



Your Guide to  
Spelling, Punctuation and Grammar in  
**Edexcel GCSE Geography B  
(Evolving Planet)**

For assessment in 2013 only



# Spelling, Punctuation and Grammar (SPaG) in GCSE Geography B (Evolving Planet)

## Why has SPaG been introduced?

In 2011, the Department for Education announced that SPaG would be introduced into the assessment of four GCSE qualifications: English Literature, History, Geography and Religious Studies. In each of these qualifications 5% of the total marks must be allocated to the assessment of candidates' spelling, punctuation and grammar.

Therefore, for GCSE Geography B, with a total of 200 marks, 5% of the total is 10 marks for SPaG.

## How has SPaG been applied?

In Edexcel's GCSE Geography B, SPaG marks will be assessed in Section C of Units 1, 2 and 3. SPaG is not assessed in Unit 4 (controlled assessment).

Paper/Unit	Section	Question	Raw Mark	Assessment	SPaG Mark
5GB01	C	On a 6 mark question	53	Exam	3
5GB02	C	On a 6 mark question	53	Exam	3
5GB03	C	On a 9 mark question	54	Exam	4
5GB04	N/A	N/A	50	Controlled Assessment	N/A
<b>Total</b>			<b>210 raw marks</b>		<b>10 SPaG marks</b>

Marks for Quality of Written Communication (QWC) remain unchanged throughout the GCSE Geography B qualification.

We have allocated SPaG marks across units 1, 2 and 3 in order to give candidates an opportunity to be rewarded for their SPaG across different elements of the subject rather than having all of the SPaG marks in just one unit examination. The SPaG marks have been allocated to the question within each section that offers the most

opportunity for the use of extensive technical vocabulary and gives candidates an opportunity to demonstrate their writing skills.

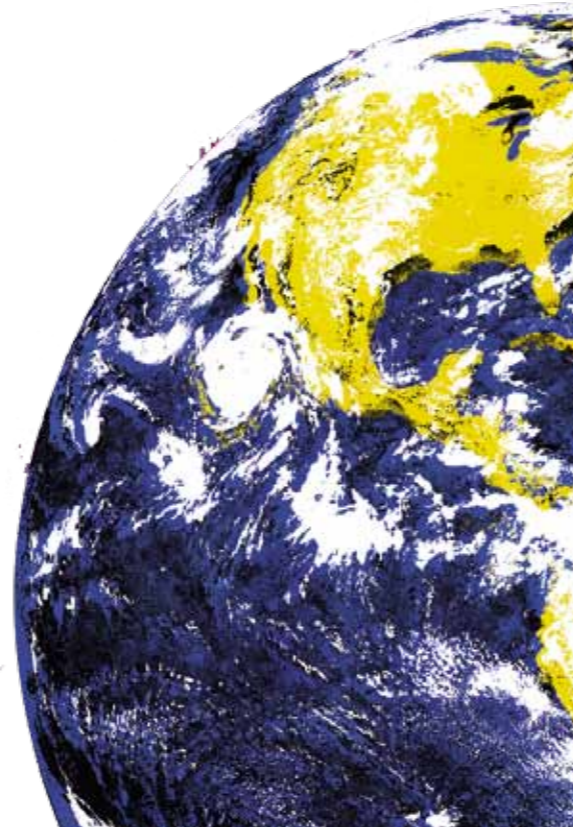
## When is the first assessment of SPaG?

SPaG will first be assessed in GCSE Geography B in January 2013. Exemplar questions and mark schemes are available in this guide and further materials will be added on the website [www.edexcel.com/gcse2012geography](http://www.edexcel.com/gcse2012geography) over time.

## How will SPaG be made clear on the exam paper?

There will be an instruction for candidates on the front cover of the exam paper as well as before any question that has SPaG marks available. Beneath the question we will indicate how many marks are available for SPaG for that question.

There are examples of how SPaG will be applied to the questions on pages 3–5 of this guide.



