



**EDUCATIONAL QUALITY AND
ASSESSMENT PROGRAMME**



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***Scoring
Rubric
2022***

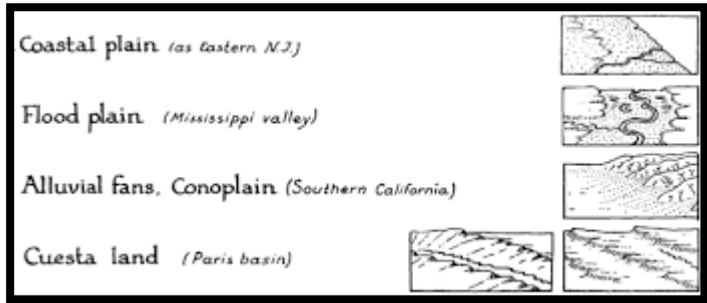
**South Pacific
Form Seven
Certificate**

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| Question Number | Skill Band | Evidence | Student Response Level | | | | |
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| STRAND 1 | | | | | | | |
| 1.1 | 1 | Natural Processes are processes that affect Earth's oceans and land and include among others Geomorphological, Geological, Climatological, Hydrological, Bio geographical and Pedological processes | Incorrect definition or example of a natural process provided | Provides the correct definition of natural process. | | | |
| 1.2 | 1 | Hydrological Process Elements- Precipitation, climate, topography, geology, gravity, soil, vegetation. Oceans, lakes, rivers, streams | Incorrect element of the natural process mentioned | Correct element of the natural process mentioned from Resource 1. | | | |
| 1.3 | 1 | Evaporation, Condensation, Transpiration, evapotranspiration Surface runoff, discharge, infiltration, precipitation | Incorrect interacting natural process mentioned | Correct interacting natural process mentioned from Resource 1. | | | |
| 1.4 | 1 | B. temporal variation | Incorrect response. | B. temporal variation | | | |
| 1.5 | 1 | D. local spatial variation Local spatial variations refer to the way in which processes are different within different parts of the geographic environment , e.g. stronger, going in different directions, more magnitude, different speeds or rates, different geology, different slope, different patterns | Incorrect option | Provides the correct option chosen - D | | | |
| 1.6a | 2 | Sketch map showing the elements of any interacting natural process. | Sketch map DOES NOT show elements of any interacting natural process | Sketch map shows ONE element of any interacting natural process | Sketch map clearly shows the TWO elements of any interacting natural process | | |

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| 1.6b | 1 | Draw the key for the sketch in 1.6a  | Symbols and colours used do not complement those used in the sketch | Symbols and colours used complement those used in the sketch | | | | | | | | | | | | | |
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The types of wave erosion that caused this are -</p> <ul style="list-style-type: none"> Hydraulic Action, when waves hit the cliff, air is forced into cracks, and then as the wave retreats this air expands explosively. Over time the cracks enlarge, weakening the base of the cliff causing erosion. Attrition is the breakdown of rock particles when they hit Otakamiro point and each other causing the base of the headland to erode. Chemical Erosion/Corrosion occurs due to the content of limestone in the rock face of Otakamiro point. The seawater combined with the limestone produces a weak chemical solution, which erodes the base of the cliff and produces a pitted effect. Chemical Weathering is when water weakens the structure of the rock and Mechanical Weathering is where water seeps into the rock face causing fragments of rock to break off. These types of erosion have caused the formation of several phenomena such as caves. <p>Coastal Deposition is the third main natural process occurring at geographic environment. It is the process of sediment being deposited to form natural features. This is when the rock fragments are ripped away by waves, broken down by attrition and transported along the coast where they are deposited as beaches and sand dunes. The movement of the material is called Longshore Drift; the direction of the deposit depends on the direction of the winds.</p> </td> </tr> <tr> <td>Fluvial</td> <td>Fluvial process, the physical interaction of flowing water and the natural channels of rivers and streams. 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Such processes play an essential and conspicuous role in the denudation of land surfaces and the transport of | No relevant idea is provided | One appropriate idea how on the natural process has affected the distribution of phenomena operating in their environment with no mention of the case study. | Two or more relevant ideas are provided about how the natural process has affected the distribution of phenomena operating in their environment without any reference to the case study. | Two or more appropriate ideas provided about how the natural process has affected the distribution of phenomena operating in their environment with reference to the case study. (linkage / relationship between the ideas are clear) | |
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| | | <p>rock detritus from higher to lower levels. Erosion of landscape, including the reduction of mountains and the building of plains, is brought about by the flow of water. As the rain falls and collects in watercourses, the process of erosion not only degrades the land, but the products of erosion themselves become the tools with which the rivers carve the valleys in which they flow. Sediment materials eroded from one location are transported and deposited in another, only to be eroded and re-deposited time and again before reaching the ocean. At successive locations, the riverine plain and the river channel itself are products of the interaction of a water channel's flow with the sediments brought down from the drainage basin above. The velocity of a river's flow depends mainly upon the slope and the roughness of its channel. A steeper slope causes higher flow velocity, but a rougher channel decreases it.</p> <p>Tectonic Plate motions cause mountains to rise where plates push together, or converge, and continents to fracture and oceans to form where plates pull apart, or diverge. The continents are embedded in the plates and drift passively with them, which over millions of years results in significant changes in Earth's geography. Earth's surface layer, 50 to 100 km (30 to 60 miles) thick, is rigid and is composed of a set of large and small plates. Together, these plates constitute the lithosphere and the lithosphere rests on and slides over an underlying partially molten (and thus weaker but generally denser) layer of plastic partially molten rock known as the asthenosphere, meaning "weak." Plate movement is possible because the lithosphere-asthenosphere boundary is a zone of detachment. As the lithospheric plates move across Earth's surface, driven by forces as yet not fully understood, they interact along their boundaries, diverging, converging, or slipping past each other. While the interiors of the plates are presumed to remain essentially under formed, plate boundaries are the sites of many of the principal processes that shape the terrestrial surface, including earthquakes, volcanism, and orogeny (that is, formation of mountain ranges).</p> <p>Volcanic Movement of tectonic plates can be convergence, divergence, passive. A volcano is a mountain that opens downward to a pool of molten rock below the surface of the earth. When pressure builds up, eruptions occur. Gases and rock shoot up through the opening and spill over or fill</p> | | | | | |

