



General Certificate of Secondary Education
2012

Geography

Unit 2: Living in Our World

Higher Tier

[GGG22]

MONDAY 18 JUNE, MORNING

MARK SCHEME

Theme A: People and Where They Live**AVAILABLE MARKS**

1 (a) Study **Fig. 1** which shows population pyramids. Answer the questions which follow.

(i) How many people are aged 0–4 in Canada?
Underline your answer from the list below.

5.3 million 1.85 million 0.9 million [1]

(ii) Describe **two** differences in the shapes of the population pyramids in **Fig. 1**.

Two accurate differences with at least two figures for full marks.

If no reference to pyramid shape, Level 1 maximum.

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

Level 1 ([1]–[2])

One or two differences with a lack of detail:

e.g. Afghanistan's pyramid has a very narrow top compared to Canada [1]

e.g. Afghanistan's pyramid has a very narrow top and very wide base compared to Canada's wide top and narrow base [2]

Level 2 ([3]–[4])

At least two accurate figures for full level 2.

Afghanistan's pyramid has a very narrow top compared to Canada. It has under 0.1 million people aged 80+, but Canada has over 1 million people aged 80+. Afghanistan has a much wider base with over 5 million people aged 0–4 yrs, while Canada has less than 2 million children aged 0–4 yrs. [4]

Accept other valid alternative answers, such as those relating to the 'bulge' at 45–49 years in Canada.

(b) Aged dependents are over 65 years old.

Explain **two** problems of having a large aged dependency in a country.

Acceptable problems may range from service provision, employment, health care, education and pension provision.

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

Level 1 ([1]–[2])

A limited answer which states only one problem briefly or two short statements on two problems, a large aged dependency.

e.g. More pensions needed [1]

e.g. It may make it hard to pay for all the hospital care needed. [2]

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 the meaning is clear. A limited range of specialist terms is used appropriately.

Level 2 ([3]–[4])

An answer which provides a wide selection of issues of large aged dependences, but lacks detail, or has one/two issues with some detail.

e.g. Lots of old people can prove expensive for a country as there are extra medical costs to be met. Also more care homes might need to open and the government might find it hard to pay for them. [4]

Candidates present 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 the meaning is clear. A good range of specialist terms is used appropriately.

AVAILABLE MARKS

Level 3 ([5]–[6])

Clear and detailed explanations are given which refer to at least two separate problems. Although a **case study is not required** better candidates may illustrate their points with facts from various places.

e.g. Lots of old people can prove expensive for a country as there are extra medical needs and costs to be met, more doctors might need to be trained in geriatric medicine to provide relevant care. The economically active in the population might have to pay more tax in order to fund the extra pensions needed.

Candidates present, and organise efficiently, 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 flawless accuracy so the meaning is clear. A wide range of specialist terms is used skilfully and with precision – possibilities here include taxation, social, economic, burden.

[6]

Accept other valid alternative answers such as those relating to the 'bulge' at 45–49 years in Canada.

(c) Study **Fig. 2** which shows migrants from the A8 countries to Northern Ireland. Answer the questions which follow.

(i) State the meaning of the term **migration**.

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

Level 1 ([1])

A partially correct definition of migration.

e.g. It has to do with people moving.

Level 2 ([2])

A full definition of migration, referring to a change in address.

e.g. It is the movement of people from one place of residence to another on a permanent or semi-permanent basis. (to live)

[2]

(ii) Name the LGD area of Northern Ireland with the most migrants.

Belfast

[1]

No alternative answer accepted.

(iii) Name the type of mapping technique used to draw **Fig. 2**.

Density shading or choropleth map

[1]

(iv) Explain **one** problem of displaying the migrants as a raw number in each local Government District.

AVAILABLE MARKS

Award [0] for an answer not worthy of credit, e.g. not accurate.

