



Regent House  
Geography Department

**Year 12**  
**Geography Exam**

Thursday 17<sup>th</sup> January 2019  
Session 3

Time: 1½ hours

**MARK SCHEME**

## Theme A: River Environments

- (b) A drainage basin has inputs, stores, transfers and outputs. Complete **Table 2** by drawing arrows to show which components of a drainage basin are stores and which are transfers. One has been completed for you.

**Table 2**

Stores	Drainage Basin Component	Transfers
	Surface runoff	→
	Infiltration	→
←	Interception by vegetation	
	Groundwater flow	→ (Given)
	Percolation	→

(4 × [1])

[4]

- (iii) State the meaning of the term **infiltration**.

**Award [1]** for a partially correct answer, e.g.  
Water soaking away.

**Award [2]** for a correct definition, e.g.  
The movement of water from the surface into the soil  
or Water soaking into the soil during a period of rainfall.

[2]

- (c) Study Fig. 1 which presents data collected by geography students on a field trip at three different sites on a river. Answer the question which follows.

Describe and explain the changes in the channel shape between Site 1 and Site 3.

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

**Level 1 ([1]–[2])**

A basic response which deals simplistically with description or explanation only,

e.g. The river channel gets deeper [1] and wider. [1]

e.g. The change in channel shape is due to erosion [1] in particular hydraulic action and abrasion. [2]

**Level 2 ([3]–[5])**

A response at this level may be unbalanced, e.g. may deal with description only [3]. Alternatively, responses may address both aspects of the question but without figures [4]. A response which identifies the trend with figures using two sites and offers a basic explanation would gain top Level 2 [5],

e.g. At site 1 the river channel is narrow and V shaped. Here the river is just 160 cm wide and 22 cm deep. At site 3 the river channel is the widest at

1 F

4

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1400 cm. [3] This variation is due to increased erosion as the river erodes downwards and sideways into the banks. [5]

Description with figures for 1 aspect and a trend for the other plus explanation [5]

**Level 3 ([6]–[7])**

An answer which refers to the variation between sites and describes in detail the increase in depth and width shown in Fig.1. The response should also offer an explanation for this trend referring to the type of erosion using geographical terminology – abrasion and hydraulic action/vertical and lateral erosion. Reference needs to be made to width, depth, location and types of erosion for [7] marks,

e.g. At site 1 the river channel is narrow and V shaped. Here the river is just 160 cm wide and 22 cm deep. This contrasts to site 2 where the river has widened to 920 cm and is approximately 40 cm deep. At this point it has a steep side and a more gentle slope on the other side. At site 3 the river has a more rounded profile and at its widest is 1400 cm, and over 50 cm deep. This variation in width and depth is partly due to the location of the three sites. Site 1 is close to the source and this explains the narrow V shaped valley where vertical erosion is dominant while site 3 is close to the mouth and is therefore much wider and deeper due to increased lateral erosion. In particular the river erodes its banks more downstream due to the force of water (hydraulic action) and abrasion, the grinding of rock fragments against the bed and banks. [7]

- l) Explain how levees are formed.

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

**Level 1 ([1]–[2])**

A simple statement relating to the formation of levees that may include only basic explanation,

e.g. These form when a river overflows its banks. [1]

e.g. These are ridges formed when a river overflows its banks. [2]

**Level 2 ([3]–[4])**

A simple explanation relating to how levees are formed [3] which refers in some detail to the process of deposition [4],

e.g. When a river overflows the coarsest/heaviest material is deposited first. [3]

This builds up ridges along the banks called levees. [4]

**Level 3 ([5])**

A detailed explanation of how levees are formed, referring to the process of deposition and a reason why deposition may have occurred:

e.g. When a river overflows in the lower course the coarsest/heaviest material is deposited first. This builds up the ridges called levees. This is because energy is reduced due to increased friction or slower velocity. [5]

- (e) With reference to a river in the British Isles, explain the physical and human causes of a flood on your named river.

