GCSE

Geography B Geography for Enquiring Minds

J384/02: People and society

General Certificate of Secondary Education

Mark Scheme for June 2024

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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.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
RM ASSESSOR

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 unit. 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 **number of required** 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% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) 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

- Where a candidate has not attempted the question and receives (NR), they should also receive (NR) for the SPAG mark

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

- Where a candidate has attempted the question and receives a mark (including a mark of 0), they should also receive a mark for SPAG (which could be 0).

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 (Supervisor) 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.   For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

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

12. **Subject Specific Marking Instructions**

Question			Answer	Mark	Guidance
1	**(a)**	**(i)**	**C** When people move out of the city and into the countryside.	1	(✓)
	(b)		People might want to move out of the city because of traffic congestion (✓) which causes air pollution (DEV). Crop failure (✓) may cause people to migrate from the countryside as they cannot feed themselves (DEV). People may move because of a lack of medical care, (✓) as there are more hospitals in the city (DEV). Conflict in an area (✓) may cause people to leave as they feel unsafe (DEV). Overcrowding (✓) leads to insufficient services for people to use. (DEV). High crime rates (✓) may cause people to move for a better quality of life. (DEV).	2	1 x (✓) for identification of any valid push factor 1 x 1 (DEV) for a valid explanation Credit **first** push factor. No DEV credit for; stating the opposite of the push factor e.g. no doctors / more doctors No credit for unqualified words e.g. jobs, schools, doctors. DEV can be awarded if the candidate incorrectly writes a pull factor rather than a push factor but the explanation is valid.
	(c)	**(i)**	In 2018 there are many more cities with a population over 1m (✓) There were no cities of over 10m population in 1990, but by 2018 there were 3 (✓) In 1990 there was only one city with a population between 5m and 10m but by 2018 there were 5 (✓)	2	2 x 1 (✓) for valid differences Credit accurate differences at any scale. Credit use of comparative language e.g. 'more', 'increase' <table><tr><td></td><td>1990</td><td>2018</td></tr><tr><td>10 million +</td><td>0</td><td>3</td></tr><tr><td>5million – 10 million</td><td>1</td><td>5</td></tr><tr><td>1 million – 5 million</td><td>23</td><td>52</td></tr></table>

Question			Answer	Mark	Guidance
			There has been an overall population increase between 1990 and 2018. (✓) In 1990 most cities were on the coast whereas in 2018 many more cities are inland. (✓)		
		(ii)	The data could be shown as located bars / proportional symbols/ actual data (✓) as this would make it easier to compare them. (DEV). Cities / countries could be labelled (✓) as this would make it easier for people to identify specific locations (DEV). Colour could be used for different intervals (✓) as this would make the pattern more visual. (DEV) Use different symbols (✓) so that they are more visible on the map (DEV) Reduce the size of the intervals on the key (✓) as this will give greater accuracy (DEV)	2	1 x 1 (✓) for appropriate suggestion of how the data presentation technique could be improved. 1 x (DEV) for explanation of how it improves the presentation technique.