Level 1 ([1])

An answer which shows awareness of a valid problem related to the data but lacks elaboration.

e.g. It is in numbers rather than percentages which makes it difficult to compare areas. [1]

Level 2 ([2])

An answer with a valid problem related to the data with relevant elaboration.

e.g. It is in numbers rather than percentages which makes it difficult to compare areas as all the areas are different sizes and the largest ones will be more likely to have a larger number of migrants. [2]

(v) Suggest any **two** impacts which international migration could have on an area.

e.g. Migrants can fill gaps in the labour market, like nursing jobs [1].

They can also bring new tastes and food to us, such as Chinese restaurants [1].

[1] per impact – they could be positive or negative.

(2 × [1])

[2]

Accept other valid alternative answers such as, hate crime or need for interpreters.

(d) Study **Fig. 3** which shows world population change from 1 AD–2000 AD.

Answer the question which follows.

Describe and explain the change in world population over time as shown in **Fig. 3**.

The key point is that population has grown but much more rapidly since 1700.

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

Level 1 ([1]–[2])

A simple statement of one or two facts that relate to the graph, or one stated explanation without any, or with little, description.

e.g. Better medical care means population has grown since 1 AD. [2]

e.g. World population has grown, reaching about 6 billion in 2000. [2]

Level 2 ([3]–[4])

A more detailed description which includes at least one figure (date and population size) and an explanation. A very detailed description with several figures but no explanation is worth [3]. Good explanation but limited description [3]

e.g. World population has grown over the period shown on **Fig. 3**, from less than half a billion people in 1 AD to just over 6 billion in 2000 AD. Most of this population growth has been in the last 300 years since 1700. It is estimated that growth will continue to 9 billion people in 2050. [3] This growth has occurred because death rates have fallen due to better medical care [4]

Level 3 ([5])

A full discussion quoting at least two figures and giving an explanation, better candidates may refer to specific areas.

e.g. World population has grown over the period shown on **Fig. 3**, from less than half a billion people in 1 AD to just over 6 billion in 2000 AD. Most of this population growth has been in the last 300 years since 1700. It is estimated that growth will continue to 9 billion people in 2050. This is probably due to high birth rates in many LEDC areas which still have to improve the standard of living for their people and thus ensure that families have access to appropriate birth control. The death rates have also fallen in both LEDCs and MEDCs due to better medical care. [5]

Accept other valid alternative answers.

(e) Every settlement has a type of site. Describe **one** advantage of a wet point site.

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

Level 1 ([1])

A briefly stated advantage. of a wet point site.

e.g. A wet point site has water.

Level 2 ([2])

A stated answer with some elaboration, relating to a wet point site.

e.g. A wet point site is one which has access to a reliable drinking water supply such as a spring. [2]

Accept valid alternative answers such as weight of water.

(f) Explain why cities offer high order services.

Cities offer high order services because they have a larger population that can supply the market needed to match the threshold values of high order goods; also they have a large sphere of influence so can attract people from long distances to use high order services like car showrooms.

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

Level 1 ([1])

A simple stated reason which is valid, or shows knowledge of high order services.

e.g. They have a large population.

Level 2 ([2]–[3])

A valid reason with some elaboration.

e.g. They have a large population to keep the services in profit. [2]

e.g. They have a large enough threshold population to provide customers to support many high order services. [3]

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Level 3 ([4])

A discussion that has more than one reason with extended elaboration

e.g. Large settlements have high order services because they have a larger population that can supply the market needed to match the threshold values of high order goods; also they have a large sphere of influence, from which to attract customers. [4]

(g) Study **Fig. 4** which shows a land use map of Edinburgh.
Answer the questions below.

AVAILABLE MARKS

(i) Complete the key to the land use sketch map of Edinburgh (**Fig. 4**) by adding the correct land use zone onto the key.
Choose your answers from the list below.

A zone of shops and offices

CBD

A zone with some older industry and terraced housing

Inner City

A zone of housing built from the 1930s onwards

Suburban residential (given)

A zone of mixed rural and urban land uses; has some urban sprawl

Rural/urban fringe

Open field with agricultural use

Countryside (given)

(3 × [1])

[3]

(ii) Using **Fig. 4**, describe the location of industry within Edinburgh.

