Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCSE
In Geography Spec A (1GA0) Paper 03

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

GCSE Geography A - Paper 3 Mark scheme

Question number	Answer	Mark
1(a)(i)	**No credit for naming a qualitative method.** Award 1 mark for identification of an advantage and a further mark for an explanation of how this qualitative fieldwork method helped the student to investigate their river, up to a maximum of 2 marks. In my river investigation, I drew field sketches showing the changes in Arkle Beck at each of the three sites (1) which meant that it clearly showed the width of the river getting wider / to analyse later and help draw conclusions (1) I took digital photos which was quicker than drawing a field sketch (1) which meant that I could generate a range of images from different angles for each site (1) **Accept any other appropriate response** e.g. bi-polar survey, questionnaire, Powers Roundness, interviews	**(2)**

Question number	Answer	Mark
1(a)(ii)	Award 1 mark for identification of a secondary data source or an initial point, and further mark for an explanation of how the secondary data helped the student to investigate their river, up to a maximum of 3 marks. I used a (flood risk) map (1) which informed the choice of three survey sites we investigated along Arkle Beck (1) allowing us to investigate current changes in the river channel (1) It provided an overview of areas at risk of flooding during our pre-fieldwork research (1) which provided focus for our additional research on changes to river characteristics along Arkle Beck (1) on the potential implications of variations in discharge for people living within the river catchment (1) We looked at the data collected by last year's Year 11 class (1) to compare the river discharge data for the same stream that we went to (1) which meant that we could see if the discharge had actually changed over time (1) **Accept any other appropriate response**	**(3)**

Question number	Answer	Mark
1(a)(iii)	**No credit for naming the presentation technique.** Award 1 mark for identification of how a graph has been used, and a further mark for explanation of an advantage / reason for choice, up to a maximum of 2 marks. In my river investigation, I drew cross-section river profiles of the Arkle Beck to show changes in the width and depth across three sites (1). This provided clear evidence to make analyse the difference downstream to see if the two variables increased as expected / allowed patterns to be seen more clearly compared to just using a data table (1). **Other acceptable responses might be:** located proportional circles, scatter graph, pie chart, line graph **Accept any other appropriate response.**	**(2)**

Question number	Answer	Mark
1(a)(iv)	Award 1 mark for identification of a point and further mark(s) for an explanation of how this enquiry question helped the student to investigate their river, up to a maximum of 3 marks. **The hypothesis/ key question is clearly linked to the candidate's fieldwork investigation.** **For example, *'the width and depth of Arkle Beck increase downstream.'*** My enquiry question supported my understanding of the aims of the investigation / focus on the main aim (1) through exploring the changes in the width and depth of the river as well as other characteristics (1) to decide how the river channel changes in relation to the Bradshaw Model (1) **Accept any other appropriate response.**	**(3)**

Question number	Indicative content
1(b)	**AO3 (4 marks)/AO4 (4 marks)** **This question requires candidates to evaluate the 'reliability' and 'accuracy' of the fieldwork methods conducted by the student in Figure 1.** **Reliability** – candidates should consider the extent to which the measurements taken by the student were conducted in a consistent way. **Accuracy** – candidates should consider the extent to which the measurements taken were closest to the true value, affected by the equipment used. Candidates may demonstrate AO3 and AO4 through the following examples: • The student made one recording of the channel depth ***(AO4.1d – communicate findings),*** creating a less accurate profile of the channel cross-section because the sampling method chosen is not appropriate to create a true profile of the river channel ***(AO3.1d – making judgements)***, which could have been improved through measuring the depth at 30cm to 50cm intervals ***(AO3.1d – making judgements)*** • The meter ruler should have been checked to ensure that it was on the bottom of the river bed and not affected by the boulders **(AO4.1d – *communicate findings)***, which could have created anomalies in the recording of the depth of the channel ***(AO3.1d – making judgements)*** • The accuracy of the 10 metres for the distance to record the velocity could have been different between the three sites **(AO4.1d – *communicate findings)*** because the students decided to estimate the distance, leading to potentially unreliable ***(AO3.1d – making judgements)*** readings between the three sites If the students used a trundle wheel to measure the 10m distance for recording the speed of the float, this would have improved the reliability of the river velocity results collected ***(AO3.1d – making judgements)***