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| | | <p>the air with lava fragments. Eruptions can cause lateral blasts, lava flows, hot ash flows, mudslides, avalanches, falling ash and floods. Volcano eruptions have been known to knock down entire forests. An erupting volcano can trigger tsunamis, flash floods, earthquakes, mudflows and rock falls.</p> <p>Geomorphic Geomorphology is the study of the nature and origin of landforms, particularly of the formative processes of weathering and erosion that occur in the atmosphere and hydrosphere. These processes continually shape the Earth's surface, and generate the sediments that circulate in the Rock Cycle. Landforms are the result of the interactions among the geosphere, atmosphere and hydrosphere. Weathering is the alteration and breakdown of rock minerals and rock masses when they are exposed to the atmosphere. Weathering processes occur in situ, that is, in the same place, with no major movement of rock materials involved.</p> <p>Climate The greenhouse effect is the name given to the natural process that causes the Earth to be warmer than it would be in the absence of an atmosphere. Greenhouse gases are produced naturally and trap heat in the Earth's atmosphere, like a blanket. Water vapour is the largest contributor, responsible for 98 per cent of the natural greenhouse effect. Global warming is attributed to the enhanced greenhouse effect. This is caused by the increased concentration and effect of greenhouse gases, such as carbon dioxide, methane and fluorocarbons. When fossil fuels are burned in power stations, vehicles, industry or homes, greenhouse gases enter the atmosphere. Although these gases have always been present in the world's atmosphere their concentration is increasing as more and more fossil fuels are burned.</p> <p>Hydrology Hydrology is the science that encompasses the occurrence, distribution, movement and properties of the waters of the earth and their relationship with the environment within each phase of the hydrologic cycle. The water cycle, or hydrologic cycle, is a continuous process by which water is purified by evaporation and transported from the earth's surface (including the oceans) to the atmosphere and back to the land and oceans. All of the physical, chemical and biological processes</p> | | | | | |

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| 1.9 | 4 | <table border="1"> <tr> <td>ONE natural process</td> <td>Modification by Human Action</td> </tr> <tr> <td>Coastal</td> <td> <p>Dredging - may interfere with sediment transport and flow dynamics in coastal and marine systems.</p> <p>Land reclamation – removal of coastal vegetation makes the coast vulnerable to coastal erosion/inundation, cause salinization</p> <p>Beach scraping-is the process of reshaping beach and dune landforms with heavy machinery can create dunes, which are used to give property owners some security from beach erosion, severe storms, and winter wash over events. During the summers, the created sandbanks may be bulldozed flat, providing water views to property owners. However, the effects of beach scraping on coastal environments are little known, and this procedure may be harmful to coastal biota and habitat.</p> <p>Infrastructural development</p> <p>Building of seawall</p> <p>Gravel and sand extraction</p> </td> </tr> <tr> <td>Climate</td> <td>Human activities (students may give specific examples – burning of fossil fuels, air pollution.... may contribute to acid rain, climate change</td> </tr> <tr> <td>Pedology</td> <td> <p>Deforestation – removal of vegetation makes soil vulnerable to erosion, leaching</p> <p>Overgrazing - makes soil vulnerable to erosion, leaching</p> <p>Industrialisation – extractive industry – lead to land scarification, land pollution from mine tailings</p> <p>Careless disposal of (toxic) waste</p> <p>Monoculture</p> <p>Deep ploughing</p> <p>Overcultivation</p> </td> </tr> </table> | ONE natural process | Modification by Human Action | Coastal | <p>Dredging - may interfere with sediment transport and flow dynamics in coastal and marine systems.</p> <p>Land reclamation – removal of coastal vegetation makes the coast vulnerable to coastal erosion/inundation, cause salinization</p> <p>Beach scraping-is the process of reshaping beach and dune landforms with heavy machinery can create dunes, which are used to give property owners some security from beach erosion, severe storms, and winter wash over events. During the summers, the created sandbanks may be bulldozed flat, providing water views to property owners. However, the effects of beach scraping on coastal environments are little known, and this procedure may be harmful to coastal biota and habitat.</p> <p>Infrastructural development</p> <p>Building of seawall</p> <p>Gravel and sand extraction</p> | Climate | Human activities (students may give specific examples – burning of fossil fuels, air pollution.... may contribute to acid rain, climate change | Pedology | <p>Deforestation – removal of vegetation makes soil vulnerable to erosion, leaching</p> <p>Overgrazing - makes soil vulnerable to erosion, leaching</p> <p>Industrialisation – extractive industry – lead to land scarification, land pollution from mine tailings</p> <p>Careless disposal of (toxic) waste</p> <p>Monoculture</p> <p>Deep ploughing</p> <p>Overcultivation</p> | Provides an inaccurate/unclear explanation of the cause (human action) and effect (how the natural process has been modified) without any mention of the case study | Focuses on one aspect/idea only – either on the human action or on the positive outcome of the human action without any mention of the case study. | Provides two or more human actions that have modified or could modify the chosen geographical environment but does not relate it to the case study. The link between the human actions and the modifications are not clear. | Clearly explains how a cultural process is modified by human beings in the chosen geographic environment, thus the ideas are connected. Uses case study to support the answer. | |
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| 1.10 | 4 | <p>Interactions in the natural processes</p> <p>Earth's oceans and land can be affected in constructive ways or destructive ways by natural processes.</p> <p>Constructive Processes—create landforms</p> <ol style="list-style-type: none"> 1. Deposition – floodplains, rills, gullies 2. Landslides* 3. Volcanic Eruptions*- composite cones, cinder cones, caldera, volcanic plugs 4. Floods*- levees, plains, rills, gullies <p>Destructive Processes—destroy landforms.</p> <ol style="list-style-type: none"> 1. Weathering 2. Erosion 3. Landslides* 4. Volcanic Eruptions* 5. Earthquakes 6. Floods* | Provides an inaccurate/unclear explanation of the Interactions in the natural processes without any mention of the case study | Focuses on one aspect/idea only – on Interactions in the natural processes | Provides two Interactions in the natural processes. | Clearly explains how Interactions in the natural processes can be constructive or destructive. Relates to the area of study/ uses a diagram | Very detailed explanation of interactions in the natural processes and how it is either constructive or destructive. Presents a sustained, logical and cohesive answer using appropriate Geographical information, ideas and issues and relates it comprehensively to the case study area. / diagram |
|------|---|---|---|--|---|--|--|

Interactions in Natural Processes

Earth's oceans and land can be affected in constructive ways or destructive ways by natural processes.

