Below is The Brilliant Club Mark Scheme.

* **How does each level differ?**
* **What two or three words could you use to summarise those differences?**

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