# Sample questions and mark schemes

## Sample exam question with SPaG assessment - Unit 1/Section C (Foundation Tier)

**SECTION C – LARGE SCALE DYNAMIC PLANET**

**Answer ONE question in this section.**

**Topic 7: Oceans on the Edge**

**If you answer Question 7 put a cross in this box .**

**Spelling, punctuation and grammar will be assessed in \*(c).**

\*(c) Using examples, describe how marine ecosystems can be managed sustainably. (6)

Spelling, punctuation and grammar. (3)

**(Total for Question 7 = 12 marks)**

## SPaG mark scheme – Unit 1/Section C (Foundation/Higher Tier)

Level	Mark	Descriptor
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<b>Threshold performance</b> Candidates spell, punctuate and use the 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.
SPaG Level 2	2	<b>Intermediate performance</b> Candidates spell, punctuate and use the 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.
SPaG Level 3	3	<b>High performance</b> Candidates spell, punctuate and use the 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.



Sample exam question with SPaG assessment - Unit 2/Section C (Foundation Tier)

**SECTION C – LARGE SCALE PEOPLE AND THE PLANET**

Answer ONE question in this section.

**Topic 7: Development Dilemmas**

If you answer Question 7 put a cross in this box .

Spelling, punctuation and grammar will be assessed in \*(c).

(b) Describe how a dam like this could help Ghana develop.

(2)

\*(c) Using examples, explain how bottom-up schemes have benefited developing countries.

(6)

Spelling, punctuation and grammar.

(3)

**(Total for Question 7 = 12 marks)**

SPaG mark scheme – Unit 2/Section C (Foundation/Higher Tier)

Level	Mark	Descriptor
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<b>Threshold performance</b> Candidates spell, punctuate and use the 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.
SPaG Level 2	2	<b>Intermediate performance</b> Candidates spell, punctuate and use the 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.
SPaG Level 3	3	<b>High performance</b> Candidates spell, punctuate and use the 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.

Sample exam question with SPaG assessment - Unit 3/Section C (Foundation Tier)

**SECTION C – MAKING DECISIONS**

Spelling, punctuation and grammar will be assessed in \*(a).

3 Use all the resources in the booklet but with particular reference to those in Section C.

The issue

The future development of Antarctica is a battle between conservationists and those who want to exploit the resources.

You should consider the following three options for Antarctica's future:

Option 1	Make Antarctica a World Park managed by UN. <b>No further development</b> should be allowed. Antarctica should be conserved as a wilderness area.
Option 2	Allow <b>small scale sustainable development</b> only on the Antarctica peninsula. Examples include ecotourism, new designs for research stations, sustainable shellfish industry.
Option 3	Permit some <b>large scale development</b> of resources for fishing, tourism and mining throughout Antarctica provided the developments are sustainably managed.

\*(a) (i) Choose the option you think is best for Antarctica.

My chosen option number is .....

Explain why you chose this option as best for Antarctica.

(8)

Spelling, punctuation and grammar.

(4)

(ii) Give **three** possible disadvantages of your chosen option.

(3)

SPaG mark scheme – Unit 3/Section C (Foundation/Higher Tier)

Level	Mark	Descriptor
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<b>Threshold performance</b> Candidates spell, punctuate and use the 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.
SPaG Level 2	2-3	<b>Intermediate performance</b> Candidates spell, punctuate and use the 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.
SPaG Level 3	4	<b>High performance</b> Candidates spell, punctuate and use the 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.

# Teaching and learning advice

Teachers and candidates should note that SPaG is essentially made up of two strands:

## a) Spell, punctuate and use grammar accurately

It is likely that many schools will have whole-school policies on literacy and on the marking of students' work for SPaG. Students' levels of ability in SPaG are likely to vary significantly from school to school and some teachers may also find that EMAS and SEN staff have resources and strategies to help certain students.

One aspect of grammar that examiners often comment on is the frequent use of 'would of' and 'should of'. There are also occasional scripts with use of text messaging language and students should be made aware of the need to use formal language in examinations.

Where appropriate, SPaG can form a useful focus for starter or plenary sessions in lessons. Across all units there are key words; some focus on commonly used words will benefit the assessment of some students' spelling. Straightforward activities for students with less-developed literacy could also include the use of anagrams, word puzzles or the deliberate misspelling of words which the student then corrects.

## b) Specialist vocabulary

There are key words for each of the examination units so teachers might like to draw up a glossary of key terms for students. Where appropriate, this could form a useful focus for starter or plenary sessions in lessons. One straightforward activity could be students orally explaining key vocabulary without using the term whilst other students have to correctly write down the word.

