Importance of Marking Scheme

- Vague marking scheme is likely to lead to subjective and impressionistic marking with low reliability
- Clear and detailed marking scheme will be more objective and hence more reliable
- A common marking scheme is necessary especially when there are a few markers marking the same test
- This is to ensure that marking is done consistently across scripts and across markers

Criteria of a Good Marking Scheme

A good marking scheme must fulfill two basic conditions:

- Mark-Relevance
- Marking-Consistency

Mark Relevance

- Specify what performances are to be marked and what marks are to be awarded for them
- Ensure that pupils receive adequate credit for all the correct aspects of their work and are not over-penalised as a result of a minor error

Marking Consistency

- All markers must understand the marking scheme and award marks consistently
- Alternative methods and answers not in marking scheme should be discussed before amending the marking scheme accordingly
- All markers should note amendments made in marking scheme

Drafting Marking Scheme

- Are marks given for a positive response by the pupil?
- Are the responses which are awarded marks significant for the solution?
- Does the mark scheme reflect the amount of work required in each question?

Types of Marks

- **M** Marks which are awarded for the correct method applied to the appropriate numbers.
- **A** Marks which are awarded for numerically correct answers. They are not awarded if an incorrect method has been used to arrive at the result.
- **B** Marks which are awarded for specific mathematical statements or results correctly obtained.

More About ‘A’ & ‘B’ Marks

- ‘A’ marks -- awarded for a correct answer or intermediate step correctly obtained
- ‘A’ marks -- cannot be given unless the associated method mark is earned or implied
- ‘B’ marks -- for a correct result or statement
- ‘B’ marks -- independent of method marks

Marks Deduction

- For each LAQ (where applicable), omission of units or errors in units, a maximum of ½ mark is to be deducted from any M marks awarded
- For each 4-mark or 5-mark question, errors in mathematical statements (including the wrong use of the equal sign), a maximum of ½ mark is to be deducted from any M marks awarded.
**Example 1 (P3)**
The figure shows a rectangle. Find its perimeter.

![Rectangle diagram]

Answer: \[\text{Perimeter} = 4 + 6 + 4 + 6 = 20 \text{ m}\]

<table>
<thead>
<tr>
<th>Answer</th>
<th>Mark to Award</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perimeter</td>
<td>M1</td>
<td>A1</td>
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</tbody>
</table>

**Example 2**
In a library, the ratio of the number of boys to the number girls was 5 : 6. When \(\frac{3}{5}\) of the boys and \(\frac{1}{3}\) of the girls left the library there were 24 pupils in the library. How many pupils were there in the library at first?

![Boy and Girl diagram]

\[
\begin{align*}
6 \text{ units} &= 24 \quad (\text{M1}) \\
1 \text{ unit} &= 24 \div 6 \quad (\text{M1}) \\
&= 4 \quad (\text{A1}) \\
11 \text{ units} &= 11 \times 4 \quad (\text{M1}) \\
&= 44 \quad (\text{A1})
\end{align*}
\]

**Alternative Method of Solution**

Remark:
Award B1 for correct model drawn but without further working

\[
\begin{align*}
3 \text{ of 5 units} &= 3 \text{ units} \\
\frac{1}{3} \text{ of 6 units} &= 2 \text{ units} \\
11 \text{ units} - 3 \text{ units} - 2 \text{ units} &= 6 \text{ units} \\
6 \text{ units} &= 24 \quad (\text{M1}) \\
1 \text{ unit} &= 24 \div 6 \quad (\text{M1}) \\
&= 4 \\
11 \text{ units} &= 11 \times 4 \quad (\text{M1}) \\
&= 44 \quad (\text{A1})
\end{align*}
\]

**Abbreviations Used in National Examinations**
- AEF – Any Equivalent Form (of answer or result is equally acceptable)
- AG – Answer Given on the question paper (so extra care is needed in checking that the detailed working leading to the result is valid)
- BOD – Benefit of Doubt (allowed for work whose validity may not be absolutely plain)
- CAO – Correct Answer Only (emphasizing that no ‘follow through’ from a previous error is allowed)
- ISW – Ignore Subsequent Working
- MR – Misread
- PA – Premature Approximation (resulting in basically correct work that is numerically insufficiently accurate)
- SOS – See Other Solution (the candidate makes a better attempt at the same question)
- SR/SC – Special Ruling/Special Case (detailing the mark to be given for a specific wrong solution, or a case where some standard marking practice is to be varied in the light of a particular circumstance)
- o.e. – or equivalent
- f.t. – Follow through (available for correct work following an incorrect answer)
- s.o.i. – Seen or implied