

Mark Scheme (Results)

Summer 2013

GCSE Geography (5GB2F) Paper 01  
People and the Planet- Foundation

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Summer 2013

Publications Code UG037174

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

Question Number	Answer	Mark
<b>1(a) (i)</b>	A – Population grew fastest...	<b>1</b>

Question Number	Answer	Mark
<b>1(a) (ii)</b>	<p>The 'changes' can be both in absolute terms and as a share of the total</p> <ul style="list-style-type: none"> <li>• It goes up overall (1)</li> <li>• It goes up from 1950 to 2000 (1)</li> <li>• It (is expected) to rise from 2000 to 2050 (1)</li> <li>• It more than doubles from 2000 to 2050 (1)</li> <li>• Growing at an increasing rate (1)</li> </ul> <p>Maximum of one mark for accurate data to support any ONE of the points above (1)</p>	<b>3</b> <b>1+1+1</b>

Question Number	Correct answers	Reject	Mark
<b>1 (b)</b>	<p>Outline ONE reasons so expect a basic point with a development for the 2<sup>nd</sup> mark</p> <ul style="list-style-type: none"> <li>• AIDS/HIV (1) example of where or the impact on different groups (1)</li> <li>• Rising levels of alcoholism, drugs, suicide etc. (1) example of where or the impact on different groups (1)</li> <li>• War/civil unrest (1) with legitimate example or the impact on different groups (1)</li> <li>• Famine/food shortages (1) with legitimate example (1)</li> <li>• Increase in disease (1) with legitimate example (1)</li> <li>• Poor health care/lack of medicine (1) example of where or the impact on different groups (1)</li> <li>• Lack of clean water supply (1) example of where or the impact on different groups (1)</li> <li>• Rapid population growth (1) developed point about how this increases the death rate (1)</li> <li>• An ageing population developed point about how this increases the death rate (1)</li> <li>• Natural disasters (1) example of same or located event (1)</li> </ul>	<p>...anything that doesn't fit 'recent years'. Bubonic plague...</p> <p>Incorrect locational statements e.g. 'in the country of Africa'</p>	<b>2</b> <b>1+1</b>

Question Number	Correct answer	Mark
<b>1(c)</b>	<p>Outline ONE ....– thus basic point + development of that point;</p> <ul style="list-style-type: none"> <li>• Because of previous period of population contraction (1) perhaps caused by war/ any other sensible suggestion(1)</li> <li>• Because of aggressive foreign policy (lebensraum idea) (1) example of same – Germany under National Socialism or China under Mao (pre-‘one-child policy’) (1)</li> <li>• More jobs/workers which is good for the economy idea (1) because more productive or examples of same – as above (1)</li> <li>• To counter ageing population (1) which may have negative economic impact (1)</li> </ul>	<p><b>2</b></p> <p><b>1 + 1</b></p>

Question Number	Answer	Mark
<b>2 (a) (i)</b>	B– There was a.....	<b>1</b>

Question Number	Answer	Reject	Mark
<b>2(a) (ii)</b>	<p>Wide choice including</p> <ul style="list-style-type: none"> <li>• Coal</li> <li>• (Natural) Gas</li> <li>• Diamonds</li> <li>• Soil</li> <li>• Wood</li> <li>• Nuclear</li> </ul> <p>If multiple responses are given, mark the first answer given.</p>	<p>Petrol (or other oil derivatives)</p> <p>Fossil fuels</p> <p>Renewables</p> <p>Electricity</p>	<b>1</b>

Question Number	Correct answer	Reject	Mark
<b>2 (b)</b>	<p>Most likely to be oil but also possibly coal, natural gas and others. If no resource named or no link between resource and description then limit to 1 mark if a 'good' answer for any one resource.</p> <ul style="list-style-type: none"> <li>• Very uneven (1)</li> <li>• Concentrated in relatively few global areas (1)</li> <li>• Identifies at least one major producing region/country (1)</li> <li>• Identifies at least one region/continent that produces little (1)</li> <li>• May identify areas of growth and/or decline (1)</li> <li>• Identification of areas in receipt of the resource / supply chain idea (1)</li> </ul>	<p>"comes from the ground/ underground/s ea/sun"</p>	<p><b>3</b></p> <p><b>1+1+1</b></p> <p><b>or</b></p> <p><b>(1+1)+1</b></p>