1	(d)		**Case study: Challenges and opportunities in cities today.**	6	Case study will be marked using 3 levels
			Level 3 (5–6 marks) An answer at this level demonstrates a **thorough** knowledge of the initiative to make the AC city more sustainable (AO1) with a **thorough** evaluation of the initiative (AO3). This will be shown by including **well-developed** ideas about the initiative to make the AC city more sustainable. The answer must also include **place-specific** detail about the opportunities that this provides. Amount of relevant place-specific detail determines credit within level. **Level 2 (3–4 marks)** An answer at this level demonstrates a **reasonable** knowledge of the initiative to make the AC city more sustainable (AO1) with a **reasonable** evaluation of the initiative (AO3). This will be shown by including **developed** ideas about the initiative to make the AC city more sustainable. Developed ideas but **no** place-specific detail credited up to bottom of level. **Level 1 (1–2 marks)** An answer at this level demonstrates a **basic** knowledge of the initiative to make the AC city more sustainable (AO1) with a **basic** evaluation of the initiative (AO3).		Indicative content: Credit accurate naming of an initiative linked to the named AC as **place-specific** e.g. ULEZ / Bee Network / TFL / Boris bikes / Santander bikes. Candidates may write about an integrated transport initiative e.g. TFL and be credited for strategies within that broad term. Candidates must indicate how their chosen initiative contributes to sustainability for their named city to access **Level 3.** EDC or LIDC examples credit max L2 3 marks. Future, planned initiatives e.g. HS2 developments such as Curzon street station, Birmingham credit max L2 3 marks. Responses will depend on candidate's area of study. The initiatives to make the city more sustainable could relate to ideas such as sustainable transport, sustainable housing, waste recycling or redevelopment of Brownfield sites. Examples of well-developed ideas: The ULEZ charges older diesel cars £12.50 a day to enter central London, and a penalty charge of £180.00 for non-payment. This is in order to reduce the amount of congestion and therefore air pollution in London. This has been successful as 65% of people have changed their mode of transport, for example 17% of Londoners now cycle in the city.

| | | | | This will be shown by including **simple** ideas about the initiative to make the AC city more sustainable.

Named example **only** receives **no** place specific detail credit.

0 marks
No response worthy of credit. | | Examples of developed ideas:
ULEZ in London has introduced charges for driving some cars in the city which is better for the environment as fewer cars reduces air pollution.

Examples of simple ideas:
London now has fewer cars in the city which is better for the environment. |

Question			Answer	Mark	Guidance
2	**(a)**	**(i)**	((65.9-49.8)/49.8) x 100 (✓) 65.9/49.8 =1.32329 (✓) 32.3 (✓)	2	1 (✓) for correct working 1 (✓) for correct answer Mark can be awarded for working out even if the final answer is wrong.
		(ii)	**C** Life expectancy increases as a country develops	1	(✓)
	(b)		If there is war then the government may spend money on weapons (✓) rather than fund the rebuilding of damaged parts of the country (DEV). Corrupt governments may favour funding certain groups of people,(✓) leaving other sectors of society living in poverty(DEV). TNCs may withdraw investment from countries (✓) leading to unemployment and poverty for former employees (DEV). Corrupt governments give money to their allies in the country (✓) leaving people in opposition in poverty (DEV).	2	1 (✓) impact of political unrest 1 DEV how impact links to uneven development. Uneven development refers to disparity between social groups or geographical areas.
	(c)*		**Case Study – Are LIDCs likely to stay poor?** **Level 3 (6–8 marks)** An answer at this level demonstrates **thorough** knowledge of the MDGs (AO1). There will be a **thorough** analysis of progress towards the MDGs (AO3) with a **reasonable** judgement of the extent to	8	Case study will be marked using 3 levels: Indicative content: Success of the Millennium Development Goals will depend on the LIDC chosen. Answer may refer to progress against any of the MDGs. Highlight MDG goals.

PMT

Question			Answer	Mark	Guidance
			which the Millennium Development Goals have been achieved. This will be shown by including **well-developed** ideas about the MDGs and the progress that has been made to meet them. The answer must also include **place-specific** detail about the LIDC. Amount of relevant place-specific detail determines credit within level. 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** knowledge of the MDGs (AO1). There will be a **reasonable** analysis of progress towards the MDGs (AO3) with a **reasonable** judgement of the extent to which the Millennium Development Goals have been achieved. This will be shown by including **developed** ideas about the MDGs and the progress that has been made to meet them. Developed ideas but **no** place-specific detail credited up to middle of level. 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)**		Candidates only naming MDGs credit at L1 1 mark. No credit for Canada Wheat project as it precedes setting of MDGs in 2000. 'Healthcare' relates to a number of MDGs, more specific development needed to credit as an MDG. Candidates stating AC or EDC Level 2- 3 marks max Example of **well-developed** ideas: Zambia has experienced mixed success with meeting the Millennium Development Goals. In 2010 92% of primary school age children were attending school, which was an increase from 80% in 1990; this was achieved with the support of 'Room to read', a charity funding literacy in schools. In addition to this, more girls are attending school, which demonstrates progress towards gender equality, however, more still needs to be done to keep children progressing to secondary school. Example of **developed** ideas: Zambia has met some development goals but not others, 92% of children now go to primary school which is more than in 1990, so this is a big success. Example of **simple** ideas: Zambia has met some of the Millennium Development Goals for example there are more children attending primary school.

