

Humanities and Social Sciences Mark Scheme – Ages 9-13

	Subject Knowledge	Critical Thinking	Written Communication
1 st	<p>The essay shows a broad knowledge and understanding of key ideas, working with a wide range of relevant sources.</p> <p>Knowledge is used to build and support very strong arguments.</p>	<p>Analyses key ideas, information, and arguments. Interprets meaning and makes connections.</p> <p>Recognises and uses arguments and statements and decides on their strengths and weaknesses and on how important they are.</p> <p>Brings information together to form conclusions.</p>	<p>The essay flows clearly, taking the reader on a journey from the introduction to the conclusion.</p> <p>The writing style is appropriate; key terms are used well.</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 ideas, using a range of relevant sources.</p> <p>Knowledge is used to build and support strong arguments.</p>	<p>Analyses key ideas and information.</p> <p>Recognises and uses arguments, deciding on their strengths and weaknesses.</p> <p>Shows some understanding that some arguments are more important than others.</p>	<p>The essay has a clear structure and the arguments are easy to follow. The introduction outlines the essay 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 ideas, with no major errors.</p> <p>Beginning to apply this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Recognises and uses basic arguments and decides on their strengths and weaknesses.</p> <p>Not yet showing understanding that some arguments are more important than others.</p>	<p>The structure of the writing could be improved 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>Starting to understand key ideas, with some errors. Not yet using this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Describes a point of view. Not yet able to evaluate arguments.</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>

STEM Essay Mark Scheme – Ages 9-13

	Subject Knowledge	Critical Thinking	Written Communication
1 st	<p>The work shows a deep knowledge and understanding of key ideas and scientific methods, working with relevant sources.</p> <p>Knowledge is used to build and support very strong scientific arguments and explanations</p>	<p>Analyses key scientific evidence and arguments. Interprets meaning and makes connections.</p> <p>Decides on the strengths and weaknesses of arguments and backs arguments up with scientific evidence. Understands the relative importance of arguments.</p> <p>Brings information together to form conclusions.</p>	<p>The work has a coherent flow and is well structured.</p> <p>The writing style is appropriate; key 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; matching the style taught in the course.</p>
2:1	<p>The work shows an understanding of key ideas and scientific methods, using relevant sources.</p> <p>Knowledge is used to build and support strong scientific arguments and explanations.</p>	<p>Analyses key scientific evidence and arguments.</p> <p>Recognises and uses scientific evidence and arguments. Decides on the strengths and weaknesses of arguments and backs up arguments with scientific evidence.</p> <p>Shows some understanding that some arguments are more important than others.</p>	<p>The work is well-structured.</p> <p>The writing style is appropriate; key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p> <p>Mostly consistent referencing; matching the style taught in the course.</p>
2:2	<p>The work shows an understanding of key ideas and scientific methods, with no major errors.</p> <p>Beginning to apply this knowledge to build and support strong scientific arguments and explanations.</p>	<p>Identifies and uses basic scientific evidence and arguments.</p> <p>Decides on the strengths and weaknesses of scientific arguments and evidence and gives opinions.</p> <p>Not yet showing understanding that some arguments are more important than others.</p>	<p>The work has some structure.</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 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>
3 rd	<p>Starting to understand key ideas and scientific methods, with some errors.</p> <p>Does not yet use this knowledge to build and support scientific arguments and explanations.</p>	<p>Beginning to identify and use scientific evidence and arguments.</p> <p>Describes evidence and arguments.</p> <p>Not yet able to decide on the strengths and weaknesses of scientific evidence and arguments.</p>	<p>The grammar, spelling, style, and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Key terms and references are not always used correctly.</p>

STEM Problem Set Mark Scheme – Ages 9-13

	Subject Knowledge	Critical Thinking	Written Communication
1 st	<p>The work shows a deep knowledge and understanding of key ideas and scientific or mathematical methods, working with relevant sources.</p> <p>Knowledge is used to build and support very strong scientific or mathematic arguments and explanations</p>	<p>Analyses key scientific or mathematic evidence and arguments. Interprets meaning and makes connections.</p> <p>Decides on the strengths and weaknesses of arguments and backs arguments up with scientific or mathematical evidence. Understands the relative importance of arguments.</p> <p>Brings information together to form conclusions.</p>	<p>The work has a coherent flow and is well structured.</p> <p>The writing style is appropriate; key 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; matching the style taught in the course.</p>
2:1	<p>The work shows an understanding of key ideas and scientific or mathematic methods, using relevant sources.</p> <p>Knowledge is used to build and support strong scientific or mathematic arguments and explanations.</p>	<p>Analyses key scientific or mathematic evidence and arguments.</p> <p>Recognises and uses scientific or mathematic evidence and arguments. Decides on the strengths and weaknesses of arguments and backs up arguments with scientific or mathematic evidence.</p> <p>Shows some understanding that some arguments are more important than others.</p>	<p>The work is well-structured.</p> <p>The writing style is appropriate; key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p> <p>Mostly consistent referencing; matching the style taught in the course.</p>
2:2	<p>The work shows an understanding of key ideas and scientific or mathematical methods, with no major errors.</p> <p>Beginning to apply this knowledge to build and support strong scientific or mathematic arguments and explanations.</p>	<p>Identifies and uses basic scientific or mathematical evidence and arguments.</p> <p>Decides on the strengths and weaknesses of scientific or mathematic arguments and evidence and gives opinions.</p> <p>Not yet showing understanding that some arguments are more important than others.</p>	<p>The work has some structure.</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 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>
3 rd	<p>Starting to understand key ideas and scientific or mathematic methods, with some errors.</p> <p>Does not yet use this knowledge to build and support scientific or mathematic arguments and explanations.</p>	<p>Beginning to identify and use scientific or mathematic evidence and arguments.</p> <p>Describes evidence and arguments.</p> <p>Not yet able to decide on the strengths and weaknesses of scientific or mathematic evidence and arguments.</p>	<p>The grammar, spelling, style, and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Key terms and references are not always used correctly.</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