



Rewarding Learning

**General Certificate of Secondary Education
2014**

Geography

Unit 2: Living in Our World

Foundation Tier

[GGG21]

THURSDAY 22 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Geography.

Candidates must show they are able to:

- recall, select and communicate their knowledge and understanding of places, environments and concepts (AO1);
- apply their knowledge and understanding in familiar and unfamiliar contexts (AO2); and
- select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 15 or 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 15 or 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is limited

Level 2: Quality of written communication is satisfactory

Level 3: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Limited): Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.

Level 2 (Satisfactory): Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.

Level 3 (High Standard): Candidates present, and organise effectively, relevant information in a form and style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision.

Assessment of spelling, punctuation and the accurate use of grammar.

Marks for spelling, punctuation and the accurate use of grammar will be allocated to specific questions where there is a requirement for sufficient extended writing to enable the accurate application of Performance descriptions (see below). These marks will be identified to candidates on the question papers.

Performance descriptions

(i) 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.

(ii) 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.

(iii) 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.

As shown by the performance descriptions, SPaG marks are awarded 'in the context of the demands of the question'. If the candidate's response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Theme A: People and Where They Live

**AVAILABLE
MARKS**

1 (a) (i) State the meaning of the term **immigrant**.

Award [1] for a brief definition or partially correct answer, for example, It's a person who's moving between countries.

Award [2] for a full, correct definition, for example, it's a person who is moving *into* a country to live/to work. [2]

(ii) Circle the number of cities in North America which have over 25% of their population made up of immigrants. Choose your answer from the list below.

7 should be indicated as the correct answer.

3 6 7 [1]

(iii) State if the following sentences about **Fig. 1** are true or false.

Award [1] for each correct answer:

Europe has four cities with over 25% migrants in its population. Given

Most of the cities shown in **Fig. 1** have coastal locations. **TRUE**

The Middle East has six cities with over 25% migrants in its population. **FALSE**

All of the cities in **Fig. 1** are in the Northern Hemisphere. **FALSE**

Hong Kong is one of the named cities in North America. **FALSE**
[4]

(iv) List **two** pull factors which might attract migrants to cities.

Award [1] for each correct answer. These might vary widely but will probably include; lots of jobs are available, better schools, better access to healthcare and housing with better facilities.

Do not accept push factors such as lack of education in the countryside. If the answers are simple responses, but are otherwise correct such as schools and jobs, then award a max of [1]. [2]

(b) Evaluate the impacts of international migration on a named country in the European Union.

Responses may relate to either a receiving or sending country, either are valid. Impacts must relate to a country within the EU. The impacts must be national, not personal to the migrant. Candidates are likely to classify as social/economic or positive/negative. In order to achieve [6] a concluding statement on the overall effects of the migration is needed.

Social impacts may include pressure on services such as schools and hospitals; many more houses will be needed. Migrants bring aspects of their culture such as food which enrich local communities.

Economic impacts may include a willingness to do either low-paid work or fill skilled gaps in the labour market. They pay taxes which helps maintain levels of public services. The increased demand for housing may create jobs but can lead to rises in house prices.

Award [0] for a response not worthy of credit.

Level 1 ([1]–[2])

A superficial answer which simply makes general statements that could apply to any country. There is little attempt to make a meaningful evaluation, e.g. Many migrants take up jobs [1] but put pressure on schools. [2]

Level 2 ([3]–[4])

An answer that clearly describes the impacts of international migration for a specific country in the EU but which lacks case study detail and may only have a superficial evaluative element, e.g. In the UK immigrants can cause tension with locals and put pressure on schools, but they may make a positive impact when they introduce new cultures and food like Chinese take-aways. [4]

Level 3 ([5]–[6])

A balanced answer that clearly addresses the question by elaborating on both positive and negative impacts for a specific country in the EU. An evaluative statement on whether the impacts are overall good or bad/economic or social is needed for [6],

e.g. In the UK immigrants can cause tension with locals and put pressure on schools, but they may introduce new cultures and food like Chinese takeaways. They made up 13% of the British workforce in 2010, often filling gaps in the labour market within the NHS and can benefit the economy by paying taxes if they work. In fact in the UK government estimates that by paying taxes migrants add between 30 and 40 billion pounds each year to our economy. It seems then that international migration is beneficial to the UK. [6] Accept other valid alternative answers. [6]

Assessment of spelling, punctuation and the accurate use of grammar.

