

Arts & Humanities and Social Science Mark Scheme (ages 14-18)

	Subject Knowledge	Critical Thinking	Written Communication
1 st	<p>The essay shows a breadth of knowledge and understanding of the key concepts and issues, through engaging with and interpreting a wide range of relevant sources.</p> <p>Knowledge is used to build and support highly effective arguments.</p>	<p>Analyses key ideas, information, and arguments. Interprets meaning and makes connections.</p> <p>Identifies and critically evaluates key arguments and statements, deciding on their credibility, strength and relative significance, drawing convincing conclusions.</p>	<p>The essay has a clear and engaging structure, taking the reader on a journey from the introduction to the conclusion.</p> <p>The writing style is appropriate; key terms are used with fluency.</p> <p>There are no, or very few, errors in spelling or grammar.</p> <p>Referencing is used consistently and matches the style taught in the course.</p>
2:1	<p>The essay shows an understanding of key concepts and issues, drawing on a range of relevant sources</p> <p>Knowledge is used to build and support effective arguments</p>	<p>Identifies relevant arguments and statements, deciding on their credibility and strength, drawing reasonable conclusions.</p> <p>Shows some understanding of the relative importance of arguments.</p>	<p>The essay has a clear structure and the arguments are easy to follow. The introduction outlines the essay effectively and the conclusion summarises the arguments.</p> <p>The writing style is appropriate; key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p> <p>Referencing is mostly consistent and matches the style taught in the course.</p>
2:2	<p>The essay shows an understanding of key concepts and issues, with no major misconceptions.</p> <p>Beginning to apply this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas, information and arguments.</p> <p>Identifies some arguments and statements and attempts to evaluate their quality.</p> <p>Not yet showing understanding of the relative strengths and weaknesses of arguments.</p>	<p>The essay structure could be made clearer to better guide the reader through the arguments.</p> <p>The writing style can sometimes be informal. Occasionally key terms are not used when it would be appropriate to do so.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p> <p>There is some consistency to the referencing.</p>
3 rd	<p>Shows a developing understanding of key concepts and issues, with some misconceptions. Not yet applying this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Describes statements and arguments while not yet evaluating them.</p>	<p>The grammar, spelling, style, and structure of the work need improving in order to communicate ideas to the reader.</p> <p>The essay has no or a limited introduction and conclusion.</p> <p>Key terms and references are not always used correctly.</p>

This is the Arts and Humanities/Social Sciences mark scheme table. You should use this OR the STEM mark scheme OR the STEM problem set mark scheme.

STEM Essay-based Mark Scheme (Ages 14-18)

	Subject Knowledge	Critical Thinking	Written Communication
1 st	<p>The work shows a depth of knowledge and understanding of key concepts and scientific methods, through engaging with relevant sources.</p> <p>Knowledge is used to build and support highly effective scientific arguments and explanations.</p>	<p>Analyses key scientific evidence, arguments, and reasoning. Interprets meaning and makes connections.</p> <p>Identifies and critically evaluates key scientific arguments and evidence, deciding on their credibility, strength, and relative significance, drawing convincing conclusions.</p>	<p>The work has a coherent flow and is well structured.</p> <p>The writing style is appropriate; scientific language and key scientific terms are used accurately and effectively to support the arguments and explanations made.</p> <p>There are no, or very few, errors in spelling or grammar.</p> <p>Consistent referencing, appropriate paragraphing and use of correctly labelled tables and graphs matching the style taught in the course.</p>
2:1	<p>The work shows an understanding of key concepts and scientific methods, drawing on relevant sources.</p> <p>Knowledge is used to build and support effective scientific arguments and explanations.</p>	<p>Analyses relevant scientific evidence, arguments, and reasoning.</p> <p>Identifies and critically evaluates relevant scientific arguments and evidence, deciding on their credibility and strength, drawing reasonable conclusions.</p> <p>Shows some understanding of the relative value of evidence and arguments.</p>	<p>The work is well-structured.</p> <p>The writing style is appropriate; scientific language and key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p> <p>Mostly consistent referencing and use of tables and figures; matching the style taught in the course.</p>
2:2	<p>The work shows an understanding of key concepts and scientific methods, with no major misconceptions.</p> <p>Beginning to apply this knowledge to build and support effective scientific arguments and explanations.</p>	<p>Identifies and uses basic scientific evidence, arguments, and reasoning.</p> <p>Showing some understanding of the quality of scientific arguments and evidence.</p> <p>Not yet showing understanding of the relative value of evidence and arguments.</p>	<p>The work has some structure.</p> <p>The writing style can sometimes be informal; occasionally scientific language and key terms are not used when it would be appropriate to do so.</p> <p>There are some errors in grammar and spelling do not get in the way of communicating the content.</p> <p>Referencing has some consistency; matching the style taught in the course</p> <p>Limited use of tables and graphs.</p>
3 rd	<p>Shows a developing understanding of key concepts and scientific methods, with some misconceptions.</p> <p>Does not yet apply this knowledge to build and support scientific arguments and explanations.</p>	<p>Beginning to analyse scientific evidence, arguments, and reasoning.</p> <p>Describes evidence and arguments, while not yet evaluating them.</p>	<p>The grammar, spelling, style, and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Scientific language, key terms and references are not always used correctly.</p> <p>Limited, or no use of tables and graphs.</p>

