



**General Certificate of Secondary
Education**

Geography
(Specification B)

Higher Paper

**Unit 1: Managing Places in the 21st
Century**

Specimen Mark Scheme

*Version for 2013 onwards (including Spelling, Punctuation
and Grammar)*

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational examinations.

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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.

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

Level 1: Basic

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Level 2: Clear

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

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

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

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.*

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 creditworthy. 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.

Assessment of Spelling, Punctuation and Grammar

Spelling, punctuation and grammar will be assessed via questions 1(a)(ii), 1(e)(i), 2(b)(iii) and 2(e). 3 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%.

SECTION A - The Coastal Environment

Question 1

1(a)(i) 1 correct – 1 mark
2/3 correct – 2 marks

2 marks

1(a)(ii) **Level 1 Basic) 1–4 marks**

Basic list of some of the responsibilities expressed in the resource with limited development.
Knowledge of basic information
Simple understanding
Few links; limited detail; uses a limited range of specialist terms
Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
“Lots of industries are located in coastal areas and consequently many people live there. Often the weather is good and with the sea and beaches the environment is attractive.”

Level 2 (Clear) 5–7 marks

Clear appreciation that coastal areas offer economic and environmental opportunities. Good use of the resource and clear development. Knowledge of accurate information
Clear understanding
Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate
Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.
“The coastal area is attractive to modern industry because it is near ports and a good place to live so it is easy to attract workers. With the growth of tourism there are many jobs found in coastal areas. The physical environment can be very attractive with beaches and good weather. That is why many people retire to coastal areas.”

Level 3 (Detailed) 8–9 marks

Detailed appreciation of the economic and environmental value of coastal areas which goes beyond the resource.
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
Range of ideas in a logical form; uses a range of specialist terms where appropriate
Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.
Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.
“With a massive increase in global trade coastal locations are vital since most goods are moved by ship. The coast is also important for large, resource-based industry like oil refining. Coastal tourism is a major industry and is largely based on the environment, the beach and climate. Over two million people own holiday or retirement homes around the Spanish and Portuguese coast – this shows the economic and environmental value of coastal areas.”

9 marks

SPaG	Spelling, Punctuation and Grammar	3 marks
	Threshold performance 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.	1
	Intermediate performance 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.	2
	High performance 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.	3
1(b)(i)	(4 x 1) A – Beach B – Wave cut platform C – Cave D – Stack	4 marks
1(b)(ii)	Level 1 (Basic) 1–4 marks Basic appreciation of how physical processes have shaped one coastal feature. Some awareness of sequence but limited technical understanding. Knowledge of basic information Simple understanding Few links; limited detail; uses a limited range of specialist terms Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors. “The sea bashes away at the base of a cliff until parts of it collapse. Once this happens the force of the waves can open up the crack and widen it further, forming a cave. The weather can also help to break bits of rock away.” Level 2 (Clear) 5–7 marks Clear understanding of process and sequence with some use of technical language/understanding. Knowledge of accurate information Clear understanding Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors. “The force of waves breaking against the base of a cliff pushes the water into small cracks. This hydraulic action breaks bits of rock away until the crack is widened. Heavy rainfall and frost can further help to break small bits of rock away. Once a crack is widened the force of waves carry pebbles and sand can blast away at the crack until it is eroded into a small inlet or cave.”	7 marks

- 1(c)(i) 1 mark – basic idea – groyne are seen on the beach.
 2nd mark – development – sand is higher on one side of the groyne **2 marks**
- 1(c)(ii) **Level 1 (Basic) 1–3 marks**
 Basic ideas which are not fully developed. Might include points about rock type/economic value etc.
 Knowledge of basic information
 Simple understanding
 Few links; limited detail; uses a limited range of specialist terms
 Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
 “There are lots of houses on the cliff which would be affected if the cliff was eroded causing major problems.”
- Level 2 (Clear) 4–5 marks**
 Clear understanding which shows why some areas are protected. Knowledge of accurate information
 Clear understanding
 Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate
 2nd mark – development – sand is higher on one side of the groyne
 Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors. “The value of the property on the cliff is millions of pounds, much more than the cost of protection. If the area was not protected houses would fall into the sea and the settlement would be lost.” **5 marks**
- 1(d)(i) 1 mark – general observation – land is flat/lots of open drainage.
 2nd mark – some development – the land is very flat and wet so if the sea broke through large areas would be flooded. **2 marks**
- 1(d)(ii) **Level 1 (Basic) 1–3 marks**
 Shows a basic understanding of how local coastal protection decisions affect people in different ways with tentative appreciation of the idea of conflict.
 Knowledge of basic information
 Simple understanding
 Few links; limited detail; uses a limited range of specialist terms
 Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
 “People at Happisburgh will not be very happy because without protection some of their homes may fall into the sea. People at Sea Palhing will feel happier because they know that their homes are safe. People at Happisburgh might think that this is not very fair.”

