Now Test Yourself: Answers
Component 1: The Physical Environment

Page 11
1. State one example of a physical process that affects the landscape. (1 mark)

One of the following:

- Ice
- Weathering
- Climate
- The sea
- Rivers

2. Explain one way that rivers affect the landscape. (2 marks)

Award 1 mark for the river process and a further 1 mark for effect on the landscape.

River erosion cuts away at river banks. This causes the river to form a valley over time.

Page 12
Explain one type of mass movement. (3 marks)

1 mark for naming the process and 2 marks for the explanation.

Slumping involves a large area of land moving down a slope. It is very common on clay cliffs: during dry weather the clay contracts and cracks; when it rains, the water runs into the cracks and is absorbed until the rock becomes saturated. This weakens the rock and, due to the pull of gravity, it slips down the slope on its slip plane.

Page 16
Examine how physical processes work together in the formation of the stack shown in Figure 5. (8 marks)

<table>
<thead>
<tr>
<th>Marks</th>
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<tbody>
<tr>
<td>1–3 marks</td>
<td>Attempts to understand the processes occurring, for example, abrasion / hydraulic action, although may not refer to them by name. There is an attempt to link to Figure 5.</td>
</tr>
<tr>
<td>4–6 marks</td>
<td>Shows understanding and logical connections are made. There is a link made to Figure 5.</td>
</tr>
<tr>
<td>7–8 marks</td>
<td>Good understanding of formation with linkage between process and sequence. Figure 5 is clearly used.</td>
</tr>
</tbody>
</table>

The sea exploits a fault in the cliff face, using erosional processes, such as hydraulic action. In time the fault will widen to form a cave. If the fault is in a headland, caves are likely to form on both sides. When the backs of the caves meet, an arch is formed. The sea will continue to erode the bottom of the arch using abrasion. It will collapse in time, as it is pulled down by the pressure of its own weight and gravity. This leaves behind a column of rock not attached to the cliff, known as a stack, which is undercut at the bottom, forming a wave-cut notch.
Page 19
Explain one way that offshore reefs help to protect coastlines. (2 marks)

Award 1 mark for describing offshore reefs and a further 1 mark for explaining how they help to protect the coastline.

Offshore reefs are enormous concrete blocks, natural boulder or tyres that are placed offshore to alter wave direction and dissipate wave energy. They protect the coastline because the waves break further offshore, therefore reducing the erosive power of the waves.

Page 20
For a named example, examine how the distinctive coastal landscape is the outcome of physical and human processes. (8 marks)

The Isle of Purbeck is part of the Jurassic Coast which is famous for fossils and distinctive coastal features such as headlands and bays. It is a concordant coastline to the south of the promontory and a discordant coastline to the east. Ballard Down is constantly changing shape due to erosion and weathering. Originally, there were two stacks off the coast, Old Harry and his wife, but in 1896, Old Harry’s wife collapsed forming a stump. In 2005 to 2006 new coastal defences were built in Swanage Bay consisting of 18 groynes and beach nourishment. This caused a change to the area as a new higher beach was created, although it will have to be replenished every 20 years due to the erosion rates in the area.

The coastline to the south of Ballard Down has frequent landslips causing the coastal path to have to be redirected on a number of occasions. The building of Swanage town, especially the houses and hotels on the cliff, has made the problem of land slipping in the area worse.

The beach at Studland (to the north of the area) is owned and managed by the National Trust. The area is protected from excessive tourist damage by limiting the parking available and therefore the number of people who can access the beach. The sand dunes are also protected by being fenced off. In this way, changes to the area as a result of human processes are being managed.