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

No mark for name of river in the British Isles, e.g. Derwent.

Max Level 1 if river outside British Isles or if no named river.

Max [4] if only physical or human factors mentioned.

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**Level 1 ([1]–[2])**

A basic response relating to either a physical or human cause of flooding.

There may be no reference to a named river in the British Isles.

e.g. It flooded in England due to heavy rain, building and peat extraction.

Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. Candidates present some relevant information in a form and using a style of writing which suits its purpose.

The text is reasonably legible. A limited range of specialist terms is used appropriately.

**Level 2 ([3]–[5])**

A limited explanation of both the physical and human causes of flooding for a named river in the British Isles. One cause may be explained in greater detail than the other,

e.g. In March in England there was flooding. There were several physical causes such as the heavy rainfall at the time of the flood, also there was a lack of infiltration as this rainfall fell onto ground that was almost saturated from previous rainfall events. Human factors also played a part. Areas of the floodplain were being urbanised and this reduced infiltration and increased surface run-off. Max [4] if only physical or human factors used.

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

**Level 3 ([6]–[7])**

The causes of flooding are explained in detail for a named river in the British Isles,

e.g. In March 1999 people near the River Derwent experienced severe flooding. There were several physical causes such as the heavy rainfall, at the time of the flood over 250 mm of rain fell on the North York Moors; also there was a lack of infiltration as this rainfall fell onto ground that was almost saturated from previous rainfall events. Human factors also played a part.

Areas of the flood plain were being urbanised, such as the new estate built at Malton; this reduced infiltration and increased surface run-off.

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. Candidates present and organise effectively relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. A wide range of specialist terms is used skilfully and with precision. [7]

## Theme B: Coastal Environments

(iv) Coasts are shaped by waves. State **two** facts about destructive waves.

Accept any valid characteristic as listed below:

- They have a strong backwash compared to their swash.
- They are high (in relation to their length).
- They are frequent waves (break at a rate close to 15 per minute).
- More common in winter
- Have strong erosive power

(2 × [1])

[2]

(b) (i) Study **Fig. 2**, which shows Northern Door, an arch located near Cambeak at GR 1296. Complete **Table 3** below by placing the statements in order to show how the arch shown in **Fig. 2** was formed. One has been completed for you.

**Table 3**

Statement	Order
Cracks in the rock are widened by wave action to form a cave	2
A line of weakness in a cliff is widened by erosion	1 (given)
Eventually the cave will be eroded all the way through the cliff to form an arch	4
Over time the back wall is further eroded	3

(3 × [1])

[3]

(ii) Name the feature which will be formed when the roof of the arch collapses.

Stack/stump

[1]

**(c) Explain how hydraulic action causes erosion at the coasts.**

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

Award [1] for a basic statement:  
e.g. The waves attack the cliffs.

Award [2] for a statement and consequence:  
e.g. The waves attack the cliffs. Over time this causes erosion as pieces of rock break off the cliff.

Award [3] for a statement and consequence with elaboration on air in cracks:

e.g. As waves break at the base of a cliff they force air into cracks in the rock. This increases the pressure of the air in the cracks and over time this causes fragments of rock forming the cliff to break off and be eroded. [3]

**(ii) Explain the conditions and processes needed to form a spit.**

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

**Level 1 ([1]–[2])**

Candidates make reference to the movement of sand, e.g. a spit is formed when sand moves along a beach.

