

	(c)	<p>There is significant flooding in the cartoon (✓) so people would lose their houses (DEV) and there would need to be rescue boats to evacuate people to safety (DEV)</p> <p>People's houses are flooded (✓) will need to evacuate (DEV) will need to live in shelters/temporary accommodation (DEV)</p> <p>People's possessions are ruined (✓) cost of repair/replacement (DEV) may not be full covered by insurance (DEV)</p> <p>Economic activities are disrupted (✓) people may lose their jobs/income (DEV) businesses lose income/close down (DEV)</p> <p>Transport is disrupted (✓) people not be able to access shops and services (DEV) or get to work (DEV)</p> <p>Flood water may be contaminated (✓) could affect people's health (DEV) could affect water supplies (DEV)</p>	3	<p>1 x 1 (✓) for using evidence from Fig. 3</p> <p>2 x 1 (DEV) for explaining how the evidence shows how climate change may affect people's lives.</p> <p>No credit for ideas not linked to evidence from Fig. 3.</p> <p>Credit rising sea levels as evidence from Fig. 3</p> <p>No credit for ideas about causes of climate change.</p>
	(d)	<p>Level 3 (6-8 marks)</p> <p>An answer at this level demonstrates thorough understanding of evidence for climate change (AO2) with a thorough analysis of the reliability of this evidence (AO3).</p> <p>This will be shown by including well-developed ideas about sources of evidence for climate change and their reliability.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3-5 marks)</p> <p>An answer at this level demonstrates reasonable understanding of evidence for climate change (AO2) with a reasonable analysis of the reliability of this evidence (AO3).</p> <p>This will be shown by including developed ideas about sources of evidence for climate change and their reliability.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 (1-2 marks)</p>	8	<p>This will be marked using 3 levels:</p> <p>Indicative Content</p> <p>Sources of climate change evidence referred to in the specification are global temperature data, ice cores, tree rings, paintings and diaries.</p> <p>Credit other valid sources of climate change evidence such as: glacial retreat, ice caps/sea ice changes; rising sea levels, polar bear weight loss</p> <p>Credit reference to increased frequency/intensity of extreme weather events, such as tropical storms or droughts if coherently linked to evidence of climate change.</p> <p>Thorough coverage of one source of evidence for climate change can achieve full marks.</p> <p>Example of well-developed ideas:</p> <p>Ice cores are a reliable source of evidence of climate change. Ice cores are scientific and have number data as their evidence. By analysing the trapped air</p>

		<p>An answer at this level demonstrates basic understanding of evidence for climate change (AO2) with a basic analysis of the reliability of this evidence (AO3).</p> <p>This will be shown by including simple ideas about a source of evidence for climate change and its reliability.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0 marks No response or no response worthy of credit</p>	<p>molecules in an ice core scientists can calculate the temperature of the atmosphere when the ice was formed. Using ice cores from Antarctica scientists have created graphs of temperature changes over the last 400,000 years. Tree rings are also reliable, scientific evidence. The width of the tree rings shows yearly growth of the tree and this can indicate if the climate was cooler or warmer. Historical records produced by people include paintings and diaries. These can show and indicate what the climate was like at the time, such as during the so called 'Little Ice Age' from 1300 to 1700. However they are personal accounts and lack objective accuracy. Scientific evidence is more reliable as it lacks bias and enables climate change evidence to be analysed over longer periods of time.</p> <p>Example of developed ideas: Ice cores are more reliable sources of evidence. They are scientific and have number data as their evidence. Using ice cores from Antarctica scientists have created graphs of temperature changes over the last 400,000 years. Historical records produced by people include paintings and diaries. They are personal accounts and could be biased. They only provide evidence for a shorter or fixed period of time. Scientific evidence is more reliable as it lacks bias and is more objective.</p> <p>Examples of simple ideas: Ice cores are used as evidence for climate change. They are more reliable than old paintings and diaries as the evidence is based on data not opinions.</p>
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<i>High performance 3 marks</i>
<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy• Learners use rules of grammar with effective control of meaning overall• Learners use a wide range of specialist terms as appropriate
<i>Intermediate performance 2 marks</i>
<ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy• Learners use rules of grammar with general control of meaning overall• Learners use a good range of specialist terms as appropriate
<i>Threshold performance 1 mark</i>
<ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall• Learners use a limited range of specialist terms as appropriate
<i>0 marks</i>
<ul style="list-style-type: none">• The learner's response does not relate to the question• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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