation. Use your channel to work on files.
2. Your presentation can use any platform or combination: a PowerPoint, a OneNote or Word document, a video etc anything that you agree and can work with collaboratively.
3. Everyone in the group (usually 4 of you) evidence their contribution to the preparation and presentation.
4. Each group will have maximum 5 minutes to present both answers to the class in the online lesson. You could record a video if you prefer to do that than go live.

Deadline: Please complete the preparation and presentations and upload to Teams by Monday 4th May 12pm ready to present in lesson on Tuesday.

Assessment: teachers will assess the quality of your analysis, presentation and research and apply a mark.

Please make your work available on Teams assignments or in your channel.

(: research and background explanation is not usually part of straight analysis questions...it is included here for developing Geographical learning and research skills)*

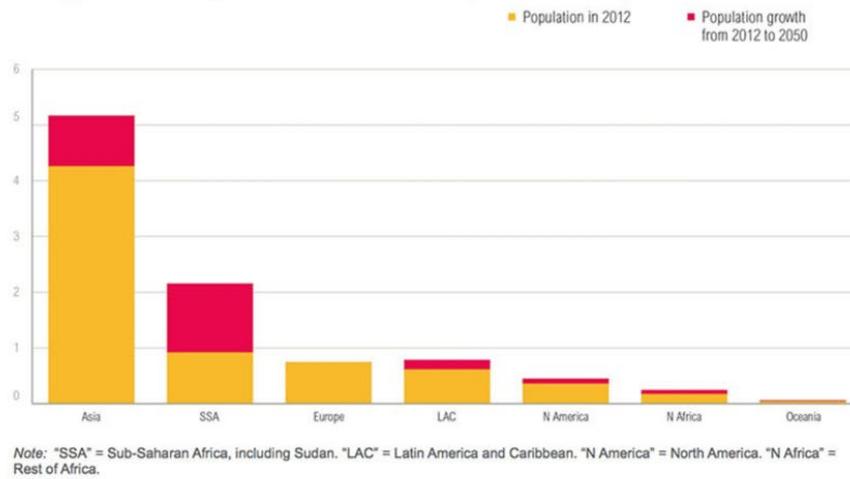
Question 1. Data analysis question on global food security

Analyse the data presented in Figures 1, 2 and 3.

Analyse the global challenges linked to food security (6 marks)

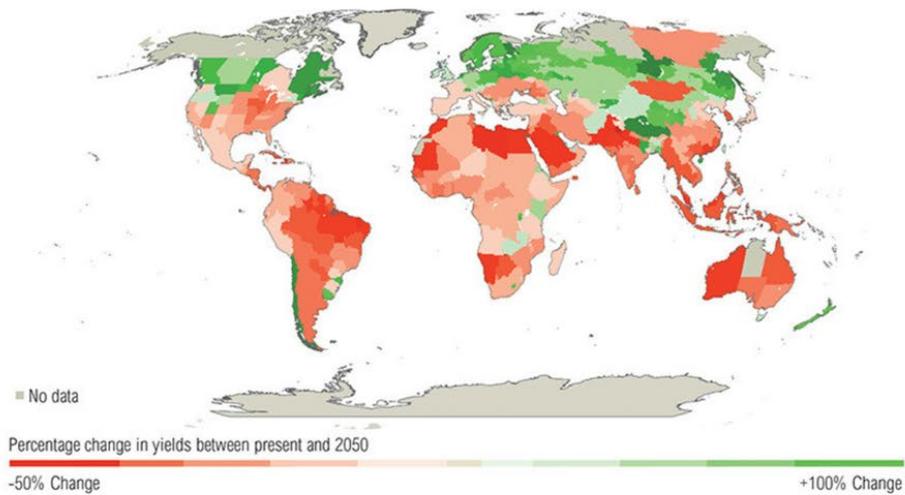
Projected Population Growth (in billions)