**Level 2 ([3]–[4])**

Reference is made for top Level 2 both to the conditions required for a spit to develop and the process involved, e.g. Sand is moved along the beach by longshore drift, this sand or shingle builds up to form a ridge. Waves push material up the beach at an angle (swash), before moving it back down in the backwash. This zigzag/sawtooth movement allows material to be transported along the beach. [3] Deposition occurs when the coastline changes direction. [4]

**Level 3 ([5]–[6])**

Explanations of at least two conditions required for a spit to develop and processes involved, e.g. Sand is moved along the beach by longshore drift. Sand is washed up the beach at an angle (swash) and comes down straight in the backwash. This means over time material moves along the coast in a zigzag/sawtooth manner until it reaches a change in the shape of the coast. The sand or shingle accumulates and is deposited due to a lack of energy where it forms a narrow ridge. The spit grows over time as more material is deposited. All spits need a constant supply of sand to be deposited or they will be washed away. [6]

(d) Coasts often need protection against erosion.

(i) State **two** reasons why a stretch of coastline may need to be protected against erosion by the sea.

Any valid reason such as:

- to protect property (such as homes)
- to protect businesses
- to protect the beach
- to protect cliffs

[2]



- (ii) Evaluate the sustainability of a named coastal management strategy in the British Isles, which you have studied.

Award [0] for an answer not worthy of credit.

If coastline not named or outside British Isles – Max Level 1.

Detailed reference to only one coastal management method and evaluation max Level 2.

**Level 1 ([1]–[2])**

A basic description of a coastal management strategy. The answer may not make reference to a specific case study from the British Isles. No evaluation and no reference to sustainability, e.g. The council built a sea wall to stop the sea eroding the coastline. Groynes and gabions are used as well.

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

**Level 2 ([3]–[5])**

A limited description of a coastal management strategy for a specific case study from the British Isles. The answer must evaluate the strategy so there must be analysis of both positive and negative aspects of the strategy. The emphasis of the answer must be on how sustainable the strategy is. Possible answers may have:

- Good detail on the strategy used for coastal management but no evaluation or sustainability [3]
- Limited information on one strategy with some evaluation [3]
- Reference in good depth about the strategy used with a basic attempt to evaluate either the good or bad aspects of the strategy [4]
- Answer with some limited evaluation but lacking in factual detail [4]
- Good depth of information in a detailed answer but one which is one-sided and deals with the positive aspects and how they are sustainable or the negative aspects [5]

e.g. In Newcastle Co. Down there have been a number of developments over the years which have been part of a sustainable strategy to manage the coast in Newcastle. The main feature in recent years has been the building of a sea wall. In 2007 a new Newcastle promenade development was built which included a sea wall which was built 1 metre higher than the old sea wall. The programme cost £4 million and it was designed to stop the sea from flooding the town.

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

### **Level 3 ([6]–[8])**

An answer which includes detailed information on the coastal management strategy for a specific case study from the British Isles. The answer has a balanced evaluation which clearly analyses the ways that this strategy has attempted to be sustainable. Differentiation in this level is based on the breadth of evaluation in relation to sustainable development. The detailed answer will have a full evaluative comment and conclusion,

e.g. In 2007 a new Newcastle promenade development was built which included a sea wall which was built 1 metre higher than the old sea wall. The programme cost £4 million and it was designed to stop the sea from flooding the town. The sea wall is a long-term hard engineering solution. It is hoped that it will last 50 years and will require minimal maintenance making it sustainable over many years. In addition, gabions and rock armour are used in sensitive areas to reduce the impact of the erosive power of the waves and also help the beach build up deposited material making it more sustainable. However, some local people are concerned that the changes to the beach front have had an impact on animal life along the shore. Overall the strategy has been successful and although it cost a lot of money it is allowing the seafront to flourish again with the beach as the focal point of tourism.

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

[8]

## Theme B: Changing Urban Areas

- 2 (a) Study Photograph 1 which shows housing in an area of a MEDC city. Answer the questions which follow.

- (i) Underline the zone of land use where this type of housing is usually located.

Suburbs      CBD      Inner City      [1]

- (ii) Explain the location of this type of land use in a MEDC city.

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

**Award [1]** for a basic statement of location,  
e.g. Suburban housing is found on the edge or near the outskirts of a city.

