GCSE MARKING SCHEME

SUMMER 2023

GCSE

HISTORY
UNIT 3: THEMATIC STUDY

3C. THE DEVELOPMENT OF WARFARE,
c.1250 TO THE PRESENT DAY
3100UL0-1

© WJEC CBAC Ltd

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

© WJEC CBAC Ltd.

UNIT 3: THEMATIC STUDY

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

SUMMER 2023 MARK SCHEME

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

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

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

This section indicates the assessment objective(s) targeted in the question.

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**6**			

Question: e.g. **Describe the changing role of women in warfare in the nineteenth century.** **[6]**

This is the question and its mark tariff.

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

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

Indicative content

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

- *until the mid nineteenth century women's role in war was essentially unofficial. Women went to war as camp followers, cooking, sewing and nursing for example. They lived and worked with a regiment and even travelled abroad with it;*
- *as in previous centuries some took part in battles, for example, Mary Anne Talbot began her career as a drummer boy, then served on HMS Brunswick during the Napoleonic Wars, and Jane Townsend joined the marines and fought at the Battle of Trafalgar. After the Battle of Waterloo some soldiers were only discovered as women when they came to be buried;*
- *however, women were far more likely to be in battle to help the injured, for example at Trafalgar, Mary Sperring and Mary Buick assisted surgeon William Beatty on HMS Victory. There is also the unusual career of Margaret Ann Bulkley who, as Dr James Barry, became Inspector General of British military hospitals. Her sex was only discovered after her death in 1865;*
- *the Crimean War was a turning point for women in war. After initial opposition, Florence Nightingale was given government funding. She and her team of 38 trained nurses transformed the military hospital at Scutari. She improved hospital conditions and, as a result, reduced the death rate from 42% to just 2%, demonstrating the importance of good patient care for injured soldiers. Other nurses such as Mary Seacole and Betsi Cadwaladr also worked in the Crimea;*
- *following the war, Nightingale set up an Army Training School for military nurses at the Royal Victoria Hospital (1860). In 1881 the Army Nursing Service was established, which was the first official recognition of the role of women in the armed forces (this became the QAIMNS – Queen Alexandra Imperial Military Nursing Service – in 1902).*

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

© WJEC CBAC Ltd.

Banded mark schemes

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

Banded mark schemes Stage 1 – **Deciding on the band**

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

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – **Deciding on the mark**

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

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

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

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

© WJEC CBAC Ltd.

UNIT 3: THEMATIC STUDY

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

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4	**4**			

Award one mark for each correct response:

a. New Model Army/NMA

b. press gangs

c. the First World War/World War I/the Great War

d. the Blitz

© WJEC CBAC Ltd.

Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4		**2**	**2**	

Question: **Use Sources A, B and C to identify <u>one</u> similarity and <u>one</u> difference in changes in recruitment over time. [4]**

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

Indicative content

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

Similarities – A and B (and C) show the use of posters for recruitment; in A and B we can see women encouraging men to go to fight; in B and C we can see recruits already in uniform.

Differences – A and B show women encouraging men to fight, but in C we see a soldier who is female; A and) show posters used for recruitment, but in C it is done via a website/computer; A and B show domestic situations, while C shows soldiers in action/training/combat; C emphasises the camaraderie of the army, while A and B focus more on the idea of duty.

© WJEC CBAC Ltd.

Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**6**			

Question: **Describe the changing role of women in warfare in the nineteenth century.** **[6]**