Constructive Processes—create landforms.

5. Deposition
6. Landslides*
7. Volcanic Eruptions*
8. Floods*

Destructive Processes—destroy landforms.

7. Weathering
8. Erosion
9. Landslides*
10. Volcanic Eruptions*
11. Earthquakes
12. Floods*

Natural Processes that affect Earth's oceans and land include:

Weathering

- Weathering is the process that breaks down rocks at or near the surface of the earth.
- Weathering can be either physical or chemical.
- This process causes the surface to dissolve, decompose, and break into smaller pieces.
- Water is an important cause of weathering.
- *Causes of Weathering:*
 - Plants cause weathering when roots break apart rock.

- Changes in temperature can break rock, as well as ice forming inside of cracks in the rock causing it to break even more.
- Anything that causes rocks to wear down or break apart is a cause of weathering.

Erosion

- Erosion is the movement of sediments and soil by wind, water, ice, and gravity.

Deposition

- Deposition is the dropping, or depositing, of sediments by water, wind or ice.
- Deposition builds up new land on Earth's surface, like a delta at the end of river or the pile up of a sand dune in the desert.
- Shells on the beach are deposition by ocean waves.

Landslides

- Landslides are mass movements of land due to GRAVITY.
- Landslides can cause buildings to fall, or power and lines to break.
- Landslides can even occur on the continental slope in the ocean.

Volcanic Eruptions

- Volcanoes are mountains with openings in the Earth's crust through which magma, gases, and ash reach Earth's surface.
- Volcanoes can change Earth's surface.
- When the magma erupts from the volcano, the top of the mountain can be changed, either built up or exploded off.
- The lava and ash can destroy forests and bury fields.
- Volcanic eruptions can even change Earth's weather patterns.
- Volcanic eruptions also occur under the oceans; these volcanoes that are built up are called seamounts.
- If the seamount rises above the ocean surface it is called a volcanic island (Hawaii, or Japan)

Earthquakes

- Earthquakes are vibrations on Earth's surface caused by sudden movement in Earth, often along a fault, break in Earth's surface.
- Some earthquakes cause little damage, and some cause a lot of damage.
- Large earthquakes can cause landslides.
- Earthquakes under the ocean can cause huge waves, called tsunamis that destroy land and cause great damage if they come ashore.

Floods

- Floods occur when a large amount of water covers land that is usually dry.
- When the flood occurs, rapid erosion can take place and move soil and sediments away.
- When the flood recedes, new sediment is left behind and can build up rich soil deposits.

You should be able to EXPLAIN the effects natural processes have on the Earth's oceans and land.

You should be able to RECALL what each of the above processes is.

You should be able to COMPARE constructive and destructive processes.

You should be able to ILLUSTRATE with pictures or diagrams the changes that take place with these processes.

You should be able to CLASSIFY the processes as constructive or destructive.

You should be able to GIVE EXAMPLES of ways that the processes affect the land and ocean.

OCEANIC LANDFORMS

The ocean floor contains geologic structures. These features can be illustrated using word descriptions, pictures, or diagrams. These landforms include the following.

Continental Shelf

- The edges of the continents slope down from the shore into the ocean.
- The part of the continent located under the water is known as the *continental shelf*.
- The width of the continental shelf varies around the edges of the continents.
- In some places the continental shelf is fairly shallow and in other places it becomes very deep, but it is not the deepest part of the ocean.

Continental Slope

- The steep slope where the continental shelf drops to the bottom of the ocean floor is called the *continental slope*.
- The depth of the ocean water increases greatly here.

Mid-ocean ridge

- On the bottom of the ocean, there is a central ridge, or mountain range, that divides the ocean floor into two parts.
- These underwater volcanic mountains are known as the *mid-ocean ridge*.
- Volcanic mountains not formed on the mid-ocean ridge are called seamounts.

Rift Zone

- In the center of the highest part of the mid-ocean ridge there is a narrow trench called a *rift*.
- Underwater volcanic activity that adds mountains to either side of the mid-ocean ridge occurs at the *rift-zone*.

Trenches

- There are many steep-sided canyons and deep, narrow valleys on the bottom of the ocean.
- Ocean *trenches* are the deepest part of the ocean basin and are deeper than any valley found on land.

Ocean Basin

- Located on either side of the mid-ocean ridge is the ocean basin.
- It is made up of low hills and flat plains.
- The flat area of the ocean basin is called the abyssal plain. Seamounts are generally formed on the ocean basin.

You should be able to ILLUSTRATE geologic landforms of the ocean floor.

You should be able to RECALL information about each landform region and INTERPRET a diagram showing the ocean floor regions.

COMPARING OCEANIC AND CONTINENTAL LANDFORMS

The Earth is made of solid land. Some of the land is located above Earth’s water and some is located below the oceans.

There are similarities and differences between the landforms found on the continents and those found on the ocean floor.

| Continental and Oceanic Landforms | | |
|---|----------------|-------------------------------|
| Description | Continental | Oceanic |
| Low land between hills or mountains | Valley | Rift |
| Deep valley with high steep sides | Canyon | Trench |
| An opening in the surface from which lava flows | Volcano | Seamount and Volcanic Islands |
| Land which rises high above the ground | Mountain range | Mid-ocean Ridge |
| Wide, flat areas of land | Plains | Abyssal Plains |

You should be able to COMPARE continental and oceanic landforms.
How are they alike and different?

You should be able to IDENTIFY the landform as continental or oceanic OR give examples of a landform based on their location.

Ocean Shore Zone

The area where the ocean meets the land is called the *ocean shore zone*. The ocean shore zone has distinct geologic features that can be affected by waves, currents, tides, and storms. Beaches, barrier islands, estuaries, and inlets are all affected by these natural processes.

Beaches

- The *shoreline*, or coast is the area where the land meets the ocean.
- Some shorelines are rocky. Shorelines made of sand are called *beaches*.
- Shorelines are always changing because of wind and water.
- Waves can wear away the land and expose a rocky shore or the waves can deposit sand along the shore and form a beach. If the waves reach the beach at an angle, the sand is moved along the coast.
- Currents, called *longshore currents*, along the shoreline can move sand from one location to another.
- Tides can bring in sand, shells, and ocean sediments at high tide and leave them behind when the tide goes out.
- Storms can cause wave action that removes sand from beaches.