Figure 1



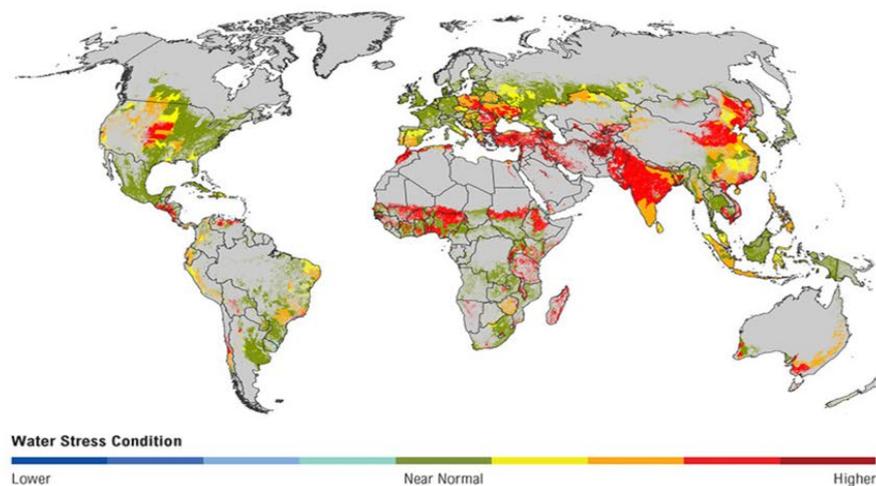
Most studies now project adverse impacts on crop yields due to climate change (3°C warmer world)

Figure 2



Water stress will increase in many agricultural areas by 2025 due to growing water use and higher temperatures (based on IPCC scenario A1B)

Figure 3



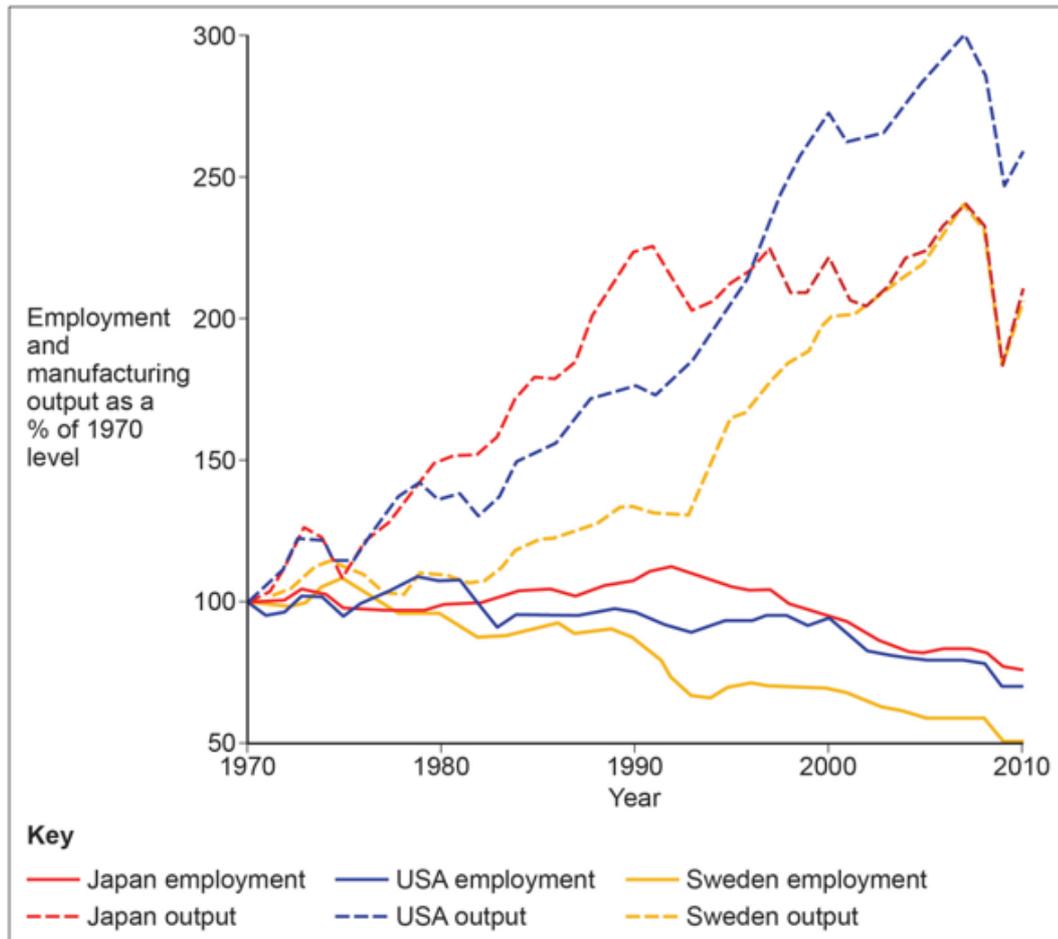
(note: IPCC range of predictions for mid-century: 1.3-1.8C ; by 2100 1.8-4C)

Question 2: Employment and manufacturing output for selected countries (6 marks)

Analyse the data shown in Figure 4.