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	● Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) ● Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	● Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) ● Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	● Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) ● All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

Question number	Answer	Mark
2(a)(i)	**No credit for naming a quantitative method.** Award 1 mark for identification of an advantage and a further mark for an explanation of how this qualitative fieldwork method helped the student to investigate their coastline, up to a maximum of 2 marks. In my coast investigation, I drew a field sketch showing the changes in the coastal features along Formby beach at each of the three sites (1) to clearly represent the changes in the gradient of the beach (1) I took digital photos which was quicker than drawing a field sketch (1) which meant that I could generate a range of images from different angles for each part of the beach (1) **Accept any other appropriate response** e.g. bi-polar survey, questionnaire, Powers Roundness, interviews	**(2)**

Question number	Answer	Mark
2(a)(ii)	Award 1 mark for identification of a secondary data source or an initial point, and a further mark for an explanation of how the secondary data helped the student to investigate their coastline for, up to a maximum of 2 marks. It provided an overview of the characteristics of the coastline during our pre-fieldwork research (1) which informed the choice of appropriate survey sites along Formby beach (1) allowing us to investigate the influence of coastal processes on specific rock types to compare changes over time (1) We looked at the data collected by last year's Year 11 class (1) to compare the beach profile data for the same location that we went to (1) which meant that we could see if beach gradient had actually changed over time (1) **Accept any other appropriate response.**	**(3)**

Question number	Answer	Mark
2(a) (iii)	**No credit for naming the data presentation technique.** Award 1 mark for identification of how a graph has been used, and a further mark for explanation of an advantage / reason for choice, up to a maximum of 2 marks. The use of proportional circles to show changes in the sediment characteristics of Formby beach (1) allowed for comparisons to be drawn of sediment size up and along the beach / allowed patterns to be seen more clearly compared to just using a data table (1) **Other acceptable responses might be:** located proportional circles, scatter graph, pie chart, line graph **Accept any other appropriate response.**	**(2)**

Question Number	Answer	Mark
2(a) (iv)	Award 1 mark for identification of a point and further mark(s) for an explanation of the point, up to a maximum of 3 marks. **The hypothesis/ key question is clearly linked to the candidate's fieldwork investigation.** **For example, *'longshore drift is moving sediment along Formby beach.'*** My enquiry question supported my understanding of the aims of the investigation / focus on the main aim (1) through exploring the changes in the profile of the beach, as well as sediment characteristics (1) to decide how coastal processes cause changes to the landscape (1) **Accept any other appropriate response.**	**(3)**

Question number	Indicative content
2(b)	**AO3 (4 marks)/AO4 (4 marks)** **This question requires candidates to evaluate the 'reliability' and 'accuracy' of the fieldwork methods conducted by the student in Figure 2.** **Reliability** – candidates should consider the extent to which the measurements taken by the student were conducted in a consistent way. **Accuracy** – candidates should consider the extent to which the measurements taken were closest to the true value, affected by the equipment used. Candidates may demonstrate AO3 and AO4 through the following examples: • The change in the tide will have produced a variation in the length of the beach at survey site 3 ***(AO4.1d – communicate findings)/ (AO3.1d – making judgements)*** in comparison to the other survey sites. Checking the time of the tides or splitting the groups to conduct the profiling simultaneously would have improved the accuracy of the data collected ***(AO3.1d – making judgements)*** • The use of eye level from a person to record the bearing of the slope may have affected the reliability of the measurement recorded, and therefore the accuracy of the beach gradient may not be a true reflection of the location studied. ***(AO4.1d – communicate findings)/ (AO3.1d – making judgements).*** The use of ranging poles would provide a more reliable reference point for the recording of the bearing, resulting in more accurate profile of the beach and valid judgement on the processes influencing changes along the chosen coastline ***(AO4.1d – communicate findings)/ (AO3.1d – making judgements)*** • The change in the person collecting the hand grab sample ***(AO4.1d – communicate findings)*** could have affected the amount of sediment collected at the three sites therefore reducing the reliability of the method and the accuracy of the changes in the sediment size at the chosen location of study. ***(AO3.1d – making judgements)*** This technique could have been improved by using a quadrat to sample the sediment. ***(AO3.1d – making judgements)***