Barrier Islands

- Islands are pieces of land surrounded by water on ALL sides. Islands with sandy beaches are called *barrier islands*.
- These barrier islands are naturally occurring and function to protect the mainland from the effects of waves on its shore.
- As the waves deposit sand on the beaches, the shapes of the barrier islands change.
- Currents can move the sand from one end of the island to the other.

Estuaries

- All rivers flow into the oceans.
- The area where a river meets the ocean is known as an estuary.
- Estuaries have a mixture of freshwater and saltwater.
- Waves can deposit sand in the estuaries.
- At high tide, ocean water brings in sediments and sea life that feed and nourish life in the estuary.

Inlets

- *Inlets* are the water-filled spaces between the barrier islands.
- As the tides change, the amount of water in the inlet will change.
- Ocean currents and storms can change the shape of an inlet opening.

Large storms, for example hurricanes, can also cause massive construction and destruction of beaches, barrier islands, estuaries, and inlets because they produce high waves, storm surges, and heavy winds.

You should be able to EXPLAIN the effects of waves, currents, tides, and storms on the ocean shore zone.

You should be able to RECALL that beaches, barrier islands, estuaries, and inlets are geologic features of the ocean shore zone.

You should be able to INFER changes on the ocean shore zone as a result of waves, currents, tides, and storms.

Waves, Currents, and Tides

Water on Earth can be moved in various ways. Three ways that can be moved are by *waves*, *currents*, and *tides*.

Waves

- The repeated movement of water is known as a wave.
- All waves have the same parts.
 - The highest part is known as the crest.
 - The lowest part is known as the trough.
- Most ocean waves are caused by winds that are blown across the surface of water.
- A wave changes shape when it reaches the shore.

- As the top of the wave curls over it forms a *breaker*.
- Sometimes giant sea waves, called *tsunamis*, are caused by underwater earthquakes, volcanic eruptions, or landslides.

Currents

- Flowing streams of water that move continually through the ocean in a specific direction are called *currents*.
- Some currents flow at the ocean's surface, and some are found deeper in the ocean.
- *Surface Currents* are caused by the movement of Earth and by the force and direction of wind.
- The movement of Earth and winds causes these currents to flow along curved paths.
- Warm water and cold water are moved to different regions on Earth as a result of currents.
- *Warm surface currents* are driven by Earth's rotation from the tropics to higher latitudes.
- *Cold surface currents* are driven by Earth's rotation from the polar latitudes toward the equator.

Tides

- Several times during the day, the level of water at the ocean shore changes.
- This regular rise and fall of waters in oceans and seas is called a *tide*.
- Tides are caused by the pull of the Moon's *gravity* on Earth.
- As the Moon moves in relation to Earth, the water on Earth moves too.
- As Earth spins on its axis, the part of the ocean facing the Moon will bulge.
- *High tide* occurs when the water level is at its highest point.
- *Low tide* occurs when the water level is at its lowest point.
- Tides rise and fall about twice a day.

You should be able to COMPARE the ways that waves, currents, and tides move water.

You should be able to IDENTIFY a wave, current, or tides based on its description.

You should be able to CLASSIFY a wave, current, or tide by their characteristics.

You should be able to IDENTIFY parts of a wave. You should be able to COMPARE high and low tides and COMPARE warm and cold surface currents.

Conservation and Pollution

Human activities can benefit the land and oceans by preserving the resources that these areas provide.

- Natural Resources are the materials that people can take or use from Earth.
 - Resources may include air, water, trees, rocks and minerals, soil, or coal and oil.

Conservation Efforts

- The wise use of natural resources is called *conservation*.
- Human activities that help to keep the natural resources of Earth available and clear of pollution are conservation efforts.
- Some efforts involve everyone trying to *reduce* (use less of something), *reuse* (use something over again), and *recycle* (make something new from an old product)
- Other efforts involve trying to save the land and oceans through clean-up projects, installing fence lines to prevent dune erosion or jetties along the entrance to harbors or groins along beaches in an effort to keep sand from washing away.
- Beach nourishment projects help to restore sand on beaches.
- Planting trees, bushes, or grass is a way to improve air quality as well as keep erosion from carrying away soil.

Pollution

- *Pollution* is anything that harms the natural environment.
- When the taking or using of natural resources causes harm to Earth's air, water including oceans, or land, then the human activity has caused pollution.
- Oceans are rich in food, minerals, and other resources and can be easily polluted.
- Human activities can also harm the land and oceans causing resources to be polluted or destroyed.
- Sometimes people may allow materials to be dumped into rivers not thinking that rivers flow into the estuaries and ocean where they are harmful to life there.
- Careless dumping of trash on land or in oceans pollutes those areas; smoke and fumes from burning fuels pollutes the air; oil spills harm the ocean and can cause life there to be killed.
- Careless human activities in agriculture, industry, construction, or mining can cause pollution on the land, in the water, and in the air.

STRAND 2

| Question Number | Skill Band | Evidence | Student Response Level | Question Number | Skill Band | Evidence | Student Response Level | | | | | | | | | | | | |
|---------------------|--|--|---|---|---|---|--|---|---------------------|--|-------------------|--|-------------------|--|---|--|--|--|--|
| | | | Weak/ Pre-Structural The answer does not relate to the question. 0 | Unistructural Only one bit of information mentioned. 1 | Multistructural Several ideas are mentioned, either described, or listed but disconnected. 2 | Relational Several ideas are mentioned and are also related to one another. Give examples. 3 | Extended Abstract Several ideas are mentioned and related to each other. Students 4 | | | | | | | | | | | | |
| 2.1a | 1 | Students locate their Pacific Island Nation Setting. | Incorrect location of Pacific Island nation | Correct location of Pacific Island nation | | | | | | | | | | | | | | | |
| 2.1b | 1 | Students locate their Overseas Setting. | Incorrect location of overseas nation | Correct location of overseas nation | | | | | | | | | | | | | | | |
| 2.2 | 1 | <table border="1"> <thead> <tr> <th>Cultural Process</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Migration</td> <td>Movement from one place to another for different reasons.</td> </tr> <tr> <td>Tourism</td> <td>The commercial organisation and operation of holidays and visits to places of interest.</td> </tr> <tr> <td>Agricultural change</td> <td>Involves all the changes a farmer makes to the existing farming practices for example Mechanisation, intensification, diversification, HYV</td> </tr> <tr> <td>Industrialisation</td> <td>The development of industries in a country or region on a wide scale</td> </tr> <tr> <td>Changing Land use</td> <td>Is a process by which human activities transform the natural landscape</td> </tr> </tbody> </table> | Cultural Process | Definition | Migration | Movement from one place to another for different reasons. | Tourism | The commercial organisation and operation of holidays and visits to places of interest. | Agricultural change | Involves all the changes a farmer makes to the existing farming practices for example Mechanisation, intensification, diversification, HYV | Industrialisation | The development of industries in a country or region on a wide scale | Changing Land use | Is a process by which human activities transform the natural landscape | Incorrect definition of any cultural process chosen | Correct definition of the cultural process chosen. | | | |
| Cultural Process | Definition | | | | | | | | | | | | | | | | | | |
| Migration | Movement from one place to another for different reasons. | | | | | | | | | | | | | | | | | | |
| Tourism | The commercial organisation and operation of holidays and visits to places of interest. | | | | | | | | | | | | | | | | | | |
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| Industrialisation | The development of industries in a country or region on a wide scale | | | | | | | | | | | | | | | | | | |
| Changing Land use | Is a process by which human activities transform the natural landscape | | | | | | | | | | | | | | | | | | |