**Award [2]** for a statement with a consequence,  
e.g. Suburban houses are found on the outskirts of the city because the land is cheap.

**Award [3]** for a statement, consequence and elaboration,  
e.g. Houses are semi-detached with gardens and so take up more space and land is cheaper at the edge of the city farther from the CBD.      [3]

- (b) Study Fig. 4 which gives information about traffic congestion in European and North American cities. Answer the questions which follow.

- (i) Describe two problems resulting from traffic congestion which are facing many inner city areas of MEDCs. Credit any problem relevant to inner city areas of MEDCs such as more pollution or longer journeys to work.

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

**Award [1]** for a brief statement,  
e.g. There are longer journey times or people sit in traffic queues.

**Award [2]** for a statement with a consequence,  
e.g. There are longer journey times for lorry drivers so goods cost more to deliver,  
e.g. There is more pollution as travel times increase producing more CO<sub>2</sub> gas, increasing global warming  
e.g. Traffic queues are long so commuters arrive home later.  
(2 × [2])      [4]

- (ii) Outline one issue relating to public transport in inner city areas of MEDC cities.

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

**Award [1]** for a basic statement,  
e.g. Public transport is too expensive or it is not frequent enough,  
e.g. Park and ride schemes.

**Award [2]** for a statement with a consequence,  
e.g. Public transport is too expensive so people still take their cars to work.

**Award [3]** for a statement with a consequence and elaboration on the issue and (reference to a place), expensive, unreliable, safety, inefficiency  
e.g. Public transport is too expensive so people still take their cars to work causing even more traffic congestion (as occurs along the Westlink in Belfast). This will lead to more greenhouse gases being emitted into the atmosphere causing climate change. [3]

- (c) Name **one** urban planning scheme you have studied and evaluate how it has regenerated and improved the housing **and** employment opportunities in the inner city zone of the city.

Name of planning scheme in an MEDC inner city area is likely to be Titanic (Quarter) Belfast (no mark).

**Award [0]** for a response not worthy of credit.  
If no named inner city area then only Level 1.

**Level 1 ([1]–[2])**

Brief statements relating to one improvement or both aspects in general or there is no named planning scheme. Responses at this level lack evaluation,  
e.g. There were new apartments built and new modern, service jobs created.

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

**Level 2 ([3]–[5])**

Both aspects of housing and employment are addressed with some detail and limited evaluation, if no negatives then only [3].

e.g. In the Titanic Quarter lots of new apartments have been built such as the 7,500 apartments in the development called the Arc which attract young professional people who can live close to their work in the area or walk to their jobs in Belfast's CBD. Employment opportunities have increased in the TQ with modern jobs in scientific research and service industries such as tourism in the Titanic Signature Project; new hotels provide work and there are also in jobs in modern technology and research. Locals may not access these jobs.

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

One F/F achieves Top Level 2.

**Level 3 ([6]–[7])**

A detailed response which addresses all aspects of the question [housing, employment opportunities and which contains evaluation of both].

An overall judgement or conclusion is needed for the full [7] marks,

e.g. In the Titanic Quarter lots of new apartments have been built such as the 7,500 apartments in the development called the Arc which attract young professional people who can live close to their work in the area/walk to their

jobs in Belfast's CBD. This means people can have a healthier lifestyle and saves on transport costs. However there are many unoccupied apartments in the Arc because only young professional people can afford these expensive apartments. Employment opportunities have increased in the TQ with new service industries such as tourism in the Titanic Signature Project, hotels and in modern technology and research. It is hoped that 20,000 new jobs will be created in the TQ, in such places as the NI Science Park and these will replace the traditional jobs in shipbuilding of the past. However local people will require more training in the new high technology and research centres in the area. [6]

Overall the benefits to people of this scheme outweigh the negatives and make Belfast a more modern, vibrant city for people to live and work in the future. [7]

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. Candidates present and organise effectively relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. A wide range of specialist terms is used skillfully and with precision. [7]

- (d) For a named LEDC city you have studied, describe and explain the location of its shanty town areas.

