GCSE

Geography B

Unit **B563/02**: Key Geographical Themes (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2017

Annotations

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
✔	Correct response
✘	Incorrect response
NBOD	Benefit of the doubt not given
∧	Information omitted
?	Unclear
[	Open bracket
]	Close bracket
DEV	Development
EG	Example/reference
PLC	Relevant place detail
L1	Level 1
L2	Level 2
L3	Level 3
J	Just

MARK SCHEME

Question			Answer/Indicative content	Mark	Guidance
1	**a**	**i**		**1**	Credit all candidates 1 mark! (✓)
	a	**ii**	1230	**1**	(✓) If more than 1 tick = 0
	a	**iii**	North west / west north west / west	**1**	(✓)
	b		Labelled arrows to indicate: Strongest current (X) Erosion (E) **and** deposition (D) River cliff (C) Slip-off slope (S)	**4**	4 x 1 (✓) Both erosion and deposition needed for 1 mark Credit labels without arrows if correct positions **See page 24 for diagram**
	c	**i**	Ideas such as: Homes flooded ✓ **so** must move out / homeless DEV Water contaminated by floodwater/waste ✓ **so** unpleasant smell / danger of infection DEV Roads blocked / bridges destroyed ✓ **so** unable to get to work / get from one side of town to another DEV Business / workplace / shop flooded ✓ **so** lose job / income DEV Homes / possessions damaged ✓ **so** expensive to repair / high insurance premium / owners suffer trauma / stress DEV Electricity supply damaged ✓ **so** homes / business without power DEV Facilities flooded (football ground) flooded ✓ **so** unable to watch / play DEV School flooded / shuts ✓ **so** children not learning / lose education DEV Farmland flooded / crops damaged / livestock killed ✓ **so**	**4**	2 x 2 marks 1 mark for each explanation (✓) 1 mark for each valid development which must be coherently linked to the explanation (DEV). Credit flooded / damaged / destroyed as alternatives NOT: people died lost profits for industry NOT: LEDC effects e.g. people starve, cholera outbreak

Question		Answer/Indicative content	Mark	Guidance
		farmer loses income DEV People drowned ✓ **so** relatives left to grieve DEV		
c	ii	Ideas such as: Two rivers meet / confluence ✓ **so** too much water for channel to hold / lot of water arrives at same time / discharge is greater / flood defences overpowered DEV Tributaries flow from surrounding uplands ✓ **so** bring rainwater to the main confluence DEV Large catchment area surrounding town ✓ **so** large amount of rainwater comes to the town DEV Town centre is built up / impermeable surfaces ✓ **so** more surface run off / less infiltration DEV Town centre is on lower land / surrounding land is higher ✓ **so** water drains to that point DEV Land in town centre is flat ✓ **so** water easily spreads out DEV Town centre is on river flood plain ✓ **so** water easily spreads out DEV Bridges over the river ✓ **so** debris blocks channel DEV Lack of vegetation / trees ✓ **so** more overland flow / less interception DEV	4	2 x 2 marks 1 mark for each reason (✓) 1 mark for each valid development which must be coherently linked to the reason (DEV). Do not credit river overflows / river bursts its banks - this is the same as flooding Evidence must come from map or photograph so not heavy rainfall NOT: trees chopped down / deforestation Houses / business affected (^)
d	i	The volume / amount of water (in a river) ✓ Which passes a point in a given / certain amount of time / second ✓ Determined by speed / velocity of the river & cross-section area of channel ✓	2	2 x 1 (✓) No credit for cumecs
d	ii	Ideas such as: Large amount of rainfall <u>in short period of time</u> / intense rainfall / 100 – 120mm in 6 hours / 12mm in 15 mins ✓ **which** results in overland flow / surface runoff / rain does	4	4 x 1 1 mark for each valid explanation (✓)

