



Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE
in History A (5HA02)
Paper 02
Unit 2: Modern World Depth Study:
Germany, 1918–39

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General Marking Guidance

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

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

Quality of Written Communication (QWC)

- Mark schemes will indicate within the table where, and which, strands of QWC are being assessed. The strands are as follows:
 - i) *ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) *select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) *organise information clearly and coherently, using specialist vocabulary when appropriate.*

Spelling, Punctuation and Grammar (SPaG) marking guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Question Number		
1 (a)		What can you learn from Source A about Nazi employment policies? Target: source comprehension, inference and inference support (AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Candidates do no more than copy/paraphrase the source. <i>eg You can learn that jobs were created by building houses, schools and autobahns.</i>
2	2–3	Unsupported inference(s). An inference is a judgement that can be made from studying the source, but is not directly stated by it. <i>eg You can learn that Nazi employment policies were successful.</i> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4	Supported inference(s). A supported inference is one which uses detail from the source to prove the inference. <i>eg You can learn that Nazi employment policies were successful. I know this because the source says unemployment dropped to under 1 million by 1938.</i>

Question Number		
1 (b)		Describe the key features of Nazi censorship in the years 1933-39. Target: knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).
Level	Mark 0	Descriptor No rewardable material.
1	1–3	Simple statement(s). <i>eg The Nazi used a lot of censorship at this time</i> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4–6	Developed statement(s). A developed statement is a simple statement supported by factual detail. <i>eg One feature of Nazi censorship was why it was introduced. Hitler was determined that people would only hear the 'correct' message. That meant that they would hear only the Nazi message. Hitler didn't want opposition to his government to have a chance to express views and win support. So he introduced censorship of newspapers and radio to prevent this.</i> <ul style="list-style-type: none"> • 4–5 marks for one developed statement, according to the degree of support. • 5–6 marks for two or more developed statements.

Question Number		
1 (c)		<p>Explain the effects of the Enabling Act on Germany in 1933.</p> <p>Target: knowledge recall and selection, consequence within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of consequences. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg It gave Hitler extraordinary powers.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple or generalised statement. • 2 marks for two or more simple or generalised statements.
2	3–5	<p>Developed statement(s) of consequences. The candidate supports the statement with relevant contextual knowledge.</p> <p><i>eg One effect was that it gave Hitler extraordinary powers. He had the right to make laws without the consent of the Reichstag for four years. This was a major change to the Weimar constitution.</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements.
3	6–8	<p>Developed explanation of consequences. An explanation of one or more consequences, supported by selected knowledge.</p> <p><i>eg One effect was that it gave Hitler extraordinary powers. He had the right to make laws without the consent of the Reichstag for four years. What this really meant was that Germany ceased to be democracy and became a dictatorship. It was this law which made it possible for Hitler to introduce a totalitarian regime in Germany. He used his powers to destroy his opposition and enforce loyalty to the Nazis and him personally.</i></p> <ul style="list-style-type: none"> • 6 marks for one explained statement. • 7–8 marks for two or more explained statements. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		Explain why support for the Nazi Party increased in the years 1929-32. Target: knowledge recall and selection, causation within a historical context (AO1/AO2).
Level	Mark	Descriptor
1	1–2	Simple or generalised statement(s) of causation. <i>eg It grew because there were a lot of problems in this period and people wanted help.</i> <ul style="list-style-type: none"> • 1 mark for one simple or generalised statement. • 2 marks for two or more simple or generalised statements.
2	3–5	Developed statement(s) of causation. The candidate supports statement(s) with relevant contextual knowledge. <i>eg This was a period when people lost faith in the Weimar Republic. The effects of the Wall St. Crash were felt in Germany and the USA recalled loans, industry closed and unemployment rose to over 5 million. Many middle class people were also worried about the growth of communism, which they feared would destroy their way of life.</i> <ul style="list-style-type: none"> • 3–4 marks for one developed cause. • 4–5 marks for two or more developed causes.
3	6–8	Developed explanation of causation. The candidate explains why the cause(s) brought about the stated outcome. <i>eg This was a period when people lost faith in the Weimar Republic. The effects of the Wall St. Crash were felt in Germany and the USA recalled loans, industry closed and unemployment rose to over 5 million. Many middle class people were also worried about the growth of communism, which they feared would destroy their way of life. This brought support for the Nazis because they promised to create employment and bring 'Food and Work'. They were also anti-communist and criticised the Weimar Republic, which had become unpopular because it couldn't solve Germany's problems.</i> <ul style="list-style-type: none"> • 6 marks for one cause linked to outcome. • 7–8 marks for two or more causes linked to outcome. • 8 marks for answers which prioritise causes or demonstrate how they combined to produce the outcome.