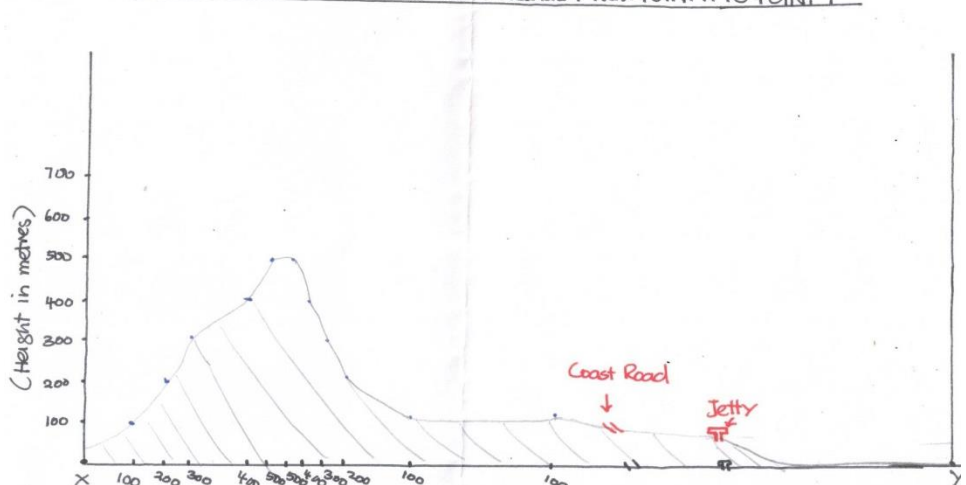
| | | | | | | | | | | | | | |
|--------------------------|--|---|---|--|---|--|--------------------------|--|---|--|--|--|--|
| 2.3 | 1 | Technology, Modern Methods of farming, Hybrid Seeds, mechanisation, capital, labour, farmer's knowledge and skills, fertiliser, market, land, tools, machines | Incorrect element of the cultural process mentioned | 1 Correct element of the cultural process mentioned from Resource 2. | 2 Correct elements of the cultural process mentioned from Resource 2. | | | | | | | | |
| 2.4a | 2 | Students sketch a map to show any cultural process that operates within a chosen environment in their overseas setting. (may include flow chart = 1) | Sketch map does not show any cultural processes. Or no sketch map drawn | Sketch map shows ONE cultural process operating in their area of study. | Sketch map clearly shows two cultural processes operating in their area of study. (Places to be correctly located and named) | | | | | | | | |
| 2.4b | 1 | Draw a key for the sketch map. | Symbols and colours used do not complement those used in the sketch | Symbols and colours used complement those used in the sketch | | | | | | | | | |
| 2.5 | 2 | Describe how the local spatial variations affect the cultural process that you have studied this year in your Pacific Island setting. You can support your response with examples from your case study. <table border="1" data-bbox="255 727 1111 1442"> <tr> <td>Tourism</td> <td> <ul style="list-style-type: none"> • Better/Quicker Air Travel- Making Previously Remote areas accessible. • More Paid Holidays- People tend to take many small holidays rather than one big one. • Increase in amount of Disposable income- People can afford to treat them. • Awareness of attractions- People are becoming more aware of travel from travel shows and advertising. • 2 working parents • Smaller families • Longer life expectancy • Cheaper/ Easier Travel • Internet booking/advertising • More unusual tourist destinations and attractions/destinations </td> </tr> <tr> <td>Migration</td> <td> <ul style="list-style-type: none"> • The emergence of new technologies in communications and transport. • Globalisation • Armed conflict and economic crisis are important drivers of migration </td> </tr> <tr> <td>Industrialisation</td> <td> <ul style="list-style-type: none"> • Improved infrastructure and communication • Globalisation • The needs of people change over time </td> </tr> </table> | Tourism | <ul style="list-style-type: none"> • Better/Quicker Air Travel- Making Previously Remote areas accessible. • More Paid Holidays- People tend to take many small holidays rather than one big one. • Increase in amount of Disposable income- People can afford to treat them. • Awareness of attractions- People are becoming more aware of travel from travel shows and advertising. • 2 working parents • Smaller families • Longer life expectancy • Cheaper/ Easier Travel • Internet booking/advertising • More unusual tourist destinations and attractions/destinations | Migration | <ul style="list-style-type: none"> • The emergence of new technologies in communications and transport. • Globalisation • Armed conflict and economic crisis are important drivers of migration | Industrialisation | <ul style="list-style-type: none"> • Improved infrastructure and communication • Globalisation • The needs of people change over time | Incorrect description of how the local spatial variations affect the cultural process, no mention of case study | Only one idea given. 1 idea on how the local spatial variation affects the cultural process, there is no mention of case study. OR Mentions case study but does not describe the local spatial variations | Two or more ideas without linkage. 2 or more ideas on how the local spatial variations affect the cultural process; gives a detailed description. There is mention of case study | | |
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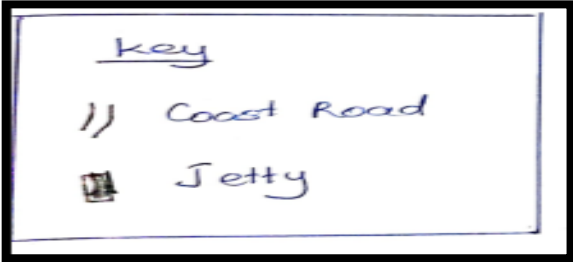
| | | | | | | | | | |
|----------------------------|---|--|----------------------------|---|--|--|--|--|--|
| | | <table border="1" data-bbox="257 103 1108 231"> <tr> <td data-bbox="257 103 481 231">Agricultural change</td> <td data-bbox="481 103 1108 231"> <ul style="list-style-type: none"> • Improved technology • Education and awareness over time • Hybrid seeds • Research and surveys. </td> </tr> </table> <p>Tourism</p> <p>Accessibility</p> <ul style="list-style-type: none"> • Different physical attractions • Different levels of income/finance available to spend • Different levels of development – emerging digital technologies • Different individual preferences • Different needs/wants <p>Migration</p> <ul style="list-style-type: none"> - Different types of employment in demand at different geographical location - The situation is different in different locations for e.g. war in Syria <p>Agricultural Changes</p> <p>Demand for certain goods</p> <p>Soil type and technological changes in different locations</p> <p>Climatic Patterns</p> | Agricultural change | <ul style="list-style-type: none"> • Improved technology • Education and awareness over time • Hybrid seeds • Research and surveys. | | | | | |
| Agricultural change | <ul style="list-style-type: none"> • Improved technology • Education and awareness over time • Hybrid seeds • Research and surveys. | | | | | | | | |