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

Indicative content

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

- *until the mid nineteenth century women's role in war was essentially unofficial. Women went to war as camp followers, cooking, sewing and nursing for example. They lived and worked with a regiment and even travelled abroad with it;*
- *as in previous centuries some took part in battles, for example, Mary Anne Talbot began her career as a drummer boy, then served on HMS Brunswick during the Napoleonic Wars, and Jane Townsend joined the marines and fought at the Battle of Trafalgar. After the Battle of Waterloo some soldiers were only discovered as women when they came to be buried;*
- *however, women were far more likely to be in battle to help the injured, for example at Trafalgar, Mary Sperring and Mary Buick assisted surgeon William Beatty on HMS Victory. There is also the unusual career of Margaret Ann Bulkley who, as Dr James Barry, became Inspector General of British military hospitals. Her sex was only discovered after her death in 1865;*
- *the Crimean War was a turning point for women in war. After initial opposition, Florence Nightingale was given government funding. She and her team of 38 trained nurses transformed the military hospital at Scutari. She improved hospital conditions and, as a result, reduced the death rate from 42% to just 2%, demonstrating the importance of good patient care for injured soldiers. Other nurses such as Mary Seacole and Betsi Cadwaladr also worked in the Crimea;*
- *following the war, Nightingale set up an Army Training School for military nurses at the Royal Victoria Hospital (1860). In 1881 the Army Nursing Service was established, which was the first official recognition of the role of women in the armed forces (this became the QAIMNS – Queen Alexandra Imperial Military Nursing Service – in 1902).*

© WJEC CBAC Ltd.

Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**6**			

Question: **Describe the main defensive features of Harlech Castle.** **[6]**

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

Indicative content

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

- *Edward chose Harlech because of its superb natural defensive position – the Harlech dome – which gave it commanding views over the surrounding area. It was also positioned near the sea for easy supply if it came under siege;*
- *it had outer and inner walls for layers of defence.These walls were 12 metres high and several metres thick in places. Harlech was almost symmetrical in shape, with four huge round towers on each corner which were difficult to undermine;*
- *the main entrance on the land side was protected by the gatehouse to the castle. It was flanked by two massive D-shaped towers. It also had 3 portcullises and two heavy wooden doors for added security;*
- *the seaward side was protected by steep cliffs. However, there was a flight of steps down to the sea (protected by high walls), so food and supplies could easily be delivered by ship in the event of a siege. (During the fifteenth century it was able to withstand a five year siege.);*
- *it was built as part of a defensive ring of castles designed to help strengthen English control over Wales. It was so well designed that it needed a garrison of only 36 men, at most.*

© WJEC CBAC Ltd.

Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **Explain why the English navy was able to defeat the Spanish Armada. [12]**

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

Indicative content

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

- *Elizabeth I had made the modernisation of the navy a priority. As a result, English ships were at the cutting edge of technology, for example the Dreadnought (1573). They were generally faster and more manoeuvrable than Spanish galleys and could tack the wind more easily. By 1588 half the English navy were built with this new design;*
- *Spanish ships were heavy, clumsy and powered by oars. Their main tactic was to sail close and then board and capture enemy ships. However, the English managed to keep them at a distance and, though only 6 of the 129 Spanish ships were destroyed as a direct result of naval engagement, they did prevent the Armada from landing in England;*
- *England had spent a lot of money on improving cannon power. English gunners could fire two or three times faster than the Spanish, whose cannon were only effective over a short range. Spanish ships, with their banks of oarsmen on each side, had to mount their cannons on the front, making them less effective;*
- *the Spanish commander (a soldier, the Duke of Medina Sidonia), stuck to his pre-arranged battle strategy, in spite of the advice of some of his naval commanders. The English commander, Lord Howard, sailed behind the Armada, harassing it as it sailed up the channel. Serving with Howard were experienced sailors such as Drake, Hawkins and Frobisher, to whom he could turn for advice;*
- *the English were more flexible in their use of tactics. They used fire ships ("Hell Burners") at Calais to break up the strong, crescent formation of the Armada;*
- *the tactics adopted by the Spanish were outdated, while their firepower and gunnery could not match that of the English.*

© WJEC CBAC Ltd.