STEM Problem Set Mark Scheme (Ages 14-18)

	Subject Knowledge	Critical Thinking	Written Communication
1 st	<p>The work shows a depth of knowledge and understanding of key concepts and scientific or mathematical methods, through engaging with relevant sources.</p> <p>Knowledge is used to build and support highly effective scientific/mathematical arguments and explanations.</p>	<p>Analyses key scientific or mathematical evidence, arguments, and reasoning. Interprets meaning and makes connections.</p> <p>Identifies and critically evaluates key scientific or mathematical arguments and evidence, deciding on their credibility, strength, and relative significance, drawing convincing conclusions.</p>	<p>The work has a coherent flow and is well structured.</p> <p>The writing style is appropriate; scientific or mathematic language and key scientific or mathematical terms are used accurately and effectively to support the arguments and explanations made.</p> <p>There are no, or very few, errors in spelling or grammar.</p> <p>Consistent referencing, appropriate paragraphing and use of correctly labelled tables and graphs matching the style taught in the course.</p>
2:1	<p>The work shows an understanding of key concepts and scientific and mathematic methods, drawing on relevant sources.</p> <p>Knowledge is used to build and support effective scientific or mathematical arguments and explanations.</p>	<p>Analyses relevant scientific or mathematic evidence, arguments, and reasoning.</p> <p>Identifies and critically evaluates relevant scientific or mathematical arguments and evidence, deciding on their credibility and strength, drawing reasonable conclusions.</p> <p>Shows some understanding of the relative value of evidence and arguments.</p>	<p>The work is well-structured.</p> <p>The writing style is appropriate; scientific or mathematical language and key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p> <p>Mostly consistent referencing and use of tables and figures; matching the style taught in the course.</p>
2:2	<p>The work shows an understanding of key concepts and scientific or mathematical methods, with no major misconceptions.</p> <p>Beginning to apply this knowledge to build and support effective scientific or mathematic arguments and explanations.</p>	<p>Identifies and uses basic scientific or mathematic evidence, arguments, and reasoning.</p> <p>Showing some understanding of the quality of scientific or mathematic arguments and evidence.</p> <p>Not yet showing understanding of the relative value of evidence and arguments.</p>	<p>The work has some structure.</p> <p>The writing style can sometimes be informal; occasionally scientific or mathematic language and key terms are not used when it would be appropriate to do so.</p> <p>There are some errors in grammar and spelling do not get in the way of communicating the content.</p> <p>Referencing has some consistency; matching the style taught in the course</p> <p>Limited use of tables and graphs.</p>
3 rd	<p>Shows a developing understanding of key concepts and scientific or mathematical methods, with some misconceptions.</p> <p>Does not yet apply this knowledge to build and support scientific or mathematic arguments and explanations.</p>	<p>Beginning to analyse scientific or mathematic evidence, arguments, and reasoning.</p> <p>Describes evidence and arguments, while not yet evaluating them.</p>	<p>The grammar, spelling, style, and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Scientific or mathematic language, key terms and references are not always used correctly.</p> <p>Limited, or no use of tables and graphs.</p>
Overall mark for the written element (average of the 3 marks from the above criteria)			/100
Problem set mark			/100
Final mark (Mark for written element + Problem set mark) ÷ 2			/100