Question Number	Correct answers	Mark
<b>2(c)</b>	<p>Either three basic points made or two with one of them developed by example or extension for a second mark.</p> <ul style="list-style-type: none"> <li>• Idea that some resources are renewable and/or sustainable (1) example of same wind/solar etc (1)</li> <li>• Substitutes found – don't need it any longer(1) example might be coal/uranium(1)</li> <li>• Replacing non-renewables with renewables (1)</li> <li>• Sustainable management of resources (1) example might be hydrogen for oil or replanting trees (1)</li> <li>• Idea of new techniques/inventions/Boserup (1) example of same (1)</li> </ul>	<p><b>3</b> <b>1+1+1</b></p> <p><b>or</b></p> <p><b>(1+1)</b> <b>+1</b></p>
Question Number	Answer	Mark
<b>3 (a) (i)</b>	C – Urban sprawl...	<b>1</b>

Question Number	Answer	Mark
<b>3 (a) (ii)</b>	<ul style="list-style-type: none"> <li>• Loss of agricultural land/greenbelt/countryside (1)</li> <li>• More congestion (1)</li> <li>• Overcrowding (1)</li> <li>• Rising land prices/house prices(1)</li> <li>• Noise/intrusion(1)</li> <li>• Air or water pollution (1)</li> <li>• Loss of habitats (1)</li> <li>• Increased flood risks (1)</li> <li>• Increased competition for jobs (1)</li> <li>• Out-migration from rural areas (1)</li> </ul>	<b>1</b>

Question Number	Correct answers	Reject	Mark
<b>3 (b)</b>	<p>Command is 'state' so expect one word answers</p> <ul style="list-style-type: none"> <li>• (to find) jobs(1)</li> <li>• Lack of opportunities in countryside (1)</li> <li>• 'Bright lights' (or similar idea about social life) (1)</li> <li>• Improved service provision (i.e. education, hospitals, shops, doctors etc.) (1)</li> <li>• Improved infrastructure (e.g. transport, internet connectivity) (1)</li> <li>• Cheaper housing (1)</li> </ul>	<p>Mirror answers as in more jobs in city as a second answer when first is few jobs in countryside</p> <p>"better/modern quality of life/standard of living" – needs to clear about what is 'better' about it</p>	<p><b>2</b></p> <p><b>1+1</b></p>

Question Number	Correct answer	Reject	Mark
<b>3(c)</b>	<p>Describe TWO so expect two basic points each extended with an example or further development for the second mark.</p> <ul style="list-style-type: none"> <li>• Rising house prices (1) example or detail of process (lack of space (1)</li> <li>• Overcrowding (1) leading to more crime / traffic congestion / demand for resources etc. (1)</li> <li>• Increased competition for jobs (1) leading to a drive down in wages (1)</li> <li>• More traffic congestion (1) because higher resident population or example (1)</li> <li>• More inner city pollution/reducing air quality (1) because of more traffic (1)</li> <li>• Planning issues about designation of space (1) example of same (1)</li> <li>• Increasing pressure on open-spaces (e.g. brownfield sites) (1) so increasing density of buildings and/or intensity of use of space – taller buildings (1)</li> <li>• Pressure for city area to expand (1) example of same (1)</li> </ul>	Answers not relevant to inner-city areas	<b>4</b> <b>(1+1)</b> <b>+</b> <b>(1+1)</b>

Question Number	Answer	Mark
4 (a) (i)	C- Both rise but not consistently ...	1

Question Number	Answer	Reject	Mark
4(a) (ii)	<p>Long list of possible answers. Shoe-shining is most likely but anything unregulated/unregistered is acceptable Other valid examples include</p> <ul style="list-style-type: none"> <li>• Paper boy</li> <li>• Cleaner</li> <li>• Baby sitting</li> <li>• Market stalls</li> <li>• Prostitute</li> <li>• Farm labourer</li> <li>• Fishing</li> <li>• Factory worker</li> </ul> <p>If multiple responses are given, mark the first answer given</p>	<p>Farmer Factory owner Police officer</p>	1

Question Number	Correct answers	Mark
4 (b)	<p>Outline ONE.....– thus basic point about the <b>change</b> + development of that point e.g. the <b>impact</b> this change has had on the environment</p> <ul style="list-style-type: none"> <li>• Work from home (1) reduce air pollution from travelling in a car (1)</li> <li>• Loss of primary sector e.g. mining (1) less pollution/waste creation (1)</li> <li>• Decline of manufacturing/secondary (1) so less pollution/waste (1)</li> <li>• Growth of tertiary (1) these industries are 'cleaner'/'better' for environment (1)</li> <li>• Growth of green employment (1) designed to be better for environment (1)</li> </ul>	1+1

