

GCSE

History B (Modern World)

Unit **A021/01**: How was British society changed, 1890–1918?

General Certificate of Secondary Education

Mark Scheme for June 2016

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

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

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Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Recall, select, use and communicate their knowledge and understanding of history.
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none">• key concepts: causation, consequence, continuity, change and significance within an historical context• key features and characteristics of the periods studied and the relationships between them.
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none">• a range of source material as part of an historical enquiry• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.

How was British society changed, 1890–1918?

Q1	Answer	Marks	Guidance
	<p>Q1: How useful is this source as evidence about attitudes towards votes for women around 1890? Use details of the source and your knowledge of the period to explain your answer.</p> <p>Level 5 (8 marks) Candidates demonstrate sophisticated understanding of the source(s) and sophisticated knowledge and understanding of the issue of female suffrage c1890. They make inference(s) from the publication of the source to produce a sophisticated evaluation of the utility of the source to historians.</p> <p>Level 4 (6-7 marks) Candidates demonstrate sound understanding of the sources and sound knowledge and understanding of the issue of female suffrage c1890. They make inferences from the content of the source in context and produce a developed response to evaluate the source for utility.</p> <p>Level 3 (4-5 marks) Candidates demonstrate some understanding of the source(s) and some knowledge and understanding of the position of women in British society c1890. They use this to extract information from the source to explain the utility or limitations of the source.</p> <p>Level 2 (2-3 marks) Candidates demonstrate limited understanding of the source(s) and limited knowledge and understanding of the position of women in British society c1890 to make assertions about the usefulness of isolated parts of the source.</p> <p>Level 1 (1 mark) Candidates describe the source and produce a limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The most useful aspect of this source as evidence is that it reveals what a major issue votes for women was, even as early as 1890. It shows historians that there was a fierce debate going on. We can see that this article is a reply to the critics of women's suffrage and that the magazine is prepared to give Ms Fawcett space to keep the debate going even though the magazine is opposed to female suffrage. This probably increased sales for the magazine but the real importance is that it shows how important and lively the debate was. At the time the article was written the issue of votes for women was becoming an important issue in British life. There were many different suffrage societies such as the Women's Franchise League and they would go on to join together into the NUWSS in 1897.</i></p> <p><i>This source is also very useful to historians because it shows the arguments and the methods used by both sides in the debate over whether women should get the vote. We can see that the opponents of female suffrage believe women need protection from the burdens of political life. The source also shows how Millicent Fawcett tries to persuade opponents of female suffrage to support votes for women. She uses arguments such as the fact that many women already take part in political campaigning for the Liberal and Conservative parties which proves they understand politics and so should get the vote.</i></p>

Q1	Answer	Marks	Guidance
		8	Q1: How useful is this source as evidence about attitudes towards votes for women around 1890? Use details of the source and your knowledge of the period to explain your answer.
	Level 5 (8 marks)	8	Indicative content Answers at L5 will typically argue that the source is useful because of what historians can infer from the fact of its publication (eg useful because it shows what a major/ contentious issue suffrage was). Inferences will be supported by relevant use of extracts from the source (fact that this was a public exchange or that Fawcett is given space in a hostile publication or relevant use of contextual knowledge). Nutshell: Useful because source shows what a major/contentious issue women's suffrage was
	Level 4 (6-7 marks)	6-7	Answers at L4 will typically argue that source is useful evidence about argument(s) used (eg protecting women; women being involved in politics) or attitudes towards women's suffrage (eg attitude of political parties). Inferences will be supported by relevant use of extracts from the source (eg women's current involvement in politics) or relevant use of contextual knowledge. Nutshell: Useful because source shows argument(s) used or attitudes of parties – with support
	Level 3 (4-5 marks)	4-5	Answers at L3 will typically argue limitations / value of source because of bias or (in)accuracy (eg source is not useful as it is presenting a one-sided view as Millicent Fawcett was a suffrage campaigner or useful because it says the same as many suffrage posters). Nutshell: useful or limited because of bias / (in)accuracy (based on valid evaluation not assertion) OR Note: Answers which only argue not useful will not be rewarded above L3, 4 marks
	Level 2 (2-3 marks)	2-3	Answers at L2 will typically assert value of information per se (eg useful because it tells us ...) or assert limitations based on simplistic provenance (eg not useful as the newspapers is trying to sensationalise) Alternatively answers may make unsupported inference(s) (eg useful because it showed what people thought about suffrage but failing to use source or context to show what they did think) Nutshell: Useful for information OR asserts (un)reliability OR valid but unsupported inference(s)
	Level 1 (1 mark)	1	Answers at L1 will typically describe or make general assertions about use of sources eg useful because it is a primary source. Nutshell: General assertion
	Level 0 (0 marks)		No response or no response worthy of credit.