Figure 4 shows employment and manufacturing output data for Japan, USA and Sweden between 1970 and 2010.

Figure 4

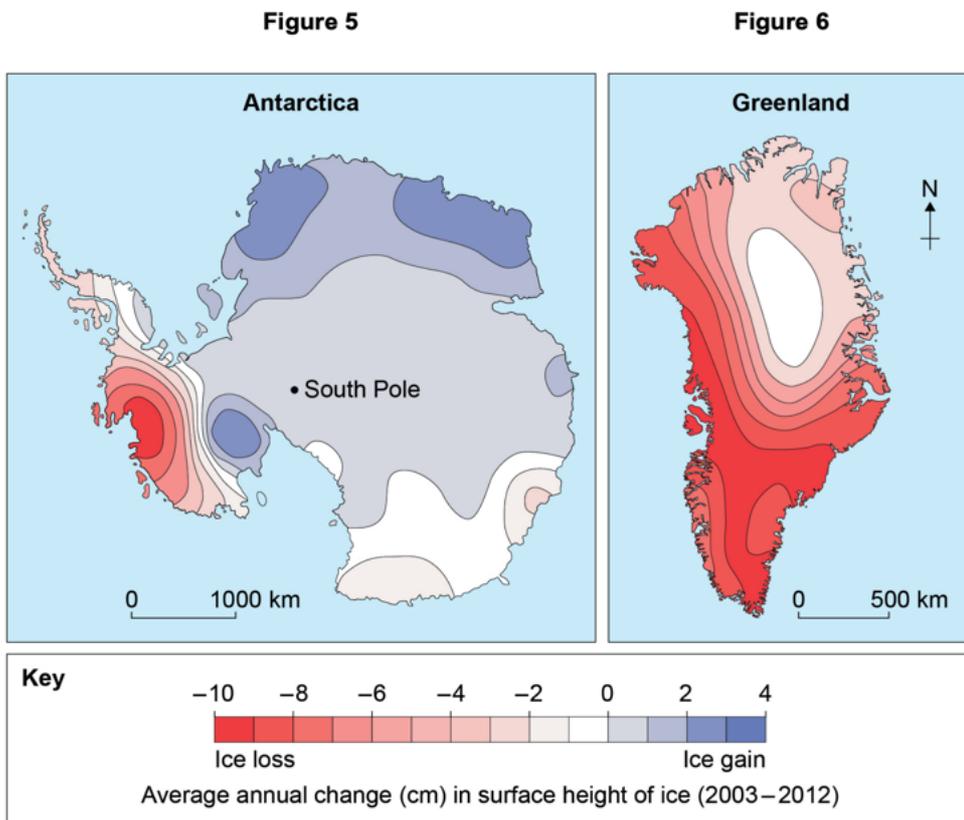


0 5 . 4 Analyse the data presented in Figure 4

[6 marks]

Question 3: Antarctica and Greenland ice gains and losses between 2003-2012.

Figure 5 and Figure 6 provide information about changes to the amount of ice in Antarctica and Greenland.



0 3 . 4 Analyse the data shown in **Figure 5** and **Figure 6**.

[6 marks]

Question 4: Tropical storms frequency analysis

Analyse the data shown in Figure 7 and 8.

Figure 7 shows tropical storm basins where storms occur on a regular basis.

