

chem 6 aqa june 2014 mark scheme File PDF

chem 6 aqa june 2014 mark scheme: An In-Depth Guide to Understanding and Using the Mark Scheme

If you're preparing for the AQA Chemistry Paper 6 exam from June 2014, understanding the **chem 6 aqa june 2014 mark scheme** is essential for effective revision and exam success. This article provides a comprehensive overview of the mark scheme, highlighting key areas to focus on, common question types, and tips on how to maximize your marks. Whether you're a student revising for the upcoming exams or a teacher looking to guide students, this guide will help demystify the mark scheme and improve your exam strategies.

What Is the Chem 6 AQA June 2014 Mark Scheme?

The mark scheme is an official document provided by AQA that details how examiners award marks for each question in the Chemistry Paper 6 (Chem 6) exam held in June 2014. It provides a breakdown of the marks allocated per question, acceptable answers, common misconceptions, and step-by-step guidance on what examiners look for in student responses. Understanding this scheme enables students to tailor their answers accordingly, ensuring they meet the criteria and secure maximum marks.

Key Components of the June 2014 Mark Scheme

1. Question Breakdown and Mark Allocation

The mark scheme divides each question into specific parts, each with allocated marks. Recognizing these helps students prioritize crucial points in their answers.

- Part-specific marks: Each section or sub-question has a designated mark value.
- Total marks: The entire paper typically carries a set number of marks, often 60 or 70, depending on the exam board's structure.
- Marks for working and methodology: Some questions award marks for showing detailed working, not just final answers.

2. Model Answers and Acceptable Responses

The scheme provides exemplar answers that meet the criteria for full marks, including alternative correct responses and common misconceptions to avoid.

- Exact wording: Using the terminology and phrasing outlined in the scheme ensures clarity and correctness.
- Alternative valid answers: Recognizing and accepting different correct approaches or explanations.
- Incorrect responses: The scheme clarifies which incorrect answers are not awarded any marks and why.

3. Step-by-Step Marking Guidance

The mark scheme often outlines how marks are awarded progressively, emphasizing the importance of showing reasoning, calculations, and explanations.

- Method marks: Awarded for showing method, even if the final answer is wrong.
- Accuracy marks: Given when the answer is correct, with correct units and significant figures.
- Part marks: Awarded for partially correct answers or correct steps within a multi-step process.

Analyzing the June 2014 Questions and Marking Criteria

Understanding the types of questions asked in June 2014 and how they are marked can help students develop targeted revision strategies.

1. Multiple-Choice and Short-Answer Questions

These questions test straightforward knowledge, such as definitions, symbols, and basic calculations.

- Marking focus: Correct options or answers are awarded full marks; partial credit is rare.
- Tip: Memorize key facts and practice quick recall to maximize scores.

2. Data Analysis and Calculations

Questions often involve calculations related to moles, concentrations, or energy changes.

- Marking focus: Correct formula application, accurate calculations, proper units, and significant figures.
- Tip: Always show your working clearly to secure method marks, even if the final answer is incorrect.

3. Explanation and Evaluation Questions

These require detailed reasoning, such as explaining trends, comparing methods, or evaluating experimental data.

- Marking focus: Clear explanations that reference scientific principles, supported by evidence or data.
- Tip: Use precise scientific terminology and structure your answers logically.

Common Themes and Topics in the June 2014 Mark Scheme

Review of the mark scheme reveals core topics and themes that recur in the exam, which students should prioritize.

1. Atomic Structure and Periodic Table

Understanding atomic models, periodic trends, and element properties.

2. Bonding and Structure

Covalent, ionic, and metallic bonding; properties of materials; structures like polymers and alloys.

3. Quantitative Chemistry

Calculations involving moles, molar ratios, empirical and molecular formulas.

4. Chemical Changes and Energy Changes

Reactions, catalysts, exothermic and endothermic processes, calorimetry.

5. Organic Chemistry

Hydrocarbons, functional groups, reaction mechanisms, isomerism.

Tips for Using the June 2014 Mark Scheme Effectively

To maximize your exam performance, consider the following strategies based on the mark scheme insights.

1. Practice Past Papers with Mark Schemes

Simulate exam conditions by timing yourself and then mark your responses using the official scheme.

- Identify areas where your answers differ from the scheme.
- Focus on improving explanations and calculations.

2. Develop Clear and Structured Answers

Examiners value well-organized responses that are easy to follow.

- Use bullet points or numbered steps for calculations.
- Label diagrams and include relevant annotations.
- Write in full sentences for explanation questions.

