GCSE

Geography A Geographical Themes

J383/01: Living in the UK today

General Certificate of Secondary Education

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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PREPARATION FOR MARKING

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this component. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to RM assessor and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1.   Mark strictly to the mark scheme.

2.   Marks awarded must relate directly to the marking criteria.

3.   The schedule of dates is very important. It is essential that you meet the RM assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader without delay.

4.   If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM assessor messaging system, or by email.

5.   **Crossed Out Responses**
     Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

     Rubric Error Responses – Optional Questions
     Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM

assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses
When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses
When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6.   Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7.   Award No Response (NR) if:
   - there is nothing written in the answer space

   Award Zero '0' if:
   - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

   Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8.   The RM assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your team leader, use the phone, the RM assessor messaging system, or e-mail.

9.   *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. **Annotations**

Annotation	Meaning
✔	Tick
?	Unclear
✘	Cross
∧	Omission mark
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
DEV	Development
PLC	Relevant place detail
BOD	Benefit of doubt
IRRL	Significant amount of material which doesn't answer the question
⌇	Vertical way line
⊏	Communicate findings
BP	Blank page
SEEN	Noted but no credit given

11.   **Subject-specific Marking Instructions**

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:
- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.
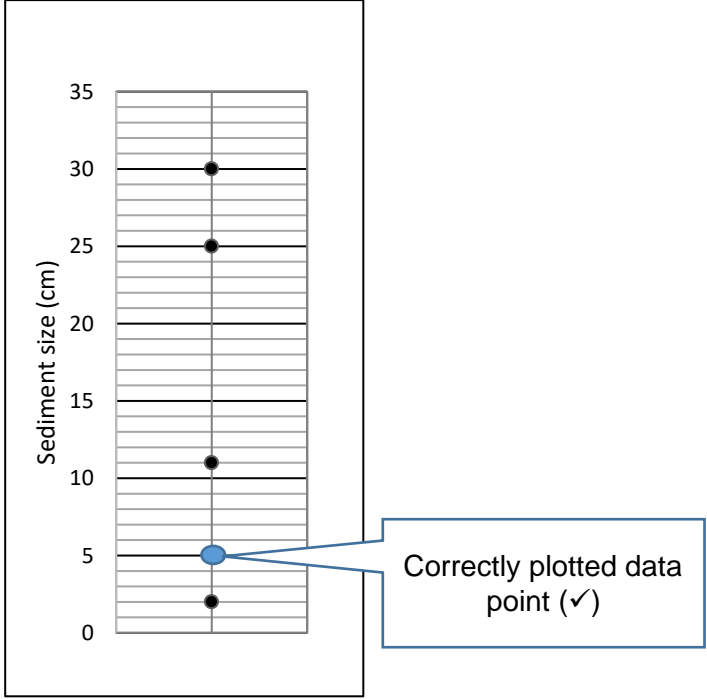
Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

	AO1	AO2	AO3
Comprehensive	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge and understanding. Detailed and accurate analysis through the application of relevant knowledge and understanding. Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding.
Thorough	A range of accurate knowledge that is relevant to the question.	A range of accurate understanding that is relevant to the question.	Accurate interpretation through the application of relevant knowledge and understanding. Accurate analysis through the application of relevant knowledge and understanding. Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding.
Reasonable	Some knowledge that is relevant to the question.	Some understanding that is relevant to the question.	Some accuracy in interpretation through the application of some relevant knowledge and understanding. Some accuracy in analysis through the application of some relevant knowledge and understanding. Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding.
Basic	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.

Question			Answer	Mark	Guidance
1	**(a)**		D: Traction (✓)	1	(✓)
	(b)	**(i)**		1	1 x 1 (✓) for correctly plotted data. The dot must touch the horizontal line representing 5. It should be drawn in line with the other data points. A 'x' or other symbol is an acceptable alternative.
		(ii)	B: 11cm (✓)	1	(✓)
		(iii)	Abrasion / corrasion (✓) Hydraulic action (✓) Attrition (✓) Solution / corrosion (✓)	2	2 x1 (✓) for any correctly identified processes. Credit can be awarded for descriptions of valid processes.

