

Final



**General Certificate of Secondary Education  
January 2013**

**Geography B**

**40351H**

**(Specification 4035)**

**Unit 1: Managing Places in the 21st Century  
(Higher)**

**Final**

***Mark Scheme***

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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## **GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS –**

### **Quality of Written Communication**

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

present relevant information in a form and style that suits its purpose;  
ensure that text is legible and that spelling, punctuation and grammar are accurate  
use specialist vocabulary where appropriate.

### **Levels Marking – General Criteria**

Where answers are assessed using a level of response marking system the following general criteria should be used.

#### **Level 1: Basic**

Knowledge of basic information  
Simple understanding  
Little organisation; few links; little or no detail; uses a limited range of specialist terms  
Reasonable accuracy in the use of spelling, punctuation and grammar  
Text is legible.

#### **Level 2: Clear**

Knowledge of accurate information  
Clear understanding  
Organised answers, with some linkages, occasional detail/exemplar; has a good range of specialist terms where appropriate  
Considerable accuracy in spelling, punctuation and grammar  
Text is legible.

#### **Level 3: Detailed**

Knowledge of accurate information appropriately contextualised and/or at correct scale  
Detailed understanding, supported by relevant evidence and exemplars  
Well organised, demonstrating detailed linkages and the inter-relationships between factors.  
Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate  
Accurate use of spelling, punctuation and grammar  
Text is legible.

N.B. Only Level 1 and 2 descriptors will appear on Foundation marking schemes (front covers)

**ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR (SPaG)**

Spelling, punctuation and grammar will be assessed via two questions in Question 1 and two questions in Question 2. Three marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

**High performance (3 marks)**

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

**Intermediate performance (2 marks)**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

**Threshold performance (1 mark)**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

***The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.***

**Annotation of Scripts**

One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit-worthy.

Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1' or 'L2' in the left-hand margin.

The consequent mark within this level should appear in the right-hand margin.

Ticks must not be used where an answer is levels marked.

Examiners should add their own brief justification for the mark awarded, e.g. *Just L2, reasonably accurate knowledge or some clear understanding.*

Where an answer fails to achieve Level 1, zero marks should be given.

### **General Advice**

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totalled in the 'box' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totalled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

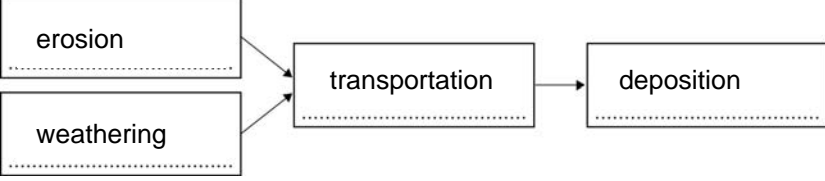
It is important to recognise that many of the answers shown within this mark scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However contents which duplicate written material or vice versa should not be credited.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

**SECTION A**

**Question 1: The Coastal Environment**

<p><b>1(a)(i)</b></p>	<p><b>Level 1 Basic (1–2 marks)</b>                  Identifies a number of economic activities from Figure 1 (tourism, service activities, industry, port activities) or uses descriptive ideas from other examples.                  Tourism is <u>one</u> idea – a range of tourist activities – max 2 marks.</p> <p><b>Level 2 Clear (3–4 marks)</b>                  Identifies examples of economic activities from Figure 1 and offers some development or additional information (can be locational). A clear understanding of the coast as a locational factor in relation to development.</p>	<p><b>4 marks</b></p>
<p><b>1(a)(ii)</b></p>	<p>Accept points about overfishing, agricultural run-off, tourist damage.</p> <p><b>Level 1 Basic (1–2 marks)</b>                  Identifies basic points such as ‘pollution’ (qualified) with little development. Some use of Figure 1 with points largely copied.  <u>Resource</u> – untreated sewage/industrial waste/chemicals leak</p> <p><b>Level 2 Clear (3–4 marks)</b>                  Clear understanding of ‘how’ environments are damaged by development with <u>cause-effect observations</u> (‘factories pump waste into rivers’) with tentative ‘damage’ effects.                  Use of Figure 1 and some development or locational exemplification.</p> <p><b>Level 3 Detailed (5–6 marks)</b>                  Detailed understanding which develops the methods of how environments are damaged and identifies specific types of damage (‘factories pump waste into the sea and this pollutes the water and damages wildlife’).                  Identifies and develops points from Figure 1 and brings in additional knowledge/ locational exemplification. <u>Cause-effect observations</u> with some development which considers ‘damage’, in some detail.</p>	<p><b>6 marks</b></p>
<p><b>1(b)</b></p>	 <p>erosion/weathering can be in either of the first two boxes</p> <p>1 correct – 1 mark                  2 correct – 2 marks                  3/4 correct – 3 marks</p>	<p><b>3 marks</b></p>