Question Number	Correct answers	Mark
<b>4 (c)</b>	<p>Outline <b>two</b> so expect basic point about <b>why</b> the economy needs to be diversified plus development x2</p> <ul style="list-style-type: none"> <li>• Falling incomes/rising unemployment/economic decline/lack of jobs (1) due to a decline a decline of primary/agriculture (1)</li> <li>• Idea about a limited range of types of employment in rural areas (1) leading economic decline/outmigration (1)</li> <li>• Problems of declining resource base through exhaustion (or similar idea (1) example of same (1)</li> <li>• Outmigration of young (1) leading to a lack of economic development (1)</li> </ul>	<p><b>4</b></p> <p><b>2 (1+1)</b> <b>+ 2</b> <b>(1+1)</b></p>

Question Number	Answer	Mark
<b>5(a)</b>	D - Using reusable shopping bags	<b>1</b>

Question Number	Correct answers	Mark
<b>5(b)</b>	<p>Outline ONE.....– thus basic point + development of that point:</p> <ul style="list-style-type: none"> <li>• it is expensive/costs more /people cannot afford it (1) legitimate example (1)</li> <li>• it may not be available in their area (1) so they cannot access it/or example of 'it' (1)</li> <li>• they may not agree that it is necessary (1) development of why (1)</li> <li>• they are unaware of what a green consumer is (1)</li> <li>• it does not fit in with their chosen lifestyle (1)</li> <li>• they do not have the time (1)</li> </ul>	<p><b>2</b></p> <p><b>1+1</b></p>

Question Number	Indicative content	
<b>5(c)</b> <b>QWC</b>	<p>May use one city with several policies or several cities. Likely content may include;</p> <ul style="list-style-type: none"> <li>• Integrated (and subsidised) public transport systems</li> <li>• Making the public transport systems more fuel efficient -trams</li> <li>• Land planning agencies reducing need for travel by co-locating jobs/housing/commerce</li> <li>• Disincentives for private car use – congestion charging/ car licensing schemes and so forth</li> <li>• Bus lanes</li> <li>• Park and ride schemes</li> <li>• Encouragement of alternatives e.g. bicycles</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	<p>No obvious structure.  Identifies at least one 'scheme' but point is not developed.  Location slight – perhaps a named city.  No link with sustainability  Basic use of geographical terminology, spelling punctuation and grammar.</p>
<b>Level 2</b>	3-4	<p>Some structure.  Basic idea developed in at least one way so some extension – detail of scheme – perhaps two basic ideas stated.  At least one city mentioned with a little locational detail about geography of that place.  Link to sustainability is made but may be weak.  Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.</p>
<b>Level 3</b>	5-6	<p>Structured answer.  A range of points made – with at least two having development in terms of detail.  Makes link to sustainability as in fuel savings, lower pollution etc. Has some good locational 'colour' – perhaps a figure/local variation may be noted.  Well communicated with good use of geographical terminology, spelling, punctuation and grammar.</p>

Question Number	Answer	Mark
<b>6(a)</b>	A – The natural environment is.....	<b>1</b>

Question Number	Correct answers	Acceptable	Mark
<b>6(b)</b>	<ul style="list-style-type: none"> <li>• Because they may force prices up (1) making things more expensive for locals (1)</li> <li>• Because they may not be there very often (1) leaving communities 'dead' in off-peak times (1)</li> <li>• Because they may not use local services (1) and so don't contribute to local economy (1)</li> <li>• Break up of community spirit (1) as second homeowners are rarely there (1)</li> <li>• Local first time buyers cannot afford to buy a house (1) because second home owners have pushed up house prices (1)</li> </ul>	<p>Because they may be 'different' or 'foreign' (1) and not fit in culturally (1)</p> <p>Moral idea that it is wrong (1) due issues of homelessness (1)</p>	<b>2</b> <b>1+1</b>

Question Number	Indicative content	
<b>6 (c)</b> <b>QWC</b>	<p>A wide range of possible 'attempts' might be covered here according to chosen rural area – answers should cover specific case-study material, from a developed country (e.g. Lake District). Stress should be on management of the challenges and not the challenges themselves. They might include;</p> <ul style="list-style-type: none"> <li>• Reducing population loss –particularly rural-urban migration by diversifying local employment</li> <li>• Improving housing provision for residents</li> <li>• Improving local services for residents and dealing with rural deprivation especially for the elderly</li> <li>• Managing resources such as water, woodland and fisheries</li> <li>• Developing links with markets beyond the region</li> <li>• Dealing with pressures from tourism /leisure especially in honeypot sites</li> <li>• Improving rural connectivity – broadband in particular</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	<p>Attempts a description. Some generalised examples of challenges or management with little depth. No recognisable location. Management not linked to challenges. Basic use of geographical terminology, spelling punctuation and grammar.</p>
<b>Level 2</b>	3-4	<p>Some structure. Response describes several challenges or management methods in limited detail or one done in detail. At least one clearly located and linked to a recognisable management method. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.</p>
<b>Level 3</b>	5-6	<p>Structured answer. At least two management methods described in detail with good links to the challenges. May evaluate 'attempts'. Chosen location is detailed and specific. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.</p>