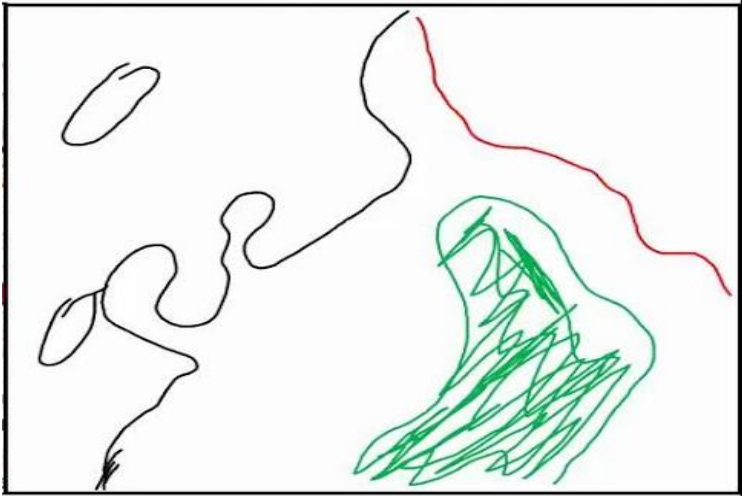
| 2.6 | 3 | <table border="1"> <thead> <tr> <th>Cultural process</th> <th>How it operates in the Overseas Setting</th> </tr> </thead> <tbody> <tr> <td>Migration Motivation, Decision, Arrangement, The Journey, Arrival & Adjustment, Establishment</td> <td>People migrate because of push & pull factors. Migration can either be voluntary or forced. Several factors determine whether one can migrate or not – availability of money, endorsement of travel documents to name a few. The effects (positive & negative) of migration can be seen in both the host & receiving countries/regions.</td> </tr> <tr> <td>Tourism</td> <td>People have different motivations to travel, have different choices for their destinations which will be influenced by other factors such as the amount of money available to meet their travel needs, their state of health, stability (political & economic) of their destination. There is need for research to gauge present trends and future prospects. The tourism industry has multiplier effects and a high leakage factor – students to elaborate</td> </tr> <tr> <td>Industrialisation</td> <td>The level of industrialisation depends on several factors – finance available to purchase items required, technical expertise to develop items. As more industries introduce robotics, people may have to quit their jobs thus causing social problems</td> </tr> <tr> <td>Agricultural change</td> <td>Government to play a pivotal role in endorsing policies, securing markets to support change in this sector. Adopted by farmers through the assistance (financial/technical) of governments, with the availability of money farmers can buy machines or to hire labourers to make work easier</td> </tr> </tbody> </table> | Cultural process | How it operates in the Overseas Setting | Migration Motivation, Decision, Arrangement, The Journey, Arrival & Adjustment, Establishment | People migrate because of push & pull factors. Migration can either be voluntary or forced. Several factors determine whether one can migrate or not – availability of money, endorsement of travel documents to name a few. The effects (positive & negative) of migration can be seen in both the host & receiving countries/regions. | Tourism | People have different motivations to travel, have different choices for their destinations which will be influenced by other factors such as the amount of money available to meet their travel needs, their state of health, stability (political & economic) of their destination. There is need for research to gauge present trends and future prospects. The tourism industry has multiplier effects and a high leakage factor – students to elaborate | Industrialisation | The level of industrialisation depends on several factors – finance available to purchase items required, technical expertise to develop items. As more industries introduce robotics, people may have to quit their jobs thus causing social problems | Agricultural change | Government to play a pivotal role in endorsing policies, securing markets to support change in this sector. Adopted by farmers through the assistance (financial/technical) of governments, with the availability of money farmers can buy machines or to hire labourers to make work easier | <p>Incorrect explanation for the chosen cultural process, no mention of case study</p> <p>Totally irrelevant</p> | <p>Mentions one idea - does not mention how the cultural process operates.</p> | <p>Describes how the cultural process operates but fails to mention sequence of events, rate & scale of change, there is mention of case study.</p> <p>Or</p> <p>Listing of how cultural process operates, there is mention of case study.</p> <p>Any two or more ideas without linkage.</p> | <p>Detailed explanation of how cultural process operates, there is mention of sequence of events, rate & scale at which the cultural process occurs, supported by case study evidence.</p> <p>Two or more ideas with the relationship between the ideas shown clearly using case study.</p> | |
|---------------------|--|---|---|---|---|---|---------|---|---------------------|--|---|--|--|--|--|---|--|
| | | Cultural process | How it operates in the Overseas Setting | | | | | | | | | | | | | | |
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| | | Cultural Process | Elements | | | | | | | | | | | | | | |
| | | Migration | Internal & external, push & pull factors, voluntary or forced migration | | | | | | | | | | | | | | |
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| | | | | | | | | | |
|-----|---|--|--|---------------------------------------|---|--|---|---|--|
| 2.8 | 2 | <p>Factors that brought about changes are: (Please accept both Negative and positive factors)</p> <p>Tourism - Better networking</p> <ul style="list-style-type: none"> - Easier mode of Transport such as air transport - More awareness created about the host countries in tourist markets. - Health Pandemic - Government policies <p>Migration- Infrastructural Development</p> <ul style="list-style-type: none"> - Education - Peoples need for better services such as medical. - People’s need for cash income. - Stable future <p>Agricultural- More research and hybrid varieties</p> <ul style="list-style-type: none"> - Improved machinery and technology - Increased use of pesticides and fertilisers - Natural Disasters - Farmers skills/knowledge - Subsidies - Grants/finance/capital | | Irrelevant/incorrect factor mentioned | Only states the factor with no reference made to their geographic environment. (One idea only) | Describes the factor with reference to their geographic environment. (Two or more ideas without linkage.) | | | |
| 2.9 | 2 | <p>Tourism</p> | <ul style="list-style-type: none"> • Cheaper/ Easier Travel over time • Internet booking/advertising with changes in time • More unusual tourist destinations and attractions/destinations explored | | Incorrect description of the temporal variations, no mention of case study. | 1 idea only on temporal variation, there is no mention of case study. (One idea only) | 2 or more ideas on temporal variations. Or Gives a detailed description of the temporal variation with the case study. (Two or more ideas without linkage) | 2 or more ideas on temporal variations explained thoroughly. Or Gives a detailed description on the reasons for the temporal variation with the case study. (Two or more ideas with linkage) | |
| | | <p>Migration</p> | <ul style="list-style-type: none"> • The emergence of new technologies in communications and transport. • Globalisation • Armed conflict and economic crisis are important drivers of migration | | | | | | |
| | | <p>Industrialisation</p> | <ul style="list-style-type: none"> • Improved infrastructure and communication • Globalisation • The needs of people change over time | | | | | | |
| | | <p>Agricultural change</p> | <ul style="list-style-type: none"> • Improved technology • Education and awareness over time • Hybrid seeds • Research and surveys improve over time | | | | | | |