Question Number		
2 (a)		Explain how the treatment of Jews in Germany changed in the years 1935-38. Target: knowledge recall and selection, change within a historical context (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Simple or generalised statement(s) of change. <i>eg Things became a lot worse for them.</i> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3–5	Developed statement(s) of change. The candidate supports the statement with relevant contextual knowledge. <i>eg From 1935 things became a lot worse for the Jews in Germany. Some people avoided using Jewish businesses, they were banned from government jobs, and they couldn't join the army. In 1935 the Nuremberg Laws took away their citizenship and prevented Jews marrying German citizens.</i> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements.
3	6–8	Developed explanation of change. An explanation of one or more changes, supported by selected knowledge. <i>eg Before 1935, there was some discrimination against Jews, but generally they were an integrated part of German society. Many Jews held important positions in society, ran businesses, were influential in the Arts and had fought bravely in the war. This all changed under the Nazis after 1935. Some people avoided using Jewish businesses, they were banned from government jobs, and they couldn't join the army. In 1935 the Nuremberg Laws took away their citizenship and prevented Jews marrying German citizens. So now Jews had become 'non-Germans' who couldn't even be in the army or hold jobs in the government. In effect, they became unwelcome in their own country. This was seen particularly on Kristallnacht...</i> <ul style="list-style-type: none"> • 6–7 marks for one explained change. • 7–8 marks for two or more explained changes. • 8 marks for answers which prioritise changes or show links between them.

Question Number		
2 (b)		Explain how the Nazi Party changed in the years 1923-28. Target: knowledge recall and selection, change within a historical context (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Simple or generalised statement(s) of change. <i>eg It changed a lot in this period as Hitler became more influential.</i> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3–5	Developed statement(s) of change. The candidate supports the statement with relevant contextual knowledge. <i>eg In 1923 it launched an unsuccessful Putsch in Munich. Hitler re-launched the party in 1925 and worked with Goebbels on using propaganda to spread the message. In May 1928 the party won 12 seats in the elections.</i> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements.
3	6–8	Developed explanation of change. An explanation of one or more changes, supported by selected knowledge. <i>eg There were many changes to the Nazi party in this period. It adopted a different approach to trying to win power after Hitler was released from prison after the Munich Putsch. It now tried to win support through gaining votes. Its policies changed too. It had always been anti-Versailles, but under Hitler it became more right wing and anti-Jewish. One way in which it didn't change was that it was not much more successful. In May 1928 the party won only 12 seats in the elections. But Hitler had made it better organised, so it was able to win support more easily when the Wall St. Crash happened.</i> <ul style="list-style-type: none"> • 6–7 marks for one explained change. • 7–8 marks for two or more explained changes. • 8 marks for answers which prioritise changes or show links between them.