Name of LEDC city – may be Kolkata, India or any other LEDC city  
(no mark awarded for name)

Don't credit growth or living characteristics.

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

**Level 1 ([1]–[2])**

An answer that describes or explains the location of shanty towns in general terms or there is no named city,

e.g. Shanty towns are built in swampy areas [1] and near railway lines. [1]

**Level 2 ([3]–[5])**

An answer which describes and explains the location of the shanty towns in a named LEDC city with some detail, one F/F

All description plus F/F or all explanation plus F/F [3]

General description and explanation – but no F/F get [4]

e.g. In Kolkata, India there are many shanty towns called bustees which are located on the steep banks of the **Hooghly** river and around train stations; some are also on the outskirts of the city. They are found here so people can access jobs in factories. [5]

**Level 3 ([6]–[7])**

An answer which describes and explains in detail the location of the shanty towns in a named LEDC city, 2 F/F needed

e.g. In Kolkata, India there are many shanty towns called bustees which are located on the steep banks of the Hooghly river close to the CBD where the inhabitants can more easily obtain informal jobs, hawking goods or shoe-shining etc. They are also found on the land around train stations, where people can erect shacks cheaply and they can walk along the railway tracks to work, e.g. at Ballygunge station. Some are also on the eastern outskirts of the city near the Salt Lakes because this is poor quality land, likely to flood and it is far away from the expensive homes around the CBD. [7]

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**Theme C: Contrasts in World Development**

(a) (i) What do the initials HDI stand for?

Only accept the answer Human Development Index [1]

(ii) Underline the correct answer in each of the following sentences about the HDI. One has been completed for you.

- The country with the highest HDI figure is UK/USA
- China's HDI is 0.907/0.727
- MEDCs mainly have a very high/low human development
- NICs have a higher/lower HDI than LEDCs
- The country with the lowest HDI figure is Ethiopia/Brazil

(4 × [1]) [4]

(iii) Explain why the HDI is regarded as one of the most effective indicators of development.

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

**Award [1]** for a simple statement of what HDI is;

- e.g. HDI is a composite measure or includes more than one indicator.
- e.g. HDI is more than just an economic measure of development.

**Award [2]** for a statement which shows some understanding of what is involved in the HDI;

- e.g. HDI is a composite measure which also includes social welfare such as health, education as well as wealth. [2]

**Award [3]** for a statement which shows understanding that both social and economic indicators are needed to measure development effectively. Responses may refer to specific countries;

- e.g. HDI is a composite measure which includes health, wealth and education. It is better because it measures development by including a variety of social and economic indicators therefore providing a more accurate picture of development. [3] (However using only social indicators or economic indicators alone can be misleading and not effective as a country may have a high level of wealth but low levels of social welfare/quality of life, e.g. Saudi Arabia.) [3]

Note: The education component of the HDI is now measured by the mean years of schooling for adults aged 25 years and expected years of schooling for children of school going age. [3]

- (b) Many countries support the Sustainable Development Goals. Describe **one** of these goals and explain how it attempts to reduce the development gap between MEDCs and LEDCs.

There are 17 goals in total. Students can describe **any** goal. To reach Level 3 they must ensure they outline in detail how this will help reduce the world development gap.

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

**Level 1 ([1])**

A simple statement — which may simply state the global goal, e.g. is good health and well-being.

**Level 2 ([2]–[3])**

A statement and elaboration. However does not fully address how this can reduce the world development gap, e.g. Goal 3 is good health and well-being which aims to end the epidemic of aids and malaria. Through research and development and improved access to medicines, life expectancies and infant mortality rates will improve in many LEDCs. [3]

**Level 3 ([4])**

A detailed statement with consequence and elaboration which relates to the world development gap becoming smaller – some reference to how it is achieved,

e.g. Goal 3 is good health and well-being. By 2030 this goal aims to end the epidemic of aids, malaria and other neglected tropical diseases. Through research and development and improved accessibility to medicines, healthcare in many LEDC regions such as Sub-Saharan Africa will improve. This will result in life expectancies improving and infant mortality rates decreasing globally. [4]

[4]



- (c) (i) State the meaning of the term fair trade.