3. Memorize Key Definitions and Facts

Accurate recall of scientific terms and data helps in securing marks quickly.

4. Show Your Working

Even if your final answer is incorrect, showing the process can earn you partial marks.

5. Be Precise with Units and Significant Figures

Incorrect units or significant figures can cost marks, so double-check your work.

Conclusion: Mastering the Chem 6 AQA June 2014 Mark Scheme

Understanding the **chem 6 aqa june 2014 mark scheme** is crucial for effective revision and exam success. By familiarizing yourself with the structure of the mark scheme, practicing past questions, and adopting exam strategies aligned with examiner expectations, you can improve your chances of achieving high marks. Remember to focus on clarity, accuracy, and thorough explanations, and utilize the mark scheme as a guide to identify your strengths and areas for improvement. With diligent preparation, you will be well-equipped to excel in your Chemistry Paper 6 exam.

Keywords: chem 6 aqa june 2014 mark scheme, AQA Chemistry June 2014, Chemistry Paper 6, exam preparation, mark scheme analysis, past paper practice, exam tips, chemistry revision, scoring marks in chemistry

Chem 6 AQA June 2014 Mark Scheme: An In-Depth Review and Analysis

The Chem 6 AQA June 2014 Mark Scheme serves as a vital resource for both students and teachers preparing for the AQA Chemistry GCSE examinations. It provides a comprehensive outline of the expected answers, marking criteria, and grading points for the exam, ensuring consistency and fairness in assessment. This mark scheme is not only a guide for examiners but also a valuable tool for students to understand what is required to achieve higher marks. In this article, we will delve into the structure, features, strengths, and potential limitations of the 2014 mark scheme, offering a detailed analysis for educators and learners alike.

Understanding the Structure of the Mark Scheme

Overview of the Format

The Chem 6 AQA June 2014 mark scheme is meticulously organized to align with the exam paper's structure. It typically mirrors the order of questions, providing specific point allocations, model answers, and common misconceptions. The scheme is divided into sections corresponding to each question, with detailed guidance on what constitutes full, partial, or no credit.

Features:

- Clear delineation between different question parts (a), (b), (c), etc.
- Explicit marking points that highlight key concepts and keywords.
- Use of exemplar answers to illustrate acceptable responses.

Pros:

- Enhances examiner consistency.
- Helps students identify core knowledge areas.
- Facilitates targeted revision focusing on mark allocation.

Cons:

- Might be rigid, leaving little room for alternative correct reasoning.
- Can be overwhelming for students trying to interpret detailed marking criteria.

Content Coverage and Depth

Coverage of Key Topics

The 2014 mark scheme covers a broad spectrum of GCSE Chemistry content, including atomic structure, bonding, chemical reactions, energetics, and the periodic table. Its detailed breakdown ensures that examiners assess students on all necessary learning objectives.

Features:

- Specific references to scientific terminology.
- Guidance on handling calculations, such as mole calculations or concentration problems.
- Inclusion of alternative methods or answers where applicable.

Pros:

- Promotes comprehensive understanding.
- Supports marking of complex multi-step questions.

Cons:

- Might be overly detailed for some exam settings.
- Could potentially stifle creative or alternative correct approaches.

Depth of Guidance

The scheme does not merely list correct answers but also provides insight into the depth of understanding required. For example, it emphasizes the importance of explanation rather than rote memorization.

Features:

- Marking points for explaining phenomena, such as why ions form.
- Clarification of the level of detail needed for high marks.

Pros:

- Encourages students to develop conceptual understanding.

- Guides teachers on how to teach for exam success.

Cons:

- May intimidate students with its thoroughness.
- Risks encouraging formulaic responses if students focus only on keywords.

Marking Criteria and Grading

Points Allocation and Partial Credit

One of the main strengths of the 2014 scheme is its detailed allocation of marks, including how partial answers are rewarded. This nuanced approach recognizes the value of intermediate understanding.

Features:

- Breakdown of marks for each step in multi-part questions.
- Clear instructions on awarding marks for correct but incomplete answers.

Pros:

- Fair assessment of student knowledge.
- Motivates students to attempt all parts of a question.

Cons:

- Can be complex to interpret for inexperienced markers.
- Sometimes partial credit may encourage guesswork.

Use of Exemplars

The scheme includes sample responses illustrating varying levels of correctness, which serve as benchmarks for examiners.

Features:

- Exemplars demonstrate ideal answers and common mistakes.
- Guidance on awarding marks based on response quality.