If a candidate describes the location of industry in general, award [2] maximum. No marks to be awarded for explanations.

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

Award [1] each for any of the following examples of statements up to the [3] available:

- The industry is mostly along the main roads leading east and west out of Edinburgh [1].
- There is some industry along the coast of Edinburgh, near the Firth of Forth [1].
- There is no industry in the CBD, it is spread between the inner city and suburbs [1].
- Some industry follows the railway lines going into and out of the city [1].

[3]

(iii) State the meaning of the term **urban sprawl**.

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

	AVAILABLE MARKS
Level 1 ([1])	
An incomplete definition.	
e.g. It is when a city spreads out into the country.	
Level 2 ([2])	
A full definition that includes the concept that sprawl is unplanned.	
e.g. It is the unplanned growth and spread of urban areas out into	
the countryside.	[2]
(h) (i) Urbanisation is an increase in the percentage of people living in urban areas. Explain two causes of urbanisation. Answers must be two different reasons, not the opposite of each other.	
Award [0] for an answer not worthy of credit.	
Award [1] for a valid cause of urbanisation.	
e.g. Migration from the countryside.	
Award [2] for a valid cause with an elaboration.	
e.g. Migration of people from the countryside to cities to find work in factories. [2]	
(2 × [2])	[4]
Accept other valid alternative answers such as high birth rate.	
(ii) For a named MEDC city, explain how a planning scheme has improved the inner city area and assess to what extent the scheme is sustainable.	
Award [0] for a response not worthy of credit – such as, traffic management schemes.	
If the candidate discusses a shanty town improvement strategy, award maximum Level 2 only if the shanty town is in the inner city area of the named city.	
Level 1 ([1]–[3])	
A short answer which may address only one aspect of the question and which contains very little detail, especially detail specific to one named city. e.g. In Belfast they are building lots of new offices and apartments, new roads and even a museum. [2]	
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 the meaning is clear. A limited range of specialist terms is used appropriately.	
Level 2 ([4]–[6])	
An answer which either addresses both aspects of the question in some detail, or one side of the question in great detail. If answer only discusses the improvements with detail it can score maximum [5].	
e.g. In the Titanic Quarter of Belfast lots of apartments and offices are being built; some of the offices already provide jobs which is encouraging people to live and work there and create a community which might make the area sustainable in the longer term. [4]	

e.g. The Titanic Quarter in Belfast is being redeveloped. A company called Titanic Quarter Ltd is transforming this brownfield site into an area of mixed land use. They plan to build over 7500 apartments, including some social housing projects. There is to be a Titanic Signature project incorporating a museum to the Titanic ship, a third level education campus, lots of offices and even a cruise liner berth. They also plan to provide local services like health care centres and day nurseries for children. In all, this project is likely to cost over £5 billion. [5]

NO EVALUATION OF SUSTAINABILITY.

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Candidates present 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 the meaning is clear. A good range of specialist terms is used appropriately.

Level 3 ([7]–[8])

An answer which addresses both aspects of the question with good geographical detail and includes at least two facts/figures, relating to the question for top Level 3.

e.g. The Titanic Quarter in Belfast is being redeveloped. A company called Titanic Quarter Ltd is transforming this brownfield site into an area of mixed land use. They plan to build over 7500 apartments, including some social housing projects. There is to be a Titanic Signature project incorporating a museum to the Titanic ship, a third level education campus, lots of offices and even a cruise liner berth. They also plan to provide local services like health care centres and day nurseries for children. In all, this project is likely to cost over £5 billion. The company is trying to create a community which has a long term future and which includes the other local areas in order to create a sustainable future for the area.

Accept other valid alternative answers.

Candidates present, and organise efficiently, 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 flawless accuracy so the meaning is clear. A wide range of specialist terms is used skilfully and with precision – possibilities here include brownfield site, apartments, regeneration, biodiversity. [8]

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Theme B: Contrasts in World Development**AVAILABLE MARKS**

2 (a) Study **Fig. 5** which shows how the HDI changes through time for a number of countries. Answer the questions which follow.

