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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**GEOGRAPHY SPECIFICATION B  
COMPONENT 2  
C112U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## GCSE GEOGRAPHY COMPONENT 2

### SUMMER 2018 – MARK SCHEME

#### Instructions for examiners of GCSE Geography when applying the marking scheme

#### 1 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 Geography marking schemes are presented in a common format as shown below:

<p>This box contains the sub-question</p>		<p>The columns to the right indicate the assessment objective(s) targeted by the question and its mark tariff.</p>					
<p>3 (a) (i) Describe the location of the island of Lefkada.</p>		AO1	AO2.1	AO2.2	AO3	AO4	Total
<p>Credit two simple statements based on map evidence. Credit accurate use of compass points max 1 Credit accurate use of scale line max 1</p>	<p>In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thessaloniki (1)</p>					2	2
<p>This box contains the rationale i.e. it explains the principles that must be applied when marking each sub-question. The examiner must apply this rationale when applying the marking scheme to the response.</p>		<p>This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiner's conference after actual scripts have been read. For banded mark schemes this box contains indicative content. For further details see below under Banded mark schemes Stage 2.</p>					

## 2 Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked in red pen. The number of ticks must equal the mark awarded for the sub-question. The mark scheme should be applied precisely using the expected outcomes box as a guide to the responses that are acceptable. Do not use crosses to indicate answers that are incorrect. If the candidate has not attempted the question then the examiner should strike through the available dotted lines with a diagonal line.

## 3 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. **Do not use ticks** on the candidate's response. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

### 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 candidates down as a result of small omissions in minor areas of an answer.

### 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.

## Part A

(a) Describe how hurricanes are formed. Complete the sentences by selecting words or numbers from the box below.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Credit these responses only. Credit one mark for each correct Response.	tropical (1) 27 (1) unstable (1) low (1) moist (1)	5					<b>5</b>

(b) Study Figure 1 on page 2 of the Resource Folder. Describe the location of hurricanes, tropical cyclones and typhoons on Figure 1. Use map evidence <b>only</b> .		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
						4	<b>4</b>
Credit four valid statements, each with one mark. Credit accurate use of compass and / or scale and / or the location in relation to the lines of the tropics / oceans / continents in terms of the origin and / or track. No credit for named countries	Near the equator (1) Mainly within the tropics (1). Typhoons in the northern Pacific / off east coast of Asia (1) Cyclones in the southern Pacific and Indian Ocean (1) southern Asia (1) Australasia (1) eastern/SE Africa (1). Hurricanes in northern/western Atlantic (1) and eastern Pacific /off coast of North America (1)						

(c) Study Figure 2 on page 2 of the Resource Folder. It shows the track of Hurricane Matthew. Describe the track of Hurricane Matthew from the 28 <sup>th</sup> September to the 9 <sup>th</sup> October.		AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>												
<p>This question targets the skills elements of</p> <ul style="list-style-type: none"> <li>&gt; use of the map (distance / direction / co-ordinates) <b>and</b></li> <li>&gt; the ability to communicate findings.</li> </ul> <p>Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3-4</td> <td>Elaborated statements that describe the <b>full</b> track of the hurricane making some accurate use of distance / direction / co-ordinates.  The response has purpose, is organised and well structured.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Simple valid statements that describe the track.  Meaning is generally clear. Statements are linked by a basic structure.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>		Band	Mark	Descriptor	2	3-4	Elaborated statements that describe the <b>full</b> track of the hurricane making some accurate use of distance / direction / co-ordinates.  The response has purpose, is organised and well structured.	1	1-2	Simple valid statements that describe the track.  Meaning is generally clear. Statements are linked by a basic structure.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.					4	<b>4</b>
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<p><b>Responses entering Band 2 must</b> describe the track from the point of origin (28<sup>th</sup>) to the end (9<sup>th</sup>). Some accurate use of either co-ordinates / direction of movement / distance must be given to reach <b>the top of the level</b>.</p>																			

(d) Many countries sent aid to places damaged by Hurricane Matthew. Read the 'heads and tails' definitions below. (i) Add the number of the correct tail to the boxes below. One of the definitions is incorrect and should not be used.			AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit these responses only.	A	4	4					4
	B	5						
	C	1						
	D	2						

(d) (ii) Explain <b>one</b> way that countries <b>giving</b> aid can benefit from doing so.			AO1	AO2.1	AO2.2	AO3	AO4	Total
This question targets the understanding of interactions between people and places.  Credit <b>one</b> valid statement which is explained by a chain of reasoning (1+1+1).	<b>Friendship / good relations</b> (1)... which might lead to more trade (1)...which means more income (1) <b>Political</b> (1) ... to build stronger ties between countries(1)... for security (1) <b>Economics</b> (1)...in the hope of selling more products in the future (1) ... which means more jobs for the donor country (1).				3			3