Page 25
Examine how physical processes work together in the formation of the floodplain shown in Figure 6. (8 marks)

<table>
<thead>
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<tbody>
<tr>
<td>1–3 marks</td>
<td>Attempts to understand the processes occurring, for example, abrasion / hydraulic action, although may not refer to them by name. There is an attempt to link to the Figure.</td>
</tr>
<tr>
<td>4–6 marks</td>
<td>Shows understanding and logical connections are made. There is a link made to the Figure.</td>
</tr>
<tr>
<td>7–8 marks</td>
<td>Good understanding of formation with linkage between process and sequence. Figure is clearly used.</td>
</tr>
</tbody>
</table>

As can be seen in Figure 6, a floodplain is a low flat area of land on either side of a river. It is formed by the migration of meanders downstream. Lateral erosion causes meander bends to move across and down the valley in the direction of the river’s flow. The outside of the bend, where erosion is greatest, moves the bend in that direction. The inside of the bend fills in the floodplain with the deposition that occurs there. At times of high river flows, this area will flood as the water moves out of the river channel onto the land that surrounds it. The water is shallower on the land than in the river channel. Therefore, there is more friction and the water drops the sediment it is carrying. The water drops the heaviest material first on the banks; the lighter material such as silt is carried the furthest. The deposit of this material forms a floodplain.
Page 27
Explain how deforestation can cause rivers to flood. (3 marks)

1 mark for explaining what deforestation is and 2 marks for explaining how it can cause rivers to flood.

Deforestation is the removal of vegetation on valley slopes. Where deforestation occurs, there is less interception and water will move to the river more quickly, therefore causing the river to flood.

Page 29
For a named example, examine how the distinctive river landscape is the outcome of physical and human processes. (8 marks)

<table>
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<tr>
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<tbody>
<tr>
<td>1–3 marks</td>
<td>Attempts to understand the processes that have formed the landscape, for example, forestry and quarrying, although may not refer to them by name. There is an attempt to link to an area.</td>
</tr>
<tr>
<td>4–6 marks</td>
<td>Shows understanding and logical connections are made between the landscape and the process with definitive link to a specific place.</td>
</tr>
<tr>
<td>7–8 marks</td>
<td>Good understanding of processes with a link shown between human and physical. Definite link to area – reference to quarrying and forestry.</td>
</tr>
</tbody>
</table>

The river landscape of the Wye Valley has been shaped by a number of physical and human processes. The sides of the gorge have been extensively quarried for limestone (for building materials and limekilns). This has increased the slopes of the gorge. The river erodes and deposits material, forming meanders and floodplains. The processes of mechanical, chemical and biological weathering are all present in the area, providing material for the river to use in erosion and deposition processes. The Wye Valley was one of the earliest tourist honeypots, with visitors flocking to the area in the 1700s. It was at this time that the cliff ascent and walks at Piercefield Park were landscaped. Tourists still flock to the area; there are many look-out points and walks. There are also a number of castles in the area, and Tintern Abbey which dates back to the eleventh century.

Page 30
Explain the process of plucking. (2 marks)

Ice from the glacier melts due to pressure and the water runs into cracks on the mountain side. It refreezes almost immediately, breaking off pieces of rock, which become embedded in the glacier.

Page 31
Describe two processes which are occurring in the glacial upland landscape shown in Figure 2. (3 marks)

Accurate description needed for the marks. Third mark is for reference to the photograph.

Freeze-thaw is occurring in Figure 2. A small crack in a rock fills with water during the daytime. As the water begins to freeze at night, it starts freezing at the top, sealing the crack. As the water freezes completely, its 9 per cent growth exerts an outward force on the sides of the crack, increasing the size of the crack by a maximum of 9 per cent. The ice will then thaw and the process is repeated, eventually leading to significant fracturing of the rock. We can also deduce that mass movement through rock fall has occurred in Figure 2.
Examine how physical processes work together in the formation of the corrie shown in Figure 4. (8 marks)

<table>
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<tbody>
<tr>
<td>1–3 marks</td>
<td>Attempts to understand the processes occurring, for example, plucking, although may not refer to them by name. There is an attempt to link to Figure 4.</td>
</tr>
<tr>
<td>4–6 marks</td>
<td>Shows understanding and logical connections are made. There is a link made to the Figure.</td>
</tr>
<tr>
<td>7–8 marks</td>
<td>Good understanding of formation with linkage between process and sequence. Figure 4 is clearly used.</td>
</tr>
</tbody>
</table>

Snow is compacted into ice on mountainsides. Ice starts to move due to the pull of gravity. Plucking forms the steep back wall, shown in Figure 4. Abrasion shapes the bottom of the hollow. Erosion rates are slower here due to less pressure. Rock lip forms; size increases due to deposition of rock material as the ice slows down to leave the corrie. After glaciation, the corrie fills with water kept in by this rock lip.