<p><b>1(c)(i)</b></p>	<p>4 x 1 marks A – Headland B – Cave C – Arch D – Stack</p>	<p><b>4 marks</b></p>
<p><b>1(c)(ii)</b></p>	<p>Accept ideas about ‘weathering’ if related to the general erosion of the headland.</p> <p><b>Level 1 Basic (1–4 marks)</b> Basic understanding of how erosion works in coastal areas. Some links between process and features. Must have some appreciation of sequence of the development of features (cave, arch, stack etc) 4<sup>th</sup> mark. “The sea crashes into the bottom of the cliff, and creates a cave. This continues until an arch is formed. Eventually, with continued erosion the arch collapses, just leaving the stack.” MAX L1 if just named processes (hydraulic action, abrasion) with sequence BUT no real explanation. MAX L1 if seen in a holistic way (headlands/bays).</p> <p><b>Level 2 Clear (5–6 marks)</b> Clear understanding of how different types of erosion shape the landscape. Use of geographical language to <u>explain</u> erosion, and the formation of specific coastal features. Appreciation of sequence of headland erosion. “The sea erodes the headland at the bottom by the force of water (hydraulic action) and material being thrown at the cliff as abrasion forming caves. These eventually break through and an arch is formed. Continued erosion and weathering makes the top of the arch collapse just leaving a stack.”</p> <p><b>Spelling, Punctuation and Grammar</b></p> <p><b>Threshold Performance</b> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p><b>Intermediate Performance</b> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p><b>High Performance</b> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p><b>6 marks</b></p> <p><b>1 mark</b></p> <p><b>2 marks</b></p> <p><b>3 marks</b></p>
<p><b>1(d)(i)</b></p>	<p>2 x 1 marks One mark for each section (1 and 2) Examples might include: recent slumping, nature/ identification of the rock type, loose material/rock, shape of cliff, vegetation cover position, lack of vegetation, point about the fence, discolouration of sea, mudslides or landslides, idea of cliff retreat, cracks in cliff.</p>	<p><b>2 marks</b></p>

<p><b>1(d)(ii)</b></p>	<p><b>Level 1 Basic (1–2 marks)</b>                  Largely descriptive ideas about rainfall making cliffs weaker and falling. Identifies some elements of the process / Some appreciation of relative softness in relation to erosion.                  “When there is a lot of rainfall it gets into the soft cliff and makes it much heavier, so it collapses.”</p> <p><b>Level 2 Clear (3–4 marks)</b>                  Clear understanding which identifies percolation/slumping (erosion at foot of cliff for 4<sup>th</sup> mark / can be indicated in text or on diagram) / discussion about relative softness (type of rocks, characteristics) in relation to erosion. Shows awareness of the whole process and some use of technical language.                  “When lots of rainfall soaks into soft cliffs it makes them heavy and unstable. Consequently gravity makes them slump, often along old lines of weakness. The material that falls to the bottom of the cliff is then removed by storm waves.”</p>	<p><b>4 marks</b></p>
<p><b>1(e)(i)</b></p>	<p>3 x 1 marks                  A – Sea wall (any type of sea wall)                  B – Groyne                  C – Rock armour/rocks/boulders/rip-rap/tetrapods.</p>	<p><b>3 marks</b></p>
<p><b>1(e)(ii)</b></p>	<p><b>Level 1 Basic (1–2 marks)</b>                  Basic understanding (largely descriptive) of how hard engineering creates barriers. Essentially shows descriptive appreciation of what is meant by ‘hard engineering’.                  “Hard engineering are things like sea walls and groynes. They are put on the beach between the sea and the land.”                  MAX 1 mark for a list of methods with no development.</p> <p><b>Level 2 Clear (3–4 marks)</b>                  Clear appreciation of <u>how</u> the methods protect coastal areas. Ideas about creating barriers or helping to build up beach sediment which stops waves reaching coast/stops waves moving inland / absorbs energy.                  “Hard engineering, such as sea walls and rock armour form a barrier which means that waves cannot reach the cliffs to erode them or flood land on the coast.”</p> <p><b>Level 3 Detailed (5–6 marks)</b>                  Detailed <u>description</u> and <u>explanation</u> of hard engineering methods. Use of clearly located example / OR examples of particular techniques.                  Explanation picks up ideas which might include points about absorbing energy, reflecting waves, creating barriers against powerful storm waves. (Points beyond the basic idea of just ‘a barrier’.)</p> <p>Use of located example only appropriate when clearly a level 3 response (simply naming a place does not put response into Level 3).</p>	<p><b>6 marks</b></p>