How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
2	<p>Q2: Study Sources B and C. How similar are these two sources? Use details of the sources and your knowledge to explain your answer.</p> <p>Level 5 (9 marks) Candidates demonstrate a sophisticated understanding of the sources, and knowledge and understanding of the nature of opposition to female suffrage in the period 1890-1918. They interpret the sources in context and produce a fully developed response to explain similarities and differences between them.</p> <p>Level 4 (7–8 marks) Candidates demonstrate sound understanding of the sources and knowledge and understanding of the development of the nature of opposition to female suffrage in the period 1890-1918. However, one source is interpreted less satisfactorily. They produce a sound response to explain similarities and differences between them.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some understanding of the sources and knowledge and understanding of the nature of opposition to female suffrage in the period 1890-1918. They produce a basic response by comparing the two sources.</p> <p>Level 2 (3–4 marks) Candidates demonstrate limited knowledge and understanding of the nature of opposition to female suffrage in the period 1890-1918. They interpret the source(s) and produce a simple response.</p> <p>Level 1 (1–2 marks) Candidates describe the sources and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	9	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The two sources are similar in one key aspect, which is that they are both opposed to [trying to prevent?] women getting the vote.</i></p> <p><i>However, they are different in that they are trying to achieve this aim using different methods and for different reasons. In Source B the Liberal MP is trying to persuade MPs not to vote for a Bill which will give women the vote. In the years before 1900 there were 15 attempts to get a measure through and there were more in the early 1900s but they all failed. Many Liberal MPs supported female suffrage but there were concerns that if women got the vote then they would tend to vote Conservative as it says in Source B. As a result the Liberal leader Asquith was opposed to female suffrage. In Source C the source is not campaigning against a Bill it is trying to discredit the suffragette in the eyes of the public by saying that suffragettes are the type of women who neglect their homes and families and therefore should not get the vote. Suffragettes pursued a campaign of direct action in the years 1908-12 which brought a lot of media attention but in the eyes of many people actually harmed the cause of female suffrage by suggesting women were unfit to vote. Source C is reflecting this view.</i></p> <p><i>One way in which they are similar though is in the way they show very little respect for women. Source C is basically saying that a women cannot have the vote and look after her family. Source B regards it as laughable that the country should have a majority of voters who are women.</i></p>

Q2	Answer	Marks	Guidance
		9	Q2: Study Sources B and C. How similar are these two sources? Use details of the sources and your knowledge to explain your answer.
	Level 5	9	Answers at L5 will typically argue that the two sources are similar because they are both opposed to female suffrage. They will develop this argument with relevant use of the methods used by the source(s) to achieve their aims (eg B uses arguments about protecting women, C suggests women who want vote are neglectful of their families) or the context of the source(s) (eg for B debating a suffrage measure or wider actions of suffragettes; for C the Conciliation Bill). Nutshell: Similar because both opposing female suffrage; supported by explanation of methods OR relevant context for both sources
	Level 4	7-8	Answers at L4 will typically argue that the two sources are similar because they are both opposed to female suffrage. They will develop this argument with relevant use of the methods used by one source to achieve its aims (eg B uses arguments about protecting women, C suggests women who want vote are neglectful of their families) or the context of one source (eg for B debating a suffrage measure or wider actions of suffragettes; for C the Conciliation Bill). Nutshell: Similar because both opposing female suffrage; supported by explanation of methods OR relevant context for one source
	Level 3	5-6	Answers at L3 will typically argue that the sources are similar or different on the basis of sub-messages (eg the suffragettes are not good home makers, women should be protected from politics). Answers will be supported by extracts from the source(s) or contextual knowledge. Alternatively, L3 answers may correctly identify and compare the purpose or main message of sources but fail to develop or support their answers (eg they are similar because they both oppose the vote for women). Nutshell: similar / different because sub-messages OR compares purpose /message with no support
	Level 2	3-4	Answers at L2 will typically compare isolated parts of the sources (or source provenance) to explain how the sources are similar and/or different (eg different because of different dates; one is an MP the other is an organisation). Nutshell: Compares isolated details or provenance.
	Level 1	1-2	Answers at L1 will typically describe the sources with no attempt to compare them (eg Source B is a man talking, Source C is a poster showing the home of a suffragette) Nutshell: Description of sources with no valid comparison.
	Level 0	0/NR	No response or no response worthy of credit.