PMT

Question			Answer	Mark	Guidance
			An answer at this level demonstrates **basic** knowledge of the MDGs (AO1). There will be a **basic** analysis of progress towards the MDGs (AO3) with a **basic** judgement of the extent to which the Millennium Development Goals have been achieved. This will be shown by including **simple** ideas about the MDGs and the progress that has been made to meet them. Named example **only** receives **no** place specific detail credit. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks** No response worthy of credit.		

Question			Answer	Mark	Guidance
3	**(a)**		Population increase (✓) Industrial use (✓) Agricultural use (✓) Changes in use of water (✓) Drought (✓) Low rainfall (✓) Wastage from leaky pipes (✓) Lack of investment in infrastructure (✓)	1	1 x 1 (✓) No credit for 'climate change' No credit for usual daily usage: brushing teeth with the tap running, baths not showers etc
	(b)	**(i)**	6.1% males + 5.8% females (✓) = 11.9% (✓) or 5.8% aged 0-4 + 6.1% aged 5-9 (✓) = 11.9% (✓)	2	1 x (✓) for correct working 1 x (✓) for correct answer
		(ii)	**D** Low birth rate and low death rate	1	(✓)
	(c)		Immigrants to the UK have brought with them a variety of different cuisines (✓) with new seasonings and spices they inspire people to experiment with their cooking (✓) this brings people together (✓) through friends round for dinner or eating out in these restaurants. In Longsight in Manchester there are many clothes shops selling abayas and burkas (DEV), these traditional Muslim clothes give greater variety to fashion (✓) and promote greater appreciation of the culture in our communities (✓) Immigration to the UK has brought a wide variety of different fashions to the streets of our cities (✓), areas of some cities now offer new cuisines such as curries	3	3 x 1 (✓) for explanations of the positive contributions ethnic groups have made to the culture of the UK. These may include reference to variety, diversity, new experiences, greater understanding, tolerance or inclusivity. Allow 1 x DEV max for named example e.g. Balti Triangle / World Food aisle / Halal butchers No credit for economic benefits.

Question			Answer	Mark	Guidance
			and stir fries (✓) and this diversity of ethnicities (✓) is reflected in popular TV programmes such as Coronation street and Eastenders. Notting Hill carnival (DEV) celebrates the British Caribbean culture with over 300 food stalls where you can try new tastes and flavours (✓) it is hugely popular and attracts around 1 million visitors (✓) to the city during August. Diversifying the portrayal of different ethnic groups on the television allows for a greater variety (✓) of programmes and topics to be explored. The inclusion of the Bailey family on Coronation street (DEV) has allowed the programme to explore the issue of racial prejudice, thus promoting a greater understanding (✓).		

Question			Answer	Mark	Guidance
3	(d)		**Level 3 (5-6 marks)** An answer at this level demonstrates **thorough** knowledge of ageing populations (AO1) with **thorough** understanding of the effects of having an ageing population (AO2). This will be shown by including **well-developed ideas** about ageing populations and their effects. **Level 2 (3-4 marks)** An answer at this level demonstrates **reasonable** knowledge of ageing populations (AO1) with	6	This question will be marked using 3 levels **Indicative Content** Positive effects may include; elderly relatives providing free childcare, sharing the benefits of their lived experiences and spending of the 'grey pound'. Knowledge may relate to negative effects of having an ageing population, such as increased cost of pensions, a higher amount of funding needed for the NHS, more money been spent on care for the elderly and family members giving up work to look after elderly relatives.

