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This document consists of **10** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1: Marks must be awarded in line with: • the specific content of the mark scheme or the generic level descriptors for the question • the specific skills defined in the mark scheme or in the generic level descriptors for the question • the standard of response required by a candidate as exemplified by the standardisation scripts.
GENERIC MARKING PRINCIPLE 2: Marks awarded are always **whole marks** (not half marks, or other fractions).
GENERIC MARKING PRINCIPLE 3: Marks must be awarded **positively**: • marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate • marks are awarded when candidates clearly demonstrate what they know and can do • marks are not deducted for errors • marks are not deducted for omissions • answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
GENERIC MARKING PRINCIPLE 4: Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Social Science-Specific Marking Principles
(for point-based marking)

1	**Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 **Presentation of mark scheme:**
- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 **Annotation:**
- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Team Project: Presentation and Reflective Paper

AO1: Research, analysis and evaluation – 20
AO2: Reflection – 5
AO3: Communication and collaboration – 10

Information:

- Each candidate submits two pieces of work: Presentation and Reflective Paper. Each is marked using the appropriate marking grid. The marks for the two must be added together to give a total mark out of 35.
- The running time for the Presentation must not exceed 8 minutes. Examiners will not credit material after the 8-minute limit. The presentation is marked out of 25 and assesses the candidate's ability to research, analyse and evaluate (AO1) and communicate their findings (AO3).
- The Reflective Paper must not exceed 800 words. Examiners will not credit material after the 800-word limit. The Reflective Paper is marked out of 10 and assesses the candidate's ability to reflect on their collaborative experience (AO2 and AO3).
- The marking criteria are presented within five different levels.
- Examiners will use the full mark range and look for the 'best fit', not a 'perfect fit', taking a holistic approach.

Presentation: Marking criteria

Level	Marks	Indicative descriptors
5	21–25	• The presentation **clearly defines** an issue which arises from **detailed and varied** research. • The candidate's perspective is **sharply differentiated** from alternative team or research perspectives. • The presentation is **logically** structured and **coherently** argued with **clear** lines of reasoning and **well-supported** judgements. • The candidate's conclusion is **based logically** on the evidence and reasoning presented and proposes an **effective and innovative** solution to the issue. • **Appropriate** presentational methods are used **creatively and fully effectively** to communicate the candidate's arguments and ideas to the audience.
4	16–20	• The presentation **defines** an issue which arises from **detailed** research. • The candidate's perspective is **differentiated** from alternative team or research perspectives. • The presentation is **well-structured** and **well-argued** with **some** lines of reasoning and **some well-supported** judgements. • The candidate's conclusion is **based** on the evidence and reasoning presented and proposes an **effective** solution to the issue. • **Appropriate** presentational methods are used **effectively and with some creativity** to communicate the candidate's arguments and ideas to the audience.
3	11–15	• The presentation **goes some way towards defining** an issue which arises from **some** research. • The candidate's perspective shows **some differentiation** from alternative team or research perspectives. • The presentation has **some** structure and contains **some well-argued** points, **some** lines of reasoning and **some** supported judgements. • The candidate's conclusion is **mostly** based on the evidence and reasoning presented and **proposes** a solution to the issue. • Presentational methods are used with **some effectiveness** to communicate the candidate's arguments and ideas to the audience.
2	6–10	• The presentation **attempts to define** an issue and **some** research has been done. • The candidate's perspective **lacks clear differentiation** from alternative team or research perspectives. • The presentation has **some** structure and contains **some** argued points, **some** lines of reasoning and **some** supported judgements. • The candidate's conclusion is **partly** based on the evidence or reasoning presented and **begins to develop** a solution to the issue. • Presentational methods are used, but **may lack effectiveness** in communicating the candidate's arguments and ideas to the audience.

Level	Marks	Indicative descriptors
1	1–5	• The presentation **does not clearly define** an issue and **lacks** research. • The candidate's perspective is limited and lacks differentiation from alternative team or research perspectives. • The presentation **lacks** structure and makes arguments which are **limited**, with **limited** lines of reasoning and judgements which **lack** support. • The candidate's conclusion is **limited** and **lacks** evidence or reasoning. It provides a **limited** solution to the issue. • There is **limited** use of presentational methods, and they **lack effectiveness** in communicating the candidate's arguments and ideas to the audience.
0	0	No creditworthy material has been submitted.

Reflective Paper: Marking criteria

Level	Marks	Indicative descriptors
5	9–10	• The candidate engages in a **probing and critical** evaluation of their own practice in working with others to identify a local problem and explore possible solutions. • The candidate reflects **fully** on how their personal standpoint and scope for future research have been affected by alternative team and research perspectives.
4	7–8	• The candidate engages in **some effective** evaluation of their own practice in working with others to identify a local problem and explore possible solutions. • The candidate undertakes **some clear** reflection on how their personal standpoint and scope for future research have been affected by alternative team and research perspectives.
3	5–6	• The candidate evaluates **to some extent** their own practice in working with others to identify a local problem and explore possible solutions. • The candidate undertakes **some** reflection on how their personal standpoint and scope for further research have been affected by alternative team or research perspectives.
2	3–4	• The candidate **attempts** to evaluate their own practice in identifying a local problem and exploring possible solutions, but **may lack** consideration of their work with others. • The candidate **attempts** to reflect on their personal viewpoint or scope for further research, but **may lack** a consideration of alternative team or research perspectives.
1	1–2	• The candidate shows **limited** evaluation of their own practice and **lacks** consideration of their work with others. • The candidate shows **limited** reflection on their personal viewpoint and scope for further research and **lacks** any consideration of alternative team or research perspectives.
0	0	No creditworthy material has been submitted.