Figure 7

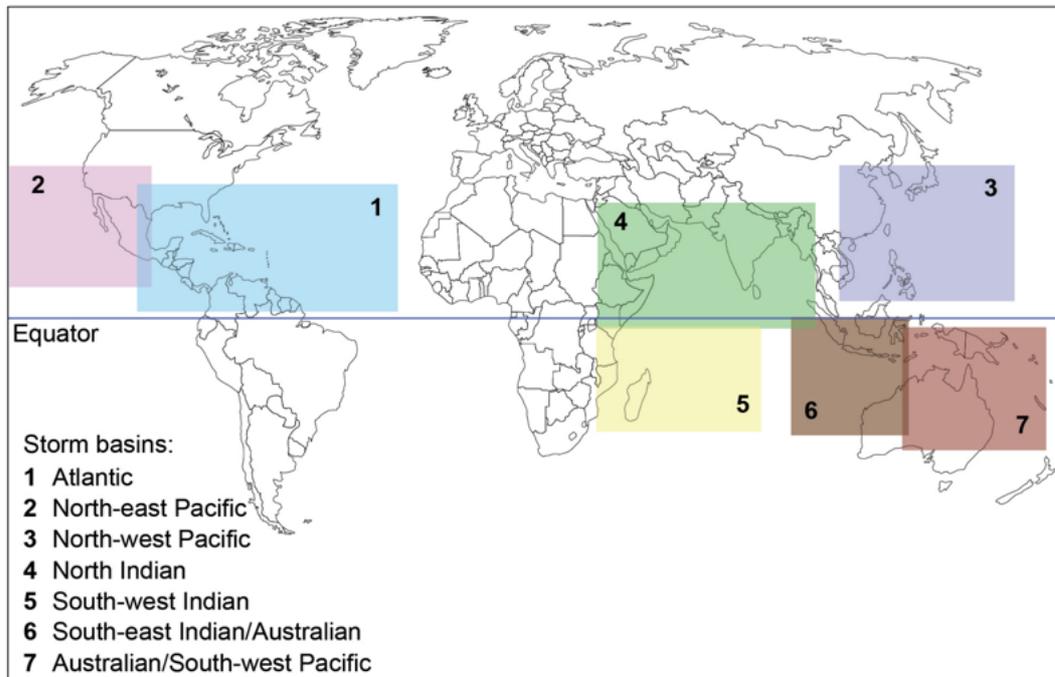


Figure 8 shows data about the frequency of storm events in each tropical storm basin between 1981 and 2010.

Figure 8

Storm basin	Tropical storms		
	Most in one year	Least in one year	Average per year
Atlantic	15	2	6.4
North-east Pacific	16	3	8.9
North-west Pacific	26	5	16.5
North Indian	5	0	1.5
South-west Indian	8	1	5.0
South-east Indian/Australian	8	1	3.6
Australian/South-west Pacific	12	1	5.2

Question 5. Multiple deprivation in Preston, Lancashire.
Analyse the data shown in Figure 9 and 10.

Figure 9 shows the Index of Multiple Deprivation for the city of Preston, Lancashire in 2015.

Figure 9

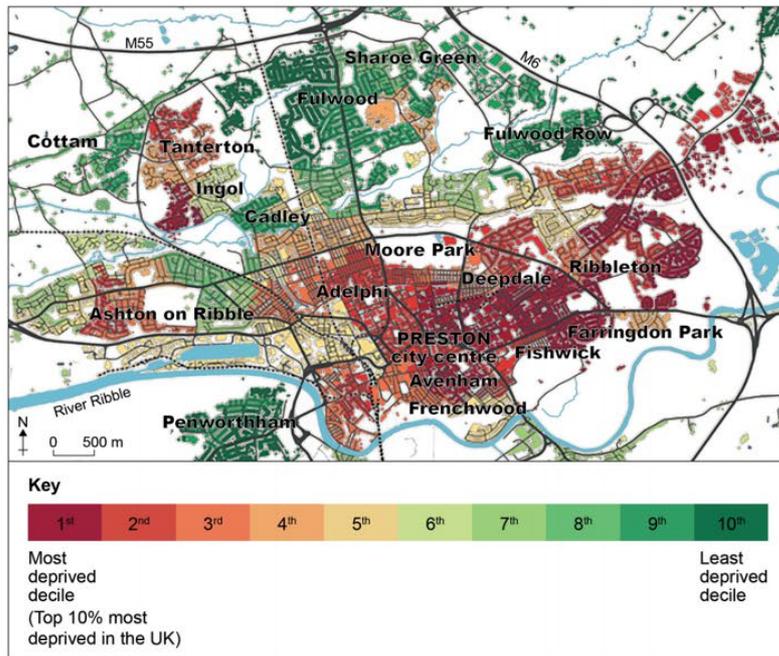
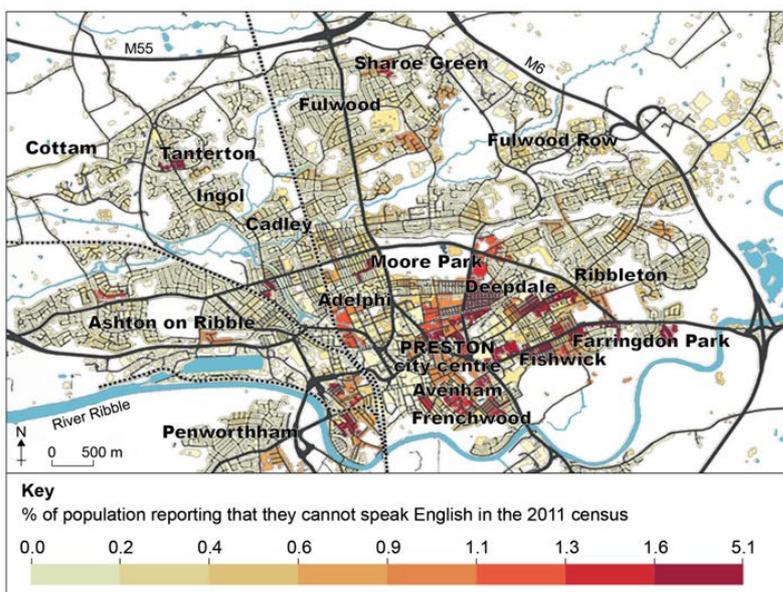