PMT

				reasonable understanding of the effects of having an ageing population (AO2).		Example of **well-developed** ideas: Many older people suffer from degenerative health conditions or require medication to manage long term illnesses, such as having high blood pressure. As a result of this, the NHS spending is twice as high for elderly people as it is for people who are of working age.
				This will be shown by including **developed ideas** about ageing populations and their effects.		
				Level 1 (1-2 marks) An answer at this level demonstrates **basic** knowledge of ageing populations (AO1) with **basic** understanding of the effects of having an ageing population (AO2).		Example of **developed** ideas: The NHS spending on the elderly is double what is spent on working aged households because older people get ill more frequently.
				This will be shown by including **simple ideas** about ageing populations and their effects.		
				0 marks No response worthy of credit.		Example of **simple** ideas: Old people get poorly, and it costs a lot of money to look after them.

Question			Answer	Mark	Guidance
4	(a)	(i)	**C** Chad had scored the highest on the Global Hunger Index in 2012 and 2020.	1	(✓)
		(ii)	31.4 34.6 35.9 36.2 47.9 (✓) 35.9 (✓)	2	(✓) for correctly ordering the data (✓) for the correct answer Mark can be given for the correct answer even if the working is incorrect.
	(b)		Droughts (✓) reduce food security as crops cannot grow if there is not enough water. (DEV) Flooding (✓) causes crops to be destroyed if they are submerged under water. (DEV) Infertile soil (✓) means that the crops do not grow as well as there are not enough nutrients. (DEV) Landlocked countries (✓) makes it difficult to import foodstuffs. (DEV) The climate (✓) the correct temperature and rainfall required for crops to grow. (DEV) The relief of the land (✓) as it is difficult to use farming machinery on slopes (DEV) Volcanic eruptions (✓) can cover crops in ash thus destroying them (DEV)	4	(✓) x 2 for naming a physical factor (DEV) x 2 for explaining specifically the impact the physical factor has on food security. No DEV credit for just 'good/bad for growing crops.'

Question			Answer	Mark	Guidance
			Climate change (✓) can result in new crops like fruit been grown in the UK (DEV)		

Question			Answer	Mark	Guidance
4	(c)		**Level 3 (5-6 marks)** An answer at this level demonstrates a **thorough** knowledge of a past/present attempt at reaching food security (AO1) with a **thorough** evaluation of the effectiveness of the method (AO3). This will be shown by including **well-developed** ideas about a past/present attempt at reaching food security and how effective it has been. **Level 2 (3-4 marks)** An answer at this level demonstrates a **reasonable** knowledge of a past/present attempt at reaching food security (AO1) with a **reasonable** evaluation of the effectiveness of the method (AO3). This will be shown by including **developed** ideas about a past/present attempt at reaching food security and how effective it has been. **Level 1 (1-2 marks)** An answer at this level demonstrates a **basic** knowledge of a past/present attempt at reaching food security (AO1) with a **basic** evaluation of the effectiveness of the method (AO3). This will be shown by including **simple** ideas about a past/present attempt at reaching food security and how effective it has been.	6	This question will be marked using 3 levels. Highlight the named attempt to achieve food security. No PLC annotation needed. Local initiatives such as Farm Africa / Goat Aid or food banks L2 3 marks max. Responses may cover ideas such as intensive farming techniques, genetically modifying crops, Green Revolution, global food trade, Dig for Victory. Examples of **well-developed** ideas: Intensive farming makes it possible to produce large amounts of food more cheaply. Using machinery like tractors and also using pesticides makes wheat production more efficient as pesticides help eradicate diseases on crops and therefore increase the yield. This means food can be sold more cheaply and is very successful at increasing food security as more people can afford to buy fruit and vegetables. Examples of **developed** ideas: Using machinery makes it more efficient to produce food as crops can be harvested efficiently. As more food can be grown this makes it cheaper to produce so more people can afford it.

