Drawing Up Marking Scheme

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MME
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
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
• 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 $\frac{1}{2}$ mark is to be deducted from any A 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 $\frac{1}{2}$ mark is to be deducted from any M marks awarded.
Example 1 (P3)

The figure shows a rectangle. Find its perimeter.

Answer: __________ m

<table>
<thead>
<tr>
<th>Answer</th>
<th>Mark to Award</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4+6+4+6=20</td>
<td>M1 A1</td>
<td>B2 for correct answer without working</td>
</tr>
</tbody>
</table>
Example 2

In a library, the ratio of the number of boys to the number girls was $\frac{5}{6}$. 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? (Application)

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left the library</td>
<td>Left the library</td>
</tr>
</tbody>
</table>

6 units = 24  
1 unit = $24 \div 6$  
= 4  
11 units = $11 \times 4$  
= 44
Alternative Method of Solution

Left the library

Boys

Girls

Left the library

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

\(\text{..... (M1)}\)

\(\text{..... (M1)}\)

\(\text{..... (M1)}\)

\(\text{..... (M1)}\)

\(\text{..... (M1)}\)

\(\text{..... (A1)}\)
e.g 2. Sam’s Saving : Bob’s Savings

$72 : $48

3 : 2

From the model,

1 unit = $3

2 units = $3 + $3

= $6

Bob’s pocket money = $15 + $6

= $21