



GCSE MARKING SCHEME

SUMMER 2025

GCSE

HISTORY

UNIT 3: THEMATIC STUDY

**3D. CHANGES IN PATTERNS OF MIGRATION, c.1500
TO THE PRESENT DAY**

3100UM0-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

UNIT 3: THEMATIC STUDY

3D. CHANGES IN PATTERNS OF MIGRATION, c.1500 TO THE PRESENT DAY

SUMMER 2025 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 economic factors that contributed to emigration from Britain and Ireland during the nineteenth century.** [6]

Band descriptors and mark allocations

This is the question and its mark tariff.

	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 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:

- *Decline in Agricultural Employment: The mechanization of farming and the enclosure movement in Britain displaced rural workers, leaving many without livelihoods.*
- *Impact of the Irish Potato Famine: The Great Famine (1845–1852) caused mass starvation in Ireland, forcing families to emigrate in search of survival and economic stability.*
- *Collapse of Traditional Industries: Handicrafts and small-scale industries, such as hand-weaving, were overtaken by factory production during the Industrial Revolution, leading to widespread unemployment.*
- *Urban Overcrowding and Poverty: Rapid urbanization created poor living conditions in cities, driving people to seek better opportunities abroad.*

- *Availability of Land Overseas: Colonies like Canada, Australia, and the United States offered affordable or free land, appealing to those affected by land shortages and high rents in Britain and Ireland.*
- *Attraction of Industrial Opportunities Abroad: Growing industrial economies in the Americas and colonies provided jobs that were unavailable at home due to overpopulation and limited resources.*
- *Gold Rushes: The discovery of gold in California (1848) and Australia (1851) provided economic incentives for emigration, particularly for younger men seeking wealth.*
- *Assisted Passage Schemes: Subsidized travel programs, often funded by colonial governments or philanthropic groups, made emigration financially accessible to struggling families.*

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.

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.

UNIT 3: THEMATIC STUDY

3D. CHANGES IN PATTERNS OF MIGRATION c.1500 TO THE PRESENT DAY

Question 1

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
4	4			

Award one mark for each correct response:

- a. *Lascars / Lascar sailors*
- b. *Mimosa*
- c. *Pilgrim Fathers / Puritans*
- d. *Eastern Europe / Russia*

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
4		2	2	

Question: Use Sources A, B and C to identify one similarity and one difference in the experiences of immigrants 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

Both immigrants in B and C have opened shops

Both B and C show that they have been successful and accepted in their respective societies.

Both B and C are offering food / drinks.

Both B and C are family run.

Differences

Source A shows that not all immigrants have been that successful. Source A looks to have a hard life – source B/C looks prosperous

Life in A is hard while B is more affluent, and C shows a flourishing take away.

Source B is a cafe while Source C is a takeaway restaurant.

Question 3

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the economic factors that contributed to emigration from Britain and Ireland during 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:

- *Decline in Agricultural Employment: The mechanization of farming and the enclosure movement in Britain displaced rural workers, leaving many without livelihoods.*
- *Impact of the Irish Potato Famine: The Great Famine (1845–1852) caused mass starvation in Ireland, forcing families to emigrate in search of survival and economic stability.*
- *Collapse of Traditional Industries: Handicrafts and small-scale industries, such as hand-weaving, were overtaken by factory production during the Industrial Revolution, leading to widespread unemployment.*
- *Urban Overcrowding and Poverty: Rapid urbanization created poor living conditions in cities, driving people to seek better opportunities abroad.*
- *Availability of Land Overseas: Colonies like Canada, Australia, and the United States offered affordable or free land, appealing to those affected by land shortages and high rents in Britain and Ireland.*
- *Attraction of Industrial Opportunities Abroad: Growing industrial economies in the Americas and colonies provided jobs that were unavailable at home due to overpopulation and limited resources.*
- *Gold Rushes: The discovery of gold in California (1848) and Australia (1851) provided economic incentives for emigration, particularly for younger men seeking wealth.*
- *Assisted Passage Schemes: Subsidized travel programs, often funded by colonial governments or philanthropic groups, made emigration financially accessible to struggling families.*

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the changing attitudes towards immigration into Britain after the Second World War.** [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 describes 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:

- *Initial Encouragement: After WWII, the British government actively encouraged immigration to address labor shortages, particularly in industries like transport, healthcare, and manufacturing.*
- *The Windrush Generation: The arrival of Caribbean migrants on the Empire Windrush in 1948 symbolized Britain's initial openness to Commonwealth immigrants.*
- *Economic Dependence on Immigrants: Immigrants were initially welcomed for their role in rebuilding Britain's economy, particularly through public sector jobs like the NHS and transport.*
- *Emerging Racial Tensions: By the late 1950s, public attitudes began to shift as racial tensions grew, leading to events like the 1958 Notting Hill riots.*
- *Legislative Restrictions: The 1962 Commonwealth Immigrants Act introduced immigration controls, reflecting growing public and political concerns about the scale of immigration.*
- *Impact of Race Relations Legislation: Laws such as the Race Relations Act (1965) began to address discrimination, signaling a shift towards protecting immigrants' rights and promoting equality.*
- *Rise of Anti-Immigrant Sentiment: The 1960s and 1970s saw a rise in anti-immigrant rhetoric, exemplified by Enoch Powell's controversial "Rivers of Blood" speech in 1968.*
- *Multiculturalism and Integration: In the 1980s and 1990s, attitudes softened somewhat as Britain began to embrace multiculturalism, with policies promoting racial equality and diversity.*
- *Continued Divisions: Despite progress, debates over immigration persisted into the twenty-first century, often tied to concerns about identity, resources, and the impact of EU migration.*