Figure 10 shows the percentage of Preston residents who cannot speak English (2011 census).

Figure 10



0 5 4 Analyse the data shown in Figure 9 and Figure 10.

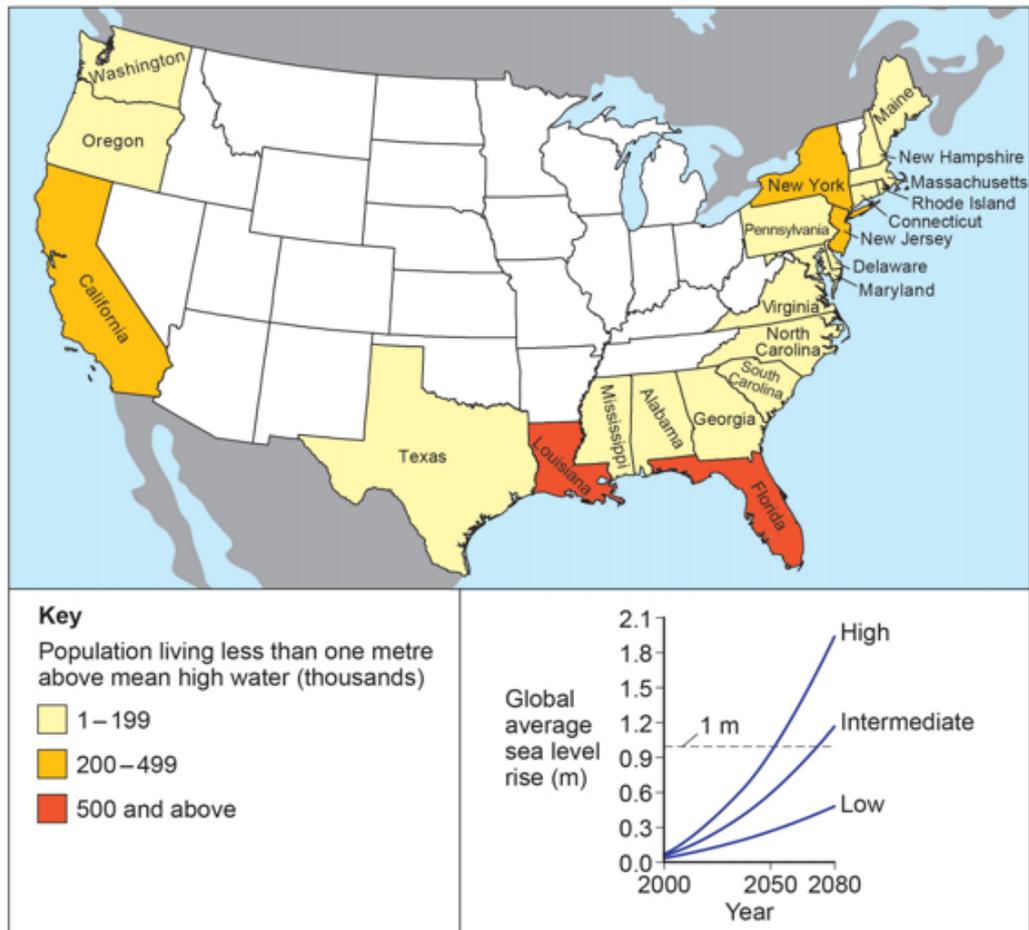
[6 marks]

Question 6. USA coastal population and sea level rise

Analyse the data shown in Figure 11.