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	(c)		Flat land/gently sloping or undulating (✓) (Large) Fields (✓) Grazing land/pasture/farmland/rural (✓) Village/settlements/buildings (✓) including farms/houses/church (✓) Vegetation (✓) woodland/trees/shrubs/grass (✓) hedgerows (✓) Arable/example of crops (✓) River (✓) which is meandering (✓) and wide (✓) Floodplain (✓) containing fertile land (✓)	4	4 x 1 (✓) for each valid characteristic interpreted from the resource. Development awarded with (✓) as a further valid description. Description must come from the photograph to gain credit. No credit for lowland/low-lying.
	(d)		More erosion on the outside/deposition on the inside of the bends (✓) The neck of the meander narrows due to the erosion (✓) During a flood the river takes the easiest course (✓) This may form a cut-off (✓) Sediment is deposited blocking off the meander (✓) due to a reduction in the river's energy (✓)	4	4 x 1 (✓) for each valid explanation of how geomorphic processes form an oxbow lake Development awarded with (✓) as a further valid explanation. Specific process mechanisms, eg an explanation of abrasion, can be credited. Diagram not necessary but credit annotations as appropriate. Do not double credit annotations on the diagram, as well as in the candidate's written response. **For full marks, responses must demonstrate how the processes of deposition/erosion form oxbow lakes.** Full marks can be awarded for one well-developed explanation.

(e)	Case Study: one UK coastal landscape	6	Indicative content:
	Level 3 (5-6 marks) An answer at this level demonstrates **thorough** knowledge of the geology of the coastal landscape (AO1) with **thorough** understanding of the impact of geology on the coastal landscape (AO2). This will be shown by including **well-developed** ideas about the impact of geology on the coastal landscape. The answer must also include **place-specific** ideas of the coastal landscape. Amount of relevant place-specific detail determines credit within the level. **Level 2 (3-4 marks)** An answer at this level demonstrates **reasonable** knowledge of the geology of the coastal landscape (AO1) with **reasonable** understanding of the impact of geology on the coastal landscape (AO2). This will be shown by **developed** ideas about the impact of geology on the coastal landscape. Developed ideas but no place-specific details credited up to **bottom** of level. **Level 1 (1-2 marks)** An answer at this level demonstrates **basic** knowledge of the geology of the coastal landscape (AO1) with **basic** understanding of the impact of geology on the coastal landscape (AO2).		**Coastal landscape** Valid aspects of the landscape might include landforms including headlands, bays, stacks, stumps, arches, spits and beaches. Other aspects might include human features such as buildings or any features affecting by the impacts of erosion. A coastal landscape can include estuarine environments including mud flats and salt marshes. Whichever aspects of the landscape (including coastal management) are chosen, the links to geology must be clear to achieve level 2. There is no requirement to refer to weak/resistant rock although this will be a common approach. Responses on river landscape examples or contexts can achieve a maximum of L2, 3 marks. **Example of well-developed ideas** Swanage is in Dorset, on the South coast of the UK. There are layers or chalk and clay next to each other. The less resistant clay is eroded more rapidly by processes such as abrasion forming a bay such as Swanage Bay. The more resistant chalk is eroded more slowly by processes such as hydraulic action forming a headland such as The Foreland. **Example of developed ideas** The clay is weaker and is eroded more quickly forming a bay e.g. Swanage Bay. The harder chalk is eroded more slowly forming a headland.

			This will be shown by **simple** ideas about the impact of geology on the coastal landscape. Named example only receives **no** credit for place-specific detail. **0 marks** No response worthy of credit.		**Example of simple ideas** In Swanage there is hard rock forming headlands and soft rock forming bays.

Question			Answer	Mark	Guidance
2	**(a)**		4.0 2.9　　　(✓) 3.2 <u>4.5</u> 14.6 14.6 ÷ 4 = 3.65 (✓)	2	1x1 (✓) for working to show any stage of the calculation of the mean. 1x1 (✓) for correct answer. Accept 3.7
	(b)	**(i)**	Immigration is people moving into a country (✓)	1	1x1 (✓) for any valid definition. People do not need to be specifically mentioned. The key idea is 'into' a country. Area/town/city is not valid.
		(ii)	Migrants spend their disposable income in the UK (✓) as a result this boosts the national economy (DEV) Migrants are attracted by organisations to fill skills gaps (✓) due to NHS job vacancies being filled by migrants (DEV) There is more demand for housing (✓) which can make it more difficult to buy or rent/increase house/rental prices/encourage job creation (DEV) Shops are opened by migrants on many British high streets (✓) this creates jobs and income/provides services for local people (DEV) The migrants gain employment (✓) this means that more taxes are collected by the government (DEV)	4	2 x 1 (✓) for identification of the economic impacts. 2 x 1 (DEV) for development of the economic impacts. Responses which explain the economic impacts on the source country are valid.