Pros:

- Promotes consistency among markers.
- Helps students understand expectations.

Cons:

- Over-reliance on examples may limit flexibility.
- May cause confusion if exemplars are not comprehensive.

Strengths of the 2014 Mark Scheme

- **Clarity and Detail:** The scheme's thoroughness reduces ambiguity and ensures consistent marking standards.
- **Alignment with Curriculum:** It aligns well with the AQA syllabus, covering all core topics.
- **Educational Value:** Provides insight into what examiners look for, guiding teaching and revision.
- **Support for Partial Understanding:** Recognizes partial answers, rewarding partial knowledge which encourages students to attempt all questions.

Limitations and Challenges

- **Complexity:** The detailed nature can be intimidating for students and new teachers.
- **Rigidity:** Strict marking criteria may penalize creative or unconventional correct responses.
- **Potential for Overemphasis on Keywords:** Students might focus on memorizing keywords rather than understanding concepts.
- **Resource Intensity:** Requires examiners to be well-trained and consistent in applying detailed marking schemes.

Practical Implications for Students and Teachers

For Students

Understanding the mark scheme can significantly improve exam performance by highlighting:

- The importance of key scientific terms.
- How to structure answers to maximize marks.
- The value of explanation and reasoning, not just final answers.

Tips:

- Practice answering questions using the mark scheme as a guide.
- Focus on explaining processes rather than just stating facts.
- Review exemplar responses to understand what distinguishes high-scoring answers.

For Teachers

The mark scheme acts as a vital resource for:

- Designing mock exams and practice questions.
- Training students on exam techniques.
- Standardizing marking to ensure fairness.

Tips:

- Use the scheme to develop marking rubrics.
- Encourage students to analyze exemplar responses.
- Incorporate understanding of the marking criteria into teaching strategies.

Conclusion: Evaluating the 2014 Mark Scheme

The Chem 6 AQA June 2014 Mark Scheme stands out as a comprehensive and detailed guide that underpins fair and consistent assessment. Its strengths lie in its clarity, depth, and alignment with the curriculum, making it an invaluable resource for examiners and a useful tool for student preparation. However, its complexity and rigidity highlight the importance of balanced teaching approaches that foster genuine understanding rather than rote memorization.

In summary, the 2014 mark scheme exemplifies best practices in assessment design, promoting transparency and fairness. When used effectively by teachers and students, it can significantly enhance learning outcomes and exam success. Future iterations might benefit from maintaining this level of detail while ensuring accessibility for all learners, emphasizing understanding over mere keyword recall. Overall, it remains a benchmark for quality in GCSE chemistry assessment materials.

QuestionAnswer What are the key topics covered in the Chem 6 AQA June 2014 mark scheme? The mark scheme covers topics such as atomic structure, bonding, the periodic table, chemical reactions, and energy changes, reflecting the core content of the Chem 6 syllabus for that exam. How can students use the Chem 6 AQA June 2014 mark scheme to improve their exam performance? Students can review the mark scheme to understand the expected answers, identify common mistakes, and practice applying correct scientific terminology and explanations to improve accuracy and marks in future exams. Are there common question types in the Chem 6 AQA June 2014 paper that students should focus on? Yes, students should focus on question types such as calculations, explanation of concepts, and lab-based questions, as these are frequently tested and often carry significant marks. How does the Chem 6 AQA June 2014 mark scheme help in understanding examiner expectations? The mark scheme provides detailed marking points and model answers, helping students understand what examiners look for, including key points, scientific terminology, and clarity of explanation. Where can students find the official Chem 6 AQA June 2014 mark scheme for practice? The official mark scheme is available on the AQA website under the Chemistry GCSE exam resources section, which students can use for practice and revision.

Related keywords: Chemistry, AQA, June 2014, Mark Scheme, Chemistry Paper, GCSE Chemistry, Chemistry exam answers, Chemistry grading, Chemistry questions, Chemistry syllabus

Ks1 Sats Mark Scheme 2007

ks1 sats mark scheme 2007: A Comprehensive Guide for Educators and Parents

Understanding the **KS1 SATs mark scheme 2007** is essential for educators, parents, and students involved in the Key Stage 1 assessments. These national tests, which take place in England for children aged 6 to 7, play a significant role in providing a snapshot of a child's progress in core subjects such as English and Maths. The 2007 mark scheme offers valuable insights into how these assessments are graded, ensuring transparency and consistency in marking. This article explores the key aspects of the **KS1 SATs mark scheme 2007**, its structure, application, and importance in the educational landscape.