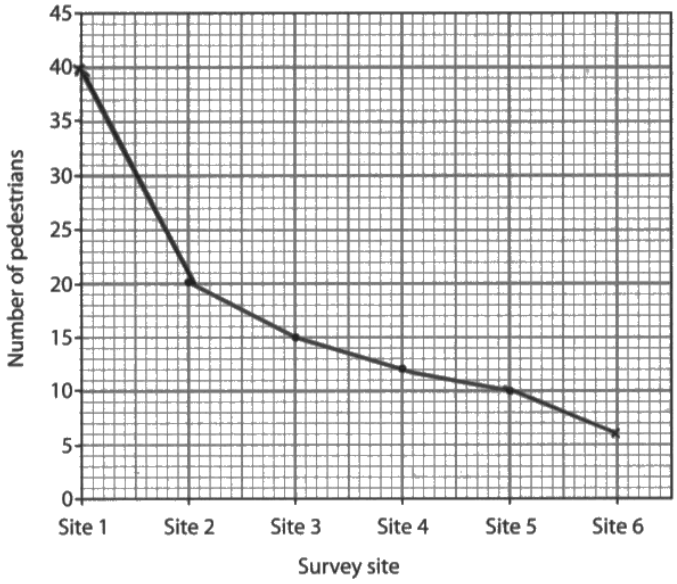
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	● Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) ● Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	● Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) ● Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	● Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) ● All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

Question number	Answer	Mark
3(a)	**C** Pedestrian count	**(1)**

Question number	Answer	Mark
3(b)(i)	Record views / opinions (on the quality of the environment / urban area). Allow references to individual elements of the survey e.g. levels of traffic/ or weather. **Accept any other appropriate response.**	**(1)**

Question number	Answer	Mark
3(b)(ii)	Award 1 mark for identification of a limitation of using the fieldwork technique and a further 2 marks for an explanation of the limitation, up to a maximum of 3 marks. An environmental quality survey relies on the views of the person rating each category, using a scale (1) this means the views on the quality of the environment is subjective (1) leading to data that may not be representative (1) **Accept reference to limitation of conducting/ or using the fieldwork method e.g. sampling technique, people not understanding the survey, the weather conditions.** **Accept any other appropriate response.**	**(3)**

Question number	Answer	Mark
3(c)	Award 1 mark for identification of an advantage of stratified sampling and a further 2 marks for an explanation of an advantage, up to a maximum of 3 marks. Stratified sampling allows for specific / representative / proportionate groups of people to be selected (1) which means a greater range of the population will be asked (1) increasing the accuracy of the results / eliminating anomalous results (1) **Accept references to the idea of bias for 1 mark and then a further mark(s) for the development of how it reduces bias.** **Accept any other appropriate response.**	**(3)**

Question number	Answer	Mark
3(d)	Award 1 mark for 2 correctly plotted points without the connecting lines or 1 correct plot with a connecting line. Award 2 marks for two correct plots with connecting lines:  	**(2)**

Question number	Indicative content
3(e)	**AO3 (4 marks)/AO4 (4 marks)** **This question requires candidates to draw on evidence from their own fieldwork investigation to assess the extent to which their conclusions answered the enquiry question(s).** Candidates should consider the validity of the results collected in relation to the intention of their fieldwork investigation. Therefore, examiners should expect to see evidence of this through candidates making specific references to their own urban fieldwork. Candidates may demonstrate AO3 and AO4 through the following examples: • There is evidence of own fieldwork enquiry question(s) used and these are linked to conclusions drawn from a geographical investigation. For example, possible enquiry questions linked to an urban study may include: - *Does the environmental quality of Birmingham increase with distance from Birmingham's CBD?* - *Does residential land use increase with distance from Birmingham's CBD?* ***(AO4.1d – communicate findings)*** • There is evidence of consideration in relation to the accuracy and reliability of the conclusions for the candidates. For example, candidates may refer to the following in their response: - *For my urban investigation, I conducted one transect from Birmingham's CBD to the inner city. The conclusion drawn from the data collected supported my expectations that the environmental quality would increase, but these results are over 1 day and therefore wider scale investigation over a period would provide a more accurate answer to the enquiry question that I was investigating.* ***(AO3.1d – making judgements)***

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	● Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) ● Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	● Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) ● Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	● Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) ● All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