		0 marks No response worthy of credit.		Examples of **simple** ideas: Using machinery to harvest crops makes it easier to grow food.

Question			Answer	Mark	Guidance
5	(a)		A key / add data to arrows (✓) Scale of the map (✓) Name the location (✓) Indicate the specific locations of the data collection (✓) Add a North point (✓) Colour coding land use (✓) Make proportional arrows all the same length (✓) Remove the direction to town arrow (✓) Label shops / street names (✓) Include the time of day. (✓) Number / amount of houses / shops (✓)	2	(✓) x 2 for appropriate suggestions of what could be added to the map. No credit for just 'colour'
	(b)	(i)	The students could carry out the same investigation on different days (✓) as weekends would have a different pattern (DEV).	2	(✓) for appropriate suggestions of how the data collection could be improved.

Question			Answer	Mark	Guidance
			The students could carry out the investigation at different times of the year (✓) as less people might walk when it is colder in the winter. (DEV) The students could carry out the same investigation on another Friday (✓) and take average of the two collections (DEV) Students could increase the size of data collection (✓) by sharing data with their peers/more sample sites so that data becomes more reliable. (DEV)		(DEV) for reason why this would improve the data collection. No credit for repeat investigation in a different area.
		(ii)	**A** Carrying out traffic counts.	1	(✓)
5	**(c)**		Colour coding a land use map made it easy to see (✓). how many high and low order shops there are. It also allowed us to see the patterns (DEV) of where they were located Drawing a sphere of influence map made it easy to see where people had come from (✓) so we could see whether people had travelled a long way (DEV). Using a radial graph allowed us to compare (✓) the different environmental quality results, however it was difficult to draw (DEV).	2	(✓) for effectiveness of the presentation method chosen (DEV) further development of the effectiveness No credit for naming presentation technique.

| 5 | (d)* | | **Level 3 (6–8 marks)**
The answer must include a **thorough** analysis of the methods used to collect the primary data (AO3) with a **thorough** evaluation of the methods which you used (AO3).

This will be shown by including **well-developed** ideas.

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)
The answer must include a **reasonable** analysis of the methods used to collect the primary data (AO3) with a **reasonable** evaluation of the methods which you used (AO3).

This will be shown by including **developed** ideas.

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)
The answer must include a **basic** analysis of the methods used to collect the primary data (AO3) with a **basic** evaluation of the methods which you used (AO3).

This will be shown by including **simple** ideas.

The information is basic and communicated in an unstructured way. The information is supported by | 8 | This question will be marked using 3 levels.

Highlight methods of data collection.

Just a description of the methods used must be capped at L1.

Physical geography fieldwork is L1- 2 marks max.

Example of well-developed ideas
We conducted a questionnaire to get people's opinions regarding the redevelopment. Unfortunately it was raining the day we went and it was really quiet, so we only got 6 people to answer our questions, this is not a big enough sample to be reliable. I didn't want to approach some people so I only spoke to elderly people who I thought would answer the questions, this isn't a fair cross section of society either. It would have been more effective if we had visited at the weekend when lots of people are around and worked in pairs to feel more confident as we could have got a much wider sample.

Example of developed ideas.
We conducted a questionnaire to get people's opinions regarding the redevelopment. Unfortunately it was raining the day we went, so we only managed to get 6 people to answer our questions which is a small sample. |

			limited evidence and the relationship to the evidence may not be clear. **0 marks** No response worthy of credit.		**Example of simple ideas** We did a questionnaire to see what people thought but we only managed to get 6 people to answer our questions, which isn't very many.
		🖉	Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	3	

Appendix 1

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 overall • Learners use a limited range of specialist terms as appropriate
0 marks
• 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
NR
• Where a candidate has not attempted the question and receives NR, they should also receive NR for the SPAG mark

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