Question 5

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	2	10		

Question: **Explain why some Welsh people emigrated from Wales to Patagonia in the 1860s.** [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:

- *Leaders like Michael D. Jones promoted Patagonia as a place where Welsh people could live freely, preserving their language and customs. Jones promoted Patagonia as a land of freedom and autonomy, contrasting it with other potential destinations (like the United States or Australia), where assimilation into English-speaking communities was expected.*
- *Attempts to preserve Welsh language and culture among Welsh emigrants in America had failed. In “Welsh” towns such as Utica in New York State and Scranton in Pennsylvania, Welsh emigrants came under great pressure to adopt the American way of life and use English in everyday life. This was difficult to resist and most Welsh immigrants soon became “Americanised”.*
- *Welsh settlers wanted to escape increasing English influence in Wales. English-language education and policies were seen as threats to Welsh traditions, making Patagonia a desirable location to create a purely Welsh-speaking society.*
- *The Welsh emigrants were often Nonconformists who faced restrictions under English church influence. In Patagonia, they hoped to establish a society that reflected their religious beliefs and values.*
- *The lack of available land and job opportunities in rural Wales due to industrialization left many struggling economically. Patagonia’s promise of land ownership and self-sustenance through farming was highly appealing.*
- *The plan also had the support of the Argentinean government, as this would give them control of a large area of land which was also claimed by Chile. They, in turn, accepted that Welsh immigrants would be allowed to retain their language and religion.*
- *Welsh leaders arranged with the Argentine government to settle in the Chubut Valley, where they were promised a degree of autonomy, which allowed them to establish a community on their own terms.*

Question 6

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	2	10		

Question: **How significant were the Puritan settlers to the development of the United States?** [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:

- *The Puritans fled to North America in the 1620s to escape religious persecution. They had a significant impact on many areas of American life. They believed they were God's chosen people. They founded colonies in New England where it was their mission to create a "city upon a hill" a perfect society that would be an example to the world;*
- *Puritans rejected hierarchies. They set up their own churches, and chose their own ministers. At their town meetings every church member had the right to speak, and vote on decisions. This was the beginning of American democracy;*
- *Puritans created a foundation for democratic governance through town meetings, which provided early Americans with experience in self-rule, influencing the development of American political structures.*
- *Puritan ideals about law and moral governance influenced American legal traditions, promoting ideas about community responsibility and justice, aspects that remained part of American civic life.*
- *American Puritans were self-disciplined and believed that hard work was a religious duty and the way to please God. Acquiring wealth through hard work was not a sin; The Puritan work ethic, which emphasized hard work, discipline, and self-reliance, became part of the American cultural identity and contributed to the idea of the "American Dream."*
- *Puritans emphasised that everyone was responsible for his own actions (every man was "his own priest"). This made them self-reliant, optimistic and hard-working – the basis of modern American individualism;*
- *They placed great importance on education. They believed that man should follow God's will, and the way to understand this was by studying the Bible. Schooling was free. They also established the first American Colleges – Harvard and Yale. Through these colleges they spread their ideas about government and society;*
- *While the Puritans sought religious freedom, they practiced religious intolerance within their colonies, enforcing strict conformity. This tension highlighted the need for religious tolerance, which became a principle in American society.*
- *Though only about 25,000 Puritans settled in America in the seventeenth century, they had a significant influence. Many of the values we associate with the U.S. e.g. individualism, egalitarianism and optimism, can be traced back to the Puritans. We can see their influence in the Declaration of Independence - all men are created equal with unalienable rights; and in the First Amendment to the constitution – the right to freedom of religion, free speech etc.*

Question 7

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
20	6	10			4

Question: **To what extent has immigration had a positive impact on Britain 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 variations in the extent of the welcome given to emigrants 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 variations in the extent of the welcome given to emigrants in the historical context.	5-7
BAND 2	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while considering variations in the extent of the welcome given to emigrants and their 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 variations in the extent of the welcome given to emigrants.	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:

