



GCSE MARKING SCHEME

SUMMER 2025

GCSE

HISTORY

UNIT 3: THEMATIC STUDY

**3C. THE DEVELOPMENT OF WARFARE, c.1250 TO
THE PRESENT DAY**

3100UL0-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

UNIT 3: THEMATIC STUDY

3C. THE DEVELOPMENT OF WARFARE, c.1250 TO THE PRESENT DAY

MARK SCHEME SUMMER 2025

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question				
Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: e.g. **Describe the press gangs in the eighteenth and nineteenth centuries.** [6]

Band descriptors and mark allocations

This is the question and its mark tariff.

	AO1 6 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	4-6
BAND 2	Demonstrates knowledge to partially describes the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *The navy continued to rely heavily on press gangs. Britain's ports and harbours were harassed by the hated press-gangs. Impressment, to give it its proper name, was a constant threat to many maritime communities across the British Isles and Britain's North American colonies for 150 years.*
- *Press gangs were groups of men employed to force individuals into naval service during the 18th and 19th centuries, particularly in Britain.*
- *The Royal Navy faced a constant need for manpower, and press gangs were one method used to recruit sailors.*
- *These gangs operated both on land and at sea, seeking to impress (forcibly recruit) able-bodied men into naval service.*
- *Press gangs were notorious for their aggressive tactics, often targeting individuals in public places like taverns or on the streets.*

- *Once captured, men were taken aboard naval vessels and obligated to serve, often enduring harsh conditions and long voyages.*
- *In the 1700s for example there were at least seven major wars the Navy had to mobilize for, ending with the Battle of Trafalgar in 1805, when the RN had about 115,000 personnel. The solution was impressment. It only ended after Napoleon's fall in 1815 when as much as 75% of the Navy were impressed men.*
- *The use of press gangs declined in the 19th century, and it was eventually replaced by voluntary recruitment methods.*
- *The press gangs' legacy remains a controversial aspect of naval history, reflecting the challenges of maintaining a strong maritime force during this period.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

UNIT 3: THEMATIC STUDY

3C. THE DEVELOPMENT OF WARFARE c.1250 TO THE PRESENT DAY

Question 1

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
4	4			

Award one mark for each correct response:

- a. *King Charles I*
- b. *Pals batallions*
- c. *U Boats*
- d. *Longbowmen*

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
4		2	2	

Question: **Use Sources A, B and C to identify one similarity and one difference in the role of women in war over time.** [4]

Band descriptors and mark allocations

	AO2 2 marks		AO3 2 marks	
BAND 2	Identifies clearly one similarity and one difference.	2	Uses the sources to identify both similarity and difference.	2
BAND 1	Identifies either one similarity or one difference.	1	Uses the sources to identify either similarity or difference	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Similarities

Sources B and C show women working during the War.

Sources A / B / C show women helping during times of war but not physically fighting.

Differences

Source B shows a woman working in a factory during WW1 while Source C shows a woman working in Agriculture during the Second World War.

Source B shows very dangerous working conditions while source C does not show dangerous working conditions.

Source B / C show women helping (Factory / Fields) out while source A shows women with a gun and supplying the men with weaponry / they are at a battle.

Question 3

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the press gangs in the eighteenth and nineteenth centuries.** [6]

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describe the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *The navy continued to rely heavily on press gangs. Britain's ports and harbours were harassed by the hated press gangs. Impressment, to give it its proper name, was a constant threat to many maritime communities across the British Isles and Britain's North American colonies for 150 years.*
- *Press gangs were groups of men employed to force individuals into naval service during the eighteenth and nineteenth centuries, particularly in Britain.*
- *The Royal Navy faced a constant need for manpower, and press gangs were one method used to recruit sailors.*
- *These gangs operated both on land and at sea, seeking to impress (forcibly recruit) able-bodied men into naval service.*
- *Press gangs were notorious for their aggressive tactics, often targeting individuals in public places like taverns or on the streets.*
- *Once captured, men were taken aboard naval vessels and obligated to serve, often enduring harsh conditions and long voyages.*
- *In the 1700s for example there were at least seven major wars the navy had to mobilise for, ending with the Battle of Trafalgar in 1805, when the RN had about 115,000 personnel. The solution was impressment. It only ended after Napoleon's fall in 1815 when as much as 75% of the navy were impressed men.*
- *The use of press gangs declined in the nineteenth century, and it was eventually replaced by voluntary recruitment methods.*
- *The press gangs' legacy remains a controversial aspect of naval history, reflecting the challenges of maintaining a strong maritime force during this period.*