STRAND 3

| | | | | | | | |
|------|---|--|--|---|---|--|--|
| 3.1a | 1 | <ul style="list-style-type: none"> • Metallurgy • Heavy Industry • Food Processing • Textiles | Incorrect activity | Provides one of the correct answers provided. | | | |
| 3.2a | 1 | Cultural Feature: Richmond Quarry | Incorrect feature named | Correctly named feature. | | | |
| 3.2b | 1 | Area= LxW = 17.5x21 = 375.5cm = 367.5km squared | Incorrect area calculated | Correct area calculated with units. Or Accept some differences due to rounding off and printing variation in the final exam. e.g. with correct working a range of answers could be accepted such as 380.6-385 km ² | | | |
| 3.3a | 2 | <p><u>Title: A CROSS SECTION OF TOMA VILLAGE FROM POINT X TO POINT Y</u></p>  | Cross Section is unrealistic in shape and contains none of the required features | Cross Section is realistic in shape and contains only 1 required feature | The cross section is realistic in shape with the 2 required features shown and labelled in Resource 5 | | |

| | | | | | | | |
|------|---|---|---|---|---|--|--|
| 3.3b | 1 | <p>Draw the key of the cross section drawn in 3.3a</p>  | Symbols/colours used do not complement those used in sketch | Symbols/colours used complement those used in cross section | | | |
| 3.4a | 2 | <p>There are many explanations to lack of education in our community. Some of them mentioned in the resource are:</p> <ul style="list-style-type: none"> - poverty and lack of resources. - Some are too lazy to attend school and do not work hard at school - Some are located very far in the remote and maritime areas away from the learning centres. -Lack of/ no assistance/help provided - Lack of government support - family problems <p>(Accept other possible appropriate answers)</p> | Incorrect description to lack of education in our community | <p>Stating one reason for lack of education in our community.</p> <p>(1 idea)</p> | <p>Provides a detailed description for the lack of education in our community and supports the answer with examples.</p> <p>(2 or more ideas)</p> | | |
| 3.5a | 2 | <p>Ecotourism is now defined as “responsible travel to natural areas that conserve the environment, sustain the well-being of the local people, and involves interpretation and education” (TIES, 2015). Education is meant to be inclusive of both staff and guests.</p> <ul style="list-style-type: none"> • Ecotourism is valuable for people and the Planet. • Sustainable tourism is a learning experience for everyone involved. • Ecotourism Promotes Economic Stability. • We Become More Sensitive Through Ecotourism. • Ecotourism Reduces our Carbon Footprint. • Animals Suffer When We Don't Travel Sustainably. • Policy and Planning • Local Community | Incorrect description of benefits of eco-tourism to our country | <p>States one benefit of eco-tourism to our country.</p> <p>(1 idea)</p> | <p>Describes the benefits of eco-tourism to our country. If possible, provides an example.</p> <p>(2 or more ideas)</p> | | |

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| 3.6a | 2 |  | Incorrect outline or sketch for the précis map. | The outline map is partially correct. It shows part of the beach and not any features. (1 correct idea/features) | The sketch looks like the area of Mullach. The outline is done well. (2 or more correct ideas/features) | | |
| 3.7a | 1 | 1991: 8000 people 2011:10,000 people | Incorrect answer | Provides 1 of the two correct answers | Provides both correct answers. | | |
| 3.7b | 2 | <p>There was an increase in the population from 6000 in 1981 to 8000 in 1991 however, there was a decrease in 1991 from 8000 to 7000 people in 2001 and later increased from 7000 people to 10000 people in 2011.</p> <p>Although the population is fluctuating, there is an overall increase in the population from 1981 to 2011</p> | Does not mention the trend for population change. | One idea provided on the changes in the population of Albania village. | Two or more ideas provided on the changes in the population of Albania village. | | |
| 3.7c | 3 | 10,000- 6000= 4,000 People | Incorrect answer, no working | Correct working, wrong answer | Correct answer, no working | Correct answer with working | |
| 3.8a | 3 | <p>It shows the trees are no longer able to take in the air pollution, smokes and fumes given out by vehicles.</p> <p>Air pollution directly injures trees by damaging living tissue, primarily foliage, and impairs photosynthesis and the ability to respire. Air pollutants also weaken trees, predisposing them to further damage by insects and disease.</p> | Incorrect interpretation of the cartoon | Response includes direct portrayal of the picture without mentioning anything about human action. (1 idea) | Clearly comprehends the cartoon on the increase in air pollution and how it is affecting plants. (2 or more independent ideas) | Clearly explains the cartoon, the increase in air pollution and how it is affecting plants. (2 or more ideas with linkage) | |