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance ([1])

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. They use a limited range of specialist terms appropriately.

Intermediate performance ([2]–[3])

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. Any errors do not hinder meaning in the response. They use a good range of specialist terms with facility.

High Performance ([4])

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. They use a wide range of specialist terms adeptly and with precision. SPaG [4]

- (c) (i) Underline the number of people aged 80–84 in Japan in 2010.
Choose your answer from the list below.

2.8 million

4.3 million

7.9 million

Award [1] for indicating the correct answer of 4.6 million. There are no other alternative answers. [1]

- (ii) Complete the following sentences about population pyramids by underlining the correct word from the choice given.

Award [1] for each correctly identified term.

- Population pyramids show how a population is divided up between migrants/males and females of different ages.
- Population pyramids for MEDCs/LEDCs tend to have narrow bases.
- Japan has more/fewer people aged 70–74 years than aged 0–4 years
- The age group which makes up the largest/smallest % in Japan is the 60–64 year age group. [4]

- (iii) Some countries have a large youth dependency. Describe **one** problem this would create.

Candidates must focus on youth dependents to answer this question. The answers need to be problems that exist at the national level to make them a problem for a country. Problems may be economic, such as the expense of schooling many children. Problems could also be social such as the pressures on the health services or potential population reduction.

Award [1] for a briefly stated problem, for example, they cost a lot.
Award [2] for a problem which has some brief elaboration, for example, it can cost a lot to educate lots of children.
Award [3] for a problem that has elaboration that relates clearly to the national level, for example, it can cost a lot to educate lots of children and the government might have to raise taxes to pay for the training of extra teachers or to build new schools. [3]

- (d) (i) Name the two locations stated in **Fig. 3** in Rio de Janeiro close to which shanty towns can be found.

Award [1] per correct location named in the resource – close to the CBD and close to wealthier districts, DBD or rich parts of the city.
(2 × [1]) [2]

- (ii) What does CBD stand for?

Award [1] for a partially correct answer with at least two correct words such as Central Business Area.
Award [2] where all three words are correct, Central Business District.
No marks to be awarded for town centre or similar answers [2]

(iii) State the meaning of the term urbanisation.

Award [1] for a definition with limited detail relating to urbanisation, e.g. it's more people living in cities/movement of population from rural areas into cities.

Award [2] for a correct definition with detail on urbanisation. e.g. an increase in the proportion of a country's population who live in cities.

Accept other valid alternative answers [2]

(iv) Describe the growth and living conditions of shanty towns in a LEDC city you have studied.

Award [0] for a response not worthy of credit.

Level 1 ([1]–[2])

An answer which may only answer one part of the question with very limited detail, e.g. In India people in shanty towns don't have clean water or toilets. [2]

Level 2 ([3]–[4])

An answer which either addresses one part of the question with excellent detail [3] or both parts of the question including some detail [4] e.g. In Kolkata in India shanty towns have existed for about 150 years. In the last few decades they have grown rapidly due to urbanisation and now about 4 million people live in such areas. The fastest period of growth was between 1981–1991 when they grew by 32%. [3]

or

In Kolkata in India shanty towns have existed for about 150 years. In the last few decades they have grown rapidly. Living conditions are basic in the shanty towns (known as bustees in India). They are crowded and lack sanitation and clean water supplies. [4]

Level 3 ([5]–[6])

An answer which covers both growth and living conditions of shanty towns in a named LEDC city with excellent detail (and at least 2 specific facts/figures relating to the question for top Level 3).

e.g. In Kolkata in India shanty towns have existed for about 150 years. In the last few decades they have grown rapidly due to urbanisation and now about 4 million people live in such areas. The fastest period of growth was between 1981–1991 when they grew by 32%. Living conditions are basic in the shanty towns (known as bustees in India). They are crowded and lack sanitation and clean water supplies. It is estimated that there's one water tap for 30 people. They are not connected to the main electricity supplies and people are very poor. [6]

Assessment of spelling, punctuation and the accurate use of grammar.