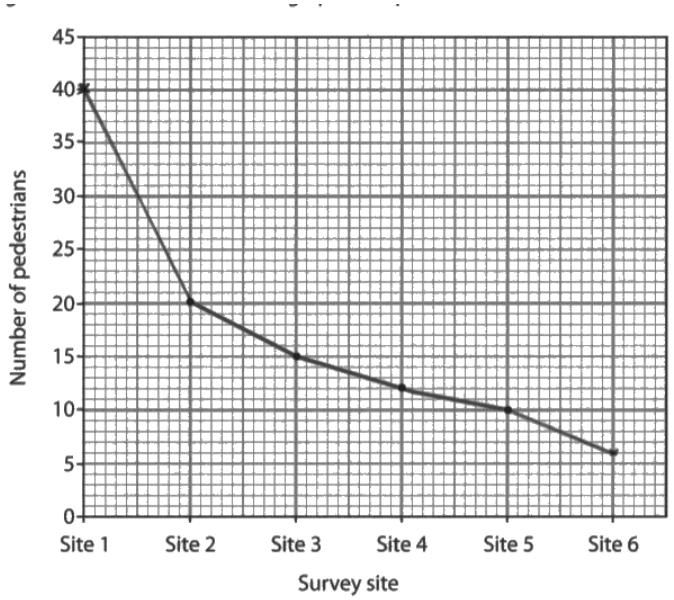
Question number	Answer	Mark
4(a)(i)	**C** Pedestrian count	**(1)**

Question number	Answer	Mark
4(b)(i)	Record views / opinions (on the quality of the environment / rural area). Allow references to individual elements of the survey e.g. different age groups/ or gender ratio. **Accept any other appropriate response.**	**(1)**

Question number	Answer	Mark
4(b)(ii)	Award 1 mark for identification of a limitation of using questionnaires and a further 2 marks for an explanation of the limitation, up to a maximum of 3 marks: Questionnaires with closed questions restrict respondents to making a specific response (1) which may not be what they had intended on answering (1) leading to data that may not be representative of people's views (1) **Accept reference to limitation of conducting/ or using the fieldwork method e.g. sampling technique, people not understanding the questionnaire, the weather conditions.** **Accept any other appropriate response.**	**(3)**

Question number	Answer	Mark
4(c)	Award 1 mark for identification of an advantage of using stratified sampling and a further 2 marks for an explanation of an advantage, up to a maximum of 3 marks: Stratified sampling allows for specific / representative / proportionate groups of people to be selected (1) which means a greater range of the population will be asked (1) creating a more representative sample (1)	**(3)**

	Accept references to the idea of bias for 1 mark and then a further mark(s) for the development of how it reduces bias. **Accept any other appropriate response.**	

Question number	Answer	Mark
4(d)	Award 1 mark for 2 correctly plotted points without the connecting lines or 1 correct plot with a connecting line. Award 2 marks for two correct plots with connecting lines:  	**(2)**

Question number	Indicative content
4(e)	**AO3 (4 marks)/AO4 (4 marks)** **This question requires candidates to draw on evidence from their own fieldwork investigation to assess the extent to which their conclusions answered the enquiry question(s).** Candidates should consider the validity of the results collected in relation to the intention of their fieldwork investigation. Therefore, examiners should expect to see evidence of this through candidates making specific references to their own rural fieldwork. Candidates may demonstrate AO3 and AO4 through the following examples: ● There is evidence of own fieldwork enquiry question(s) used and these are linked to conclusions drawn from a geographical investigation. For example, possible enquiry questions linked to rural study may include: - *Does the flow of people increase near tourist hotspots in Grasmere?* - *Do residents view the changes to Grasmere as positive for the village?* ***(AO4.1d – communicate findings)*** • There is evidence of consideration in relation to the accuracy and reliability of the conclusions for the candidates. For example, candidates may refer to the following in their response: - *For my rural investigation, I conducted a questionnaire to determine people's view on the changes to their local environment. The conclusion drawn from the data collected supported our expectations that resident views indicated the environmental quality had decreased, but these results are based on a small number of people that we were able to ask on the day, and therefore a larger sample may have generated a more accurate data to answer to the enquiry question.* ***(AO3.1d – making judgements)***