Question Number	Correct answer	Mark
<b>7 (a)</b>	<ul style="list-style-type: none"><li>• The higher the GDP (per person) the lower the fertility rate (1)</li><li>• A negative relationship/correlation (1)</li><li>• But not perfect (1)</li><li>• Identifies anomalies (1)</li><li>• Data for a region(s) linked to any <b>one</b> point (1)</li></ul>	<b>3</b>  <b>1+1+1</b>

Question Number	Indicative content	
<b>7 (b)</b> <b>QWC</b>	<p>Depends on chosen examples but probably focus on contrasts between bottom up and top down schemes. Differences are likely to be;</p> <ul style="list-style-type: none"> <li>• Expressed in terms of whether or not schemes can 'survive' or more impressively whether or not they are self-sustaining</li> <li>• Scale with local bottom up schemes being more likely to be sustainable than top-down projects</li> <li>• Costs are also likely to impact – high cost projects present more challenges to sustainability</li> <li>• If local engagement is limited then may not be sustainable</li> <li>• Level of environmental disruption/change will be an issue</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	<p>No obvious structure. One difference or scheme stated with little development e.g. basic point(s) made about scale/costs/benefits. Location very weak – perhaps one named top down project. Basic use of geographical terminology, spelling punctuation and grammar.</p>
<b>Level 2</b>	3-4	<p>Some structure. At least two points made –or one developed with some local detail e.g. a specific project. Sustainability asserted (or otherwise) but not developed. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.</p>
<b>Level 3</b>	5-6	<p>Structured answer. Good range of points – expect at least two fully developed. Detail and specific data is offered to support points. Comparative language evident focussing on differences – better/worse etc. with good links to sustainability. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.</p>
<b>SPaG Level 1</b>	1	<p>Threshold performance Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p>
<b>SPaG Level 2</b>	2	<p>Intermediate performance Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p>
<b>SPaG Level 3</b>	3	<p>High performance Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>

Question Number	Answer	Mark
<b>8(a)</b>	<ul style="list-style-type: none"> <li>• Very dispersed/varied/worldwide synonym (1)</li> <li>• All developed/MEDCs countries (1)</li> <li>• Possible exception/anomaly/synonym is Korea (1)</li> <li>• Dominated by Europe and US (1)</li> <li>• Europe has the most manufacturers (1)</li> <li>• Any one example/attempt to quantify (1)</li> </ul>	<p><b>3</b></p> <p><b>1+1+1</b></p>

Question Number	Indicative content	
<b>8 (b)</b>  <b>QWC</b>	Advantages likely to include: <ul style="list-style-type: none"> <li>• More jobs for some – identification of who/where</li> <li>• Wealth creation through that – multiplier or equivalent</li> <li>• Cheaper products for consumers</li> <li>• Increased global output</li> <li>• Greater social and cultural integration so perhaps a safer world</li> </ul> Disadvantages likely to include; <ul style="list-style-type: none"> <li>• Poor working conditions in sweat shops</li> <li>• Loss of jobs in developed world</li> <li>• Environmental problems in developing world</li> <li>• Much longer journeys for goods with implications for sustainability</li> <li>• Erosion of local cultures/ traditions</li> </ul> All of the above should be illustrated with examples	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	No structure. One example of an advantage or disadvantage e.g. sweat shops, cheap goods etc. Very limited development – probably just country name. Basic use of geographical terminology, spelling punctuation and grammar.
<b>Level 2</b>	3-4	Some structure. At least one example each for advantages and disadvantages. Some details offered with development of at least one of these impacts. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Structured answer. At least two impacts described. Good detail offered and/or specific examples offered to support points. Good balance between advantages and disadvantages. Sees winners and losers. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

<b>SPaG Level 1</b>	1	<p>Threshold performance Candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p>
<b>SPaG Level 2</b>	2	<p>Intermediate performance Candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p>
<b>SPaG Level 3</b>	3	<p>High performance Candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>

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Order Code UG037174 Summer 2013

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