



GCSE MARKING SCHEME

SUMMER 2019

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

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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.

**EDUQAS GCSE GEOGRAPHY SPEC B
COMPONENT 2**

SUMMER 2019 – 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:

This box contains the sub-question

The columns to the right indicate the assessment objective(s) targeted by the question and its mark tariff.

3 (a) (i) Describe the location of the island of Lefkada.	AO1	AO2.1	AO2.2	AO3	AO4	Total
					2	2
Credit two simple statements based on map evidence. Credit accurate use of compass points max 1 Credit accurate use of scale line max 1	In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thessaloniki (1)					

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.

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.

2. Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked at the appropriate place on the response. 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 enter a dash (-) or use the not attempted icon on E-marker.

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 a range of marks. Examiners should first read and annotate, using the comment bank, 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) Study Figure 1 on page 2 and Figure 2 on page 3 of the Resource Folder.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
(i) Use the information to tick the three correct statements in the table below.						3	3
Award one mark for each correct answer only.							

(ii) Describe one way that the map in Figure 1 could be adapted (changed) to more clearly show migration flows in Kenya.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
						3	3
Reward one way only . After the initial observation (worth 1 mark), elaboration can gain the 2 nd and possibly the 3 rd mark. Where more than one 'way' is offered, read each 'way' and give the highest mark based on the premise above. Only reward responses that refer to directly to migration flow data.	Two illustrative examples:						
	The width of arrows shown on the map should be changed (1) to the % of migrants leaving each region (1)...this prevents the need to cross-reference to the separate graph (1), so there is a clearer spatial reflection of the movement. (1)						
	The regional boundaries should be drawn on the map (1) so that the size of each region can be seen (1), this allows for a better understanding of the numbers migrating proportionate to each region. (1)						
	Allow other worthy responses.						

(iii) Migrants from the northern region of Kenya suggest that desertification was an important reason for leaving. What is desertification?		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
		2					2
<p>This is a knowledge-based question.</p> <p>Either credit a starting point which is further developed through a description of the landscape (1 + 1).</p> <p>Alternatively, credit a starting point (1) then a valid description how desertification occurred. (1)</p> <p>No marks for naming locations.</p>		<p>Exemplar responses: Allow valid alternatives.</p> <p>When deserts spread (1) ...the soil becomes infertile (1).</p> <p>When dry environments become a desert (1) later winds /rains can blow / wash soil away (1)</p> <p style="text-align: center;">***</p> <p>When land in arid / semi-arid areas is degraded (1) ... caused by over grazing / deforestation / poor agricultural practices (1)</p>					

(iv) Other parts of the world also suffer from desertification. Describe the global distribution of regions at risk of desertification.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total															
		3					3															
<p>The specification requires knowledge of an overview of the global distribution of the regions at risk of desertification.</p> <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>3</td> <td>3</td> <td>An accurate and precise description of the global distribution.</td> </tr> <tr> <td>2</td> <td>2</td> <td>An accurate description of the global distribution.</td> </tr> <tr> <td>1</td> <td>1</td> <td>A simple recognition of area(s) at risk.</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	3	3	An accurate and precise description of the global distribution.	2	2	An accurate description of the global distribution.	1	1	A simple recognition of area(s) at risk.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Band 1 responses may mention two continents or simple global statement (around the tropics)</p> <p>To enter band 2 responses must identify two continents and a global reference point e.g around the tropics</p> <p>To enter band 3 the response must identify at least two relevant continents, and at least two additional reference point, e.g. in relation to the lines of the tropics / the western side of continents / peripheral areas to the main deserts.</p>					
Band	Mark	Descriptor																				
3	3	An accurate and precise description of the global distribution.																				
2	2	An accurate description of the global distribution.																				
1	1	A simple recognition of area(s) at risk.																				
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																				