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			An increase in the numbers of people claiming benefits/accessing public services (✓) leading to tax increases/increases in public spending (DEV)		
	(c)		**Case study: one major city in the UK** The city has is an international airport (✓) so tourists/business people/goods can be transported around the world to/from there (DEV) The city has a university/ies (✓) so students from the local area, rest of the UK and the world are attracted to study there (DEV) The city has main roads (✓) connecting to surrounding commuter settlements/other cities in the UK (DEV) The city is a cultural centre with theatres/sports teams, (✓) so audiences/supporters from the surrounding region visit the city (DEV) The city hosts the headquarters of companies (✓) which do a lot of trade around the UK and globally (DEV)	4	2 x 1 (✓) for identification of connections 2 x 1 (DEV) for explanation of the connection Responses may include one or more scales of connection identified in the question. To gain full marks, responses must have <u>a sense of place</u>.
	(d)		**Urban trends in the UK** **Level 3 (6-8 marks)** An answer at this level demonstrates **thorough** understanding of the effects of one or more urban trends (AO2). There is a **reasonable** interpretation of the urban trends shown in Fig. 2 (AO3). There is a **reasonable** evaluation of the effects of one urban more trends (AO3).	8	**Indicative content including:** **Counter-urbanisation** Building on greenfield sites Increased traffic congestion Renovation of derelict buildings Increased house prices New businesses set up / more trade for local businesses

This will be shown by **well-developed** ideas about the effects of one or more urban trends.

There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.

Level 2 (3-5 marks)
An answer at this level demonstrates **reasonable** understanding of the effects of one or more urban trends (AO2). There is a **reasonable** interpretation of the urban trends shown in Fig. 2 (AO3). There is a **reasonable** evaluation of the effects of one or more urban trends (AO3).

This will be shown by **developed** ideas about the impacts of the effect of one or more urban trends.

There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.

Level 1 (1-2 marks)
An answer at this level **basic** understanding of the effects of one or more urban trends (AO2). There is a **basic** interpretation of the urban trends shown in Fig. 2 (AO3). There is a **basic** evaluation of the effects of one or more urban trends (AO3).

This will be shown by **simple** ideas about the effect of one or more urban trends.

The information is basic and communicated in an unstructured way. The information is supported by limited

Larger class sizes in school
Increased numbers of older people living in rural areas

Re-urbanisation
Redevelopment / renewal of brownfield sites / cleans contaminated land
Increased job opportunities
Improved infrastructure

Suburbanisation
Built on greenfield sites
Urban sprawl at edge of cities / pressure on the greenbelt
Can supply affordable housing
Better sense of community
New businesses set up / more trade for local businesses
Increased traffic congestion

Accept answers which relate to any of the urban trends from Fig. 2 and/or from the student's own understanding, even if specific trends are only implied.

Responses containing no evidence from Fig. 2 are limited to L3, 6 marks.

Responses using a **LIDC/EDC** example or context can achieve a maximum of L2, 3 marks.

Evaluation may be implicit and may occur in different forms e.g. positive/negative points, comparison of impacts in Fig 2.and from own studies, significance of effects.

Examples of well-developed ideas
In Leeds, whereas counter-urbanisation and suburbanisation take place on greenfield sites,

			evidence and the relationship to evidence may not be clear. **0 marks** No response worthy of credit.		brownfield sites were redeveloped in the city centre. This process of re-urbanisation improved the environmental quality of the area by reducing pollution and building new high-quality homes and businesses. Similarly, on brownfield sites in Cambridge, new flats were built costing £685,000 to buy. These may be too expensive for some people, but are likely to attract working age people, who make up 80% of the population. **Examples of developed ideas** Re-urbanisation has taken place in Leeds where there was redevelopment in the city centre. This improved the environmental quality of the area by reducing pollution. Cambridge has also experienced redevelopment new flats were built which cost £685,000 to provide housing for people in the city centre, close to work. **Examples of simple ideas** In Cambridge new flats were built so people could live there. The flats were built on a brownfield site to make the area look nicer.

Question			Answer	Mark	Guidance
3	**(a)**	**(i)**	The most common/prevailing wind direction is WSW (✓) with other common wind directions being from the SW and ESE (✓) (C) The most common wind direction is WSW (✓) with the least common being from the NNW (✓) (C) The wind is more commonly from W/E directions (✓) but less commonly from N/S directions (✓) (C) Uneven pattern of wind direction (✓)	3	2 x 1 (✓) for describing the pattern of wind direction. 1 x 1 (C) for communicating the answer in an appropriate and logical order. Data from the graph is <u>not</u> required when describing the pattern. References to wind speed are valid if clearly and accurately linked to wind direction. Responses must clearly understand that the wind is coming <u>from,</u> not to, a particular direction. Do not credit responses which refer to the directions as locations.
		(ii)	D: Tropical Maritime (✓)	1	(✓)
	(b)		Turning blades can hit and kill birds/bats (✓) The migration patterns of birds are affected as the wind turbines are obstacles to movement (✓) which has a negative impact on the ecosystems (✓) Transport / manufacture / installation has a carbon footprint (✓) The production of energy is eventually carbon free/free of air pollution (✓) which reduces the impacts on climate change (✓)	3	3 x 1 (✓) for valid points explaining the impacts of wind energy on UK environments. Development awarded with (✓) as a further valid explanation. Impacts may be positive or negative. Human, as well as natural environments are valid. The response must focus on impacts in the UK. A list of stated impacts is limited to a maximum of 1 mark.

