

Mark scheme instructions to examiners

General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- marking instructions that indicate when marks should be awarded or withheld including the principle on which each mark is awarded. Information is included to help the examiner make his or her judgement and to delineate what is creditworthy from that not worthy of credit
- a typical solution. This response is one we expect to see frequently. However credit must be given on the basis of the marking instructions.

If a student uses a method which is not explicitly covered by the marking instructions the same principles of marking should be applied. Credit should be given to any valid methods. Examiners should seek advice from their senior examiner if in any doubt.

Key to mark types

M	mark is for method
R	mark is for reasoning
A	mark is dependent on M marks and is for accuracy
B	mark is independent of M marks and is for method and accuracy
E	mark is for explanation
F	follow through from previous incorrect result

Key to mark scheme abbreviations

CAO	correct answer only
CSO	correct solution only
ft	follow through from previous incorrect result
'their'	Indicates that credit can be given from previous incorrect result
AWFW	anything which falls within
AWRT	anything which rounds to
ACF	any correct form
AG	answer given
SC	special case
OE	or equivalent
NMS	no method shown
PI	possibly implied
SCA	substantially correct approach
sf	significant figure(s)
dp	decimal place(s)

June 2013 A Level Mathematics Marking Scheme

PT Brinkman



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Validating Technological Innovation David Coniam, Peter Falvey, 2016-04-02 This book discusses Hong Kong's use of onscreen marking OSM in public examinations. Given that Hong Kong leads the way in OSM innovation, this book has arisen from a recognised need to provide a comprehensive coherent account of the findings of various separate but linked validation studies of onscreen public examinations in Hong Kong. The authors discuss their experience of the validation process, demonstrating how high stakes innovation should be fully validated by a series of research studies in order to satisfy key stakeholders.

Independent Schools Yearbook 2012-2013 none, 2013-06-20 The highly respected book of reference sought after by Independent Schools in membership of the Independent Schools Council's Associations: HMC, GSA, The Society of Heads, IAPS, ISA and COBIS.

Recent Trends in Applied Artificial Intelligence Moonis Ali, Tibor Bosse, Koen V. Hindriks, Mark Hoogendoorn, Catholijn M. Jonker, Jan Treur, 2013-05-20 This volume constitutes the thoroughly refereed conference proceedings of the 26th International Conference on Industrial Engineering and Other Applications of Applied Intelligence Systems IEA/AIE 2013 held in Amsterdam, The Netherlands, in June 2013. The total of 71 papers selected for the proceedings were carefully reviewed and selected from 185 submissions. The papers focus on the following topics: auctions and negotiation, cognitive modeling, crowd behavior, modeling distributed systems and networks, evolutionary algorithms, knowledge representation and reasoning, pattern recognition, planning, problem solving, robotics, text mining, advances in recommender systems, business process intelligence, decision support for safety-related systems, innovations in intelligent computation and applications, intelligent image and signal processing, and machine learning methods applied to manufacturing processes and production systems.

Education under Siege Mortimore, Peter, 2013-09-23 At a time when education is considered crucial to a country's economic success, recent UK governments have insisted their reforms are the only way to make England's system world class. Yet pupils are tested rather than educated, teachers bullied rather than trusted, and parents cast as winners or losers in a gamble for school places. *Education under siege* considers the English education system as it is and as it might be. In a highly accessible style, Peter Mortimore, an author with wide experience of the education sector both in the UK and abroad, identifies the current system's strengths and weaknesses. He concludes that England has some of the best teachers in the world but one of the most muddled systems. Challenging the government's view that there is no alternative, he proposes radical changes to help all schools become good schools. They include a system of schools receiving a fair balance of pupils who learn easily and those who do not, ensuring a more even spread of effective teachers, as well as banning league tables, outlawing selection, opening up faith schools, and integrating private schools into the state system. In the final chapter, he asks readers who share his concerns to demand that the politicians alter course. The book will appeal to parents, education students, and teachers, as well as everyone interested in the future education of our children.

Education Malta. Department of Education, 1979-04

Parliamentary Debates (Hansard). Great Britain.

Parliament. House of Commons,2010 Who's Who in America Marquis Who's Who, Inc,2002 **11+ Mathematics Mark Scheme (Spring Term 2013)** Iseb Iseb,2012-12-01 **11+ Mathematics Mark Scheme (Autumn Term 2013)** Iseb Iseb,2013-09-26

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