Question 6

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **How significant has the introduction of new technology been in changing the nature of warfare since 1945? [12]**

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

Indicative content

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

- *a lot of new technology has been introduced since 1945. In some instances, for example drones, it has brought a new dimension to warfare, while in others such as new aircraft, it has made existing technology more deadly;*
- *the Second World War was brought to an end by the use of nuclear bombs on Japan, marking a new, nuclear, phase in warfare. Weapons became ever more powerful, destructive and capable of being launched over greater distances. These weapons and the technology used to deliver them led to a nuclear arms race. In 1949 the USSR tested its own atomic bomb, then in 1952 the US retaliated with the more powerful H bomb. For the first time technology had produced weapons capable of destroying the world (MAD).The Cuban Missile Crisis saw the superpowers come close to war. In the late 1960s, however, the US and USSR (and their allies) began to negotiate to reduce this threat via agreements and treaties such as SALT I and II;*
- *both sides also developed technology to deliver nuclear weapons. In the early 1950s the emphasis was on long distance bombers such as the B52 with a range of 6,000 miles. In the late 1950s the first intercontinental ballistic missiles (ICBMs) were tested. In the 1960s the range and accuracy of these increased dramatically – missiles bearing multiple nuclear warheads could now be fired across oceans (or by submarines from under the waves). Countries also developed missile defence systems, all at huge expense;*

© WJEC CBAC Ltd.

- *more recently war has also become more computerised with the adoption of hi-tech weapons such as drones using advanced optical and laser sysyems. This has improved reconnaissance, intelligence gathering, surveillance and targeting. By using GPS, operatives can launch precision attacks hundreds of miles away from the battlefield. Bigger drones such as the RAF 10 Reaper are armed with Hellfire missiles and laser-guided bombs. Infantrymen can also deploy small, lightweight drones to recce targets and enemy forces. Helmets fitted with information systems, thermal weapon sights and computers embedded into uniforms give soldiers satellite imagery of the battlefield;*
- *candidates may argue that the introduction of technology like nuclear weapons has had a significant impact on warfare and is the main reason that a third world war has not broken out (though the risk remains, particularly as more nations, such as North Korea, India and Pakistan, have developed nuclear weapons. However, it has not stopped conventional wars such as that which embroiled Britain at Suez, in Iraq and in Afghanistan. In the latter of these, some of the new technology has played a significant role alongside existing weapons such as aircraft, helicopters and tanks, which have been enhanced by the addition of new technologies. In spite of all the technology available, most of the basic fighting is still carried out by infantry on the ground.*

© WJEC CBAC Ltd.

Question 7

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*	*SPaG*
20	**6**	**10**			**4**

Question: **To what extent have tactics and strategy in warfare changed over time? [16+4]**

Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

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

Indicative content

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

- *during the medieval period it was often kings who dictated strategy and decided on the tactics used in sieges and battles. Strategy was based on the concept of limited warfare. Battles were usually a last resort and victory was often achieved by outmanoeuvring the enemy or by laying siege to a castle or fortified town. When battles were fought armies were made up of mounted knights, archers and infantry. Battles often began with volleys of arrows to create gaps in the enemy line for cavalry to exploit. Infantry could also be used in hand-to-hand combat. Massed ranks of archers proved particularly effective in battles such as Crécy and Agincourt;*

© WJEC CBAC Ltd.