| 3.9a | 3 | <p style="text-align: center;">Revenue received by Tuvalu from January to May</p> <table border="1"> <thead> <tr> <th>Month</th> <th>Revenue</th> </tr> </thead> <tbody> <tr> <td>Jan</td> <td>33,000</td> </tr> <tr> <td>Feb</td> <td>27,000</td> </tr> <tr> <td>March</td> <td>26,000</td> </tr> <tr> <td>April</td> <td>41,000</td> </tr> <tr> <td>May</td> <td>49,000</td> </tr> </tbody> </table> | Month | Revenue | Jan | 33,000 | Feb | 27,000 | March | 26,000 | April | 41,000 | May | 49,000 | Incorrect proportions for the 4 items | Correct totals for 1-2 items | Correct totals for 3-4 items | Correct totals for 4-5 items with a neat line graph drawn and full title | |
|-------|---------|---|---|---|---|---|---|--------|-------|--------|-------|--------|-----|--------|---------------------------------------|------------------------------|------------------------------|--|--|
| Month | Revenue | | | | | | | | | | | | | | | | | | |
| Jan | 33,000 | | | | | | | | | | | | | | | | | | |
| Feb | 27,000 | | | | | | | | | | | | | | | | | | |
| March | 26,000 | | | | | | | | | | | | | | | | | | |
| April | 41,000 | | | | | | | | | | | | | | | | | | |
| May | 49,000 | | | | | | | | | | | | | | | | | | |
| 3.9b | 1 | Draw the correct key for the graph drawn in 3.9a. | Symbols and colours used do not complement those used in portions | Symbols and colours used complement those used in portions | | | | | | | | | | | | | | | |
| 3.10a | 4 | <p>Unemployment can be defined as the state where people are out of jobs due to a variety of reasons. Unemployment can cause severe negative effects, not only for individuals but also for the overall economy.</p> <p><u>Solutions for Unemployment</u></p> <ul style="list-style-type: none"> ✚ Better education ✚ Motivation programs ✚ Programs against drug addiction and homelessness ✚ Fight discrimination ✚ Support programs for mental issues ✚ Subsidies for companies how are reintegrating unemployed persons. ✚ Fiscal and monetary measures in a financial crisis situation ✚ Fight structural unemployment. ✚ Create jobs. | Irrelevant response | States one solution to the issue of unemployment as a global issue. (1 idea) | States two or more solutions to the issue of unemployment as a global issue. (2 or more ideas without linkage) | States two or more solutions to the issue of unemployment as a global issue. Showing a clear relationship between the issues and solutions. (2 or more ideas with linkage) | Detailed discussion of the solutions to the issue of unemployment as a global issue. Clear relationship between the issues and solutions. Uses examples. (2 or more ideas with linkage. Uses examples to justify.) | | | | | | | | | | | | |

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| | <p><u>Better education</u></p> <p>In order to fight unemployment, it is crucial to improve education levels of people so that it will be easier for them to find a job.</p> <p>This education should start early in school and teachers should pay close attention and take care of every child to ensure good educational progress.</p> <p>Moreover, children from families that do not care about their education at all should be supported by community programs and financial aid so that these children also have a fair chance to increase their level of education and find a good job once they turn into adults.</p> <p><u>Motivation programs</u></p> <p>Jobless people who are not willing to work at all have to be incentivized to get a job. This could mean that their social security levels may be lowered if they do not take action to go back to work.</p> <p>It could also mean that these people are forced into programs in which they get taught about the advantages of getting out of unemployment so they have a broader perspective on the chances of employment and might be more willing to search for a job.</p> <p><u>Programs against drug addiction and homelessness</u></p> <p>Before homeless people and drug addicts are able to get and maintain a job, these people often need support from social workers or programs in order to find their way back into society.</p> <p>These programs should show these people a future perspective so that they are willing to take the hard way out of addiction and homelessness and start a new life. By doing so, we will be able to bring part of these people back into occupations.</p> <p><u>Fight discrimination</u></p> <p>We should also try to fight all sorts of discrimination as a society.</p> <p>This also includes gender inequality. In countries where women are still repressed and not seen as equally important as men, governments and celebrities should speak up and show the general public that women are as important as men and therefore job discrimination due to gender is not a sensible behavior.</p> <p>By doing so, the job opportunities for women may improve since the acceptance towards them will be increased.</p> | | | | | |
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| | <p><u>Support programs for mental issues</u></p> <p>Since mental health issues often prevent people from having a job, it is crucial that these mental problems are treated appropriately so that we can reintegrate these people back into the workforce as soon as possible.</p> <p>People who are working in jobs that are mentally demanding should also take care of themselves in order not to be at risk for burnout.</p> <p>By taking these measures, individual unemployment can be reduced further.</p> <p>Subsidies for companies who are reintegrating unemployed persons.</p> <p>Many companies also refrain from employing unemployed persons, especially if these persons suffer from long-term unemployment.</p> <p>In this case, it might be senseful to provide financial incentives by governments for these firms if they are willing to reintegrate long-term unemployed persons into the workforce by offering them a job.</p> <p>By doing so, these people may be able to get a job and therefore may be able to get out of unemployment.</p> <p><u>Fiscal and monetary measures in a financial crisis situation</u></p> <p>In case unemployment is due to a financial crisis, central banks should take appropriate measures in order to get out of this crisis situation by applying fiscal or also monetary policy measures.</p> <p>These measures could help to stabilize the global economy and may prevent a further downward slope which in turn would result in even higher unemployment.</p> <p>Thus, in financial crisis situations, it is crucial that central banks take suitable measures in order to prevent high levels of unemployment.</p> <p><u>Fight structural unemployment.</u></p> <p>Structural unemployment is hard to fight and will take a quite long time.</p> <p>It can only be fought if governments take action for a better qualification of workers so that the incentive for companies increases to employ these workers.</p> <p>It also has to be analyzed which kinds of workers are needed in the respective region so that they can be qualified accordingly and are able to get out of unemployment.</p> <p><u>Create jobs.</u></p> <p>An intuitive measure to fight unemployment is to create jobs.</p> <p>Jobs can be created in several different ways.</p> <p>The creation of jobs often involves raising the incentive for companies to employ people and open branches in weak economic regions.</p> <p>This can often be accomplished by giving firms financial incentives like tax advantages or other incentives to offer jobs for the local population.</p> | | | | | |
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The End