Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCSE
In Geography A (1GA0)
Paper 03: Geographical Investigations: Fieldwork and UK Challenges

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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.

Question Number	Answer	Mark
1(a)	No credit for naming the sampling strategy. Award 1 mark for the identification of how the sampling strategy was used / or the advantage of the sampling strategy linked to a river study and a further mark for a development of the idea, up to a maximum of 2 marks. Candidates may refer to one of the following sampling strategies: random, systematic, stratified, pragmatic or opportunistic. Systematic sampling of the survey sites of the river Bollin at equal intervals allowed us to remove bias (1) and select sites that would be best illustrate changes downstream to enable us to gather representative data (1). Random sampling of the bedload of the river Bollin increased the chance of selecting a range of sediment to analyse (1) which allowed us to gain a better understanding of how bedload changes downstream (1). We systematically sampled the depth of the river Bollin at equal internals to create an accurate channel profile (1) to see if the depth increased downstream as expected (1). To allow an even spread of sites across the different courses of the river channel (1) which allowed us to gain a better understanding of the changes to the river channel characteristics / representative data for the whole river (1). Our sampling strategy allowed us to decide on suitable survey sites that were safe (1) plus development (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
1(b)	Award 1 mark for the identification of a risk and a further mark for the development, up to a maximum of 2 marks. Award marks for why it was a risk / how the risk was reduced. One of the factors we considered when collecting data on a river landscape was the depth (1) to ensure it was safe to access and capture data (1) One of the factors we considered when collecting data on a river landscape was loose rocks (1) to avoid potential injuries when gathering data (1) Fast current (1) to ensure it was safe to capture data (1) Weather conditions (1) plus development (1) High river level / discharge (1) plus development (1) Falling into river (1) so we were provided with suitable footwear (1) Data collection sheet falling into the river / getting wet and damaged (1) plus development (1) Water related diseases (1) plus development (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
1(c)	Award 1 mark for identification of a process that is linked to a location / impact on people and further mark for an explanation, up to a maximum of 2 marks. Commercial/residential properties located close the River Wye are vulnerable to flooding (1) which could lead to damages to the properties and possessions (1) Roads / rail networks near to the river Wye are often damaged by flood waters (1) which can result in disruption for commuters (1) There is a loss of farmland/ soil within the river Wye catchment (1) due to the erosion of river banks over time (1) Rivers burst their banks causing flooding (1) this creates difficulties obtaining house insurance (1) Disruption to education for children (1) caused by blocked roads from river flooding (1) Loss of power to houses (1) caused by flooding (1) Accept any other appropriate response.	(2)

Question number	Answer	Mark
1(d)	Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 4 marks. **Do not award marks for generic 'more accurate'** data. Quality of equipment used such as a float to calculate river velocity could have caught (1) so we took the measurement away from the banks of the river (1) We repeated the measurement of velocity three times (1) to reduce the effect of human error (1) We measured the river depth at three different points (1) to reduce the potential of loose bedload affecting the true reading (1) Accept any other appropriate response.	(4) 2 + 2

Question number	Indicative content
1(e)	AO3 (4 marks)/AO4 (4 marks) This question requires candidates to assess the extent to which they agree with the conclusion that changes in width were more in line with their expectations. For level 3, candidates should assess the extent to which they agree with the conclusions based on the evidence provided in the resources. Candidates may demonstrate AO3 and AO4 through the following examples: • For river width (Figure 1a) the data collected indicates the channel increases in width with distance from the source as expected by the Bradshaw Model because erosion processes such as hydraulic action and abrasion act on the channel *(AO3.1d– making judgements)*, evident by an overall increase of 275cm *(AO4.1d – communicate findings)* • For river depth (Figure 1b) the data collected indicates that whilst the channel depth increases overall with distance from source there are several points where there is evidence of anomalous data. This could be because of human error when collecting the data leading to results not truly representative of the channel (*AO3.1d – making judgements)*, this is indicated by the decline in depth at both 700 and 900 metres from the source *(AO4.1d – communicate findings)*

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	● Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) ● Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	● Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) ● Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	● Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) ● All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