Renewable energy has both negative and positive effects on glaciated landscapes. Explain two ways that renewable energy has a negative effect on glaciated landscapes. (4 marks)

The effect is stated for 1 mark, with an explanation for the second mark.

Turbines have an impact on the fauna of the glaciated landscape, for example, bats can become disorientated because the vibration interferes with their sonar. Turbines also have a visual impact as many people think they are visually intrusive and ruin the natural look of the moorland.

For a named example, examine how the distinctive glaciated upland landscape is the outcome of physical and human processes. (8 marks)

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<tr>
<td>1–3 marks</td>
<td>Attempts to understand the processes that have formed the landscape, for example, farming and river processes, although may not refer to them by name. There is an attempt to link to an area.</td>
</tr>
<tr>
<td>4–6 marks</td>
<td>Shows understanding and logical connections are made between the landscape and the process with definitive link to a specific place.</td>
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<tr>
<td>7–8 marks</td>
<td>Good understanding of processes with link shown between human and physical. Definite link to area.</td>
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Freeze-thaw weathering has had an impact on the landscape of the Isle of Arran. Scree slopes are common, as is rock debris from arêtes as they are continually sharpened by freeze-thaw weathering. The rivers on Arran continue to erode the glaciated landscape. There are a number of river features such as meander bends which are present in the glacial troughs. Waterfalls and interlocking spurs can also be seen. These are changes that have occurred due to the work of rivers on the glaciated landscape.

The impact of sheep and, more recently, deer farming has changed the landscape; there are over 2,000 red deer in the north of the island. This has caused a loss of native habitats which are sensitive to overgrazing. Footpath erosion is also a problem on the island. Arran was originally covered in woodlands and moorlands. A quarter of the island is now covered in forests, mostly coniferous plantations. This has had an impact on the landscape because the flora and fauna of these forests are different to those of the traditional deciduous forests and moorland.
**Page 40**

Suggest how volcanoes can cause climate change. (2 marks)

For 3 marks to be awarded full reasoning must be present.

Large volcanic eruptions release ash and sulphur dioxide into the atmosphere. The ash quickly returns to earth but the sulphur dioxide can have a cooling effect on the earth’s climate. The sulphur dioxide mixes with water in the atmosphere and becomes sulphuric acid droplets known as aerosols. These microscopic droplets absorb radiation from the sun, heating themselves and the surrounding air. This stops heat reaching the earth’s surface.

**Page 41**

State two pieces of evidence for natural climate change in the past. (2 marks)

1 mark for each.

- Ice cores
- Pollen records
- Tree rings
- Historical sources.

**Page 52**

Explain how changes in altitude affect the distribution of ecosystems. Use Figure 2 in your answer. (4 marks)

The first mark is for the comment about the graph; the second mark is for the explanation about the ecosystem. Two comments expected for full marks.

Tundra is found above 4000 metres because nothing else can grow in the cold temperatures. Tropical rainforests only exists at temperatures above 26°C because it cannot survive in lower temperatures.

**Page 55**

State two terrestrial ecosystems. (2 marks)

Two of the following. 1 mark each.

- Heathlands
- Woodland
- Wetlands
- Moorland

**Page 56**

Define the term ‘biotic factors’. (1 mark)

Biotic factors are the living organisms found in an area.

**Page 60**

Explain two ways in which plants have adapted to living in deciduous woodlands. (4 marks)

Award 1 mark for identification of the adaptation and a further 1 mark for an explanation of the adaptation.

Deciduous trees grow thin, broad, light-weight leaves. These leaves capture the sunlight easily and allow the tree to grow quickly. Plants in the field layer flower early in the year before the trees in the canopy have grown their leaves, which block out the light.
Page 61
Compare the nutrient cycles shown in Figure 7 and Figure 11. (4 marks)

Award 1 mark for identifying the difference and a further mark for an explanation of this point. Two comparisons are expected.

The biomass store is bigger in the tropical rainforest nutrient cycle as more nutrients are held in the vegetation so more are available. The soil store is smaller in the tropical rainforest nutrient cycle and there is a greater amount of leaching, due to more rainfall in the tropical rainforest.