<b>1(f)(i)</b>	<p>‘Own knowledge’ can be locational example OR knowledge of managed retreat. Mark up identification of example (+1) within levels (not between levels).</p> <p><b>Level 1 Basic (1–4 marks)</b> Identifies points from Figure 5 or own knowledge and offers some explanation of how parts of the scheme may protect the broader coastal zone. MAX 3 if limited reasoning beyond identification (‘there is a new line of defence which protects areas’.) “Managed retreat means that some areas are allowed to flood and salt marsh develops. These areas are usually just farmland so the area is not damaged. Because these areas are allowed to flood it means that less water is available for other places to flood.” MAX 2 marks if points lifted from resource ‘New line of defence’, ‘newly planted trees’ with no explanation.</p> <p><b>Level 2 Clear (5–6 marks)</b> Identifies changes to the landscape in Figure 5 and offers some explanation of how managed retreat protects areas. Uses elements from Figure 5 and own knowledge. “Managed retreat allows storm water to flood some farmland and spread out. This means that in other, more built-up areas, there will be less water to flood places. A new line of defence has been built to stop flooding going too far inland. This has been carried out on the Essex coast where farmland has been allowed to flood in order to protect other areas.”</p> <p><b>Level 3 Detailed (7–8 marks)</b> Detailed use of Figure 5 and offers development/or appropriate example(s). Uses Figure 5 to describe the method of managed retreat and offers detailed explanation about how it can be used to protect coastal areas.</p> <p><b>Spelling, Punctuation and Grammar</b></p> <p><b>Threshold Performance</b> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p><b>Intermediate Performance</b> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p><b>High Performance</b> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p><b>8 marks</b></p> <p><b>1 mark</b></p> <p><b>2 marks</b></p> <p><b>3 marks</b></p>
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<b>1(f)(ii)</b>	1 mark – identifies an example from Figure 5. – ‘bird watching’ / ‘wildlife conservation area / new environment’ 2 <sup>nd</sup> mark – some understanding of how managed retreat creates opportunities. – ‘managed retreat allows salt marshes to develop (1) and this creates an environment for birdlife (1).’  2 x 2 Accept ideas where conservation/recreation merge (bird watching).	<b>4 marks</b>
<b>Total for Question 1: 56 marks</b>		