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

**Award [1]** for a basic definition,  
e.g. Farmers get paid a higher price for their products.

**Award [2]** for a more detailed definition,  
e.g. Farmers get paid a higher price for their products. Middlemen are cut out of the deal so more money goes to the farmer [2] or promotes environmental protection. [2]

Fair trade definition:

Fair trade relates to better prices, decent working conditions, local sustainability and fair terms of trade (must give 2 of these to get [2]). [2]  
Environmental protection or middle men.

- (ii) With reference to a named LEDC describe one advantage of fair trade.

**Award [0]** for a response not worthy of credit – if MEDC [0]  
If no LEDC [0]

**Level 1 ([1])**

A simple description outlining one advantage,  
e.g. Fair trade promotes fair working conditions for farmers. [1]

**Level 2 ([2]–[3])**

A description with a valid consequence will access bottom of Level 2.  
If the candidate provides further elaboration they can access top of Level 2,

e.g. Fair trade promotes fair working conditions for farmers enhancing their quality of life,

e.g. Fair trade promotes fair working conditions by removing toxic pesticides and providing suitable clothing for its workers. This has a positive impact on producers' health.

**Level 3 ([4])**

A valid description, consequence and elaboration with reference to an appropriate LEDC,

e.g. Fair trade promotes fair working conditions by removing toxic pesticides and providing suitable clothing for its workers. This has a positive impact on producers' health. This is evident for coffee farmers in Costa Rica.

[4]

- (d) Describe and evaluate the success of one appropriate technology product you have studied.

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

No named product – max Level 1

**Level 1 ([1]–[2])**

A simple answer which may simply identify an appropriate technology project for [1] and gives a basic description for [2],

e.g. One appropriate technology product is the hippo roller. [1] This helps woman and children collect water. [2]

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

**Level 2 ([3]–[5])**

A limited description of an appropriate technology product with a limited evaluation, if no negatives then [3]

e.g. The Hippo Water Roller was developed to help rural woman and children collect safe drinkable water from wells and other water sources. It is a barrel-shaped container with a handle and can hold more water than traditional buckets. [3] This has eased what was once a back-breaking chore to a task that can be completed a few times a week, enabling children to spend more time at school and providing more time for women to sell agricultural goods, but it is very expensive [4] It is said to have provided water for up to 300,000 people in Africa. [5]

pos + 1 F/F [4]

pos + brief negative with no F/F [4]

pos and negative + 1 F/F [5]

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

### **Level 3 ([6]–[7])**

A detailed description which fully describes and evaluates the success of one appropriate technology product. Relevant case study material must be included. To access top of Level 3 a concluding evaluative statement is required, 2 F/F for [6], 2 F/F + overall conclusion for [7], e.g. The 90 litre Hippo Water Roller was developed to help rural women and children collect safe drinkable water from wells and other water sources. This strong and durable barrel-shaped container can hold 5 times more water and is equipped with a steel handle allowing users to push these water stores effectively. It was specifically designed for daily use and so it has a long life span. This has eased what was once a back-breaking chore to a

task that can be completed a few times a week, enabling children to spend more time at school and providing more time for women to sell agricultural goods. However, it is expensive, costing £96.00. Therefore many impoverished households rely on the goodwill of sponsors to access this piece of equipment. Also communities may still only be accessing dirty water and walking long distances to access the well. [6]

In conclusion this appropriate technology brings many benefits socially and economically to the area. [7]

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. Candidates present and organise effectively relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. A wide range of specialist terms is used skillfully and with precision. [7]