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	● Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) ● Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	● Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) ● Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	● Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) ● All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

Question number	Answer	Mark
5(a)(i)	**B** 38 000	**(1)**

Question number	Answer	Mark
5(b)	Award 1 mark for each point identified, up to a maximum of 2 marks: Spoils the aesthetics of the local environment (1) Increase traffic congestion (1) Increase (air/noise) pollution (1) Reduces biodiversity (1) Habitat loss (1) Increases flood risk (1) Loss of green space / agricultural land (1) **Do not award 'expensive' unless linked to an idea e.g. installation of utilities.** **Do not award 'urban sprawl'.** **Accept any other appropriate response.**	**(2)**

Question number	Answer	Mark
5(c)	One mark for the attempted addition (either through writing every single number or the calculation of the correct total) and division of the data (1) One mark for the correct answer written to one decimal = 7.4 (1) Max. one mark if no working but correct answer.	**(2)**

Question number	Answer	Mark
5(d)	**The term 'development' could refer to either the expansion of National Parks or the idea of new developments e.g. housing or activity centres in existing National Parks.** Award 1 mark for the identification of a negative impact, and a further mark for explanation, up to a maximum of 3 marks. More soil erosion (1) due to the increased number of tourists walking the landscape (1) which leads to increased expenditure on maintaining the walking routes (1) The increased number of tourists is causing conflicts with the local residents (1) because of the increased volume of traffic on the country roads (1) leading to longer journey times (1) **Accept any other appropriate response.**	**(3)**

Question number	Answer	Mark
5(e)	Award 1 mark for each identification of an approach and a further mark for explanation of each strategy, up to a maximum of 2 marks each. To protect the natural landscape and wildlife, designated routes have been provided (1) so that tourists do not damage fragile areas (1) Educating visitors about the importance of the landscape (1) so that tourists are more aware of their actions (1) Encouraging local farmers to convert old farm buildings into tourist accommodation (1) to reduce the need to build additional facilities on the natural landscape (1) **Accept any other appropriate response.**	**(4)**

Question number	Indicative content
5(f)	**AO2** • The north-south divide refers to the idea that there are social and economic differences between those living in the north and those living in the south of the UK • The concept of the 'two-speed economy' outlines that economic growth within the UK is not equal with London and the south-east experiencing faster growth than the rest of the north • The proposed Northern Powerhouse House is boosting the local economy by investing in skills, innovation, transport and culture within the regions of the north • Proposed billion pounds of funding is being allocated for projects to boost economic growth within the northern regions of the UK • Proposed investments in transport networks to connect the north with areas in the south to reduce commuting times **AO3** • The investment in London and the south-east is resulting in the commuting of workers from the north, leading to further growth in the south and reduced investment in the north • Large construction projects in the south, like Crossrail, are evidence of continued economic investment in the south compared with the north • The investment in improving connectivity between the north and south will be key to reducing the economic and social divide. The roll out of superfast broadband in the regions of the north will help to support development of small and large-scale businesses **AO4** • Figure 5c illustrates the growing divide in the gross disposable income per person between the north and south of the UK. For example, the highest gross disposable income is in London, which is £5,652 more than that of the North West. Supporting the view that employment opportunities are more limited in the north compared to the south • Figure 5d demonstrates the differences between average house prices across the UK regions. For example, house prices are the highest in the regions of the south, London has an average house price of £455,984 compared with Yorkshire and Humberside of £144,361 • Figure 5e supports the view that economic investments in the south are greater than those in the north, leading to higher unemployment rates in regions like the North East and the North West. • Figure 5f illustrates that investment in transport networks like the HS2 project will reduce journey times, allowing greater opportunities for businesses in the north to compete with those in the south. This will contribute towards reducing the significant expenditure deficit between different regions of the UK highlighted in Figure 5e.

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	● Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) ● Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) ● Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (A04)
Level 2	5–8	● Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) ● Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) ● Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	● Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) ● Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) ● Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Marks for SPGST		
Performance	**Marks**	**Descriptor**
SPaG 0	0	*No marks awarded:* ● Learners write nothing. ● Learner's response does not relate to the question. ● Learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
SPaG 1	1	*Threshold performance:* ● 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.
SPaG 2	2–3	*Intermediate performance:* ● 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.
SPaG 3	4	*High performance:* ● 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.

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