Question			Answer/Indicative content	Mark	Guidance
			not soak into ground / ground is saturated DEV Short time lag ✓ **so** river level rises quickly / rainwater gets to river quickly DEV High peak / large discharge / more than 50 cumecs ✓ **which** is much higher / 7 times higher than base flow DEV <u>Sudden</u> increase in discharge ✓ **which** results in too much water for channel to hold / exceeds channel capacity DEV		1 mark for each valid development which must be coherently linked to the explanation identified (DEV) 3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max. Only credit ideas which relate to the hydrograph, so no credit for ideas such as impermeable rock discharge is higher than base flow (^) high rainfall (^) heavy rainfall (^) discharge increases (^)
	e		**Case study: coastal landforms and processes** **Indicative content** Coastal area may be in any location. Landform may be changed by erosion or deposition, e.g. cliffs, headland, bay, cove, wave-cut platform, cave, arch, stack, stump, beach, spit, tombolo, bar. Credit a sequence of landform formation, if appropriate, e.g. cliff, arch, stack.	9	Case study will be marked using 3 levels: Annotate with **L3**, **L2** or **L1** at the end of the answer Use **DEV** in the answer to show development Use **PLC** to indicate place specific detail at Level 3 Use **EG** to indicate example of a coastal area Credit example wherever it appears in the answer *Note carefully:* *Answer consistently meets the criteria for the level* *Award mark at **top** of level* *Answer meets the criteria but with some inconsistency* *Award mark at **middle** of level* *Answer just meets the criteria for the level* *Award mark at **bottom** of level*

Question	Answer/Indicative content	Mark	Guidance
	Level 3 (7–9 marks) A comprehensive and place specific answer including **well developed** ideas which **both** describe the landform **and** explain how it has been formed. **Level 2 (4–6 marks)** Demonstrates sound knowledge through **developed** ideas which describe the landform **and/or** explain how it has been formed. **Level 1 (1–3 marks)** Demonstrates limited knowledge through		**Level 3 = 7-9 marks** Developed ideas from **both** question foci to give a **comprehensive** answer and **place specific.** Annotate place detail (such as location, rock type, beach deposits, named feature such as Durdle Door) as PLC. At least 3 developed ideas from both question foci and relevant place specific details credited at **middle or top** of level. Amount of relevant place specific detail determines credit at **middle or top** of level At least 3 developed ideas and named example which must include one developed idea from both question foci credited at **bottom** of level **Level 2 = 4-6 marks** **Developed** ideas from **either** question focus. Annotate each idea as DEV At least 3 developed ideas and named example credited at **top** of level. Developed ideas can be for either question focus Developed ideas but no named coastal area / wrong named coastal area, credited **up to middle** of level One developed idea credited at **bottom** of level **Level 1 = 1-3 marks** **Simple** ideas which are not developed from either question focus

Question	Answer/Indicative content	Mark	Guidance
	simple / undeveloped ideas which describe the landform **and/or** explain how it has been formed. **0 marks** No evidence submitted or the response does not address the question. **Spelling, punctuation and grammar** (SPaG) are assessed using the separate marking grid on page 23.		At least 3 simple ideas and named coastal area credited at **top** of level Simple ideas but with no named coastal area credited **up to middle** of level Appropriate named coastal area only credited at **bottom** of level. Annotate EG **No credit = 0 marks** No example and irrelevant answer – e.g. river valley feature

Question	Answer/Indicative content	Mark	Guidance
2 a	Ideas such as: In **LEDCS:** Homes/buildings are less sturdy ✓ **so** easily destroyed/collapse / give little protection DEV Houses are destroyed ✓ **so** people live in temporary camps / unhygienic conditions for long time DEV Less warning / education <u>about what to do</u> / monitoring / prediction / evacuation plans ✓ **so** people are less prepared / don't move away / don't know what to do DEV Poor emergency / rescue services / poor health care ✓ **so** people die of injuries / disease spreads faster / treatment is slow DEV Many people are farmers/ rely on farming ✓ **so** their crops are destroyed/food shortages/hunger DEV Poor roads / people live in isolated areas ✓ **so** difficult to get emergency services / aid to the area / evacuate people DEV LEDC is poor ✓ **so** less spending on early warning / monitoring / disaster planning / emergency aid / response plans / rely on foreign aid / can't afford to build health centres DEV Weak / ineffective government ✓ **so** aid doesn't get to people DEV Less flood defences ✓ **so** houses washed away / people drown DEV	4	2 x 2 1 mark for each reason (✓) 1 mark for each valid development which must be coherently linked to the reason suggested (DEV) No credit for the statement that there are more deaths in LEDCs Answer can be from the point of view of the USA No double credit for opposites (e.g. poor medical services in LEDC, good medical services in USA) NOT: LEDCs are more densely populated more people die in LEDCs infrastructure (^) education (^)
b	In LEDCs Between Equator and Tropic of Cancer / near Tropic of Cancer / in northern hemisphere / north of equator / above equator On the coast / next to the sea <u>Group /</u> lots of / several in Philippines In southern Asia / south-east Asia / <u>most</u> in Asia	3	3 x 1 (✓) NOT: favourable conditions e.g. where sea temperatures are 27 °C negative statements e.g. none in Africa near the equator between Tropics (of Cancer & Capricorn) in Pacific / Atlantic / Indian ocean