Page 62
State two goods or services provided by temperate deciduous woodlands. (2 marks)

Award 1 mark for each of the following:

- Timber
- Fuel
Component 2: The Human Environment

Page 65
Study Figure 1. Which continent has the fastest growing urban population? (1 mark)
Africa

Page 68
Explain the factors which caused urbanisation to differ between the regions of the UK. (4 marks)

1 mark for the factor, second mark for developing the point. Two factors expected.

Growth occurred in the urban population of Swansea and Cardiff during the nineteenth century because of the natural resources of coal, iron ore and limestone, which lead to the development of industries in this area.

Cities located on river estuaries developed into ports during the eighteenth and nineteenth centuries, as trade with other countries increased. For example, in the seventeenth century Newcastle upon Tyne came after London and Bristol as the most important port in the UK. Bristol was the most important port in the UK for trade with the American colonies and the West Indies by the eighteenth century.

Page 70
Compare the functions of the CBD with that of the rural-urban fringe. (3 marks)

Lists of functions 1 mark. Comparative comments needed for 3 marks.

Financial institutions prefer the CBD, but residential functions prefer urban-rural fringe. This is due to the price of the land. Shops can be found in both locations due to the development of out of town shopping areas on cheap land. People can now access these areas due to more people owning their own vehicle.

Page 71
Define the term ‘counter-urbanisation’. (1 mark)

Counter-urbanisation is the movement of people from cities to countryside areas.

Page 72
Explain one push factor and one pull factor of migration. (4 marks)

Both must be covered although marks can be split. 3:1, 1:3. Answer cannot be mirror images.

A lack of jobs means people are forced out of an area looking for employment. Fertile land means people are pulled into an area because they can grow food for their families.

Page 73
Study Bristol’s population dynamics. Why has death rate fallen so dramatically? (2 marks)

Reference needed to the age of the population in Bristol with information extracted from tables.

There are 67,400 people under the age of 16, whereas there are only 58,000 people over the age of 65. People aged 20 to 39 make up 36 per cent of the population – the average for the rest of the UK is 29 per cent.
Page 77

Compare the functions of the CBD with that of the rural-urban fringe. (3 marks)

The question says compare so a comparative comment is required.

The CBD has businesses and financial institutions, whereas the urban-rural fringe is mainly residential. In the CBD there are many high rise residential blocks for wealthy residents. In the urban-rural fringe they live in gated low-rise communities.

Page 78

Explain one push factor and one pull factor of national migration. (4 marks)

Both push and pull must be covered

Bahia in northern Brazil is very poor and suffers periodically from drought, so people are pushed out of this area. Migrants hear about the wealth in the city so are pulled to it for a better standard of living.

Page 81

Define the term ‘top-down approach’. (1 mark)

Top-down approaches are when the government improves an area and expects people to move in to the housing they have provided.

Page 83

State two factors that contribute to the human development of a country. (2 marks)

Basic answer for 1 mark each.

- Food and water security
- Economic factors
- Cultural factors
- Technological factors
- Social factors

Define the term ‘Human Development Index’ (HDI). (2 marks)

The Human Development Index is a comparative measure of different aspects of life between countries. The measures used are life expectancy, education and standards of living.

Page 86

Describe how uneven development has an impact on the quality of life in different parts of the world. (3 marks)

The marks can be earned by three separate statements or the development of one statement with detail and an example.

As a country develops, it becomes more secure in its food and water supply, partly because it has the technology to improve the intensity of agricultural production and to provide water supplies, but also because it has the wealth to buy in food if it cannot produce enough itself.
Page 88
Explain one advantage and one disadvantage of bottom-up development projects. (4 marks)

Award 1 mark for identifying a relevant advantage/disadvantage and a further 1 mark for elaboration.

The scheme is run by the local people so is likely to achieve its development objectives as they decide what happens. However, the country will develop more slowly because of the size of the project.

Page 93
Suggest two reasons why the population structure of Tanzania has changed over the last 30 years. (4 marks)

Award 1 mark for a basic change; the development can be description or explanation.