Question Number		
3 (a)		Was introducing the Rentenmark the most important reason for German recovery in the years 1923-29? Explain your answer.
		You may use the following in your answer. <ul style="list-style-type: none"> • Introducing the Rentenmark (1923). • Joining the League of Nations (1926). You must also include information of your own.
Target: knowledge recall and selection, analysis of significance within a historical context (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.		
Level	Mark	Descriptor
	0	No rewardable material.
QWC i-ii-iii	1–3	<p>Simple or generalised statements of significance. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> • agree or disagree without development • write on the stimulus points or other causes without specific detail. <p><i>eg Stresemann was appointed Chancellor in August 1923 and introduced measures which saved the German economy. Unfortunately he died in 1929.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
	4–7	<p>Developed statements of significance Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the significance.</p> <ul style="list-style-type: none"> • 4–5 marks for developing one factor • 5–6 marks for developing two factors • 6–7 marks for developing three factors <p><i>eg Yes the Rentenmark was very important. In the years up to 1923 there had been terrible inflation. By 1923 this inflation was at its height. People had lost faith in the mark and so Stresemann introduced a new currency called the Rentenmark. In 1926 Germany joined the League of Nations...</i></p>

<p>QWC i-ii-iii</p>		<p><i>The Dawes Plan was also important because it meant the USA loaned Germany money. An American banker called Charles Dawes came up with a plan which reduced annual payments of reparations and said that American banks would invest in German industries.</i></p> <p>Maximum 6 marks for answers that do not detail a cause in addition to those prompted by the stimulus material, for example the Dawes Plan.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p> <p>QWC i-ii-iii</p>	<p>8–12</p>	<p>Developed explanation of significance. Developed explanation of significance, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> • 8–9 marks for one factor explained. • 9–10 marks for two factors explained. • 11–12 marks for three or more factors explained. <p><i>eg Yes the Rentenmark was very important. In the years up to 1923 there had been terrible inflation. By 1923 this inflation was at its height. People had lost faith in the mark and so Stresemann introduced a new currency called the Rentenmark. This had a huge impact because it played a major part in bringing inflation to an end. It restored confidence in the German currency and allowed the economy to recover.</i></p> <p><i>In 1926 Germany joined the League of Nations... This was important because...</i></p> <p><i>The Dawes Plan was also important because it meant the USA loaned Germany money. An American banker called Charles Dawes came up with a plan which reduced annual payments of reparations and said that American banks would invest in German industries. This investment restored the German economy. The Dawes Plan also persuaded the French to leave the Ruhr and this improved international relations as well as the economy.</i></p> <p>Maximum 10 marks for answers that do not explain a factor beyond those prompted by the stimulus material, for example the Dawes Plan</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>

<p>4</p> <p>QWC i-ii-iii</p>	<p>13–16</p> <p>Prioritises factors or sees link between them. This considers the relationship between a range of causes. (This level can be achieved only if the response has explained at least three causes and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <ul style="list-style-type: none"> • 13–14 marks for judgement of the relative importance of two factors <p><i>eg As Level 3 (with at least 3 factors) plus</i></p> <p><i>...The introduction of the Rentenmark was much more important than the Dawes Plan. Introducing the Dawes Plan helped bring back economic prosperity to Germany, but it was the introduction of the new currency which ended the economic problems brought about by hyperinflation – and the despair that went with it.</i></p> <ul style="list-style-type: none"> • 15–16 marks for judgement of the relative importance of more than two factors or for an answer which shows the interrelationship between three causes in coming to a judgement for an answer which shows the interrelationship between three causes in coming to a judgement. <p><i>eg As Level 3 (with at least 3 factors) plus</i></p> <p><i>...The introduction of the Rentenmark was much more important than the Dawes Plan. Introducing the Dawes Plan helped bring back economic prosperity to Germany, but it was the introduction of the new currency which ended the economic problems brought about by hyperinflation – and the despair that went with it. I think it was more important than joining the League of Nations too, as it had a more immediate impact than the better relations that with other countries had. Of course better relations with other countries led to the acceptance of Germany's new currency and to Germany rescheduling reparation payments.</i></p> <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example the Dawes Plan.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>	
Performance	Mark	Marks for SPaG Descriptor
	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.
Threshold	1	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.
Intermediate	2–3	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.
High	4	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.