(b) Study Figure 3 on page 4 of the Resource Folder. Describe the pattern of slums located in Nairobi. Fill in the gaps using four of the words in the box below		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
						4	4
Only accept the answers shown.	scattered eastern Kibera one (allow 1)						

(c) Study Figure 4 on page 4 of the Resource Folder. The Mathare slum is one of the oldest in Nairobi.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
Use evidence from the photograph to show how peoples' lives can be improved over time in shanty towns such as this.					4		4
Candidates will be interpreting the photograph and applying their knowledge and understanding of improving slum areas. Credit each valid statement with one mark and award further mark(s) for elaboration. (1+1) + (1+1) or (1+1+1) + 1 (1+1+1+1) Max 2 if no inference from photo. Allow other plausible ideas to the examples provided.	<p>There are two ways that candidates might approach this Q. Allow both ways.</p> <p>Electricity has been introduced (1) ...so having a fridge is possible (1) ...food will keep longer (1).</p> <p>Shops have been setup (1) provides basic needs (1) so less distance to walk (1).</p> <p>Large buildings built (1) could be for the community (1) ...such as drop-in health centre (1).</p> <p>Housing could be further improved (1) e.g. sewage (1) less disease (1)</p>						

(d) Figure 5 on page 5 of the Resource Folder shows the centre of Nairobi, an example of a global city.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
List three features common to all global cities.							
		3					3
Candidates need only list the features / characteristics, no elaboration is required.	<p>They are important transport hubs / well connected (1)</p> <p>They are centres of governance / decision making (1)</p> <p>They attract economic migrants (1)</p> <p>They are culturally diverse (1)</p> <p>Multinational companies locate there (1)</p> <p>They are important finance centres (1)</p> <p>They are a hub for the media - newspapers / TV (1)</p> <p>They have large populations (1)</p>						

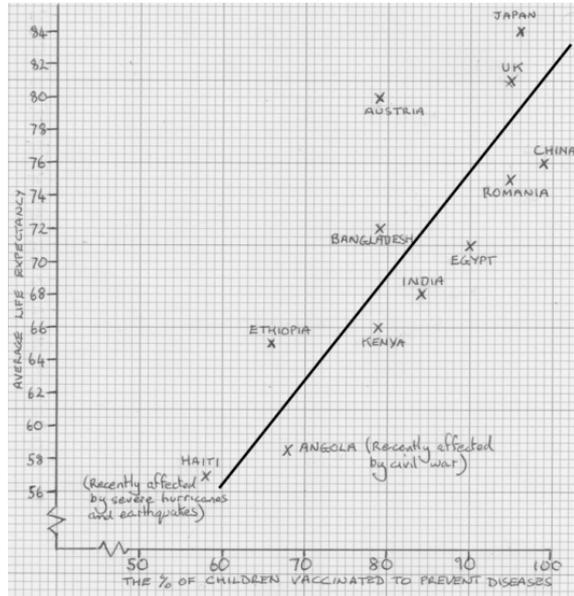
(e) Study the data in Figure 6 on page 5 of the Resource Folder. It shows development indicators comparing the lives of residents who live in Nairobi.			AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total															
(i) Explain why life expectancy varies between slums and more wealthy areas.					6			6															
<p>Candidates are expected to show their understanding of why life expectancy varies across the city in relation to the data provided. 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>3</td> <td>5-6</td> <td>A clear and detailed understanding reflects an appreciation of why life expectancy varies.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>A sound understanding and rationale is given to explain why life expectancy varies</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>A basic understanding is shown to explain why life expectancy varies.</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	3	5-6	A clear and detailed understanding reflects an appreciation of why life expectancy varies.	2	3-4	A sound understanding and rationale is given to explain why life expectancy varies	1	1-2	A basic understanding is shown to explain why life expectancy varies.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>The following illustrates a <u>top of Band 1</u> response:</p> <p>If you prevent disease you live longer. If you attend school, you learn how to look after yourself properly.</p> <p>The following is illustrative of a <u>top of Band 2</u> response:</p> <p>Preventing disease by vaccination keeps you healthy so that most people avoid killer diseases such as typhoid. This happens in the formal districts. As fewer people can access formal work in the shanty districts, they may not be as safe at work, so their life expectancy is lower.</p> <p>The following is illustrative of a <u>top of band 3</u> response:</p> <p>Average life expectancy will be higher if most of the population (80%) avoids the range of killer diseases that kill so many children. High infant mortality brings down average life expectancy figures. Less than a quarter of people in shanty areas have formal jobs. This means they are less likely to get a well-paid job. Those in the formal district (3/4) will be able to afford proper meals, a balanced diet and safe water, so they will obviously live longer.</p>					
Band	Mark	Descriptor																					
3	5-6	A clear and detailed understanding reflects an appreciation of why life expectancy varies.																					
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1	1-2	A basic understanding is shown to explain why life expectancy varies.																					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																					