Death rates have decreased as there is better health care. Life expectancy is increasing because there is a cleaner water supply.

Page 97
Explain two ways in which people exploit the environment. (2 marks)

Award 1 mark for the reason and 1 mark for the development.

Fresh water is a resource that is needed for people to survive. As the number of people in the world continues to increase, the need for water will also increase. Water is used for many things including drinking, washing and producing manufactured goods. In many countries, it is not these uses that exploit water but the misuse of water sources, for example the extraction of minerals.

The extraction of fossil fuels to produce energy can cause a number of problems. The reserves of fossil fuels, such as oil and natural gas, have been dramatically reduced because of this exploitation, although there are still large reserves of coal.

Page 99
State two places in the UK where fossil fuels can be found. (2 marks)

Coal can be found in South Wales and Kent. Oil and gas can be found in the North Sea.

Page 100
Study Figure 3. Suggest two reasons why the energy usage per continent varies greatly. (2 marks)

Award 1 mark for a basic reason; the development can be description or explanation.

The amount of energy used by a country depends on many factors; one of these is the level of development of the country. Developed countries have a much higher demand for energy than developing countries. Emerging countries use large amounts of energy to power their developing industries.

Page 105
Explain why energy consumption per person has increased over the past 100 years. (4 marks)

Award 1 mark for the change which has caused consumption to increase and a further mark for the explanation of the effect of this, up to a maximum of 2 marks per change.

The population of the world is becoming increasingly wealthy, which has enabled people to afford technology that uses energy. For example, 100 years ago very few people had cars; people heated their homes with coal and only heated part of the house. Nowadays central heating uses energy and many families in developed
countries own two cars. In emerging countries, people’s living conditions are improving as they become wealthier, which has meant that they are using more energy.

**Page 106**

**Assess the impacts on the environment of developing non-renewable and renewable energy resources. (8 marks)**

Both negative and positive impacts should be dealt with or both renewable and non-renewable.

<table>
<thead>
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<tbody>
<tr>
<td>1–3 marks</td>
<td>Attempts to understand the concepts and relationships, although may not refer to specific places. There is some argument in answer to the question but it is incomplete.</td>
</tr>
<tr>
<td>4–6 marks</td>
<td>Shows understanding and logical connections are made between negative and positive impacts. Argument is present but unbalanced.</td>
</tr>
<tr>
<td>7–8 marks</td>
<td>Good understanding of concepts and the relationships. There is good understanding and evidence from both renewable and non-renewable resources.</td>
</tr>
</tbody>
</table>

Uranium is a very powerful fuel so only a small amount is needed. This means that the environment is exploited less if this fuel is used. However, when coal, oil and gas are burnt, greenhouse gases are emitted. Acid rain is also produced when coal is burnt. This has caused problems in the forests of Scandinavia.

Wind turbines do not give off greenhouse gases. However, they can be visually intrusive, and offshore turbines may disturb migration patterns of birds.

**Page 109**

**Explain one reason for the management of non-renewable energy resources. (2 marks)**

Award 1 mark for the reason for management and a further mark for a development of the point.

If we continue with present levels of usage non-renewable energy resources will run out. Therefore, we need to protect these resources for use by future generations.

**Page 112**

**Define the term ‘physical water scarcity’. (1 mark)**

Physical water scarcity is the term that applies to dry arid regions where fresh water naturally occurs in low quantities.

**Page 114**

**Explain why the demand for water has increased over the past 50 years. (4 marks)**

Award 1 mark for the reason which has caused demand to increase and a further mark for the explanation of the effect of this, up to a maximum of 2 marks per change.

In developing countries the supply of piped fresh drinking water to households has increased in the past 50 years. This has been carried out by charitable organisations, such as Water Aid UK and World Health Organisation, which have enabled people to gain access to improved drinking water. As the supply of fresh water has improved, the demand for water has also increased.

In developed countries, as they have become wealthier, the demand for water has increased. This is due to a number of factors, for example, technological advances. Dishwashers and washing machines use much more water than washing dishes and clothes by hand. Additionally, 50 years ago not all houses had bathrooms, whereas now many houses have more than one bathroom. This increases the demand for water.
Page 117
Explain one water supply problem in the UK. (2 marks)

1 mark for naming the problem and 1 mark for the development.