Question			Answer/Indicative content	Mark	Guidance
			In Central America / Caribbean / N. America Only one outside the tropics / north of Tropic of Cancer		in east & west
	c		High <u>sea</u> temperature / between 26 - 28°C / water more than 60m deep Water evaporates (from sea) Warm air rises Air cools <u>and</u> condenses Cooling process releases latent heat for more energy Low pressure sucks in air (from trade winds) Coriolis force / earth rotates /winds rotate / spiral around the centre of the cyclone Cool air sinks in the centre of the cyclone creating calm conditions / the eye	4	4 x 1 1 mark for each valid explanation (✓) No DEV marks NOT: storm moves inland / across land location where tropical storms form Only 1 mark for temperature / depth because they are conditions needed
	d		Widespread poverty/people are poor ✓ **so** cannot afford to move to safer areas / leave DEV Strong family/community ties / people may have been born in the area ✓ **so** do not want to move / prefer to stay DEV People are farmers / have a business / job (e.g. tourism) in the area ✓ **so** will not move away from their livelihood / source of income / may not get another job if they move / can eat the food they grow DEV Religious beliefs ✓ **so** people may think they are protected from the impact of future tropical storms DEV Evacuation plans in place / shelters / safe places to go to / reliable early warning systems / storms are monitored ✓ **so** people are aware of the dangers and how to escape from them DEV People may have protected their own property ✓ **so** feel they will be safe/home will not be damaged DEV Tropical storms don't occur very often ✓ **so** don't know	4	2 x 2 1 mark for each reason (✓) 1 mark for each valid development which must be coherently linked to the reason suggested (DEV) NOT: weather / climate (e.g. warm & wet) attractive / nice place to live on coast nowhere else to go cheap land so no-one wants to live there

Question			Answer/Indicative content	Mark	Guidance
	e		they are at risk DEV People don't think tropical storm will affect them ✓ **so** willing to take the risk DEV	2	2 x 1 (✓) Three ticks = 1 mark max Four or more ticks = 0
	f		Drought occurs in areas which have seasonal rainfall and the expected rains fail to come Drought is a period of time when there is not enough rain to support people, animals or crops	4	2 x 2
			Swimming pools Unnecessary/wasteful use of water / using water for recreation ✓ **so** less water for other uses / less for drinking / less for irrigation DEV		1 mark for each explanation of two different effects (✓) 1 mark for each valid development which must be coherently linked to the explanation suggested (DEV)
			Irrigation a. Using water to grow crops / taking water from rivers ✓ **so** water table falls/rivers / lakes dry up / less water for other uses / less water for drinking / DEV b. Causes salinisation ✓ which means land becomes infertile DEV c. Overgrazing Cattle eat all the grass / less grass grows / decline in quality of pasture / bare soil ✓ **so** more soil erosion / desertification / infertile soil DEV		No credit for naming the activity shown in Fig. 4 Do not double credit if same DEV idea is used twice (e.g. less water for drinking, soil erosion) NOT: so water runs out / no water left (^) increase in CO_2 – increase in temperature (global warming) Accept plants as alternative to grass (overgrazing)
			Deforestation Less interception / less evapotranspiration ✓ **so** disrupts water cycle / less rainfall / more surface run-off DEV Soil no longer held together by roots ✓ **which** causes soil erosion DEV		