THE EARLY MODERN PERIOD : c.1500-1700s

- *Immigration almost inevitably has an impact on the communities it reaches. Unless it is a mass expulsion like that of the Ugandan Asians, migrants tend to be younger and more economically active than the population as a whole. Generally, therefore, they make a positive contribution to the host country.*
- *During the early modern period The Huguenots brought with them a range of skills that helped to transform Britain from an agricultural nation into an industrial economy. They made their presence felt in range of occupations – in banking, in industries like clock making and paper production, in the book trade, the arts and the army, on the stage and in teaching. Huguenots were also some of the main investors in the Bank of England which allowed the government to borrow money to fight wars which grew the Empire.*
- *The majority of African and Asian migrants in the UK seem to have lived quiet lives in a range of occupations, e.g. shoemaker, needle maker and servant. However, some became more prominent members of society. Catalina de Cordones arrived with Catherine of Aragon in 1501 and served as Lady of the Bedchamber for 26 years. Perhaps the best-known person of African descent was Olaudah Equiano, a former slave, who became famous in the late eighteenth century for his campaign to end slavery.*
- *Lascars, Indian or Asian seamen, played an important role on British merchant ships from the seventeenth century onwards. 3000 of them were killed on ships carrying supplies to Britain during the First World War.*
- *The earliest migrants who came to Wales seem to have been generally welcome. They brought with them the skills to develop industry and would have helped create work for the local population*

INDUSTRIAL PERIOD : c.1800s

- *Most immigration to Britain in the nineteenth century came from poorer areas of Europe, and many of the migrants were uneducated and lacked specific skills. Though they were often met with initial hostility and suspicion, most did assimilate and had a significant impact on economic and social life.*
- *Irish immigration increased significantly during the famine of the 1840s. By 1861 Irish migrants made up 3% of the population. Though poorly educated they were prepared to work for low wages at a time when labour was in demand. They played a major part in creating Britain's canal and railway networks, as well as building Britain's industrial towns and other projects e.g. Cardiff docks. They had an impact on various areas of life e.g. in politics the Chartist leader Feargus O'Connor campaigned for votes for working class men, Oscar Wilde and George Bernard Shaw were leading playwrights, while the boxer "Peerless" Jim Driscoll from Cardiff fought in America for the world title.*
- *The Jews who migrated to Britain also had a significant impact, though there were fewer of them. In the early nineteenth century bankers like the Rothschilds helped finance the industrial revolution, while in politics Benjamin Disraeli helped reshape social attitudes.*
- *After 1880 there was a new wave of poor Jewish migrants from eastern Europe. They settled primarily in large industrial cities e.g. the East End, which became a centre in the production of cheap clothes for the mass market. Firms like Marks and Spencer, Burtons and Moss Bros began there and had a huge impact on the British high street.*
- *The Jewish population increased from 46,000 in 1880 to about 250,000 in 1919.*
- *A negative impact of this was the growth of the British Brothers League, an anti-immigration group, and a rise in racism.*

- *Some Italians came to Britain in the early nineteenth century as skilled artisans, making barometers and other instruments, who contributed to the economic wealth of the country. However, in the late nineteenth century a new wave of poor, economic migrants arrived. They opened cafes and ice cream parlours, which helped change the face of Britain's high streets. They were not usually seen as being in direct competition with British workers.*
- *In Wales, Irish migrants worked across the industrial areas e.g. they helped build Cardiff docks. Italian cafes – Bracchi shops – were a common feature in Welsh towns and by the late nineteenth century. Many sailors who arrived in the coal ports of Wales in the late nineteenth and early twentieth centuries helped develop the Welsh economy*

MODERN PERIOD : c.1900s-present day

- *The level of immigration fell in the first half of the twentieth century. However, many Jews who fled to Britain from Nazi Germany brought business experience and set up firms e.g. on the Treforest Trading Estate, near Pontypridd. Others brought medical skills e.g. Dr Ludwig Guttman, a neurosurgeon, who treated many injured soldiers . After World War II he set up the Stoke Mandeville Games for those with war injuries. This was the forerunner of the modern Paralympics.*
- *During the post-war period immigration from Commonwealth countries had a huge impact on Britain's economic life. They helped to staff the newly created NHS and worked on transport in the major cities. They also influenced cultural life in Britain e.g. reggae and later Bhangra music influenced our musical tastes.*
- *British eating habits have also changed. Indian and Chinese takeaways and restaurants have become as familiar on our high streets as Italian cafes had been in the early twentieth century.*
- *In sport, Commonwealth migrants and their descendants have represented Britain at the highest level, as football, rugby and cricket and won Olympic gold medals.*
- *Immigration from the EU increased rapidly in the twenty-first century with many migrants taking jobs that UK citizens did not want e.g. in agriculture, social care and hospitality. There is no clear evidence to suggest that migrants have taken jobs from local people or had a negative effect on wages. In fact, evidence seems to suggest that they have had a positive impact on Britain's economy.*
- *The average EU migrant tends to be quite young and less likely to make use of the NHS or government benefits than the average UK citizen. They also pay more in taxes to the UK government than the average UK resident, though it is argued that they have added to pressures on housing and school places in some areas. The high level of EU migration also played a significant part in the outcome of the 2016 referendum on the EU, which the Leave side won. EU migration to Britain has since declined noticeably.*
- *Men from the Caribbean, Yemen, Somalia and West Africa served on ships. Their role became even more important in World War I when they replaced merchant seamen who were called up to the Royal Navy*
- *To access AO1 Bands 3 and 4 candidates will need to make reference to the Welsh context*

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
<i>High</i>	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
<i>Intermediate</i>	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
<i>Threshold</i>	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