Question Number	Answer	Mark
2(a)	No credit for naming the sampling strategy. Award 1 mark for the identification of how the sampling strategy was used / or the advantage of the sampling strategy linked to a coast study and a further mark for a development of the idea, up to a maximum of 2 marks. Candidates may refer to one of the following sampling strategies: random, systematic, stratified, pragmatic or opportunistic. Systematic sampling of the survey sites of Slapton Sands beach at equal intervals (1) allowed us to remove bias and select sites that would be best illustrate changes to the profile of the beach (1). Random sampling of the beach sediment along Slapton sands increased the chance of selecting a range of sediment to analyse (1) which allowed us to gain a better understanding of how bedload changes along the coast (1). To allow an even spread of sites across the beach (1) which allowed us to gain a better understanding of the changes to the beach characteristics / representative data for the wider beach (1). Our sampling strategy allowed us to decide on suitable survey sites that were safe (1) plus development (1). Random sampling can reduce human interference (1) which can lead to removing bias to data collection (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
2(b)	Award 1 mark for the identification of a risk and a further mark for the development, up to a maximum of 2 marks. Award marks for why it was a risk / how the risk was reduced. One of the factors we considered when collecting data on a coastal landscape was the tide (1) to ensure it safe to access and capture data (1) One of the factors we considered when collecting data on a coastal landscape was loose rocks (1) to avoid potential injuries when gathering data (1) Weather conditions (1) plus development (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
2(c)	Award 1 mark for identification of a process that is linked to a location / impact on people and further mark(s) for an explanation, up to a maximum of 2 marks. Commercial/residential properties located close to Dawlish Warren are vulnerable to flooding (1) which could lead to damages to the properties and possessions (1) Dawlish roads/rail networks are often damaged by coastal flooding (1) which can result in disruption for commuters (1) Increased rates of cliff collapse from coastal erosion (1) creates difficulties obtaining house insurance / influences the location of sites for future houses and businesses (1) Disruption to education for children (1) caused by flooding (1) Storm conditions causing coastal flooding (1) can result in loss of power to houses (1) Increased rates of coastal flooding (1) can result in local businesses losing income due to reduced accessibility (1) Increased frequency of flooding (1) leads to rising financial cost for local council to repair damages (1) Accept any other appropriate response.	(2)

Question	Answer	Mark

number		
2(d)	Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 4 marks. Do not **award marks for generic 'more accurate'** data. We repeated the measurement of gradient three times (1) to reduce the effect of human error (1) We had issues with the levelling of the clinometer (1) so we reduced the impact of this by taking multiple readings (1) Accept any other appropriate response.	(4)

Question	Indicative content

number	
2(e)	AO3 (4 marks)/AO4 (4 marks) This question requires candidates to evaluate which enquiry question would be most suitable to investigate the coastal environment. For level 3, candidates should assess the extent to which they agree with the conclusions based on the evidence provided in the resources. Candidates may demonstrate AO3 and AO4 through the following examples: • For mean sediment size (Figure 2a) the data collected indicates the sediment decreases with distance along the coastline which is what we would expect to happen because of erosional processes such as attrition wearing away the sediment over time *(AO3.1d– making judgements),* evident by a decrease from 5mm to 0.8mm *(AO4.1d – communicate findings)* However, there is some anomalous data with the sediment size increasing at site 2 which could have been the result of human error or a recent storm event. *(AO3.1d– making judgements)* • For beach gradient (Figure 2b) the data collected indicates the beach gradient decreases from the cliff to the water's edge following a fairly consistent change as expected (*AO3.1d – making judgements),* this is indicated by the decline in the gradient from 7.2 degrees to 2.3 degrees *(AO4.1d –communicate findings)*

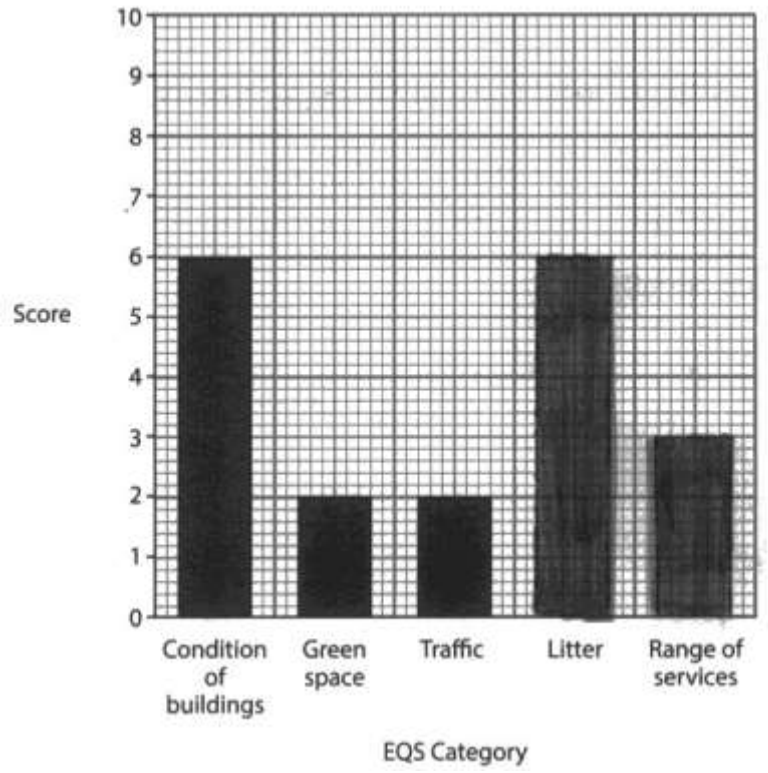
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	● Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) ● Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	● Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) ● Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	● Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) ● All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