(e) Study the data in the table below. It shows the number of hurricanes that directly affected the USA from 1851 to 2016. (i) How long is the hurricane season in the USA?			AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit this response only for one mark. Do not credit from June to November.	6 (1)						1	1

(e) (ii) What percentage (%) of the total number of hurricanes occurred in the three peak months of August, September and October? Show your working. Give your answer to two decimal places.			AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit this response only (with no tolerance).  Credit up to two marks for the working. If there is a wrong answer indicated on the answer line, check the working in the body of the script, and award any marks as appropriate.	Working: 1 mark for the correct selection of " <b>the part</b> " i.e. Aug + Sept + Oct [77+107+53] (1) =Y  A further mark to show how the formula is then applied, e.g. Y (the part) ÷ 286 (the whole) X 100 (1)  Answer = <b>82.87</b> (1)						3	3

(e) (iii) Give <b>two</b> reasons why hurricanes are seasonal.		AO1	AO2.1	AO2.2	AO3	AO4	Total
<p>This question targets AO2.2, the interaction between oceans and atmosphere. Credit each valid statement with one mark and its elaboration for one mark. (1+1) + (1+1)</p> <p>Two reasons often expressed as a whole (1+1+1+1)</p>	<p><b>The sea</b> needs to be warm/at least 27°C. (1). This only happens in summer/or when the sun has had time to heat it (1). When the sun is high enough in the sky (1) when the tilt of the earth allows it (1).</p>			4			<b>4</b>

(e) (iv) Give <b>one</b> reason why hurricanes eventually lose their power.		AO1	AO2.1	AO2.2	AO3	AO4	Total
<p>This question targets AO2.2, the interaction between oceans and atmosphere. Credit a valid statement for one mark and its elaboration with a further mark. (1+1)</p>	<p>Lose heat source/cool (1) So can't lift the air upwards (1).</p> <p>Has no energy (1). So can't lift the air upwards (1).</p> <p>Move into cooler land/sea (1).</p>			2			<b>2</b>

(f) Study Figure 3 on page 3 of the Resource Folder. Suggest <b>one</b> way that the hurricane may have affected tourists. Use evidence from the photograph.		AO1	AO2.1	AO2.2	AO3	AO4	Total
<p>This question targets AO3 – the ability of candidates to apply some understanding using photographic evidence.</p> <p>One mark should be reserved for the “<b>way</b>” tourists might be affected and give subsequent marks for a chain of reasoning.</p> <p>If a candidate offers more than one “<b>way</b>”, read all of their ideas but only credit their highest scoring “way” and its linked chain of reasoning.</p>	<p>Reward other plausible ideas. Way: <b>Travel would be disrupted (1)</b> ...so they might not be able to visit local tourist attractions / theme parks / best beaches (1) ..which would ruin their holiday (1) Way: <b>Some may have been injured (1)</b>... so families would be upset / worried (1) ...they may have to pay medical bills (1) Way: <b>Their hotel might be damaged (1)</b>...so they need to find an alternative (1)...but this might be impossible, so they have to come home (1). Way: <b>They might be put off going there (1)</b>... because of the danger (1), so they could lose their deposit (1)</p>				3		<b>3</b>

(g) Figure 4 on page 3 of the Resource Folder shows other impacts of Hurricane Matthew. Explain why short-term <b>and</b> long-term measures are needed to respond to hurricane damage.			AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
				6				<b>6</b>
Use the banded mark scheme for AO2.1 The concept of aid.			<p>Candidates may explore the need for aid in the short-term and then the need for longer term aid before they attempt to show why the aid programmes meet different requirements. Alternatively, others may decide to explain the relationship of aid type to need in a holistic sense – i.e. hurricanes create immediate and longer term issues.</p> <p>Accept a range of entry points, e.g. Short-term threat to life due to injury / no water supply / cold. Long-term restoration of large scale infrastructure / housing etc</p> <p>Responses may link the aid with the impact: Short-term: need for doctors on the scene to treat wounds; rescue dogs to find people; bottled water to remove the threat of dehydration / disease.</p> <p>Long-term: expensive and extensive road repairs to ease travel; restore links to electricity supplies to maintain communication; construction of new homes to withstand future hurricanes.</p>					
<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>						
<b>3</b>	5-6	<p>A clear understanding reflects an appreciation of why the type of aid provided needs to be linked to the impact of the hurricane.</p> <p>The links are accurate, well developed and pertinent.</p> <p><b>Both</b> short term and long term observations are <b>strong</b> within the response.</p>						
<b>2</b>	3-4	<p>Sound understanding is shown by making some links between aid and the generic impacts of hurricanes.</p> <p>Both short-term and long-term observations must be included in the response. One is stronger than the other in the response.</p>						
<b>1</b>	1-2	<p>Basic understanding is shown.</p> <p>Candidates use simplistic and generic ideas to link aid to unspecified impacts of hurricanes.</p>						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						
As the target assessment objective is for candidates to show <b>understanding</b> , responses that simply repeat (lift) information from question (d)(i) must be capped at Level 1.								