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the development of nuclear weapons after the Second World War.** [6]

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describes the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *The UK began its nuclear weapons program, codenamed "Tube Alloys," during World War II as part of the broader Allied effort to develop atomic weapons. This collaboration with the United States eventually led to the successful test of an atomic bomb in 1952, making the UK the world's third nuclear-armed state*
- *The Soviet Union conducted its first successful nuclear test in 1949, ending the United States' initial monopoly on nuclear weapons. This event marked the beginning of the nuclear arms race between the superpowers.*
- *Both the United States and the Soviet Union developed and tested hydrogen bombs, also known as thermonuclear or fusion bombs, in the early 1950s. These bombs had far greater destructive power than the earlier atomic bombs.*
- *Initially carried by long range bombers, by the 1960s both the USA and USSR had ICBMs.*
- *For the first time technology had produced weapons capable of destroying the world (MAD).*
- *The United Kingdom, France, and China developed their own nuclear weapons in the 1950s and 1960s. The Nuclear Non-Proliferation Treaty (NPT) was introduced in 1968 to prevent the spread of nuclear weapons, though several nations later pursued nuclear programs outside the treaty.*
- *In the 1960s, the UK developed its first submarine-based nuclear deterrent program with the Polaris missile system, which was deployed on Royal Navy submarines. In the 1980s, the UK government decided to replace the aging Polaris system with a more modern and capable nuclear deterrent. This led to the acquisition of the Trident II D5 missile system from the United States, along with the construction of four Vanguard-class ballistic missile submarines (SSBNs) to carry the missiles. In the early 21st century, discussions began about replacing the Vanguard-class submarines as they approached the end of their service lives. This led to the initiation of the Trident Successor Program, aimed at building a new class of submarines to carry the Trident missiles.*
- *The United States and the Soviet Union engaged in arms control negotiations, resulting in agreements such as the Strategic Arms Limitation Treaty (SALT) in the 1970s, aimed at curbing the arms race.*

- *With the end of the Cold War, both the U.S. and Russia made significant reductions in their nuclear arsenals. Various arms control treaties, such as the START treaties, were negotiated to limit the number of deployed strategic nuclear weapons.*
- *In recent years, nuclear-armed states, including the U.S., Russia, China, and others, have engaged in modernisation efforts to upgrade and maintain their nuclear arsenals.*
- *There were US missile bases in the UK and this was a cause of tension and protests over time.*

Question 5

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	2	10		

Question: **Explain why there have been changes to the design of Harlech Castle over time.** [12]

Band descriptors and mark allocations

	AO1 2 marks			AO2 10 marks	
			BAND 4	Fully explains the issue with clear focus set within the appropriate historical context.	9-10
			BAND 3	Explains the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Partially explains the issue with some reference to the appropriate historical context.	4-5
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Harlech Castle, has undergone changes in its design over time due to various historical, strategic, and functional reasons. It was built by Edward I during his invasion of Wales between 1282 and 1289.*
- *Harlech was established with a garrison of 36 men. In 1294, Madog ap Llywelyn began an uprising against English rule and Harlech, was besieged that winter. In the aftermath of the revolt, additional defences were built around the route down to the sea.*
- *Further work was undertaken between 1323 and 1324, following the Despenser War; Edward II ordered his sheriff, Sir Gruffudd Llwyd, to extend the defences leading up to the gatehouse with additional towers. The entrance to the castle was strengthened with two four-sided gate towers placed one behind the other in front of the outer wall, in a ditch. One of them was 18 metres high, the other was 12 metres high. Between them was a stone bridge with a drawbridge at both ends.*
- *Military Advancements and technological developments have led to changes. As military technology and tactics evolved over the centuries, castles like Harlech were modified to incorporate new defensive features. Changes in weaponry, siege techniques, and the need for improved fortifications influenced alterations to the castle's design.*
- *Harlech Castle served as a strategically important fortress, particularly during conflicts like the Wars of Welsh Independence, the Wars of the Roses and English Civil War. Its design was adapted to meet the specific challenges posed by various conflicts, with enhancements to fortifications and defensive structures.*
- *Changes in architectural styles and preferences over the centuries also influenced modifications to Harlech Castle. Different rulers and periods had their own architectural preferences, leading to alterations in the castle's appearance.*
- *At times, Harlech Castle served as a royal residence, and modifications were made to accommodate the needs and preferences of its royal inhabitants. These changes could include enhancements to living quarters, recreational spaces, and aesthetics.*
- *Over time, the purpose of Harlech Castle shifted from being primarily a military stronghold to serving other functions. This change in function may have led to alterations to adapt the castle to new purposes, such as administrative or residential uses.*
- *Like many historical structures, Harlech Castle experienced natural decay and damage over the centuries.*
- *In summary, the changes in the design of Harlech Castle reflect a combination of military, strategic, architectural, and cultural influences over its long history. The castle evolved to meet the challenges of different eras, serving various functions while preserving its historical significance.*