(i) What does **HDI** stand for?

No alternative answers.

Human Development Index

[2]

No alternative answers.

Candidate must get all 3 words correct to get [2].

If they get 2 out of 3 then [1].

If they only get 1 correct then award [0].

(ii) Using **Fig. 5**, state which country is most likely to be a LEDC.

Country C

[1]

No alternative answers.

(iii) State the meaning of the term **development**.

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

Level 1 ([1])

A basic definition is given.

e.g. Development is about how rich or poor a country is. [1]

e.g. This shows the wealth of a country. [1]

Level 2 ([2])

A more detailed definition which refers to people's standard of living.

e.g. Development occurs when people use resources to help achieve a higher standard of living.

[2]

(iv) Explain how the HDI score indicates the level of development of a country.

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

Level 1 ([1])

An answer that is starting to explain the link, but has no comparison of rich/poor areas or a description of the indicator/how it is calculated.

e.g. A poor country has a low HDI.

Level 2 ([2]–[3])

Both HDI scores and comparison of development with figures needed for [3].

e.g. A poor country has a low HDI whereas a rich country has a high HDI. [2]

e.g. A poor country has a low HDI which is close to a value of 0. These are LEDCs. Whereas a rich country has a high HDI close to 1.

These are MEDCs. [3]

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<p>Level 3 ([4]) As Level 2 but with elaboration on geographical aspects of development. e.g. Countries with high HDI scores close to 1.0 are MEDCs as they have high levels of health, wealth and education. LEDCs score close to 0 in HDI because they have poor quality of life and low standards. [4]</p> <p>(b) Study Fig. 6 which shows how the continent of Africa was once ruled by various countries in 1914. Answer the questions which follow.</p> <p>(i) Name the country which once ruled Kenya.</p> <p>Britain [1]</p> <p>No alternative answer accepted.</p> <p>(ii) State the number of independent countries in Africa in 1914.</p> <p>Two [1]</p> <p>No alternative answer accepted.</p> <p>(iii) Explain how historical factors can hinder development in LEDCs. You should mention places in your answer.</p> <p>Award [0] for a response not worthy of credit.</p> <p>Level 1 ([1]–[2]) General statement/statements relating to colonisation. Some countries ruled over other countries in the past. [1] Some countries ruled over other countries in the past. These countries took resources from them, so they are now poor. [2]</p> <p>Level 2 ([3]–[4]) The student attempts to expand on their explanation by discussing relevant historical factors.</p> <p>e.g. Some countries such as Britain ruled over other countries in the past. These countries took resources and wealth from them. These resources were used by rich countries to become rich at the expense of the poorer country. [3]</p> <p>e.g. Some countries such as Britain ruled over other countries like Kenya in the past. These countries took resources and wealth from them. These resources were used by rich countries to become rich at the expense of the poorer country. The richer countries left these countries to become independent and struggling to create wealth. [4]</p> <p>Level 3 ([5]–[6]) A full explanation of how historical factors have hindered development which refers to place.</p> <p>e.g. Some countries such as Britain ruled over other countries like Kenya in the past. This was known as colonialism. These new territories became known as colonies and they became part of an Empire. These countries such as the UK, Spain and France took resources and wealth from these colonies usually in the 17th and 18th centuries. These</p>

resources were used by rich countries to become richer at the expense of the poorer country [5]. The richer countries such as Britain left these countries to become independent. These fledgling countries have struggled to create wealth and prosperity since, due to the way they were governed in the past. [6]

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Accept other valid alternative answers, e.g. dictatorship/debt/war.

(c) (i) State the type of aid which is shown in **Fig. 7**. Underline the correct answer from the list below.

Tied Multilateral Voluntary [1]

(ii) Evaluate how aid can both bring benefits and problems to LEDCs. You should mention places in your answer.

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

Level 1 ([1]–[2])

Candidates only mention aid in general terms and may only give benefits and/or problems of aid.

Aid is good as it provides food [1], medicine and shelter for people. This aid may be needed after a hurricane or famine when everything gets destroyed [2].