(ii) The scatter graph below compares two sets of data. The aim was to see if there is a link between life expectancy and vaccination rates in different countries. On the graph, draw the line of best fit to show the relationship between the two variables.	AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
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					2	2
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Award one mark if the line runs in the direction as shown. (1)

The second mark can be awarded if there is an equal number (six) of plots either side of the line, with none on the line itself (1)



(iii) Identify two conclusions you can reach about the relationship between the two variables.	AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
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			2			2
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For each mark, we are looking for evidence that the candidate can show an understanding that the two variables are linked in some way. This may be expressed in a technical or in a descriptive way.

Award a mark if the response simply states.... There is a positive correlation (1) or if it is expressed: *as life expectancy increases so does the rate of vaccinations.* (1)

The relationship is strong (1) or expressed as...The scatter points are all relatively close to the line (1).

An anomaly exists e.g. Bangladesh has the same vaccination % as Kenya, but a different life expectancy figure (1).

(iv) Suggest why it is sometimes difficult to reach firm conclusions when investigating links between two data sets such as those shown on the scatter graph. You should refer to Haiti in your answer.			AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total															
						5		5															
<p>The specification requires candidates to understand the limitations of using data in the context of development issues.</p> <p>They should apply their understanding of the limitations of using linked data in this new context.</p> <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>3</td> <td>4-5</td> <td>A thorough, balanced and coherent appraisal to suggest why it is difficult to reach firm conclusions.</td> </tr> <tr> <td>2</td> <td>2-3</td> <td>A sound appraisal to suggest why it is difficult to reach firm conclusions</td> </tr> <tr> <td>1</td> <td>1</td> <td>Some limited application used to present a weak appraisal of why it is difficult to reach firm conclusions.</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	3	4-5	A thorough, balanced and coherent appraisal to suggest why it is difficult to reach firm conclusions.	2	2-3	A sound appraisal to suggest why it is difficult to reach firm conclusions	1	1	Some limited application used to present a weak appraisal of why it is difficult to reach firm conclusions.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Illustrative responses:</p> <p>Band 1: H/E will have killed lots of people. <i>No development to data sets on the X / Y axis (i.e. to life expectancy or to vaccination).</i></p> <p>Band 2: awarded if there is some development to ONE of the data sets on the x or y axis.</p> <p>H / E caused damageso will affect vaccination programmes (if no further development award the lower mark in the band i.e. 2 marks). H / E will cause damage so vaccination programmes might stop as doctors are killed / medical supplies damaged (upper mark in the band for any of these modest developments i.e. 3 marks).</p> <p>Band 3: Responses will relate overtly to BOTH life expectancy and vaccination programmes. <i>Top of band to be awarded if both are fully developed, lower mark in band if only one is fully developed.</i></p>					
Band	Mark	Descriptor																					
3	4-5	A thorough, balanced and coherent appraisal to suggest why it is difficult to reach firm conclusions.																					
2	2-3	A sound appraisal to suggest why it is difficult to reach firm conclusions																					
1	1	Some limited application used to present a weak appraisal of why it is difficult to reach firm conclusions.																					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																					