Question 6

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	2	10		

Question: **How significant was the development of the Tudor navy?** [12]

Band descriptors and mark allocations

	AO1 2 marks			AO2 10 marks	
			BAND 4	Fully explains the significance of the issue with clear focus set within the appropriate historical context.	9-10
			BAND 3	Explains the significance of the issue set within the appropriate historical context	6-8
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Partially explains the significance of the issue with some reference to the appropriate historical context.	4-5
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the significance of the issue.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *The development of the Tudor navy, particularly under the reigns of Henry VII, Henry VIII, and Elizabeth I, was a highly significant and transformative aspect of Tudor England.*
- *The Tudor monarchs recognized the strategic importance of having a powerful navy for national defence.*
- *The navy played a crucial role in protecting England from potential invasions and securing the country's maritime borders.*
- *Henry VII initiated reforms in the late fifteenth century, laying the groundwork for the Tudor navy. He established the concept of the "Navy Royal," a standing navy maintained during times of peace, which set the stage for future naval development.*
- *Henry VIII significantly expanded the Tudor navy, investing in the construction of larger warships, including the Mary Rose. His naval policies aimed to assert English dominance at sea, protect trade routes, and project power abroad.*
- *It led to technological advancements in ship design and weaponry. The transition from traditional galleys to more seaworthy and heavily armed ships, including the use of gunpowder and cannons, enhanced the navy's effectiveness.*
- *The most iconic moment in Tudor naval history was the defeat of the Spanish Armada in 1588 during Elizabeth I's reign. The victory over the powerful Spanish fleet secured England's status as a naval power and marked a turning point in European naval supremacy.*
- *It facilitated overseas trade and exploration. The voyages of explorers like John Cabot and Sir Walter Raleigh, as well as the establishment of trade routes, contributed to the expansion of England's global influence.*
- *The Tudor navy laid the foundation for the Royal Navy, which would later become one of the most formidable naval forces in the world. The organizational structure, naval bases, and naval traditions established during the Tudor period influenced future naval development.*
- *The Tudor navy played a role in shaping England's national identity. The successful defence against external threats and the navy's role in overseas ventures contributed to a sense of pride and patriotism among the English population.*
- *In summary, the development of the Tudor navy was a pivotal factor in shaping England's maritime strength, ensuring national security, and contributing to the broader geopolitical landscape of the time. The Tudor navy's legacy continued to influence naval strategies and policies well into the future.*

Question 7

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
20	6	10			4

Question: **To what extent have the causes of war remained the same over time?**
[16+4]

Band descriptors and mark allocations

	AO1 6 marks		AO2 10 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.	5-6	Fully analyses the importance of the key issue. There will be a clear analysis of the extent of that change and its relative impact set within the appropriate historical context.	8-10
BAND 3	Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.	3-4	Partially analyses the key issue along with a consideration of the extent of that change in the historical context.	5-7
BAND 2	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while giving some consideration to the extent of change and its impact.	3-4
BAND 1	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Offers a generalised response with little analysis of the extent of change and its impact.	1-2