Question			Answer/Indicative content	Mark	Guidance
	g			9	Case study will be marked using 3 levels:
			Case study: example of a tectonic hazard event in an MEDC		Annotate with **L3**, **L2** or **L1** at the end of the answer Use **DEV** in the answer to show development Use **PLC** to indicate place specific detail at Level 3
			Indicative content Tectonic hazard may be an earthquake or a volcanic eruption which must be located in an MEDC. Allow reference to a tsunami if caused by an earthquake.		Use **EG** to indicate example of located tectonic hazard
					Credit example wherever it appears in the answer
			d. Impacts could be primary or secondary and could include effects on people, damage to buildings and infrastructure, economy.		*Note carefully:* *Answer consistently meets the criteria for the level* *Award mark at **top** of level*
			Attempts to reduce the impacts could include education, preparation measures, monitoring, emergency plans, earthquake-proof building techniques, evacuation plans, mapping areas at risk, engineering methods to divert lava flow and measures taken after the event. These attempts must be appropriate to an earthquake or volcano.		*Answer meets the criteria but with some inconsistency* *Award mark at **middle** of level* *Answer just meets the criteria for the level* *Award mark at **bottom** of level*
					Level 3 = 7-9 marks Developed ideas from **both** question foci to give a **comprehensive** answer and **place specific.** Annotate place details (such as death toll, named industry affected, specific plans to reduce effect, plate names, magnitude) as PLC
			Level 3 (7–9 marks) A comprehensive and place specific answer including **well developed** ideas which **both** describe the impacts of the tectonic hazard **and** explain the success of attempts to reduce the impact		At least 3 developed ideas from both question foci and relevant place specific details credited at **middle or top** of level. Amount of relevant place specific detail determines credit at **middle or top** of level
					At least 3 developed ideas and named example which must include one developed idea from both question foci credited

Question			Answer/Indicative content	Mark	Guidance
			Level 2 (4–6 marks) Demonstrates sound knowledge through **developed** ideas which describe the impacts of the tectonic hazard **and/or** explain the success of attempts to reduce the impact **Level 1 (1–3 marks)** Demonstrates limited knowledge through **simple / undeveloped** ideas which describe the impacts of the tectonic hazard **and/or** explain the success of attempts to reduce the impact.		at **bottom** of level **Level 2 = 4-6 marks** **Developed** ideas from **either** question focus. Annotate each idea as DEV At least 3 developed ideas and named example credited at **top** of level. Developed ideas can be for either question focus Developed ideas but no named and located example / wrong named or located example, credited **up to middle** of level e. A developed answer which focuses on a tectonic hazard in an **LEDC** cannot gain full Level 2 credit. f. Credit China as MEDC One developed idea credited at **bottom** of level Credit DEV for correct statistics if supported by explanation (e.g. 5000 killed by building collapse) **Level 1 = 1-3 marks** **Simple** ideas which are not developed from either question focus At least 3 simple ideas and named example credited at **top** of level Simple ideas but with no named example credited **up to middle** of level

Question			Answer/Indicative content	Mark	Guidance
			0 marks No evidence submitted or the response does not address the question. Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 23.	**3**	Appropriate named example only credited at **bottom** of level. Annotate EG **No credit = 0 marks** No example and irrelevant answer – e.g. tropical storm, drought

Question			Answer/Indicative content	Mark	Guidance
3	**a**	**i**	Gross domestic product ✓ <u>Average</u> wealth of people in a country / <u>average</u> income / <u>average</u> amount people earn ✓ Total value of goods and services produced / amount of money a country earns ✓ Divided by number of people in the country ✓	**2**	2 x 1 (✓) how much a person earns (^)
	a	**ii**	As GDP decreases, number of children dying under 5 increases OR Higher GDP equals less children dying under 5 OR Inverse / negative relationship As GDP decreases, number of years of schooling decreases OR Higher GDP equals higher number of years of schooling OR Positive relationship	**2**	2 x 1 (✓)
	a	**iii**	Ideas such as: Better diet / adequate food supply ✓ **so** less prone to malnutrition DEV Better sanitation / hygiene ✓ **so** less outbreak of disease / epidemics DEV Clean or reliable water supply ✓ **so** less chance of dehydration / water related diseases such as cholera or diarrhoea DEV Better access to medical or health care / doctors / hospitals / medicines ✓ **so** more chance of being cured / recover from illness / vaccination against disease DEV Less likely to do hard manual work / child labour ✓ **so** safer working environment DEV More government spending on services ✓ **so** provide specialised support such as pension / care home DEV Better housing ✓ **so** more protection against severe	**4**	4 x 1 1 mark for each valid explanation (✓) 1 mark for each valid development which must be coherently linked to the explanation identified (DEV) 3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max. No credit for <u>description</u> of relationship, i.e. higher GDP equals higher life expectancy NOT: country is more developed less people die people are richer or more money(^)