There is an imbalance in the supply from rainfall and the demand from population. The rainfall that the UK receives is very varies. The north and west of the country receive the highest amount, which means the supply there is plentiful. However, one-third of the population of the UK lives in the southeast, which is the driest part of the UK, and therefore there is a supply problem in the southeast.

Page 120
Explain the disadvantages of desalination. (3 marks)

There must be at least two to gain the marks.

The biggest problem with desalination is that it takes a lot of energy to complete the process, so would be very expensive. Another problem is that the concentration of salt in seawater differs around the world, so the location of desalination plants is critical because in areas where the concentration of salt is higher, the process would be more expensive.
Component 3: Geographical Investigations

Page 124
What is the difference between qualitative and quantitative techniques? (2 marks)

Quantitative techniques are data collection techniques which record statistical data and/or measurements and are carried out in the field, whereas, qualitative techniques are techniques where information is gained through observation. They usually involve a description of a feature.

Page 125
1. State the sampling method used in your physical environment investigation. (1 mark)

Answer will depend on the individual student.

2. Explain one reason why you used this technique. (2 marks)

Answer will depend on the individual student.

Page 126
Making reference to your results, suggest how your investigations could be improved. (2 marks)

The student should reference one or two points in their results and suggest how they can be improved.

Answer will depend on the individual student.

Page 128
All of these questions could be used as the basis for revision of this section. They are the sorts of questions that you will experience in the examination as the final question. The final question is awarded 16 marks. 12 of these marks are for the geography element of the answer and 4 of the marks are for your use of spelling, punctuation and grammar. The mark schemes below will be applied to your answers for all of these types of questions. Use your textbook and revision guide to formulate answers to the questions. As you are revising, bullet points would be sufficient.

1 Discuss the implications for the use of resources of the changes to the UK’s population during the next 50 years. (16 marks)

2 Evaluate the different sustainable transport options which are used in the UK. (16 marks)

3 Discuss the values and attitudes of different people towards migration and the reliability of UK net migration statistics. (16 marks)

4 Evaluate the costs and benefits of greenfield development and building on brownfield sites. (16 marks)

5 Assess the approaches which have been used to manage rivers and coastal areas of the UK. (16 marks)

6 Discuss how global climate change will impact on the UK’s future climate. (16 marks)

7 Assess the impacts of climate change on people and landscapes in the UK. (16 marks)
### Level Mark Descriptor

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No acceptable response</td>
</tr>
</tbody>
</table>
| 1     | 1–4  | - Demonstrates some elements of understanding of concepts and the interrelationship between places, environments and processes.  
- Attempts to apply understanding to explain information but understanding and connections are not necessary correct. The argument is not balanced or is not correct and shows little understanding. Very little evidence. (AO3)  
- Uses some geographical skills to obtain information. |
| 2     | 5–8  | - Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes.  
- Applies understanding to explain information and provides some logical connections between concepts. The argument is not balanced but brings together mostly relevant understanding, but is not entirely coherent, leading to judgements that are sometimes supported by evidence.  
- Uses geographical skills to obtain accurate information that supports some aspects of the argument. |
| 3     | 9–12 | - Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes.  
- Applies understanding to use and explain information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding, leading to judgements that are supported by evidence throughout at the top of the level.  
- Uses geographical skills to obtain accurate information that supports all aspects of the argument. |

### Marks for SPaG

<table>
<thead>
<tr>
<th>Performance</th>
<th>Marks</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 0           | 0     | - Learners write nothing.  
- Learner’s response does not relate to the question.  
- Learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning. |
| 1           | 1     | - Learners spell and punctuate with reasonable accuracy.  
- Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.  
- Learners use a limited range of specialist terms as appropriate. |
| 2           | 2–3   | - Learners spell and punctuate with considerable accuracy.  
- Learners use rules of grammar with general control of meaning overall.  
- Learners use a good range of specialist terms as appropriate. |
| SPaG 3      | 4     | - Learners spell and punctuate with consistent accuracy.  
- Learners use rules of grammar with effective control of meaning overall.  
- Learners use a wide range of specialist terms as appropriate |