Figure 11 shows the population in the coastal states of the USA living less than one metre above mean high water, and a range of projections for sea level change.

Figure 11



0 2 . 4 Analyse the information shown in Figure 11

[6 marks]

Assignment 5: Essay skills: physical

You will now research and write one essay on physical geography.

For your essay: Research and make notes from the sources provided below, and any others you find, including the MOOC, and write an essay based on everything you have learned.

Pick at least one of the resources in each column in the table below to research. You don't need to read and watch everything!

Pick the most helpful, rich resources that help answer the question.

Physical Tectonic Hazards

 <p>Read</p>	 <p>Watch</p>	 <p>Listen</p>
<p><<gf731_what_makes_people_vulnerable_to_natural_hazards.pdf>></p> <p>https://www.theguardian.com/world/2016/oct/04/why-is-haiti-vulnerable-to-natural-hazards-and-disasters</p> <p>https://www.theguardian.com/global-development/2016/apr/24/world-heading-for-catastrophe-over-natural-disasters-risk-expert-warns</p> <p>https://www.ft.com/content/b474fd60-114c-11e2-8d5f-00144feabdc0</p> <p>Geofactsheets: earthquakes why do some places suffer more than others 1158_001.pdf</p> <p>Earthquake disaster inequity essay 1156_001.pdf</p> <p>Japanese earthquake and tsunami 2011.pdf</p> <p>Chile's 2010 Earthquake Harnessing of hazardous environments</p> <p>https://earthhow.com/inside-earth-crust-core-mantle/</p> <p>Haiti earthquake responses years on 1160_001.pdf</p>	<p>Tectonic hazards: TED talk earthquake prediction</p> <p>-</p> <p>Haiti earthquake TED talk</p> <p>Japan earthquake MegaQuake: Hour That Shook Japan Disaster Documentary Reel Truth. Science</p> <p>Netflix: 72 Dangerous Places to live Into the Inferno</p> <p>Amazon Prime: Earth: The Inside Story Life on Fire Mega Disaster Volcanic Planet</p> <p>Plate Tectonics https://dinosaurpictures.org/ancient-earth#540</p>	<p>Spotify: Volcanoes Podcast The Infinite Monkey Cage – Volcanoes episode Volcanology with Jess Pheonix (Ologies series) Stuff You Should Know – How volcanoes work & How earthquakes work Life's Little Mysteries – Volcanoes Natural Disasters podcast The Boring Talks - #12 British Earthquakes</p> <p>Search more TED Talks – lots to listen to!</p>

Now... use your research to plan and write an answer to this physical Geography essay:

"People, more than Nature, are to blame for most natural disasters". To what extent do you agree?

Once finished:

How long should my essay be? Maximum A4 = 2 sides

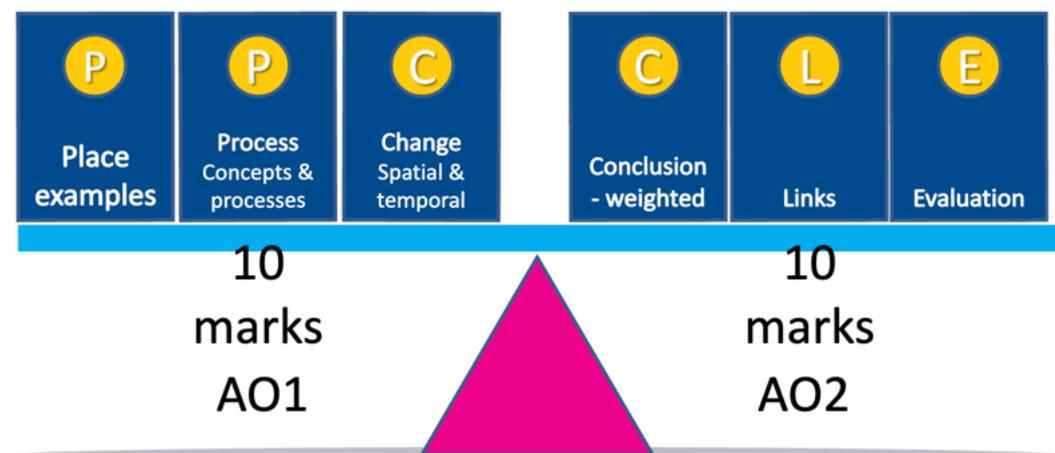
- SHARE your ESSAY with another student to peer assess: they should mark it according to the mark scheme below.
- Comment on WWW what went well and EBI even better if.
- Be prepared to feedback WHAT WENT WELL and EVEN BETTER IF in feedback.
- Upload your essays to TEAMS Assignment 4 page by the deadline on Week 6.