How was British society changed, 1890–1918?

Q3	Answer	Marks	Guidance
		8	
	<p>Q: Study Source D. What is the message of this source? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Level 5 (8 marks) Candidates demonstrate a sophisticated knowledge and understanding of the period. They interpret the cartoon by explaining the main message and produce a fully developed response, supported by comprehensive contextual knowledge and understanding.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon by explaining the main message and produce a developed response, supported by sound contextual knowledge and understanding.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub-message of the cartoon and produce a valid response supported by some contextual knowledge and understanding.</p> <p>Level 2 (2–3 marks) Candidates demonstrate limited knowledge and understanding of the period. They produce a simple response about a message of the cartoon.</p> <p>Level 1 (1 mark) Candidates describe the source and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The cartoonist is criticising the opponents of women’s suffrage for being out of date and not having any reasonable arguments against giving women the vote. In the early 1900s many opponents of female suffrage believed that men and women belonged in different spheres. Areas like politics and war belonged to men while women should look after home and children. Suffragists and Suffragettes obviously did not accept arguments like this and argued that they were completely out of date. By 1912 women had made huge advances in education and in the workplace. They could serve on local councils and school boards. The suffragettes and suffragists were both critical of the fact that women paid taxes but had no say in how taxes were spent. This cartoon is highlighting how stupid the critics of female suffrage were, showing them as out of date cavemen who had no real point to make.</i></p>



Q3	Answer	Marks	Guidance
		8	Q: Study Source D. What is the message of this source? Use details of the cartoon and your knowledge to explain your answer.
	Level 5	8	<p>Answers at L5 will typically set out the cartoonist's viewpoint (critical of opponents of female suffrage or arguments used by opponents) and explain how the cartoon conveys this message (eg opponents of suffrage are outdated like cavemen/ have no valid arguments). They will set the cartoon in its context, which may be a general comment about the suffrage campaigns or the opposition to suffrage.</p> <p>Nutshell: Critical of opponents of suffrage because outdated / have no valid arguments with how this is conveyed in context.</p>
	Level 4	6–7	<p>Answers at L4 will typically set out the cartoon's main message (opponents of suffrage are outdated / have no valid arguments) and explain how the cartoon conveys this message (eg comparing opponents to cavemen). They will set the cartoon in its context, which may be a general comment about the suffrage campaigns or the opposition to suffrage.</p> <p>Nutshell: Main message - opponents of suffrage outdated / have no valid arguments with how this is conveyed in context.</p>
	Level 3	4–5	<p>Answers at L3 will typically explain a valid sub-message (eg women are stuck in the house) with explanation based on basic context. Alternatively answers at this level will identify the cartoonist's view or cartoon's main message but fail to support their answer with relevant explanation.</p> <p>Nutshell: Sub-message with source reference or context</p>
	Level 2	2–3	<p>Answers at L2 will typically interpret isolated details of the cartoon without reference to an overall message (eg the man represents men who oppose female suffrage)</p> <p>Nutshell: Interprets isolated parts of cartoon.</p>
	Level 1	1	<p>Answers at L1 will typically describe the source and/or misinterpret the cartoon.</p> <p>Nutshell: Description / misinterpretation.</p>
	Level 0	0	<p>No response or no response worthy of credit.</p>


How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
	<p>Q4: Study Source E. Why was this source published at this time? Use details of the sources and your knowledge of the period to explain your answer.</p> <p>Level 5 (8 marks) Candidates demonstrate a sophisticated understanding of the source and knowledge and understanding of the situation regarding female suffrage in 1918. They explain the purpose (in terms of intended impact) of it being published and they use their knowledge of the arguments for and against female suffrage at this time to explain why it was published then.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of the situation regarding female suffrage in 1918. They explain the purpose (in terms of intended impact) for it being published.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the source and knowledge and understanding of the situation regarding female suffrage in 1918 to explain the message of the source.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some understanding of the source and limited knowledge and understanding of the situation regarding female suffrage in 1918. They explain some context but fail to explain the message or purpose of the source or they explain the message or purpose of publication of the source without setting it in context.</p> <p>Level 1 (1 mark) Candidates describe the source and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	9	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>This source was published in 1918 to get people to support the proposed law to give women the vote. The cartoon was trying to get people to support votes for women by making fun of the arguments against votes for women. One of the strongest arguments put forward by opponents of female suffrage was that women did not fight in wars so they should not be able to vote for a government which might send to war. The cartoonist is ridiculing this argument by saying that it does not really make sense because women choose the joint of meat without killing the ox all the time. And obviously it is silly to say women should not have a cigarette because they do not share men's pipes. On top of this would have been the fact that everyone knew how much women had done in the war serving in the armed forces, the Women's Land Army, munitions factories and many other areas. So the cartoonist is trying to get the votes for women measure passed by getting the public to support the measure and ignore the opponents.</i></p>