Question number	Answer	Mark
3(a) (i)	A commercial C transport	(2)

Question number	Answer	Mark
3(a) (ii)	Award one mark for the identification of a method to present data and a further mark for the development of how the data would be presented, up to a maximum of 2 marks. Do not accept references to the benefit / limitation of using that presentation technique. Divided bar chart (1) showing land use change along a transect (1) Radial chart (1) plus development (1) Proportional pie charts (1) plus development (1) Pie charts (1) plus development (1) Bar graphs (1) plus development (1) Land use map (1) plus development (1) Photos (1) plus development (1) Field sketch (1) plus development (1) Accept any other appropriate response.	(2)

Question number	Answer	Mark
3(b)	Award one mark for a suitable limitation and a further mark for an explanation of why this would be a limitation for using this fieldwork method, up to a maximum of 2 marks. Difficulty identifying the correct land use category (1) leading to results that misrepresent changes in the land use along a transect (1) Some shops can be fall into multiple categories (1) which can make it difficult to analyse the data once plotted on a land use map (1) Multiple land use in one building with several floors (1) plus development (1) Candidate must refer to fieldwork method not presentation technique. Accept any other appropriate response.	(2)

Question number	Answer	Mark
3(c)	Award one mark for the identification of limitation of random sampling and a further mark for an explanation of why this is a limitation, up to a maximum of 2 marks. The survey sites that you might visit in the end could be unsuitable / unsafe (nettle patch) (1) plus development (1) The sites may end up close together (1) not providing a suitable range for gathering representative data (1) Accept any other appropriate response.	(2)

Question number	Answer	Mark
3(d)	Award one mark for each correctly plotted bar.  	(2)

Question number	Indicative content
3(e)	AO3 (4 marks)/AO4 (4 marks) This question requires candidates to evaluate the different data collection methods used to obtain their fieldwork data. Candidates should consider the benefits and limitations of their data collection methods. Therefore, examiners should expect to see evidence of this through candidates making specific references to their own urban fieldwork. Candidates may demonstrate AO3 and AO4 through the following examples: • There is evidence of own fieldwork enquiry data presentation technique(s) used and these are evaluated based on their success in presenting the data for their geographical investigation. For example, possible data collection method(s) linked to a candidate's urban study may include: - *Environmental Quality Survey* - *Photographs* - *Field Sketches* - *Land use function* - *Questionnaire* - *Interview* *(AO4.1d – communicate findings)* • There is evidence of consideration around the benefits and limitations of the data collection method(s). For example, candidates may refer to the following in their response: - *For my urban investigation, I collected data on the quality of the environment of Chester using an environmental quality survey along a transect moving away from the city centre. The survey involved making a judgement on several factors about the quality of the environment which included the amount of litter and the condition of the buildings. We scored each factor out of 5, 0 equalling the lowest quality and 5 the highest. Overall, the method was a success but we only conducted one survey at each site and therefore the data was limited and may not provide a full representation of the environmental quality over time. (AO3.1d – making judgements)*

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	● Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) ● Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	● Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) ● Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	● Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) ● All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