5 tips to help you answer A Level essays

1. Essays will always demand an argument / a decision / a balance between conflicting sides / a relative importance of something and a conclusion must be made to answer the essay.

Never just "write lots about.."

The 20-mark examiner criteria: PICKLE!



2. Important to PLAN:

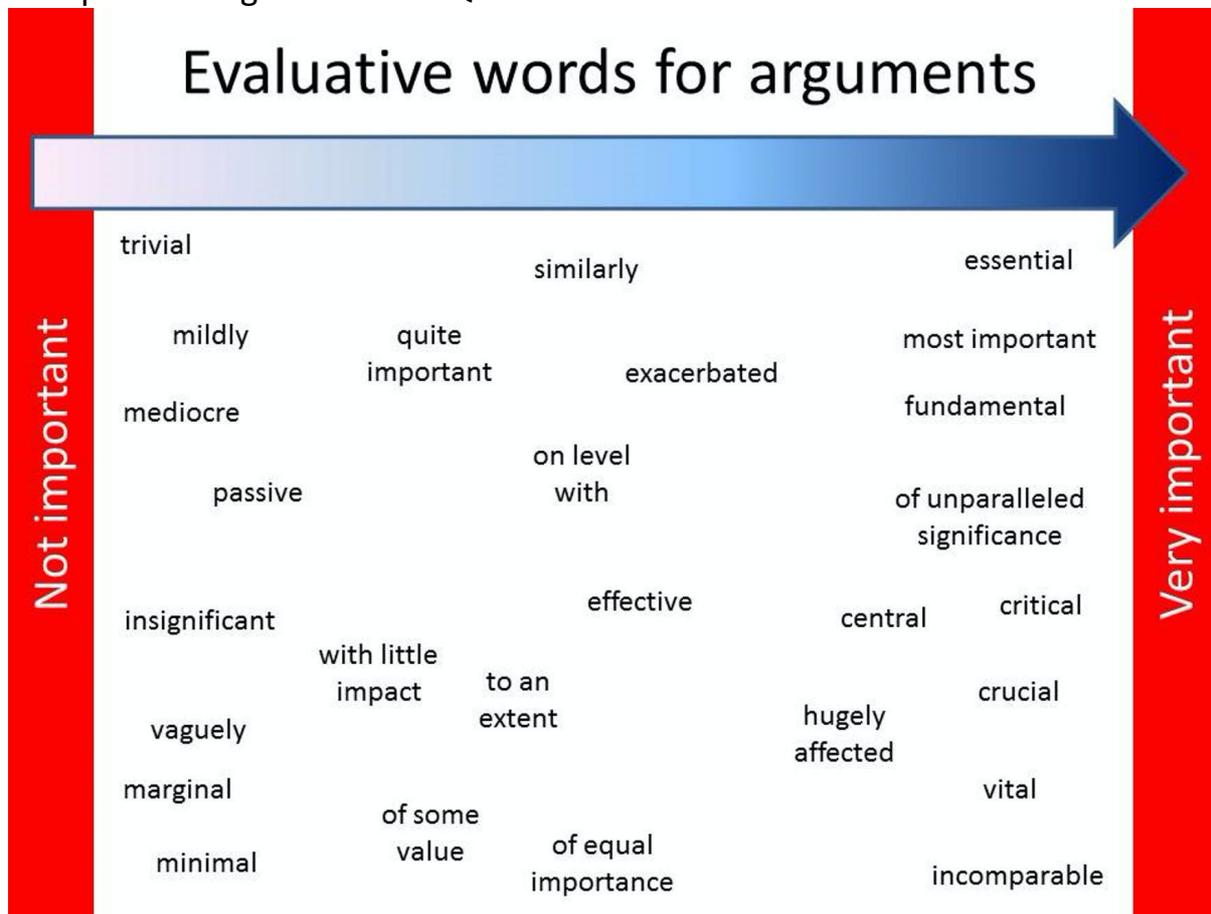
Plan your answer in 3 or 4 paragraphs that PEEL the question.