Question			Answer/Indicative content	Mark	Guidance
			weather DEV Higher standard of living / better quality of life ✓ **so** can buy healthier food etc DEV Education about disease prevention / nutrition / looking after children / farming / to get a better job ✓ **so** …(must link to stem and lead to increased life expectancy) DEV		can support families (^) education by itself (^)
	b			**4**	4 x 1
			Ideas such as: More natural resources / raw materials in a country ✓ **so** they can be sold to increase wealth / used to manufacture products DEV The workforce is skilled / well-educated ✓ **so** can produce high-value goods / services DEV There is high population growth ✓ **so** that there is not enough housing / education / food for the people DEV A country with access to the sea / not landlocked ✓ **so** trade can be developed / sell their goods abroad DEV A country which experiences natural disasters ✓ **so** money / resources must be used in recovery / infrastructure is destroyed / cannot farm DEV A country with good/ democratic government ✓ **so** money / resources are available to help development DEV A country has corrupt government ✓ **so** spend money on themselves / weapons DEV A country which is richer / people have more money ✓ **to** spend on education / healthcare / housing / food DEV A country which developed earlier / earlier industrial revolution ✓ **so** more time to develop industry DEV A country at war ✓ **so** spend money on weapons / not attract investment DEV Exploited as colony ✓ **so** raw materials taken by ruling country DEV Country is in debt ✓ **so** has less money for development / must pay back money DEV		1 mark for each valid explanation (✓) 1 mark for each valid development which must be coherently linked to the explanation identified (DEV) 3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max. Do not need to refer to LEDC / MEDC in each explanation climate – cold, wet, hot (^) primary, secondary, tertiary, quaternary industry (^)

Question			Answer/Indicative content	Mark	Guidance
c	**i**		Milk / manure / food / income / money / education / <u>another</u> cow	**1**	(✓)
c	**ii**		Ideas such as: The scheme is a cycle / self-sustaining / doesn't use up resources / cow is replaced or increased ✓ **so** it doesn't rely on continued external support / more aid DEV	**4**	4 x 1 1 mark for each valid explanation (✓) 1 mark for each valid development which must be coherently linked to the explanation identified (DEV) 3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max.
			<u>Social</u> Benefit is passed onto children ✓ **so** they don't have to depend on aid DEV It is long-term / leads to improvement in peoples' lives ✓ **so** better diet / health DEV Local people can manage the scheme ✓ **so** there is no expensive external influence / management DEV Food reduces malnutrition ✓ **so** farmer can work harder DEV		**No credit for just repeating the ideas / words on Fig. 6** No credit for identifying social, economic or environmental
			<u>Economic</u> It involves little / low / appropriate technology ✓ **so** it is inexpensive to run DEV Pay tax on income ✓ **so** economy improves / government has more money to spend DEV Children can go to school / learn ✓ **so** get better or skilled jobs / earn more money DEV		
			<u>Environmental</u> Manure keeps soil fertile/ ✓ **so** improves yields / grow more crops DEV Not using fertilisers ✓ which protects environment DEV		
c	**iii**		If used inappropriately benefits are short-lived ✓ **so** does not encourage long-term planning DEV Takes time to be effective ✓ **so** will not help in short-term	**4**	2 x 2 1 mark for each disadvantage (✓)