Q4	Answer	Marks	Guidance
		9	Q4: Study Source E. Why was this source published at this time? Use details of the sources and your knowledge of the period to explain your answer.
	Level 5	9	Answers at L5 will typically make a clear statement of purpose (in terms of intended impact) of publishing the source in 1918 (eg it was published to gain support for female suffrage /pressure MPs to pass female suffrage) and how this is achieved (eg by ridiculing opponents / using their own arguments against them). They will also make relevant use of the specific context of the cartoon (eg women's war work or Suffrage Bill going through Parliament). Nutshell: Purpose with method and specific context
	Level 4	7–8	Answers at L4 will typically make a clear statement of purpose (in terms of intended impact) of publishing the source in 1918 (eg it was published to gain support for female suffrage /pressure MPs to pass female suffrage) and how this is achieved (eg by ridiculing opponents / using their own arguments against them). They will also make relevant use of the general context of the cartoon (eg demands of the women's suffrage movement in the 1900s). Nutshell: Purpose with method or more general context
	Level 3	5–6	Answers at L3 will typically explain the message(s) of the source (eg to show the arguments against female suffrage were stupid). They will support their answers with reference to the source or relevant use of general context about campaigns and support for or against female suffrage. Nutshell: Message with reference to source or general context.
	Level 2	3–4	Answers at L2 will typically show correct knowledge of the context of women's war work or the more general narrative of campaigns for / against female suffrage but will not relate this to message or purpose (eg it was published in 1918 because some women wanted the vote) Alternatively answers at L2 may set out a valid message or purpose (eg this source was published to get women the vote) but provide no further valid explanation or support. Nutshell: Context without message/purpose OR message/purpose without context.
	Level 1	1–2	Answers at L1 will typically describe or paraphrase the source and give an assertion (eg It was published to tell people that women can do things) OR base their answer on an incorrect assertion or inference (eg to stop women getting the vote because they could not do various things) Nutshell: Description / assertion.
	Level 0	0/NR	No response or no response worthy of credit.

How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
5 		19	<p> This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 11 to allocate SPaG marks.</p>
	<p>Q5: Study all the sources. ‘In the period 1890-1918 opponents of female suffrage in Britain were trying to protect women.’ How far do you agree with this interpretation? Use your knowledge of British society 1890–1918 and the sources to explain your answer.</p> <p>Level 6 (15–16 marks) Candidates demonstrate comprehensive knowledge and understanding of the nature of opposition to female suffrage in the period 1890-1918 to produce a fully developed response that evaluates effectively the interpretation. They make sophisticated use of a range of sources to support their response and demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 (12–14 marks) Candidates demonstrate good knowledge and understanding of the nature of opposition to female suffrage in the period 1890-1918 to produce a developed response that evaluates effectively the interpretation. They make good use of several of the sources to support their response and demonstrate good understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (9–11 marks) Candidates demonstrate sound knowledge and understanding of the effects of the nature of opposition to female suffrage in the period 1890-1918 to produce a developed response that either effectively supports or challenges the interpretation. They make sound use of several of the sources to support their response and demonstrate understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p>	16	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>I partially agree with this interpretation. Many of the opponents of women’s suffrage did believe that women needed protecting. At this time many men and women believed that there were different spheres which men and women belonged in. Men were supposed to take the lead in work, politics, finance and areas like that. Women were thought to be the carers and nurturers so their role was in the home and looking after children. Queen Victoria famously said that women were not suited to politics and would be corrupted by being involved in politics. Many of the Anti-Suffrage organisations like the League Against Women’s Suffrage said the same thing. Source A is a good example of this type of view where it says women are not suited to roles like politics so they should not have the vote. Source C also says that he has too much respect for women to give them the vote and it was a man’s duty to protect and care for women. Source D supports the statement in a way in that it shows the man doing all of the ‘work’ while the woman has to stay at home. So in a way he is shown protecting her even though the Source does not agree with this view as it shows the view as out of date, from the stone age.</i></p> <p><i>On the other hand there were other reasons why some people opposed female suffrage. First of all there was the political dimension. Many Liberal and Labour MPs were worried about women’s suffrage because they thought most women would vote Conservative if they got the vote. Even after war broke out in 1914 and women made a major contribution to the war effort there was still political opposition to women getting the vote. In 1917 and 1918 opponents of female suffrage were arguing against proposals to give women the vote because they thought the country should have a referendum on the issue and clearly that would not be sensible until the war was over. Maybe they were using the war just to delay female suffrage. Another important argument which was put forward was that most women did not want the vote. It was certainly true that many women did not want it, and Source B actually makes this point. But it is not clear whether this was the majority.</i></p> <p><i>So, on balance I only partially agree with the interpretation. Protecting women was one factor in explaining opposition, but there were other factors as well.</i></p>