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			The production of energy is renewable as it is produced by wind power (✓) which reduces the need to extract fossil fuels (✓) There is a visual impact on landscapes caused by the size of the turbines (✓) which affects the housing market (demand, prices) (✓) There is noise pollution caused by turning blades/the motor (✓) which can cause disturbance among animal populations (✓)		
	(c)*		**Case study: a UK flood event caused by extreme weather** **Level 4 (10-12)** An answer at this level demonstrates **comprehensive** knowledge of the UK flood event (AO1) with a **comprehensive** understanding of the causes of the UK flood event (AO2). There will be a **comprehensive** evaluation of whether heavy rain was the biggest cause (AO3) with a **comprehensive** judgement of whether heavy rain was the biggest cause (AO3). There will be **well-developed** ideas about the causes of flooding and which was the biggest cause. The answer must also include **place-specific** ideas about the named flood event. Amount of relevant place specific detail determines credit within the level. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	12	**Indicative content** Physical causes might include: Heavy rain Impermeable rock Steep gradients Saturated ground/antecedent moisture Snow melt Human causes might include: Failure/downstream effects of defences Urbanisation Deforestation Farming Any type of flood event is valid: river, surface, groundwater, coastal. Evaluation may be implicit and may occur in different forms, eg comparisons of the causes, the importance of heavy rain, climatic v drainage basin characteristics. A concluding paragraph is not required but there might be mini-conclusions and comments in the body of the response.

Level 3 (7-9 marks)

An answer at this level demonstrates **thorough** knowledge of the UK flood event (AO1) with a **thorough** understanding of the causes of the UK flood event (AO2). There will be a **thorough** evaluation of whether heavy rain was the biggest cause (AO3) with a **thorough** judgement of whether heavy rain was the biggest cause (AO3).

This will be shown by including **well-developed** ideas about either the causes of flooding **or** which was the biggest cause, **and developed** ideas about the other.

The answer must also include **place-specific** ideas about the flood event. Amount of relevant place-specific detail determines credit within the level.

There is line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

Level 2 (4-6 marks)

An answer at this level demonstrates **reasonable** knowledge of the UK flood event (AO1) with a **reasonable** understanding of the causes of the UK flood event (AO2). There will be a **reasonable** evaluation of whether heavy rain was the biggest cause (AO3) with a **reasonable** judgement of whether heavy rain was the biggest cause (AO3).

This will be shown by including **developed** ideas about either the causes of flooding **or** which was the biggest cause, **and simple** ideas about the other.

Example of well-developed ideas

Heavy rain was the greatest cause of flooding resulting from Storm Desmond in December 2015. Around 300mm of rain fell in a 24 hour period; the key reason for the excess water that flowed towards the rivers. As a result the ground quickly became saturated and most water travelled to the river as surface runoff very quickly.

Another cause of flooding was urbanisation. Houses have been built along Warwick Road in Carlisle and the surrounding areas. When it rains, the water is transported to the river by drains as well as on impermeable tarmac which increases the rate of run-off. Whilst the drainage systems were overwhelmed by the sheer amounts of water, had the surfaces been permeable, the water would have travelled to the river more slowly, reducing the risk of flooding.

Example of developed ideas

One cause of flooding during Strom Desmond was heavy rain. 300mm of rain fell causing the ground quickly became saturated.

Another cause of flooding is urbanisation. Houses have been built in Carlisle so when it rains the water does not sink into the tarmac so travels to the river more quickly. Without rainfall, flooding would not occur. However, it reached the rivers more quickly because of the surface run-off.

Example of simple ideas

An important cause of flooding is heavy rain a lot of water travelled to the river.

Building houses also caused flooding as the rain does not sink into the tarmac.

				Developed ideas but no place-specific details credited up to **middle** of level. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. **Level 1 (1-3 marks)** An answer at this level demonstrates **basic** knowledge of the UK flood event (AO1) with a **basic** understanding of the causes of the UK flood event (AO2). There will be a **basic** evaluation of whether heavy rain was the biggest cause (AO3) with a **basic** judgement of whether heavy rain was the biggest cause (AO3). This will be shown by including **simple** ideas about the causes of flooding and/or which was the biggest cause. Appropriate named example only credited at **bottom** of level. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to evidence may not be clear. **0 marks** No response worthy of credit.		
			✎	Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	3	

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Spelling, punctuation and grammar and the use of specialist terminology (SPaG) assessment grid

High performance 3 marks
• 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
Intermediate performance 2 marks
• 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
Threshold performance 1 mark
• 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
0 marks
• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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