

## Section B: Ecosystems and Rural Environments

Assessment Objectives	✓
<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>● Define key terms – biosphere, biomes, biodiversity, biomass.</li> <li>● Describe the global pattern of biomes and their characteristics/ adaptations.</li> <li>● Explain the pattern with reference to climate factors.</li> </ul>	
<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>● Outline the components (living and non–living) (inputs, stores, outputs) of an ecosystem (rock, soil, climate, vegetation, fauna).</li> <li>● Explain how key ecosystem processes operate (adaptation, succession, zonation, food webs, and biodiversity) with reference to a <b>CS</b> of an ecosystem.</li> </ul>	
<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>● Outline the value of ecosystem goods and services.</li> <li>● Describe the characteristics of the temperate grassland biome.</li> <li>● Outline the use of this biome for farming, and the issues this has generated.</li> </ul>	
<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>● Outline the characteristics of rural environments (employment, population size and structure, land use (quarrying, recreation, tourism), accessibility, conservation).</li> <li>● Use a <b>CS</b> of a protected area to illustrate reasons for protection and management.</li> </ul>	
<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>● Outline the inputs, processes and outputs of the farm system.</li> <li>● Contrast different farming systems (arable/pastoral/mixed, commercial / subsistence, intensive / extensive).</li> </ul>	
<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>● Describe and explain two ways (<b>CS</b>) in which farm production can be raised e.g. irrigation, glasshouses, GM, HYV crops.</li> <li>● Outline the causes and consequences of food shortages in LICs.</li> </ul>	
<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>● Explain causes of rural settlement change in LICs – shift to cash crops</li> <li>● Explain causes of rural urban migration and its impacts.</li> </ul>	
<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>● Outline rural changes across different types of rural area</li> <li>● Explain the causes of counter–urbanisation in the commuter belt; depopulation in some areas; changing service provision.</li> </ul>	