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]–[5])

Candidates begin to give positive and negative aspects of aid (although may be unbalanced). To access top Level 2 at least two benefits and two problems given. If only one benefit and two problems or vice versa are mentioned then award [4].

Answers that do not refer to a place or LEDC, maximum Level 2.

e.g. Aid is good as it provides food, medicine and shelter for people. This aid may be needed after a hurricane or famine such as Ethiopia when everything gets destroyed. This aid helps keep people alive and prevents suffering. The people can then recover and try to rebuild their lives. However some aid does not reach the needy, due to poor roads or infrastructure. [3]

e.g. Aid is good as it provides food, medicine and shelter for people. This aid may be needed after a hurricane or famine when everything gets destroyed. This aid helps keep people alive and prevents suffering. One examples of an aid programme is Bees for Development. Money can be spent on people to try to rebuild their lives. This aid involves local people and is appropriate and is sustainable. However some aid is inappropriate and some may not reach the needy due to poor roads and infrastructure, e.g. Ethiopia or the highlands of Kenya [4], or it may be aid that will only be given if it has strings or conditions attached, e.g. in the form of military equipment. [5]

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.

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Level 3 ([6]–[7])

A minimum of two places are named and for top Level 3 some judgement or conclusion is needed for full evaluation.

Aid is good as it provides food, medicine and shelter for people. This aid may be needed after a hurricane or famine when everything gets destroyed. This aid helps keep people alive and prevents suffering. In 2007 Comic Relief raised £67 million for projects to tackle poverty across the UK and Africa. This is known as VOLUNTARY aid or CHARITY AID where an organisation (NGO) depends solely on donations from the public. Some examples of aid programmes include Bees for Development or projects working with people with HIV/AIDS such as Widows and Orphans International in Kenya who were awarded £2 million. This money can then be spent on people to try to rebuild their lives. This aid involves local people and is appropriate and is sustainable. However some aid is inappropriate and some may not reach the needy due to poor roads and infrastructure, e.g. Ethiopia or the highlands of Kenya, or it may be aid that will only be given if it has strings or conditions attached, e.g. in the form of military equipment.

This would be classified as TIED AID.

[7]

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. Candidates begin to use specialist terms, e.g. bilateral aid, tied aid, voluntary aid etc. and a range of positives and negatives is given.

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Accept other valid alternative answers.

Theme C: Managing Our Resources**AVAILABLE MARKS**

3 (a) Study **Fig. 8** which shows how two council areas are dealing with waste in a sustainable manner. Answer the questions which follow.

(i) Name the gas that is used to generate electricity in **Fig. 8**.

Methane gas/methane/CH₄

[1]

No alternative answer accepted.

(ii) State the meaning of the term **landfill site**.

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

Level 1 ([1])

A basic statement.

e.g. A landfill is a place where rubbish is dumped. [1]

Level 2 ([2])

A more detailed definition that includes the idea of burying or covering or use of a containment liner.

e.g. A landfill site is a hole in the ground into which rubbish is dumped and buried. [2]

Accept other valid alternative answers.

(iii) Explain one health concern of a landfill site.

Award [0] for a response not worthy of credit, e.g. methane/CO₂ release.

Level 1 ([1])

A basic statement relating to a health concern of a landfill site.

e.g. Chemicals from waste may leak into water supplies. [1]

e.g. Waste from landfills can make people sick. [1]

Level 2 ([2])

A statement and consequence relating to a health concern of a landfill site.

e.g. Waste from landfill sites can attract rats and insects. These carry disease. [2]

Level 3 ([3])

A valid statement, consequence and elaboration relating to a health concern of a landfill site.

Waste from landfill sites can attract rats and insects. This is because rotting items are considered an easy food source for these animals. These animals carry diseases (such as Weil's disease) which may be passed on to humans and may lead to illness. [3]

Accept other valid alternative answers such as those relating to water supply.

(b) Explain why a range of sustainable waste management methods is required in a local government district you have studied.