Level 2 (Clear) 4–5 marks

Shows a clear understanding that decisions taken in a local area can affect people in very different ways and that this may cause local conflict and resentment.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

“With no coastal protection the village of Happisburgh will eventually disappear and a whole community will be lost. Just down the coast at Sea Palling the village is protected by defences. People in Happisburgh will consider this to be very unfair and it may cause bad feeling between the two communities which are 6km apart. Local residents may protest and it may affect only long term community spirit in the area.”

5 marks

1(e)(i)

Level 1 (Basic) 1–4 marks

Basic ideas about pollution/land use change which are largely descriptive. Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

“When coastal areas are developed the sea can become polluted, especially if the development is industrial. The land can also be changed by building houses or industry.”

Level 2 (Clear) 5–7 marks

Clear understanding of how development can put pressure on environments.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

“Large scale building in coastal areas can damage animal habitats, especially birds, and also totally change the look of the environment. Development can also bring pollution for both land and sea with the sea being badly affected by industrial chemicals and sewage.”

	<p>Level 3 (Detailed) 8–9 marks Detailed understanding expressing how development can damage marine and land based coastal ecosystems. 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 Range of ideas in a logical form; uses a range of specialist terms where appropriate Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors. Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks. “The development of coastal areas can totally change the environment. The Mediterranean coast is now virtually all industry, tourism and housing. The sea has been polluted with industrial waste, oil and sewage and many animal species have been lost. On land, marshes have been drained and wild bird habitats totally destroyed.”</p>	9 marks
	<p>Spelling, Punctuation and Grammar</p>	3 marks
SPaG	<p>Threshold performance 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>	1
	<p>Intermediate performance 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>	2
	<p>High performance 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>	3
1(e)(ii)	<p>Level 1 (Basic) 1–3 marks Basic understanding of conservation and protection with ideas about restricting development etc. Generic ideas with no real exemplification. Knowledge of basic information Simple understanding Few links; limited detail; uses a limited range of specialist terms Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors. “In some areas coastal areas have been turned into nature reserves where it is not possible to build and birds can nest without being disturbed.”</p>	

Level 2 (Clear) 4–5 marks

Clear reference to an example which describes some of the measures being used to protect the environment.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

“Some coastal areas like Hurst Castle Spit in Hampshire and parts of Norfolk have been made into Nature Reserves. In these areas the wildlife is protected and building is not allowed. There are strict conservation rules and the area is managed by nature wardens.

5 marks

Total marks for Question 1: 56

SECTION B - The Urban Environment**Question 2**

- 2(a)(i) 1 mark – basic idea - more people in urban areas.
2 marks – precise definition – increasing % of people living in urban areas.
2nd mark – more precise observation – rate of growth/process of growth, change **2 marks**
- 2(a)(ii) 1 mark for Tanzania or Mozambique **1 mark**
- 2(b)(i) **Level 1 (Basic) 1–3 marks**
Basic understanding which suggests that there are a number of factors which encourage migration which centre around opportunities or lack of opportunities. The differences between these are not fully explained, points largely taken from resource with tentative development.
Knowledge of basic information
Simple understanding
Few links; limited detail; uses a limited range of specialist terms
Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
“When people cannot grow enough food they are forced to move away from rural areas.”
- Level 2 (Clear) 4–5 marks**
Clear understanding which identifies a range of factors and makes it clear how factors force or encourage people to move. Points from resource developed with explanation.
Knowledge of accurate information
Clear understanding
Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate
Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.
“Drought means that crops don’t grow and there are food shortages. For poor farmers with nothing to fall back on they only option may be to move.” **5 marks**
- 2(b)(ii) **Level 1 (Basic) 1–3 marks**
Basic description of conditions with tentative links to ‘quality of life’.
Knowledge of basic information
Simple understanding
Few links; limited detail; uses a limited range of specialist terms
Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
“The houses are made out of bits of wood and are very close together. There is no proper sanitation or water supply. Because of this there will be quite a lot of disease and ill-health.”
- Level 2 (Clear) 4–5 marks**
Clear appreciation of how conditions can affect ‘quality of life’ with relevant links expressed.
Knowledge of accurate information
Clear understanding
Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate
Clear evidence of sentence structure. Some spelling, punctuation and

grammatical errors.

“With the houses so close together if there is an outbreak of infection it will spread very easily. With no sanitation water may become contaminated leading to stomach problems or water related diseases. If people are ill they cannot work and cannot afford medical care.”