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance ([1])

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.

Intermediate performance ([2]–[3])

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.

High performance ([4])

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 wide range of specialist terms adeptly and with precision. SPaG [4]

- (e) (i) [1] per correctly used word in the table. As a word bank was provided there are no alternative answers.

Settlement name	Type of settlement	Schools	Transport	Shops
Penrith	Town [1]	Several primary schools and secondary schools.	One small bus station and one train station.	A wide variety including supermarkets.
Clifton	Village [1]	One small primary school.	One bus stop.	A small selection, including a general grocery store.

(2 × [1])

[2]

- (ii) Some services have been underlined in **Table 1**. Write down the names of the **two** low order services which have been underlined.

Award [1] for each correctly identified low order service. The two low order services underlined were small grocery store and bus stop.

As answers had to be underlined there are no other valid alternatives.

(2 × [1])

[2]

- (f) Rank the following types of settlement by their population size. Give the settlement type with the most people rank 1.

Award [1] for each correctly ranked settlement type.

	RANK
City	<u>1</u>
Hamlet	<u>given</u>
Town	<u>2</u>
Village	<u>3</u>

(3 × [1])

[3]

- (g) (i)** Describe a scheme in an MEDC city which is designed to improve its inner city zone.

Award [0] for a response not worthy of credit – this includes traffic management schemes.

If the candidate discusses a shanty town improvement strategy, award up to max Level 2 if the shanty town is in the inner city area of that city.

Level 1 ([1])

Candidate gives a simple description of a scheme and how it might improve any inner city area rather than relating to a named city. For example, new houses were built.

Level 2 ([2]–[3])

Candidates answer giving some detail but which is not carefully tied to a named city in an MEDC or a good description of the improvement, e.g. In Belfast they are building lots of new offices and housing, [2] this was better than the derelict land that was there before [3].

Level 3 ([4])

Candidates carefully describe an inner city improvement scheme and link it with detail which is specific to a named city.

e.g. In Belfast's Titanic Quarter many new houses have been built near the Lagan. These apartments overlook the Lagan and are a big improvement on the derelict shipyards and dock area which was there before. A new museum has also been built which is attracting lots of tourists to the city. [4]

- (ii)** Evaluate the sustainability of the inner city improvement scheme which you described in **(g)(i)**.

Award [0] for a response not worthy of credit – this includes traffic management schemes.

If the candidate discusses a shanty town improvement strategy, award up to max Level 2 if the shanty town is in the inner city area of that city.

Level 1 ([1])

Candidate may describe or a simple evaluation of a scheme and might miss information regarding sustainability. It is likely that there will be no detail which is specific to a named MEDC city.

e.g. Lots of tourists now visit the area.

Level 2 ([2]–[3])

Candidates give some information about how sustainable the scheme has been [2]. If both sides are given, [3].

e.g. In Belfast lots of apartments and offices are being built, which is encouraging people to live and work there [2] but they are expensive so locals can't afford them [3].

Level 3 ([4])

Candidates complete a clear evaluation of an inner city scheme and include specific details that link it to the named city, e.g. In the Titanic Quarter in Belfast, development will encourage people to live and work in the same area but they are expensive so locals can't afford them. It's within walking distance of the CBD, then fewer people will drive to work, reducing the CO₂ emissions and again encouraging long term sustainability.

Or

The Titanic Signature building built in Belfast is the only museum solely about the Titanic in the world and as they have built a new dock for cruise liners near it, tourists from all over the world will continue to come as part of their cruise and visit this inner city area, ensuring lasting wealth in the area as tourists often spend money in nearby shops. [4]

**AVAILABLE
MARKS**

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Theme B: Contrasts in World Development

**AVAILABLE
MARKS**

2 (a) Study **Fig. 4** and **Table 2** which show the United Nations (UN) Millennium Development Goals and selected indicators of development information for some countries.

(i) State the country from **Table 2** with the lowest Literacy Rate.

Chad [1]

(ii) State the country from **Table 2** with an Infant Mortality Rate of 51%.

Vietnam [1]

(iii) Study **Fig. 4** to complete **Table 2** below by completing the Millennium Goal with the best indicator of development. One has been completed for you.