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are

MEDIEVAL AND EARLY MODERN PERIODS : c.1250s-1700s

- *During the Medieval period, there were several causes of war.*
- *The desire for conquest and to gain territory was a major cause e.g. Edward I's conquest of Wales and his attempt to conquer Scotland.*
- *There was also a struggle for independence which led to battles e.g. Llywelyn ap Gruffudd and Owain Glyndwr.*
- *Dynastic disputes over the right to rule also led to war e.g. The Hundred Years War and the Wars of the Roses.*

- Economic factors - the more land a king ruled, the wealthier and more powerful he would be.
- Religion was another reason e.g. the crusades.
- During the early modern period Politics was a main cause of war in the sixteenth and seventeenth centuries e.g. in the 1640s disagreements between King Charles I and parliament led to the Civil War.
- Religion was also a key factor in war. Many MPs were Puritans and did not like Charles' Catholic wife. They also hated the religious reforms that Charles tried to force on them.
- Economic rivalry also led to war. As Britain began to develop an empire, wars over trade and territory were fought against rivals like Spain and France for control of trade in the West Indies and North America and also against local rulers to take control of their land.
- Welsh Context - between 1277 and 1283 Edward I defeated Llywelyn and conquered Wales. Welsh attempts to regain independence through rebellions by Madog ap Llywelyn in 1294 and Llywelyn Bren from 1316-18 both failed. Owain Glyndwr between 1400 and 1409. During the Civil Wars, Wales was divided in its support. many supported the king and provided soldiers for the Royalist army; others supported parliamentary forces in North Wales

INDUSTRIAL PERIOD : c. 1750s - 1800s

- During the late eighteenth and early nineteenth centuries there was a huge expansion of the British Empire. Britain was almost constantly at war.
- The desire for territory and economic power led to the development of the British Empire. This meant not only going to war to win land, but also fighting against European rivals or trying to stop British colonies from gaining independence e.g. The American War of Independence.
- Imperial rivalry followed on from this. Other nations e.g. France also wanted to build empires, and this led to war over disputed territories such as the Seven Years War (1756-1763)
- Religion was less of a factor in causing war during this period.
- Britain was developing a sense of patriotism, an idea that she had been chosen by God to rule over others. The song "Rule Britannia" was written in 1740.
- As Britain continued to expand her empire in the nineteenth century she fought many more wars against rivals eg. the Crimean War against Russia
- Welsh Context - In 1731, Welsh sea captain Robert Jenkins had his ship seized by a Spanish warship, accused of smuggling, and his ear cut off. Upon returning to England, he complained about his treatment. Though his story fueled public outrage, the 1739 war with Spain was driven more by Britain's desire to dominate Caribbean trade and territory than by avenging Jenkins.

MODERN PERIOD : c.1900s-present day

- Nationalism and expansionism become a major cause of war in the twentieth century. This can be seen as a cause of both World War I and World War II when nations went to war to promote their own national interests.
- Other factors e.g. In the early twentieth century Germany wanted an overseas empire but the only way she could do so was to take territories from Britain and France, who did not want to part with them.
- Imperialism remained an issue. Britain and France were determined to keep their empires, while in the 1930s other nations such as Italy and Japan began to build their own
- Ideology also emerged as a cause of war. E.g. Nazi Germany. Britain went to war in 1939 when Germany attacked Poland. This was the start of World War II.
- After 1945 the perceived threat of communism led to the Cold War. There was no physical fighting in Europe, however there were wars in other parts of the world, e.g. the Korean War 1950-3

- *In the last 30 years, religion has again become a cause of war, with the rise of religious extremism. Britain has been involved in wars in the Middle East e.g. Iraq and Afghanistan as a result.*
- *Twenty-first century causes - British troops continue to serve abroad in various war zones eg. Iraq and Afghanistan.*
- *Over the past 40 years they have also been involved in a different role, one of peace-keepers. E.g. Cyprus, Kosovo, Lebanon and South Sudan.*
- *Welsh Context - In the late nineteenth and early twentieth centuries popular opinion in Wales was not always the same as in other areas of the UK. As Wales became a predominantly non-conformist nation, many Welsh people opposed what they felt were unjust wars. Lloyd George was against the Boer War and many of his countrymen supported his view.*
- *To access AO1 Bands 3 and 4 candidates will need to make reference to the Welsh context*

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar and specialist language that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
High	4	• 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	2-3	• 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	1	• 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	• 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