5 marks

2(b)(iii) **Level 1 (Basic) 1–4 marks**

Largely generic observations which identify basic developments which are descriptive.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

“Clean water systems are being introduced which makes it better for people.”

Level 2 (Clear) 5–7 marks

Clearer appreciation of ‘environmental’ and ‘social’ with some locational exemplification.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

“In Kibera, Nirabi, a charity is putting in a water system which will give some people a clear water supply and sewerage system. This will reduce pollution and improve the lives of these people.”

Level 3 (Detailed) 8–9 marks

Detailed understanding of ‘environmental’ and ‘social’ with good use of locational exemplification to show how projects are improving living conditions.

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

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

“Water Aid is putting in place waste water systems and clean piped water into parts of many urban areas, including Kibera in Eastern Africa and Mumbai in India. This means that open drains can be filled in reducing the pollution and the risks of disease. Clean water will mean that people can keep themselves clean easier and cuts down the risk of disease, making people healthier.”

9 marks

SPaG	Spelling, Punctuation and Grammar	3 marks
	Threshold performance 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.	1
	Intermediate performance 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.	2
	High performance 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.	3
2(c)(i)	<p>Level 1 (Basic) 2–3 marks Basic problems associated with traffic and generic idea about traffic management. Knowledge of basic information</p> <p>Simple understanding Few links; limited detail; uses a limited range of specialist terms Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors. “Too much traffic can cause pollution and congestion in cities. It could be reduced with park and ride systems.”</p> <p>Level 2 (Clear) 4–5 marks Clear understanding of particular problems with a more focused idea of management. Knowledge of accurate information Clear understanding Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors. “Traffic in cities causes congestion which costs business a lot of money and stops people getting to work on time. Traffic fumes can damage buildings and affect people’s health. In Manchester a tram system has been developed to reduce traffic in the city centre.”</p>	5 marks
2(c)(ii)	<p>Level 1 (Basic) 1–3 marks Basic understanding of effects with tentative reasoning and limited balanced debate. Knowledge of basic information Simple understanding Few links; limited detail; uses a limited range of specialist terms Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors. “It will make the area look nicer and be a lot quieter. It might bring in more business as it is a nicer place to shop.”</p>	

Level 2 (Clear) 4–5 marks

Clearer appreciation of effects with some balanced points and reasoning.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

“If the area was pedestrianised it could be landscaped and seating built.

This would make areas which are safer and cleaner and more sociable.

This would bring in more business. However, it would be expensive and may create traffic problems elsewhere.”

5 marks

2(d)(i) 1 mark basic point – rising unemployment

2nd mark some development – less money in the area so shops cannot afford to stay open.

2 marks

2(d)(ii) **Level 1 (Basic) 1–4 marks**

Some appreciation of improvements to the economy and the environment but lacks balance. Points often simple developments from the resource.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

“With new shops and services opening new jobs will be created. There will be lots of money in the area. The canal will be much cleaner and it will be a more attractive environment.”

Level 2 (Clear) 5–7 marks

Clear understanding of improvements to both the economy and the environment with developed ideas beyond the immediate resource.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

“The redevelopment scheme will create lots of building jobs and once it is completed hundreds of people will be needed to work in the new shops and services. The new houses will bring people back into the area. A car-free zone will mean no pollution and the general landscaping will improve the environment.”

7 marks

2(e) **Level 1 (Basic) 1–4 marks**

Basic understanding of the question with generic ideas which might include individual initiatives or whole scale planning. Largely descriptive. Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

“Urban areas can be built with their own energy generation units and recycling organisations. The houses built could be more environmentally friendly with good insulation.”

Level 2 (Clear) 5–7 marks

Clear appreciation of the idea of longer term management strategies with some detail and reasoning.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

“Building housing estates which manage their own energy, water collection and waste will be more sustainable and have less impact on the environment. The ‘Greenhouse’ project in Leeds is a scheme where all the buildings use energy generated by wind turbines and the area has its own recycling plant. This means that the impact on the wider environment is limited.”

Level 3 (Detailed) 8–9 marks

Detailed understanding of planning and management and use of example(s) to express the idea of sustainability.

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.

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

“The ‘Greenhouse’ project in Leeds is a housing and working community project planned with energy efficient buildings, cycle tracks to the city centre and car pooling or that cars are only used when required. The buildings are powered by renewable energy and all waste is recycled. Each home has a garden where food can be grown. All these things reduce the environmental impact and make it more sustainable.”

9 marks**Spelling, Punctuation and Grammar****3 marks****SPaG****Threshold performance**

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.

1**Intermediate performance**

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.

2

High performance

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.

3

Total Marks for Question 2: 56