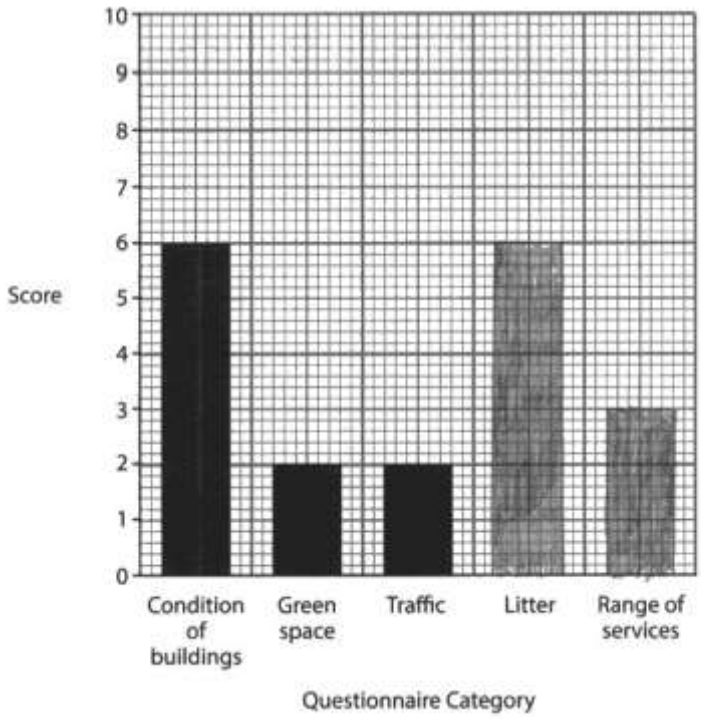
Question number	Answer	Mark
4(a) (i)	A cars C lorries	(2)

Question number	Answer	Mark
4(a) (ii)	Award one mark for the identification of a method to present data and a further mark for the development of how the data would be presented, up to a maximum of 2 marks. Do not accept references to the benefit / limitation of using that presentation technique. Divided bar chart (1) with one bar for each survey site indicating the percentage of vehicle type counted at each site (1) Radial chart (1) plus development (1) Proportional pie charts (1) plus development (1) Pie charts (1) plus development (1) Bar graphs (1) plus development (1) Photos (1) plus development (1) Field sketch (1) plus development (1) Accept any other appropriate response.	(2)

Question number	Answer	Mark
4(b)	Award one mark for a limitation and a further mark for an explanation of why this would be a limitation for using this fieldwork method, up to a maximum of 2 marks. It can be challenging to keep track of the vehicles due to the speed they are moving (1) leading to data that may not be representative (1) Human error can occur with people miscounting the vehicles (1) plus development (1) Human error can occur with people miscounting the type of vehicle (1) plus development (1) Candidate must refer to fieldwork method not presentation technique.	(2)

	Accept any other appropriate response.	

Question number	Answer	Mark
4(c)	Award one mark for the identification of limitation of random sampling and a further mark for an explanation of why this is a limitation, up to a maximum of 2 marks. Random sampling may cause the student to avoid asking particular groups of people (1) because the person collecting the information may unintentionally focus on certain social groups (1) Unrepresentative sample (1) plus development (1) Accept any other appropriate response.	(2)

Question number	Answer	Mark
4(d)	Award one mark for each correctly plotted bar.  	(2)

Question number	Indicative content
4(e)	AO3 (4 marks)/AO4 (4 marks) This question requires candidates to evaluate the different data collection methods used to obtain their fieldwork data. Candidates should consider the benefits and limitations of their data collection methods. Therefore, examiners should expect to see evidence of this through candidates making specific references to their own rural fieldwork. Candidates may demonstrate AO3 and AO4 through the following examples: • There is evidence of own fieldwork enquiry data collection method(s) used and these are evaluated based on their success in presenting the data for their geographical investigation. For example, possible data collection method(s) linked to a candidate's urban study may include: - *RICEPOTS – Land use survey* - *Photographs* - *Pedestrian count* - *Questionnaire* - *Interview* *(AO4.1d – communicate findings)* • There is evidence of consideration around the benefits and limitations of the data collection method(s) used. For example, candidates may refer to the following in their response: - *For my rural investigation, I conducted a questionnaire to record the views of people on the quality of the environment in the village of Ambleside. We asked 6 closed questions with residents providing a score on a scale of 0-10, with 0 representing a poor environmental quality. While this allowed us to gather people's views we were only able to ask 10 residents during our visit, providing a rather small sample and may not be fully representative. On reflection, it may have been more beneficial to have gathered a large sample. (AO3.1d – making judgements)*

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	● Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) ● Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	● Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) ● Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	● Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) ● All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

Question number	Answer	Mark
5(a)	D 5.8 million	(1)