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

Level 1 ([1]–[2])

A valid method or acknowledgement that waste needs disposal is stated.

A basic statement.

e.g. Waste can be disposed of by many ways [1]

e.g. Waste can be disposed of using a range of different methods, e.g. landfill or recycling your waste. [2]

Level 2 ([3]–[4])

A generalised explanation relating to waste disposal, or a detailed description relating to waste disposal.

A statement and consequence.

One fact/figure needed for top of Level 2.

e.g. In Belfast the council sends many tonnes of waste to landfill. This is unsustainable. People should be encouraged to reduce, reuse and recycle their waste. [3]

In Belfast the council sent 500,000 tonnes of waste to landfill. This is very unsustainable as landfills have economic and environmental costs. People in Belfast are encouraged to reduce, reuse and recycle their waste by having different coloured bins collected every fortnight.

Level 3 ([5])

A detailed explanation with clear geographical knowledge supported by at least 2 facts/figures related to waste disposal.

A statement, consequence and elaboration.

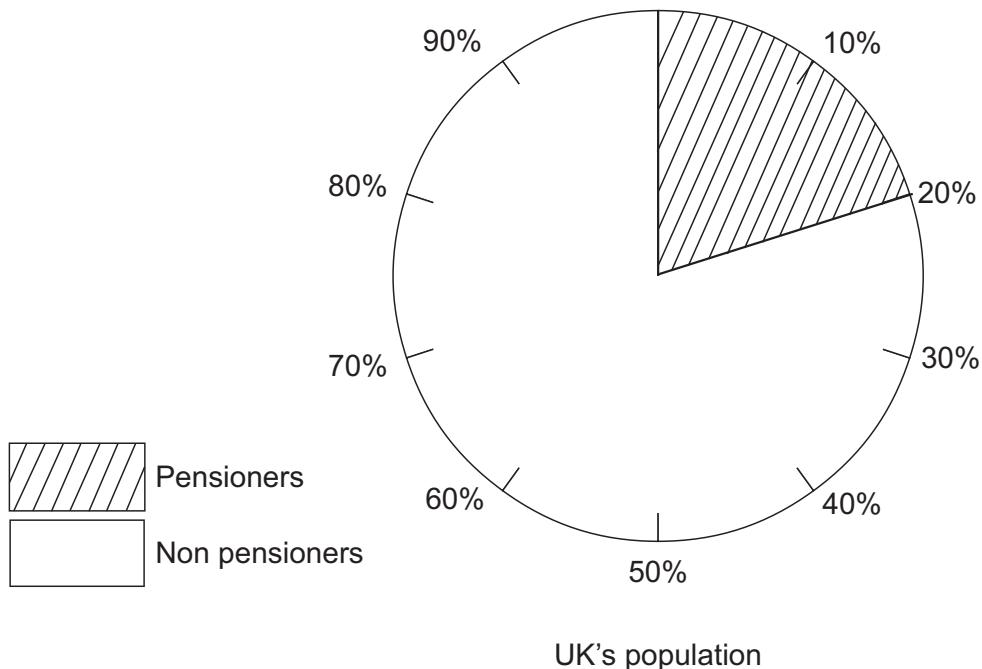
e.g. A range of waste management strategies used. Belfast City Council is using a range of sustainable waste management solutions. They have set a target of reducing waste to landfill by 80% by 2020 due to economic and environmental costs associated with landfill sites. The council has also set a target to recycle or compost their waste to 25%. Within Belfast black, blue and brown bins are given to all residents and they are educated into what can be placed within these bins. These bins are collected fortnightly.

[5]

(c) Study **Fig. 9** which shows an article about holidays taken by pensioners. Answer the questions which follow.

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(i) Using information given in **Fig. 9**, complete **Fig. 10** to show the percentage of pensioners in the UK.

**Fig.10**

Award [1] for correct shading

Award [1] for correctly showing 18–20% or can be 80%–100% or 0–20% or alternatives.

[2]

(ii) Explain why pensioners are contributing to the growth in tourism since the 1960s.

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

Level 1 ([1])

A basic statement relating to pensioners and tourism.