End of Part A

Part B

(a) Describe how a slum clearance scheme in a NIC or LIC you have studied affected people living there.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
		4					4
<p>Credit up to four valid simple statements. (1)+(1)+(1)+(1). Alternatively, credit developments of any starting point. (1+1) + (1+1) or (1+1+1) + (1) or (1+1+1+1+1)</p> <p>The impacts can be positive or negative (or both).</p> <p>Max two if location is not clear and appropriate</p>	<p>One illustrative example: The Cingapura Project (Sao Paulo). Some moved to more permanent housing (1)...where there was no fear of eviction (1). Sanitation was included in the new houses (1) ...less risk of illness(1)</p> <p align="center">***</p> <p>Only a small percentage were re-housed (1) leaving some homeless (1)...this affected access to jobs / schools (1). Neighbours from the slums were split up (1).</p>						

(b) Study Figure 7 on page 6 of the Resource Folder. It gives information about a small-scale health project.		AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
(i) Suggest one reason why it is difficult to set up vaccination programmes in rapidly growing cities such as Nairobi.			3				3
<p>The question requires candidates to show an understanding of the issues created by the dynamic growth of shanties within Low Income countries. Credit one valid statement explained by a chain of reasoning (1+1+1)</p>	<p>There are no formal records to show exactly who lives in each shanty (1) as there are new arrivals everyday (1)it is impossible to know who has been vaccinated (1).</p> <p>Not enough trained nurses (1) as LICs have fewer people receiving formal education (1)so not enough expertise to give treatment (1).</p> <p>Not all shanty dwellers want to be vaccinated (1) as they are fearful of the treatment (1) ...they think the medication will make them ill (1).</p>						

<p>(ii) Poor waste disposal contributes to problems including the spread of malaria. Use evidence from Figure 7 to suggest why it will be difficult to overcome the problem of malaria in slums.</p>	AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
				3		3
<p>The question requires candidates to use and apply observations from the resources. Credit one valid statement explained by a chain of reasoning (1+1+1), or Credit up to two valid statements, one of which is elaborated, i.e. (1+1) +1</p>	<p>One fully elaborated observation explained through a chain of reasoning: there is lots of standing water (1), this is where mosquitoes breed (1) no formal sanitation means that the water will remain (1)</p> <p>Valid statements, with an elaboration: Climate change is making it more likely that mosquitoes will breed (1) this increases the risk of infection further (1)</p> <p>The city authorities have little money (1) so they will not be able to keep pace with the need to cover or drain standing water (1)</p>					

<p>(c) Study Figure 8 on page 7 of the Resource Folder. It gives information about a self-help work creation project.</p>						
<p>(i) Explain why people who borrow from a charity to start their own business need three years to pay back the loan.</p>	AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
		3				3
<p>The question requires candidates to show an understanding of the problems faced by people living in a shanty environment who want to start their own business. Credit one valid reason explained by a chain of reasoning (1+1+1), or Credit up to two valid reasons, one of which is elaborated, i.e. (1+1) +1 Credit three valid reasons 1 + 1 + 1</p>	<p>One fully elaborated through a chain of reasoning: They need to buy all the equipment needed for their business (1) so they need time to make enough money to pay back the loan (1) as some of the money they receive will need to be partly used for everyday living (1)</p> <p>Their customers can't pay much for the goods / services they are trying to sell (1) so they make very little profit (1)</p> <p>Most residents of the shanty are very poor / Many have no money to start with (1)</p> <p>The businesses they set up don't make a lot of money (1).</p>					