- *by the late Middle Ages tactics were changing. Cavalry were used less and there was more emphasis on longbowmen and infantry – including knights fighting on foot such as at the Battle of Towton (1461) in which over half the 50,000 combatants lost their lives in brutal hand-to-hand fighting. The increasing use of pikes also made cavalry less effective, as demonstrated by the Scots' use of the schiltron at Bannockburn;*
- *by the sixteenth century firearms were in widespread use and this led to new tactics:, the "pike and shot era", in which mixed units of infantry with pikes and hand-held firearms dominated. In the Civil War both armies used similar tactics. In the centre would be squares of pikemen and musketeers, with artillery between, flanked by the cavalry on each wing. Battles often began with an artillery barrage, then cavalry would attack in an attempt to break the line of the opponents and make them scatter. Most battles, however, were decided by infantry in close combat;*
- *by the end of the seventeenth century, the introduction of the rifle and bayonet made pikemen redundant. Linear tactics were developed in which infantry was drawn up into long lines, two to four ranks deep. They fired en-masse in order to break the opposing line. The line could also be reshaped into a column (for advance) or into a square (to counter a cavalry charge). Linear tactics were used from the mid seventeenth century to the mid nineteenth century, notably by Wellington at Waterloo;*
- *candidates may refer to changes in the late nineteenth century. As rifles became more accurate over greater distances linear formations were abandoned. Troops now operated in a loose order described as a chain, with one or two paces between individuals;*
- *strategy and tactics changed again with the outbreak of the First World War. It was anticipated that there would be large movements of troops as both sides sought to gain territory. However, in the first Battle of the Marne (September 1914) German forces were pushed back and "dug in" to avoid losing more ground. The allies also built trenches. It quickly became apparent that nineteenth-century tactics involving frontal attacks by infantry were no longer feasible against the weapons of the time. The First World War became a war of attrition, with the strategy of both sides being to deprive the other of resources and manpower while sapping their will to fight. Nevertheless, commanders remained convinced that a big push would bring a decisive breakthrough. In battles such as the Somme,waves of infantry were sent towards the German trenches in the hope of gaining land. Attacks would be preceded by artillery barrages with the intention of destroying enemy defences. In the latter part of that war the allies began to use the "creeping barrage" – a forward-moving artillery barrage followed by advancing troops, a tactic which proved far more effective. Eventually, however, it was Germany's economic collapse that ended the war;*
- *the Second World War saw further changes in strategy and tactics. The German strategy of bombing Britain's cities (as well as U-boat attacks on merchant ships) was designed to destroy morale and to weaken Britain's economy: to force the country to surrender. The government's response was a policy of "total war", the mobilization of all of the nation's resources to defeat the enemy. Thus, civilians were part of this war more so than in any previous conflict, for example, they were targeted by bombs, had to accept rationing and blackouts and worked in armaments factories to keep the military functioning. In this sense the Second World War was, like the First World War, also a war of attrition because it pitted the economies of the Allies against those of the Axis powers;*
- *candidates might also refer to the military aspects of the Second World War, for example the German use of blitzkrieg changed tactics, and the Second World War was a much more fluid war than the First World War, and fought across larger areas. The combination of airpower, tanks and infantry meant that forces had to be better coordinated than ever before. Tanks had a huge impact in the Second World War and some of the most decisive battles, such as those at el Alamein, at Kursk and the Battle of the Bulge featured large numbers of them. Motor vehicles were also used extensively to give infantry extra mobility and to transport the huge amount of supplies needed. Radio improved communications and enabled tactics to be more flexible;*

© WJEC CBAC Ltd.

- *candidates may refer to developments since the Second World War. Modern warfare relies on combined arms tactics – coordinating aircraft/drones with ground troops. However, even with the variety of modern tactical weapons available, the infantry soldier remains the core of the army. The nature of warfare has also changed, so strategic planning has had to take into account developments such as cyber attacks and terrorist activities, as well as preparedness for more conventional types of warfare;*
- *to access AO1 Bands 3 and 4 candidates will need to make reference to the Welsh context, for example the Welsh avoidance of pitched battles and use of guerrilla warfare in the Middle Ages; tactical use of new weapons such as the use of cannon to capture Harlech by Prince Henry in 1408; the Battle of St Fagans and the destruction of the royalist army by the New Model Army; total war in Wales, the siting of a Royal Ornance Factory (ROF) in Bridgend, which was Britain's largest wartime ordnance factory; RAF Pembroke Dock, a seaplane base during the Second World War; Cold War strategic bases in Wales such as RAF Brawdy, which was a V-bomber base and submarine listening station (SOSUS); any other relevant Welsh national or local references will also be accepted.*

© WJEC CBAC Ltd.

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

In applying these performance descriptors:

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

Band	Marks	Performance descriptions
High	4	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	2-3	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

© WJEC CBAC Ltd.