Question			Answer/Indicative content	Mark	Guidance
			disaster / hardship DEV Cows require grass / grazing land ✓ **which** is not available / will not grow DEV Cows require vet care ✓ **which** people cannot afford / is expensive / is not available DEV Overgrazing by cows ✓ **which** results in desertification DEV Cow dies ✓ **so** aid cycle breaks down / become poor again DEV Not everyone benefits from the gift of a cow / aid ✓ **so** others remain poor DEV Family sells / eats the cow ✓ **so** lose the long-term benefit DEV Family needs to be taught how to use project ✓**so** they use resource effectively DEV		1 mark for each valid development which must be coherently linked to the disadvantage suggested (DEV) Ideas could relate to other types of local project , e.g. water, goat aid ideas must relate to bottom-up aid not aid in general NOT: drought / storms stop farming cow needs feeding / food (instead of feeding family) locals are poor so won't be able to buy surplus crops methane from cows adds to global warming depends on donations (true for all aid)
	d		**Case study: a multi-national company** **Indicative content** The company can operate in any area or country Positive or negative effects could be on local people, the economy of the country or the local environment. Do **not** credit positive or negative effects for the MNC	9	Case study will be marked using 3 levels: Annotate with **L3**, **L2** or **L1** at the end of the answer Use **DEV** in the answer to show development Use **PLC** to indicate place specific detail at Level 3 Use **EG** to indicate located example of economic activity Credit example wherever it appears in the answer *Note carefully:* *Answer consistently meets the criteria for the level* *Award mark at **top** of level* *Answer meets the criteria but with some inconsistency* *Award mark at **middle** of level* *Answer just meets the criteria for the level* *Award mark at **bottom** of level*

Question			Answer/Indicative content	Mark	Guidance
			Level 3 (7–9 marks) A comprehensive and place specific answer including **well developed** ideas which describe **both** the positive and negative effects of MNC investment.		**Level 3 = 7-9 marks** Developed ideas from **both** question foci to give a **comprehensive** answer and **place specific.** Annotate place details (such as location, type of pollution, working conditions, specific benefit) as PLC At least 3 developed ideas from both question foci and relevant place specific details credited at **middle or top** of level. Amount of relevant place specific detail determines credit at **middle or top** of level At least 3 developed ideas and named example which must include one developed idea from both question foci credited at **bottom** of level
			Level 2 (4–6 marks) Demonstrates sound knowledge through **developed** ideas which describe **both** the positive **and/or** negative effects of MNC investment.		**Level 2 = 4-6 marks** **Developed** ideas from **either** question focus. Annotate each idea as DEV At least 3 developed ideas and named example credited at **top** of level. Developed ideas can be for either question focus Developed ideas but no named and located MNC example / wrong named or located MNC example credited **up to middle** of level One developed idea credited at **bottom** of level
			Level 1 (1–3 marks) Demonstrates limited knowledge through **simple / undeveloped** ideas which describe the positive		**Level 1 = 1-3 marks** **Simple** ideas which are not developed from either question focus

Question			Answer/Indicative content	Mark	Guidance
			and/or negative effects of MNC investment.		At least 3 simple ideas and named example credited at **top** of level
					Simple ideas but with no named example credited **up to middle** of level
					Appropriate named example only credited at **bottom** of level. Annotate EG
			0 marks No evidence submitted or the response does not address the question.		**No credit = 0 marks** An answer which is not about an MNC
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 23.	3	

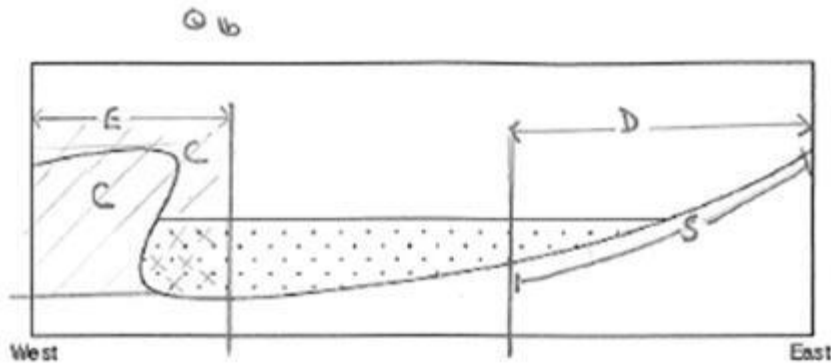**Spelling, punctuation and grammar (SPaG) assessment grid**

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

The use of 0(zero) marks.
0 marks should be awarded when
   - The candidate writes nothing;

- The candidate's response bears no relation to the question;
- The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

Maximum of 1 mark if candidate has only written one sentence

1.   **Awarding Spelling, Punctuation and Grammar to scripts with a coversheet**

1. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:

a. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.

b. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.

c. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

2. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.

3. If a script has a **word processor cover sheet <u>AND</u> a scribe cover sheet** attached to it, see point 1 above.

4. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet,** award SPaG as normal.

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