## Part B

(a) One way of reducing the hurricane hazard is for the state of Florida to build more sea walls.	AO1	AO2.1	AO.2	AO3	AO4	<b>Total</b>
(i) Tick (✓) the correct statement. Sea walls are an example of:						
If more than one option is ticked, even if one is the correct one, do not award a mark. Only accept the response shown.	1					<b>1</b>

(a) (ii) Sea walls will reduce the threat from sea level rise.	AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
Give <b>two</b> effects of global warming that cause sea levels to rise.						
Credit each valid statement with one mark. We are looking for two simple statements of fact. The low tariff and the space available for the response is indicative that a brief response for each one is acceptable.	2					<b>2</b>

(b) Identify <b>two</b> groups of people who may not benefit from building evacuation routes. For each group give <b>one</b> reason why they may not benefit.	AO1	AO2.1	AO2.2	AO3	AO4	<b>Total</b>
This question targets AO2.1 the concept of access.  For each group award a max of 2 marks. Credit a valid statement with one mark which is elaborated for a further mark (1+1) + (1+1).  No mark to be awarded for the name of the group.						
Examples of groups and examples of reasons given are illustrative. <b>Those without a car</b> can't make use of the road (1) so would be trapped (1)  <b>Poor:</b> those who can't afford a car (1) can't make use of the road (1) so would be trapped (1) <b>Tourists:</b> Many arrive by public transport (1)..... so they are no better off if a storm warning is issued (1) <b>Environmentalists:</b> Would be concerned about the potential loss of coastal habitat (1).... buried beneath the new road (1) <b>Hotel owners:</b> May lose customers in the construction phase (1)..... due to noise / dust / unsightly construction phase (1)		4				<b>4</b>

(c) Give <b>one</b> reason why building several small storm shelters in an area may be better than building one large storm shelter.		AO1	AO2.1	AO2.2	AO3	AO4	Total
<p>This question requires candidates to show an understanding of the concepts of range and catchment within the context of public utility.</p> <p>Credit a valid statement with one mark which is elaborated for a further mark (1+1).</p> <p>Responses could be based on the perspective of those using the shelter (the expected response).</p> <p>Reward responses <i>from the perspective of those constructing the shelter</i> if the response is plausible.</p>	<p>Less distance to travel (1)...so people can get to safety quickly (1)</p> <p><i>Managing smaller numbers of people in an emergency is easier (1)...there will be less pressure on toilets / food / water supply (1).</i></p>		2				<b>2</b>

(d) Some homeowners take out insurance against hurricane damage. Some politicians think that this should be made compulsory for all homeowners in areas affected by hurricanes. Do you agree with the politicians? Circle one of the following. Explain your choice.						AO1	AO2.1	AO2.2	AO3	AO4	Total															
									5		5															
<p>This requires candidates to evaluate the pros and cons of making hurricane insurance mandatory. They are asked to justify their choice. Marks are awarded for the quality of the justification, not the choice made. Use the banded mark scheme below.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4 - 5</td> <td> <p>Thorough application of understanding in relation to the consequences of mandatory insurance:</p> <ul style="list-style-type: none"> <li>Sophisticated chain(s) of reasoning provides elaborated analysis.</li> <li>Balanced appraisal draws together wider geographical understanding to support the decision.</li> </ul> </td> </tr> <tr> <td>2</td> <td>2 - 3</td> <td> <p>Sound application of understanding in relation to the consequences of mandatory insurance:</p> <ul style="list-style-type: none"> <li>Some reasoning provides valid but limited analysis.</li> <li>Limited appraisal uses wider geographical understanding to support the decision.</li> </ul> </td> </tr> <tr> <td>1</td> <td>1</td> <td> <p>Some basic application of understanding in relation mandatory insurance:</p> <ul style="list-style-type: none"> <li>Basic levels of meaning ascribed to the information/issue.</li> <li>Limited and weak appraisal uses some wider geographical understanding to support the decision.</li> </ul> </td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the response is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>						Band	Mark	Descriptor	3	4 - 5	<p>Thorough application of understanding in relation to the consequences of mandatory insurance:</p> <ul style="list-style-type: none"> <li>Sophisticated chain(s) of reasoning provides elaborated analysis.</li> <li>Balanced appraisal draws together wider geographical understanding to support the decision.</li> </ul>	2	2 - 3	<p>Sound application of understanding in relation to the consequences of mandatory insurance:</p> <ul style="list-style-type: none"> <li>Some reasoning provides valid but limited analysis.</li> <li>Limited appraisal uses wider geographical understanding to support the decision.</li> </ul>	1	1	<p>Some basic application of understanding in relation mandatory insurance:</p> <ul style="list-style-type: none"> <li>Basic levels of meaning ascribed to the information/issue.</li> <li>Limited and weak appraisal uses some wider geographical understanding to support the decision.</li> </ul>		0	Award 0 marks if the response is incorrect or wholly irrelevant.	<p><b>Those supporting</b> the notion that insurance should be compulsory are likely to focus on:</p> <ul style="list-style-type: none"> <li>&gt; the reduced need for state / national government aid</li> <li>&gt; they make a decision to live in a hazard zone, so should take some responsibility</li> <li>&gt; if everyone took out insurance, premiums might be lower.</li> </ul> <p><b>Those against</b> the notion that insurance should be compulsory are likely to focus on:</p> <ul style="list-style-type: none"> <li>&gt; some can't afford it</li> <li>&gt; most will never need it, so why pay?</li> <li>&gt; if you don't live near the coast, the sea surge issue is not an issue.</li> <li>&gt; insurance companies might inflate prices.</li> </ul>					
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(e) Explain <b>two</b> limitations of using social media to respond to natural hazards.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit a valid statement with one mark which is elaborated for a further mark for each limitation (1+1) + (1+1)	Not all residents (e.g. elderly) have access to social media (1) so they may not receive information (1).						
Allow responses that refer to the period before the hurricane strikes or whilst the hurricane is active, or the aftermath.	Too many 'tweets'/texts/calls can overload the system (1) leaving mobile users frustrated (1)  The hurricane can destroy mobile masts / power lines (1) so batteries in devices cannot be recharged (1)				4		4