Pensioners have lots of free time for holidays. [1]

Level 2 ([2])

A statement and consequence relating to pensioners and tourism growth or 2 aspects briefly stated.

Pensioners have lots of free time, so can take more holidays [2].
e.g. Due to their retirement from the jobs that they have worked at. This gives people more opportunity to book holidays. [2]

Level 3 ([3])

A statement, consequence and elaboration relating pensioners to tourism growth or answers which refer to 2 aspects such as wealth and time with elaboration on at least one.

Pensioners have worked all their life. When reaching the pension age people have more free time. This free time means that they can go to various locations that they couldn't before due to work or family commitments, therefore they can take more holidays. [3]

Answers that relate to longer life expectancies/health of pensioners, more money saved, free time/retirement, holidays tailored for pensioners or any other valid reason that attempts to explain the growth in tourism.

Accept other valid alternative answers such as wealth, life expectancy and length of oversea stays.

(iii) State the meaning of the term **ecotourism.**

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

Level 1 ([1])

A basic definition of ecotourism.

e.g. Ecotourism is tourism that does little to harm the environment. [1]

Level 2 ([2])

A full definition of ecotourism.

e.g. Ecotourism is a sustainable form of tourism which involves protecting the environment and local way of life. This form of tourism is usually on a small scale. [2]

Accept other valid alternative answers.

(d) Evaluate the measures taken to manage traffic in a sustainable manner, using one case study of a city within the European Union (excluding the British Isles).

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

If city in the British Isles used maximum Level 1.

Level 1 ([1]–[2])

A simple valid statement relating to traffic management.

An answer lacking in case study detail would be confined to this level.

e.g. Public transport was introduced. [1]

e.g. Public transport was introduced to lower the numbers of cars on the road. [2]

Level 2 ([3]–[5])

One strategy discussed in detail or several strategies more generally addressed.

Case study material should be evident with some description and evaluation present of at least two measures taken. One fact/figure may be present for [5] (top Level 2).

e.g. Trams were introduced into the city of Freiburg in Germany. A number of tram lines were laid down into the city centre. This encouraged people to leave their cars at home which reduced the number of vehicles on the road in the city. [3]

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e.g. Trams were introduced into the city of Freiburg in Germany. A number of tram lines were laid down into the city centre. This encouraged people to leave their cars at home as tram stations were located all over the city. This allowed people to have easy access to the city centre. This proved popular as today 70% of people use the tram into the city centre which means fewer emissions from vehicle exhausts [4]. Another measure was the introduction of bicycle lanes to encourage people to take their bicycles for journeys around the city. [5]

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Level 3 ([6]–[7])

Case study detail evident of at least two traffic measures (two facts/figures needed for [6]), evaluation should also be present. To achieve the top of Level 3 ([7]) sustainability needs addressed and some judgement or conclusion is needed for full evaluation.

e.g. In 1983 trams were introduced into the city of Freiburg in Germany. A number of tram lines were laid down to help accessibility into the city centre. This encouraged people to leave their cars at home. This proved popular as today 70% of people use the tram into the city centre. This was a big success as the number of people using public transport has doubled.

Another measure was the introduction of bicycle lanes to encourage people to take their bicycles for journeys around the city. A total of 500 km have been laid down and 5000 parking spaces available. 90% of students at the university own a bicycle. This has been a big success also. [6]

In 1983 trams were introduced into the city of Freiburg in Germany. A number of tram lines were laid down to help accessibility into the city centre. This encouraged people to leave their cars at home. This proved popular as today 70% of people use the tram into the city centre. This was a big success as the number of people using public transport has doubled.

Another measure was the introduction of bicycle lanes to encourage people to take their bicycles for journeys around the city. A total of 500 km have been laid down and 5000 parking spaces available. 90% of students at the university own a bicycle. This has been a big success in reducing the number of vehicles.

This is sustainable as it improves the environment and health of the residents who live here. Future generations will experience a cleaner and a sustainable transport system in the future.

[7]

25

Total

100