UN Millennium Goal	Indicator of Development
Goal 6	% of people infected with HIV/AIDS
Goal 2	% Literacy Rate
GIVEN	% of children (0–5 years) who are underweight
Goal 4	Infant Mortality Rate (per thousand)

(3 × [1]) [3]

(iv) Tick **three** effects of a high level of economic development in a country. Choose your answers from the list below.

Everyone gets vaccinated against diseases.

There are a high number of patients to each doctor.

People don't have enough to eat

Better jobs for everyone.

All children attend primary school.

(3 × [1]) [3]

- (v) Explain how debt can hinder development in LEDCs. You should refer to a place in your answer.

Award [1] for a simple, valid reason.
e.g. They can't afford to pay money back.

Award [2] for a valid reason with some elaboration.
e.g. LEDCs borrow money at high rates of interest. They then struggle to pay this money back. This stops them from developing.

Award [3] for a valid reason with extended elaboration which refers to a place,
e.g. The government of Ecuador borrowed \$3 billion. As it has a high rate of interest they now owe \$10 billion. This extra money that is paid on the debt could be spent on other things such as schools and hospital to help improve the standard of living in that country. [3]

- (b) Study **Fig. 5** which shows the countries in which one company operates. Answer the questions which follow.

- (i) Using **Fig. 5** to help you, complete the number of production factories for Brazil on **Fig. 6**.

[1] for placing the bar graph at 10
[1] mark for shading the bar [2]

- (ii) State the meaning of the term globalisation.

Award [0] for a response not worthy of credit.

Award [1] for a partially correct definition.
e.g. The way the world is becoming more connected.
Trade worldwide can be credited to Level 1 [1]

Award [2] for a full definition.
e.g. The way the world is becoming more connected through trade, technology and ideas. [2]

- (iii) Using **Fig. 5**, underline the correct word in each of the statements below. One has been completed for you.

Company headquarters are found in LEDCs/MEDCs.

Japan has the most/least company headquarters.

Asia/South America has the most number of production factories.
(3 × [1]) [3]

(iv) Explain how globalisation can both help and hinder development with reference to one case study from an LEDC or NIC.

AVAILABLE
MARKS

A named LEDC or NIC,
e.g. India

[1]

One way it has helped.
Award [1] for a valid statement,
e.g. it has made people richer.

Award [2] for a fuller description,
e.g. In India foreign investors have been encouraged to invest money. This has helped the economy of India grow, which is a help to development as people to increase their standard of living. [2]
Award [3] for a detailed description which has specific case study detail,
e.g. In India foreign investors have been encouraged to invest money. This has helped the economy of India grow, which is a help to development as people to increase their standard of living. In the last 20 years life expectancy has risen from 59 to 68 years and India's middle class has risen from 17 million to 35 million.

One way it has hindered.
Award [1] for a valid statement,
e.g. Many people are still poor as the benefits of globalisation have not reached them.

Award [2] for a full description,
e.g. Many Indians live below the poverty line as the benefits of globalisation has not reached them. This causes tension between the rich and the poor in India.
Award [3] for a detailed description which has specific case study detail,
e.g. Despite globalisation 300 million Indians live on less than \$1 a day. This uneven wealth that globalisation has created in India means that some rebel groups are now attacking wealthy areas which is creating a security issue in the country. [6]

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Theme C: Managing our Resources

**AVAILABLE
MARKS**

- 3 (a) (i) Complete the graph showing resource depletion by adding Natural Gas at 60 years.
No penalty for wider bar.

Level 1 ([1]) Bar added accurately to 60 years

Level 2 ([2]) Bar added accurately to 60 years and shaded to match other bars [2]

- (ii) Name the resource which will last for the longest period of time.

Coal [1]

- (iii) How long will it take for oil to run out?

40 years [1]

- (iv) Underline correct word in sentence.

The resources shown on the graph are renewable/non-renewable [1]

- (v) Benefit and problem of one energy resource which could be solar power or wind energy or biofuels; there is no case study fact/figure/place name required but clear reference to sustainability. No mark for choosing from given list of energy sources.

Benefit, e.g. of wind energy

Award [1] for a simple accurate statement,
e.g. The resource is renewable/won't run out.