Point - Explain - Example - Link (back to the Q)

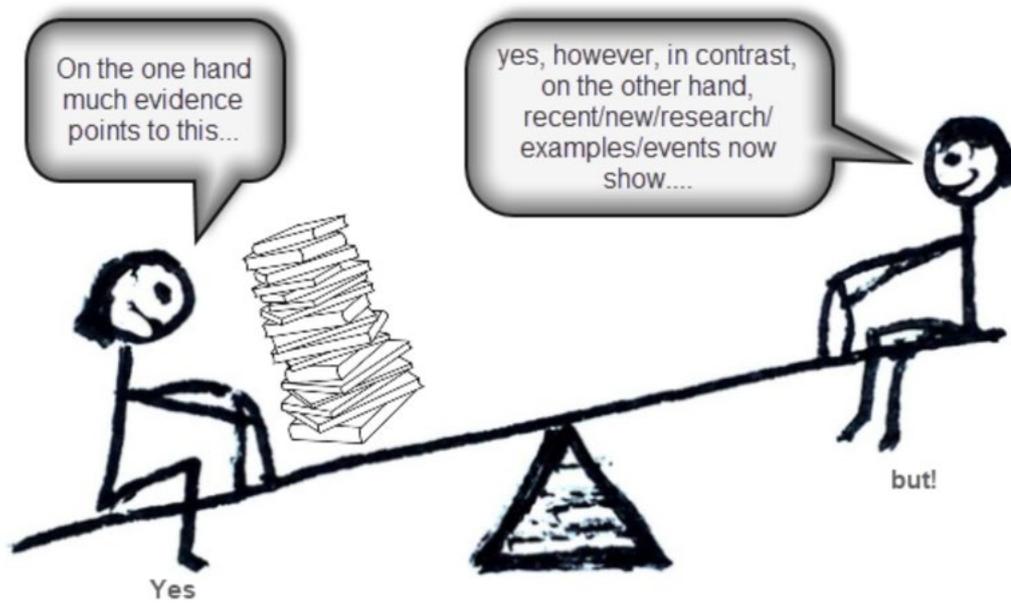


It's easy to get stuck developing one idea... this is a mistake. Gather (peel?!) fruit from the whole essay tree, start with the obvious low hanging fruit!

- Evaluate in every para: weigh up strength / importance of ideas that consider both sides, conflicts, extent to which etc. Conclude each PEEL para linking back to the Q.



- Get evidence to support your arguments.



Evaluation.... overall..., on balance... weight of evidence points to...

5. A decision is very important!
So add a final Conclusion that explicitly answers the question.

20 marker Evaluative Conclusion

Question challenges that ask for extent of agreement should take one of four possible positions:



Mark Scheme:

Level	AS & A Level	Awareness of Scale & Temporal change A01	Knowledge (K) & Understanding (U) (Concepts & Processes) A01	K & U of place(s) & environments A01	Links between K & U in different contexts A02	Analysis & Evaluation in application of K & U A02	Evaluative Conclusion A02
4	16-20	Detailed awareness (well & appropriately integrated)	Full & accurate throughout	Detailed, highly relevant & appropriate throughout	Full evidence of links & application in different contexts	Detailed, coherent and relevant throughout	Detailed, rational & firmly based on preceding content
3	11-15	Generally aware (integrated appropriately)	Generally clear & accurate	Generally clear & relevant	Generally clear links & application in different contexts	Generally clear, coherent & relevant	Clear evidence & based on preceding content
2	6-10	Some (integrated at times)	Some (may be a few inaccuracies)	Some (partially relevant)	Some links & application in different contexts	Some relevant (may be partial)	Some evidence. Partially based on preceding content
1	1-5	Very limited (& rarely integrated)	Isolated occurrences (inaccuracies &/or irrelevance)	Very limited (may not be relevant)	Very limited (rarely logical links)	Very limited (lacks clarity/coherence)	Very limited/basic (lacks support by preceding content)
0	0	Nothing worthy of credit					

End of extracts.