**SECTION B**

**Question 2: The Urban Environment**

<b>2(a)(i)</b>	<p>If more developed countries used – 0 marks                      1 mark – idea of growth/continual growth – data must be used comparably                      ‘total has increased’                      2<sup>nd</sup> mark – use of data with units                      - If first/last data used dates not required</p>	<b>2 marks</b>
<b>2(a)(ii)</b>	<p>Natural increase – some understanding of more births than deaths – 1 mark                      Population migration – some idea of movement – 1 mark (not repeating question)</p>	<b>2 marks</b>
<b>2(b)(i)</b>	<p>Accept broad definition of environmental problems and links to social conditions – E.g. disease, traffic pollution, water/air pollution, sewage, smog, waste, fire, loss of green space, noise hazards, overcrowding. Do not accept just the word ‘slum’, shanty town without any qualification or link to growth.</p> <p><b>Level 1 Basic (1–2 marks)</b>                      Uses Figure 7 to describe some of the environmental problems found in poorer parts of less developed cities.                      “The area has lots of water pollution and there is rubbish everywhere.”                      MAX 1 mark for use of word ‘pollution’ (unqualified)                      MAX 2 marks for list of types of pollution</p> <p><b>Level 2 Clear (3–4 marks)</b>                      Offers some appreciation of environmental problems with some cause – effect conditions. Develops ideas from Figure 7 and/or brings in own knowledge.                      “As poor people move to the area they set up where there are no drains/ or sewers so waste is just thrown into the rivers and this can create unhealthy conditions and leads to diseases such as cholera.”</p>	<b>4 marks</b>
<b>2(b)(ii)</b>	<p><b>Level 1 Basic (1–2 marks)</b>                      Basic idea about jobs/money/schools etc. Generic points listed with no real explanation or exemplification. Does not need social and economic ideas. ‘In urban areas there are lots of job opportunities and people can earn money’.</p> <p><b>Level 2 Clear (3–4 marks)</b>                      Clearer appreciation of how urban areas provide both social and economic opportunities. Use of example(s) to make points. Not always balanced but has clear development (cause-effect). “Urban areas can provide a range of opportunities. There are more jobs so people can earn more money. In urban areas children can go to school and there is access to healthcare. Some areas also have a clean water supply and proper sanitation.”</p> <p><b>Level 3 Detailed (5–6 marks)</b>                      Use of detailed example/s to identify and explain how urban areas can offer a range of social and economic opportunities. Some appreciation of the socio-economic multiplier. “In urban areas people can earn more money and have regular jobs. This means that they can afford to have better housing which includes a clean water supply, sanitation and electricity. This increases the chance of a healthier life and reduces the risk of disease. Urban areas have education and health opportunities; children can go to school which gives them a better opportunity to get a job.”</p>	<b>6 marks</b>
<b>2(c)(i)</b>	<p>Accept 600517 or 600518 or 599517 or 599518</p>	<b>1 mark</b>
<b>2(c)(ii)</b>	<p>9km (km not required)</p>	<b>1 mark</b>

<b>2(c)(iii)</b>	<p>1 mark – idea of low / flat land 1 mark – urban runoff                      1 mark – river/water in the area (2 x 1)                      Or 1 developed point. 'The land is flat (1) so when the river rises it may flood (1).'</p>	<b>2 marks</b>
<b>2(c)(iv)</b>	<p>Accept any reasonable point. 1 mark (identification) + 1 mark (development).                      'Tourist facilities closed (1) meaning a loss of business' (1)                      'Shops might flood (1) causing a loss of money (1).'</p> <p>Homes may be flooded (1) so people have to move out' (1).                      'Roads may be closed (1) making it difficult to get to work' (1).</p>	<b>2 marks</b>
<b>2(d)</b>	<p>Reduce the problem of traffic congestion in the city centre:                      1 mark – identifying a point plus 1 mark for development.                      'Fewer cars in town centre (1) because fewer people go to city centre shops' (1)                      'It is near the main road (1) so cars don't have to go through the city to reach it' (1)</p> <p>Increase traffic problems in the area:                      1 mark – identifying a point plus 1 mark for development                      'It might bring a lot more cars to the area (1) and cause congestion on the ring road' (1)                      'More people would be attracted to the area (1) and some may also go to the city centre' (1)</p>	<p><b>2 marks</b></p> <p><b>2 marks</b></p>
<b>2(e)</b>	<p><b>Level 1 Basic (1–2 marks)</b>                      Shows an understanding of how traffic congestion can be reduced by identifying methods (1 mark for each method) or offering some explanation.                      'Park and ride schemes can be used which many people can use.'</p> <p><b>Level 2 Clear (3–4 marks)</b>                      Identifies method(s) used to reduce traffic congestion and offers clear explanation of how they work.                      'Park and ride could be used. This means that cars park on the edge of the city and a bus service brings people into the city centre. A bus can hold up to fifty people so for each bus a lot of cars do not come into the city centre. This reduces the number of cars in the city and therefore reduces congestion.'</p>	<b>4 marks</b>