Teachers and students should also note that using specialist vocabulary often saves candidates valuable time during the examination as well as demonstrating geographical understanding.

'Everyday' words	'Everyday' keywords for geography	Specialist keywords for geography	Place names and case studies
necessary ('necessry') believe ('beleive') independent ('independant') recommend ('reccomend')	vegetation ('vegitation') environment ('enviroment') development ('developement') businesses ('buisnesses')	volcano ('volcanoe') desert ('dessert') hydraulic ('hydrolic') trade bloc ('block')	Britain ('Brittain') Antarctic ('Anarctic') Cairo ('Cayro') Mumbai ('Mumbaye')
This may require a whole-school approach, in collaboration with other GCSE courses e.g. English and History.	Make sure these words are prominently placed in the classroom. Use them as headings for displays or create laminated 'learning mats'.	Have a 'word of the day' written on the board. Plan to provide such coverage for all the keywords of a topic.	Write out names for students, don't just say them aloud. Incorporate map work, so students see the names often.

*Note: Teachers and students should note that it is entirely possible that some candidates may achieve a Level 4 mark for their main response, yet only achieve Level 1 or below for SPaG. Similarly, a candidate marked at Level 1 for their main response could still gain full marks for SPaG.*

# Frequently Asked Questions

**Why has the DfE decided that spelling, punctuation and grammar (SPaG) are only to be assessed in English Literature, History, Geography and Religious Studies?**

These four subjects have large entries and contain questions that require extended answers. This enables a learner to be assessed on these skills without the assessment of these skills overshadowing their subject knowledge.

**How will SPaG be implemented for GCSEs in English Literature, History, Geography and Religious Studies?**

The awarding of additional marks for SPaG will affect some externally assessed units taken from January 2013 for English Literature, History and Geography, and from June 2013 for Religious Studies. The additional marks for SPaG will be worth 5% of the total marks for the qualification.

**How will question papers indicate to candidates which questions will involve the assessment of accurate SPaG?**

There will be instructions above the relevant questions on the papers indicating to students that their spelling, punctuation and grammar will be assessed in that question. They will also be able to see the number of marks available for SPaG for that question.

The assessment of SPaG will be indicated on the front cover of the exam paper, as a rubric and in the question. The number of marks available for SPaG will be indicated both on the front cover and in the question.

**Why is a weighting of 5% for SPaG considered appropriate?**

A weighting of 5% is considered appropriate as it signifies the importance of these skills but does not assign them so much value that they overshadow subject knowledge.

**Will QWC continue to be assessed in GCSE Geography B**

Yes, the assessment of QWC (Quality of Written Communication) in the GCSE Geography B qualification remains unchanged.

**Will the new requirements for SPaG apply to candidates with special educational needs, dyslexia, or disabilities such as a visual or hearing impairment?**

The new requirements will apply to all candidates. Access Arrangements to allow such candidates appropriate opportunities to demonstrate their abilities are administered by the Joint Council for Qualifications.

Further details can be obtained from the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

**Will there be any specific accommodation arrangements put in place for EAL learners in relation to SPaG requirements?**

No. Learners who speak English as an Additional Language will not be offered additional accommodation arrangements beyond those administered by the Joint Council for Qualifications.

Further frequently asked questions will be added to the website

[www.edexcel.com/gcse2012geography](http://www.edexcel.com/gcse2012geography)



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Your support directory

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## Contact your Geography Subject Advisor

Whatever your query – whether it is about the specification, schemes of work or questions about assessment, our **Geography Subject Advisor** and his team are happy to help.

The **Subject Advisor service** is led by **Jon Wolton** and will help you to solve queries relating to Geography and share ideas with other Geography teachers. You can also provide us with feedback as to how we can improve our qualifications, our support and our services.

To talk to a member of the Subject Advisor team call **0844 372 2185** or email Jon directly at [GeographySubjectAdvisor@edexcelexperts.co.uk](mailto:GeographySubjectAdvisor@edexcelexperts.co.uk)



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## Training events

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[www.edexcel.com/training](http://www.edexcel.com/training)

## Published Resources

Our comprehensive suite of both print and digital resources provide dedicated support for **specifications A and B** and GCE Geography. For information please visit:

[www.pearsonschools.co.uk/EdexcelGCSEGeography](http://www.pearsonschools.co.uk/EdexcelGCSEGeography)

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