Question Number		
3 (b)		<p>Were military clauses the main reason why Germans were opposed to the Treaty of Versailles?</p> <p>Explain your answer.</p>
		<p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Military clauses. • Reparations. <p>You must also include information of your own.</p>
<p>Target: knowledge recall and selection, analysis of causation within a historical context (AO1/AO2).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>		
Level	Mark	Descriptor
	0	No rewardable material.
QWC i-ii-iii	1–3	<p>Simple or generalised statements of causation. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> • agree or disagree without development • write on the stimulus points or other consequences without specific detail. <p><i>eg The Germans did not like the Treaty of Versailles. The Allies introduced terms which were very harsh and the Germans resented it.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
	2	<p>Developed statements of causation. Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the consequences.</p> <ul style="list-style-type: none"> • 4–5 marks for developing one cause. • 5–6 marks for developing two causes. • 6–7 marks for developing three causes. <p><i>eg The Germans did not like the military clauses because they reduced the German armed forces. The army was limited to 100,000, the navy was limited to 6 battleships and 12 destroyers and could not own submarines. No air force</i></p>

		<p><i>was allowed...</i></p> <p><i>The Treaty also imposed reparations...</i></p> <p><i>Another reason why the Germans did not like the treaty was that it took land away from them. Alsace and Lorraine were lost to France, Posen and West Prussia were lost to Poland and this split Germany in two. Germany also lost all its colonies...</i></p> <p>Maximum 6 marks for answers that do not detail a consequence in addition to those prompted by the stimulus material, for example Article 231, land restrictions</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
3	8–12	<p>Developed explanation of causes. Developed explanation of consequences, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> • 8–9 marks for one cause explained. • 9–10 marks for two causes explained. • 11–12 marks for three or more causes explained. <p><i>eg The Germans did not like the military clauses because they reduced the German armed forces. Germany was a proud military nation and people in the army were held in high esteem. The army was limited to 100,000, the navy was limited to 6 battleships and 12 destroyers and could not own submarines. No air force was allowed. There were also people in Germany who thought that the military had not actually been defeated in the war. So these measures really offended people...</i></p> <p><i>The Treaty also imposed reparations...which created opposition amongst the Germans because...</i></p> <p><i>Another reason why the Germans did not like the treaty was that it took land away from them. Alsace and Lorraine were lost to France, Posen and West Prussia were lost to Poland and this split Germany in two. Germany also lost all its colonies. The Germans thought these terms were too harsh. They did not understand how the country could recover from the war if many of its most valuable territories were taken away. This was seen as an insult...</i></p> <p>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus material, for example land losses</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar</p>

		appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.
4	13–16 QWC i-ii-iii	<p>Prioritises causes or sees link between them. This considers the relationship between a range of causes. (This level can be achieved only if the response has explained at least three consequences and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <ul style="list-style-type: none"> 13-14 marks for judgement of the relative importance of two factors <i>eg As Level 3 (with at least 3 factors) plus</i> <i>...The reparation payments were much more important than the military clauses. The military clauses limited Germany's armed forces and took away German pride. But the reparation payments helped destroy the German economy and this had a much longer term impact.</i> 15–16 marks for judgement of the relative importance of more than two causes or for an answer which shows the interrelationship between three consequences in coming to a judgement. <i>eg As Level 3 (with at least 3 factors) plus</i> <i>...The reparation payments were much more important than the military clauses. The military clauses limited Germany's armed forces and took away German pride. But the reparation payments helped destroy the German economy and this had a much longer term impact. Perhaps it would be more accurate, however, to say that Article 231 was the most important because everything else stemmed from this. If the Germans hadn't accepted guilt for the war, perhaps reparations, and military losses, would have been less.</i> <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example Article 231.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
		Marks for SPaG
Performance	Mark	Descriptor
	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.
Threshold	1	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.

Intermediate	2–3	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.
High	4	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.