Award [2] for a statement with a consequence,
e.g. Wind power is free and wind energy is renewable so it won't run out.

Award [3] for a statement with a consequence and elaboration with reference to sustainability,
e.g. Wind power is free and wind energy is renewable and won't run out or cause pollution; this means it is sustainable as it will last for future generations to use and will not harm the environment.

Problem, e.g. with wind energy

Award [1] for a simple accurate statement,
e.g. Sometimes there is very little wind so no energy is generated/or wind farms ruin the landscape.

Award [2] for a statement and a consequence,
e.g. Sometimes there is very little wind so no energy is generated or the wind may blow too fast so the blades break or must be switched off, so no energy is generated.

Award [3] for a statement and consequence with elaboration which refers to sustainability,
e.g. Sometimes there is very little wind so no energy is generated or the wind may blow too fast so the blades break or must be switched off; this means setting up the wind turbines is not sustainable as they may be costly and some people think they are unattractive in the landscape so causing visual pollution to the environment. [6]

(b) (i) Number of landfill sites in Map A is **6**. [1]

(ii) Nearest town to the one operational landfill site in Map B is **Horsham**. [1]

(iii) There are different reasons why landfill sites may be closed.
Choose **one** reason given in the list below and explain how it may lead to landfill sites being closed.

Award [1] for a brief statement,
e.g. the waste in landfill sites causes pollution.

Award [2] for a statement with a consequence,
e.g. the waste in landfill sites causes pollution from smells/gases (or chemicals, etc) which is harmful to the environment. [2]

(c) Name a local government area you have studied and describe **one** sustainable method of managing waste which is being used there.

Name of any local government area,
e.g. Belfast or Banbridge or Newry District Council Area, etc. [1]

The sustainable method of managing waste which may be related to the waste hierarchy – Reduce/Reuse/Recycle.
If chosen method not actually being used, e.g. incineration in Belfast, maximum Level 2.

Award [1] for a simple statement,
e.g. Belfast is trying to reduce the amount of waste going to landfill sites by encouraging more people to recycle their waste.

Award [2] for a statement with a consequence of how waste is managed,
e.g. Belfast is trying to reduce the amount of waste going to landfill sites by encouraging more people to recycle paper, aluminium, glass and plastics instead of this waste going to landfill.

Award [3] for a statement with a consequence and elaboration related to the named local government area and reference to sustainability,
e.g. Belfast is trying to reduce the amount of waste going to landfill sites by encouraging more people to recycle paper, aluminium, glass and plastics; this is done by setting up recycling centres close to where people live such as at Palmerston Rd at Sydenham and it is sustainable because it means less waste is put in landfill sites which eventually will fill up. [3]

(d) Evaluate the measures being used to manage traffic in a sustainable manner in a named city you have studied within the European Union excluding the British Isles. One named city could be Freiburg in Germany.

Award [0] for a response not worthy of credit. Quality of written communication is assessed within the candidate's answer.
If no named city, maximum Level 2.

Level 1 ([1]–[2])

Simple accurate statements,
e.g. Public transport was encouraged by building more cycle tracks or trams were introduced.

Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.

Level 2 ([3]–[4])

Statements with consequences which have some evaluation referring to at least two measures although one may be more detailed than the other, e.g. People were encouraged to use public transport by being given passes and cyclists were given the right of way at junctions so that the use of the car decreased; however there is no free parking in the city centre of Freiburg and residents must pay for a parking pass in their street.

Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.

Level 3 ([5]–[6])

Statements and consequences with more detailed evaluation which includes two facts/figs/places in the named city and refers specifically to sustainability, e.g. People were encouraged to use public transport by being given passes and cyclists were given the right of way at junctions so that the use of the car decreased from 60–46% from 1976 to 1992 or trams were introduced which meant that journey times to work decreased as over 70% of local journeys are now made using the tram system; however there is no free parking in the city centre of Freiburg and residents must pay for a parking pass in their street; this increased use of public transport is sustainable because less pollution is produced so the environment is more protected and it preserves the historic centre of Freiburg for the future.

Candidates present and organise effectively, relevant information in a form and style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision. [6]

Total

**AVAILABLE
MARKS**

25

108