Q	Answer	Marks	Guidance
5 	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (6–8 marks) Candidates demonstrate some knowledge and understanding of the nature of opposition to female suffrage in the period 1890-1918 to produce a response that demonstrates some understanding of the past. They assert which sources support the interpretation and which sources disagree with the interpretation.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (4–5 marks) Candidates demonstrate limited knowledge of the nature of opposition to female suffrage in the period 1890-1918 and produce a basic response that makes little valid use of sources.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1–3 marks) Candidates demonstrate very limited knowledge of the nature of opposition to female suffrage in the period 1890-1918 or make little use of sources. A very limited response is produced.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		

Q5	Answer	Marks	Guidance
		16	<p>Q5: Study all the sources. 'In the period 1890-1918 opponents of female suffrage in Britain were trying to protect women.' How far do you agree with this interpretation? Use your knowledge of British society 1890–1918 and the sources to explain your answer.</p> <p>✍ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid to allocate SPaG marks.</p>
	Level 6	15–16	<p>Answers at L6 will typically present a sustained two-sided argument about the motives of the opponents of women's suffrage across the period 1890-1918. From their own knowledge, candidates use relevant examples to support the argument. Answers will also use most of the sources as evidence to support either side of the argument.</p> <p>Nutshell: Sustained, two-sided argument supported by examples and relevant use of most of the sources across 1890-1918</p> <p>[Answers with no source use but otherwise meet L6 requirements mark at bottom of L5, 12 marks]</p>
	Level 5	12–14	<p>Answers at L5 will typically present a two-sided argument in relation to the statement. From their own knowledge, candidates use relevant examples and source(s) to support each side of the argument.</p> <p>Nutshell: Sustained, balanced argument supported by examples and relevant use of source(s) to support the argument.</p> <p>[Answers with no source use but otherwise meet L5 requirements mark at bottom of L5]</p>
	Level 4	9–11	<p>Answers at L4 will typically present a one-sided argument in relation to the statement. From their own knowledge, candidates use relevant examples and source(s) to support the argument.</p> <p>Nutshell: One-sided argument supported by examples and relevant use of source(s) to support the argument.</p> <p>[Answers with no source use but otherwise meet L4 requirements mark at bottom of L4]</p>
	Level 3	6–8	<p>Answers at L3 will typically present a two-sided argument which addresses the statement but lacks developed support. Candidates select some events and developments from their knowledge but may not fully explain how they relate to the question. Answers may only assert that some sources support a particular argument.</p> <p>Nutshell: Balanced argument supported by undeveloped evidence and asserts source support.</p> <p>[Answers with no source use but otherwise meet L3 requirements mark at bottom of L3]</p>
	Level 2	4–5	<p>Answers at L2 will typically present a one-sided argument which lacks developed support. Candidates select some events and developments from their knowledge but may not fully explain how they relate to the question of change in attitudes. Answers may only assert that some sources support a particular argument.</p> <p>Nutshell: One-sided argument supported by undeveloped evidence and asserts source support.</p> <p>[Answers with no source use but otherwise meet L2 requirements mark at bottom of L2]</p> <p>[Answers which use sources only, irrespective of quality, mark at Level 2, 4 marks]</p>
	Level 1	1–3	<p>Answers at L1 will typically outline a narrative of some events in Britain in the period without addressing the question.</p> <p>Nutshell: Brief narrative unrelated to question.</p>
	Level 0	0	<p>No response or no response worthy of credit.</p>

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 3 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 2 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1 mark</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

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