Question number	Answer	Mark
5(b) (i)	The difference between in migration (immigrants) and out migration (emigrants) (1) Candidate must have the idea that it is the difference between to be awarded the mark. Accept any other appropriate response.	(1)

Question number	Answer	Mark
5(b) (ii)	Award 1 mark for identifying a correct limitation of net migration statistics. Source could be outdated (1) Registration of migrants (1) Short term (seasonal employment) affecting overall statistics (1) Accept any other appropriate response.	(1)

Question number	Answer	Mark
5(c) (i)	Award 1 mark for identifying a trend and a further mark for use of data, up to a maximum of 2 marks. The graph demonstrates long term migration has increased overall from 1994 – 2019 / migration has tripled from 1994 - 2019 (1) increasing from 0.8 million to 2.5 million people / increasing by 1.7 million (1) Allow plus or minus 0.2 for data. Accept any other appropriate response.	(2)

Question number	Answer	Mark
5(c) (ii)	Award 1 mark for each identification of each reason for the trend in net migration and a further mark(s) for development of the reason, up to a maximum of 4 marks. One reason why people choose to migrate to the UK is for seasonal employment (1) to earn money to take back to their families (1) People migrate to the UK for education purposes (1) to train at universities in cities, such as Manchester (1) To join up with other family members (1) plus development (1) Increase in wages compared with origin country (1) plus development (1) To flee war / persecution in origin country (1) plus development (1) Accept any other appropriate response.	(4)

Question number	Answer	Mark
5(d)	Award 1 mark for the identification of how migration could affect the UK's population structure and a further mark(s) for explanation of this, up to a maximum of 3 marks. The increase in migrants moving to the UK could increase the working population (1) leading to a larger percentage of people contributing towards the economy (1) through spending their disposable income (1) The increase in migrants moving to the UK could increase the working population (1) and in turn contribute towards a larger proportion of younger people (1) which could lead to a rise in the birth rate (1) The increase in migrants moving to the UK could lead to a more youthful population (1) driven by the movement for education (1) plus development (1) Accept any other appropriate response.	(3)

Question number	Indicative content
5(e)	AO2 • Woodlands are an important ecosystem for human wellbeing and the wider environment. They bring multiple benefits which include habitats for wildlife, filtering the air and recycling water. • UK woodlands have expanded over the last 100 years with more woods and trees but we are one of the least woodland countries in Europe. • In recent decades our ancient woodlands have come under increasing risk. • Population growth of the UK has increased over the last 30 years putting pressure on available land. • Greenfield sites are often seen as ideal land to expand settlements on to meet the growing demands of the rising population of the UK. • Population growth has caused an increase in the consumption of resources e.g. energy, water and food. AO3 • The changes to the UK's population has led to rising demands for housing putting pressure on UK woodlands. • Woodlands are vital for a healthy society – contributing towards acting as a carbon sink, improving the health of our atmosphere, reducing the risk of flooding, supporting wildlife. • Woodlands are coming under increasing threats – climate change, urban development, • There needs to be greater protection of our woodlands to ensure they continue to provide an essential service. • The rising population growth of the UK is leading to pressure on the use of greenfield sites which is causing disruption to natural habitats. AO4 • Figure 5c illustrates the variation in deficit of woodland creation against UK targets. The largest deficit in Wales with only 6% of woodland growth achieved over a 5-year average. Scotland has the largest woodland growth of the UK countries. • Figure 5d highlights one of the key factors affecting UK woodlands. Pests and diseases have been on the rise since the 1950s with a significant increase every decade. • Figure 5e demonstrates a link with Figure 5d. As the number of pests and diseases have increased, the number of woodland wildlife species have declined since 1970. The species to see the largest decline during this time frame has been the butterflies, declining by 41% since 1990. • Figure 5f indicates the impact of human developments on UK woodlands. There are several threats associated with human activities with housing one of the significant threats. The rising demand for housing due to population growth is putting pressure on available land for development, leading to encroachment on UK woodlands.

Question number	Indicative content
	• Figure 5g illustrates the important role of UK woodlands towards carbon stocks. It is estimated UK stock carbon will continue to increase from 2020 − 2120.

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	● Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) ● Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) ● Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (A04)
Level 2	5–8	● Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) ● Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) ● Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	● Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) ● Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) ● Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Marks for SPGST		
Performance	Marks	Descriptor
SPaG 0	0	*No marks awarded:* ● 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.
SPaG 1	1	*Threshold performance:* ● 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.
SPaG 2	2–3	*Intermediate performance:* ● 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	*High performance:* ● 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.

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