(f) The National Hurricane Centre (NHC) says it needs funding to do more research to improve hurricane forecasts. Explain why this funding should be the responsibility of the national government of the USA, and not individual states.		AO1	AO2.1	AO2.2	AO3	AO4	Total
This question requires candidates to show their understanding of interaction between people and place.	Improved weather forecasting will cost a huge amount (1) ...one state alone will not be able to raise enough to pay for it (1) so a larger organisation is needed to raise the funds (taxes) / finance it (1)						
Credit a valid statement with one mark which is elaborated by a chain of reasoning (1+1+1) or (1+1)+1	Hurricanes affect more than one state (1), the track of every hurricane is unique / unpredictable (1) so improved forecasting will benefit lots of states (1)			3			3

## Part C

Use information in this examination paper and Resource Folder to help you select <b>three</b> ways that would work well together and would satisfy the residents. Justify your ideas.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
Use the descriptors in the banded mark scheme below. Work upwards from the lowest to the highest band. Award max band 1 if the planning page is used with some purpose but no letter has been written. Candidates may apply their wider geographical knowledge and understanding to enrich their rationale and decision, <b>but access to the top of band 4 is not dependent on this.</b>					12			<b>12</b>
Band	Mark	Descriptor						
<b>4</b>	10-12	<p>The candidate writes a comprehensive response that:</p> <ul style="list-style-type: none"> <li>reaches a <b>substantiated decision</b> that includes a clear and balanced justification for how the chosen strategies meet the <u>three</u> requirements of the plan;</li> <li>provides <b>consistently detailed elaboration</b> throughout that is substantiated by a range of evidence from the exam paper and the Resource Folder;</li> <li>the options form a <b>cohesive package</b>;</li> </ul>						
<b>3</b>	7-9	<p>The candidate writes a detailed response that:</p> <ul style="list-style-type: none"> <li>reaches a <b>decision that justifies</b> the choice of the strategies and how they meet the <u>three</u> requirements of the plan though this may be imbalanced;</li> <li>provides <b>detailed elaboration</b> that is supported by evidence in the exam paper and the Resource Folder;</li> </ul>						
<b>2</b>	4-6	<p>The candidate writes a response that:</p> <ul style="list-style-type: none"> <li>provides a <b>decision that simply justifies</b> why the chosen strategies meet <u>some</u> of the requirements of the plan;</li> <li>provides <b>some elaboration</b> that is supported by evidence in the exam paper and the Resource Folder;</li> </ul>						
<b>1</b>	1-3	<p>The candidate writes a basic response that:</p> <ul style="list-style-type: none"> <li>provides a simple but <b>unsubstantiated decision</b>;</li> <li>briefly explores some reasons why the chosen strategies might help.</li> </ul>						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

Once a mark (out of 12) has been awarded for the geographical content, apply the performance descriptors for spelling, punctuation and the accurate use of grammar and specialist terms that follow.

<b>Band</b>	<b>Mark</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>