<p><b>2(f)</b></p>	<p>Accept 'multi-hazard' ideas  <b>Level 1 Basic (1–4 marks)</b>                  Describes a number of ways in which natural hazards can be managed without fully explaining how they reduce effects/risks. (Might include building techniques/ prediction/preparation). Some use of an example.                  Max 3 if just a list of generic points with no development or exemplification – 'better buildings, warning people, etc.' Plus 1 mark if an appropriate example is identified.                  Max 1 mark if example identified but text not creditworthy</p> <p>'San Francisco gets earthquakes. They try and reduce the effects of earthquakes by using stronger buildings and warning person if there is going to be an earthquake. People are also told to have an emergency earthquake kit'</p> <p><b>Level 2 Clear (5–6 marks)</b>                  Clear understanding/explanation/reason of <b>how</b> different techniques can be used to reduce the effects/risks of a hazard. Based around a clearly identified example.</p> <p>"The California city of San Francisco gets earthquakes. Here they make buildings stronger by retro-fitting and putting weights on the top of high buildings. This stops buildings shaking as much so they don't collapse. They also use safety glass so it does not break and hurt people. There is a warning system so people can prepare for an earthquake or move away from dangerous areas."</p> <p><b>Spelling, Punctuation and Grammar                  Threshold Performance</b>                  Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p><b>Intermediate Performance</b>                  Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p><b>High Performance</b>                  Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p><b>6 marks</b></p> <p><b>1 mark</b></p> <p><b>2 marks</b></p> <p><b>3 marks</b></p>
<p><b>2(g)(i)</b></p>	<p><b>One</b> reason – max 1 mark if a number of undeveloped, basic reasons.                  1 mark – basic reason with no development 'There are few jobs', 'The area is run down.'                  2<sup>nd</sup> mark – 'The area may have become derelict (1) and a redevelopment/regeneration project will help to improve the environment' (1)                  -'Factories have closed down (1) so there are fewer jobs' (1)</p>	<p><b>2 marks</b></p>

<p><b>2(g)(ii)</b></p>	<p>‘Own knowledge’ can be locational/or knowledge of ‘benefits’. Do not accept reference to renewable resources.</p> <p><b>Level 1 Basic (1–2 marks)</b> Basic points from Figure 9 with limited development. Largely generic ideas. ‘It will improve the environment and make it a cleaner place to live.’</p> <p><b>Level 2 Clear (3–4 marks)</b> Clearer appreciation why it might be ‘better’ for people and the environment. (not balanced). Use of Figure 9 and some development. ‘It will improve the environment and encourage wildlife back into the area. Urban parks offer peaceful places for people to relax.’</p> <p><b>Level 3 Detailed (5–6 marks)</b> Detailed understanding which identifies how urban greening can create better environments for people and improve the quality of the environment. Offers detailed development from Figure 9 and greater balance. ‘Urban greening will create more opportunities for wildlife habitats to develop and create a more peaceful environment for people to use. Green areas are quieter and cleaner and people can relax and socialise in them. They also create a more visually attractive area rather than a lot of buildings. Because these areas are traffic-free they are also safer for people.’</p>	<p><b>6 marks</b></p>
<p><b>2(h)</b></p>	<p>Accept examples from any country (question does not specify) Accept use of example in Figure 9 (must be socio-economic).</p> <p><b>Level 1 Basic (1–4 marks)</b> Use of a basic example to identify a number of general points (jobs, money, housing) with limited development. (Essentially a list of socio-economic improvements). MAX 3 marks if no locational context. (a mark for each observation +1 if some location) MAX L1 if answer shows awareness of ‘social-economic’ improvements BUT locational focus is not really ‘redevelopment’ (i.e. eco-settlements with no sense of redevelopment/ regeneration, self-help schemes).  MAX L1 if example is largely generic (‘in Liverpool/London’) with no precise locational context.</p> <p><b>Level 2 Clear (5–6 marks)</b> Clear reference to an example which identifies specific socio-economic improvements (Look for explanation of ‘how’ it has improved conditions for local people). “The Brindley Place redevelopment in the centre of Birmingham has created lots of jobs and built new flats, which has improved housing conditions. Because people have more money they can afford to have a better lifestyle and also use the many social facilities that have been built in the area such as cinemas and clubs.”</p> <p><b>Level 3 Detailed (7–8 marks)</b> Use of specific example (not just ‘Birmingham’/‘Liverpool’). Detailed development/explanation to explain how redevelopment projects can improve social and economic conditions.</p> <p><b>Spelling, Punctuation and Grammar (SPaG)</b></p> <p><b>Threshold Performance</b> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p>	<p><b>8 marks</b></p> <p><b>1 mark</b></p>

	<p><b>Intermediate Performance</b> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p><b>High Performance</b> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p><b>2 marks</b></p> <p><b>3 marks</b></p>
<b>Total for Question 2: 56 marks</b>		