(ii) Give two reasons to explain why self-help schemes are likely to succeed.	AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
		4				4
<p>The specification requires candidates to understand how self-help schemes can play a role in reducing inequalities in global cities within LICs.</p> <p>(1+1) + (1+1) or (1+1+1) +1</p> <p>Answers can relate to any type of self-help not just job creation.</p>	<p>Illustrative responses:</p> <p>People know that they need to pay back the loan(1) so will work harder (1)</p> <p>They can apply their own ideas (1) so they are more motivated (1)</p> <p>They learn while they work (1) so they improve their skills (1) so their business expands/becomes more profitable (1). Being residents of the shanty, they know what services are needed (1)</p>					

(d) Study Figure 9 on page 8 of the Resource Folder. It gives information about a small-scale education project. (i) Explain why a more educated population is likely to attract multi-national companies into countries such as Kenya.	AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
			4			4
<p>This question targets the candidate's ability to show an understanding of the relationship between a literate / numerate / educated population and the potential investment from MNCs into the country.</p> <p>(1+1+1+1) or (1+1) + (1+1) or (1+1+1) +1</p>	<p>Two examples of fully elaborated responses:</p> <p>Literate / numerate workers can undertake higher skilled jobs (1) MNCs will be more able to recruit the workers they need (1) without having to provide training schemes (1) so their setup costs will be lower (1).</p> <p>Provides a market for MNC products (1) as a more educated workers are likely to earn more (1) so the population will have a higher disposable income (1) so they may spend this on consumer goods (1)</p> <p>provides a market for MNC products (1).</p> <p>Don't have to provide as much training (1)</p>					

(ii) Suggest why free school meals and uniforms are given to slum children.	AO 1	AO 2.1	AO 2.2	AO 3	AO 4	Total
		2				2
Two simple observations 1+1 or one valid statement which is elaborated (1+1) will secure both marks.	<p>Children are more likely to turn up (1) so they learn more (1)</p> <p>Children can concentrate more (1) if they are not hungry (1)</p> <p>They don't have many of their own clothes (1) gives higher self-esteem (1).</p> <p>Accept other valid points</p>					

Part C

Justify why you think this sequence would work well over the nine-year period.	AO 1	AO 2.1	AO 2.2	AO 3	AO 4	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 complete but no report has been written.				12			12

Band	Mark	Descriptor
4	10–12	<p>A comprehensive response:</p> <ul style="list-style-type: none"> • which gives a clear and precise decision as to what the sequence should be; • which provides consistently detailed elaboration throughout the response; • where, in justifying the sequence, overt reference is made as to how the projects link well together sequentially; • where some reference is made as to why an alternative sequence might be less effective <i>///</i> or, alternatively, where some reference is made to the chosen sequence has a weakness. • uses evidence from the Resource Folder to very good effect; • which shows clear evidence of wider geographical knowledge (e.g. terminology) and understanding (e.g. context).
3	7 – 9	<p>A detailed response:</p> <ul style="list-style-type: none"> • which gives a clear decision as to what the sequence should be; • which provides some detailed elaboration within the response; • where, in justifying the sequence, there is some appreciation as to how the projects might link together sequentially; • uses evidence from the Resource Folder to good effect; • which shows some evidence of wider geographical knowledge (e.g. terminology) or understanding (e.g. context).
2	4 – 6	<p>A response:</p> <ul style="list-style-type: none"> • which gives a decision as to what the sequence should be; • uses relevant but brief commentary throughout the response; • which simply justifies each individual project (may make simple linkage between them); • uses limited, but pertinent evidence from the Resource Folder;
1	1 – 3	<p>A basic response:</p> <ul style="list-style-type: none"> • which provides a sequence; • where the rationale is limited and missing in part; • where evidence from the Resource Folder is absent or tenuous.
	0	Award no marks if the answer is 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.

Band	Mark	Performance descriptions
<i>High</i>	4	<ul style="list-style-type: none"> • 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
<i>Intermediate</i>	2 – 3	<ul style="list-style-type: none"> • 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
<i>Threshold</i>	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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