Understanding the Purpose of the KS1 SATs Mark Scheme 2007

What is the KS1 SATs?

The Key Stage 1 SATs are national assessments designed to evaluate the attainment of young learners at the end of Key Stage 1. They cover subjects like:

- English (Reading, Writing, and Spelling, Punctuation & Grammar)
- Mathematics (Number, Algebra, Shape, Space, and Measures)

The results help teachers identify areas where pupils excel or need additional support.

Role of the Mark Scheme

The mark scheme provides detailed criteria for awarding marks for each answer, ensuring consistency across schools and marking periods. In 2007, the scheme was particularly focused on:

- Clear descriptors for partial and full answers
- Guidelines for awarding marks based on the quality of responses
- Ensuring fairness and objectivity in assessment

Structure of the KS1 SATs Mark Scheme 2007

English Mark Scheme (2007)

The English assessment in 2007 was divided into sections:

- Reading
- Writing
- Spelling, Punctuation & Grammar (SPaG)

Each section had specific criteria, with the mark scheme defining:

- Level descriptors
- Number of marks available for each task
- Examples of acceptable answers

Mathematics Mark Scheme (2007)

The Maths assessment focused on key areas:

- Number and place value
- Addition, subtraction, multiplication, division
- Shape, space, and measures

The mark scheme specified:

- Answer accuracy
- Method marks for demonstrating working out
- Partial credit for partially correct answers

Applying the KS1 SATs Mark Scheme 2007

Marking Procedures

Teachers and markers used the scheme to:

- Read student responses carefully
- Match answers against the criteria outlined in the mark scheme
- Assign marks based on completeness and correctness

Levels of Attainment

The 2007 scheme incorporated levels to categorize student performance:

- Level 2 (working towards the expected standard)
- Level 3 (meeting the expected standard)
- Level 4 (exceeding the standard)

These levels helped provide a clear picture of a child's progress relative to national benchmarks.

Importance of the KS1 SATs Mark Scheme 2007

Ensuring Fairness and Consistency

The detailed criteria minimized subjective judgment, ensuring that all students were assessed equitably regardless of the school or teacher.

Supporting Teaching and Learning

Results from the assessments, guided by the mark scheme, helped educators identify strengths and weaknesses, informing future lesson planning.

Preparing for Future Assessments

Understanding the mark scheme's structure and expectations enabled schools to better prepare students for subsequent stages of their education.

Key Features of the 2007 KS1 SATs Mark Scheme

Clarity and Specificity

The scheme provided explicit descriptions of what constitutes a correct or partially correct answer, reducing ambiguity.

Partial Credit Allocation

In recognition of partial understanding, the scheme allowed for awarding marks for partially correct responses, encouraging pupils to attempt answers even if incomplete.

Use of Exemplars

Sample answers were included to illustrate different levels of response quality, aiding markers in consistent grading.

Challenges and Considerations with the 2007 Mark Scheme

Subjectivity in Marking

Despite detailed criteria, some level of subjective judgment remained, especially in open-ended questions.

Impact of Mark Scheme on Teaching Strategies

Teachers might tailor instruction to meet specific assessment criteria, which could influence teaching priorities.

Evolution of Mark Schemes

Since 2007, mark schemes have undergone revisions to reflect curriculum changes and improved assessment practices, but understanding historical schemes remains valuable for context.

Conclusion: The Significance of the KS1 SATs Mark Scheme 2007

The **KS1 SATs mark scheme 2007** played a pivotal role in shaping fair, consistent, and transparent assessment practices for young learners in England. It provided a structured framework for teachers to evaluate student responses accurately and fairly, ultimately supporting the broader goal of ensuring high-quality education. For educators and parents alike, understanding the intricacies of the 2007 mark scheme offers insights into assessment standards and the importance of clear criteria in facilitating student progress. As educational assessments continue to evolve, the principles embedded in the 2007 scheme—clarity, fairness, and consistency—remain foundational to effective evaluation practices.

KS1 SATs Mark Scheme 2007: An In-Depth Review

The KS1 SATs Mark Scheme 2007 remains a significant reference point for educators, parents, and assessment professionals involved in the primary education sector. Designed to provide a standardized framework for evaluating pupils' performance at the end of Key Stage 1, this mark scheme offers detailed guidance on how students' work is graded and how scores are allocated across core subjects such as English and Mathematics. Understanding the structure, application, and implications of this mark scheme is essential for ensuring fair assessment, effective teaching strategies, and meaningful feedback for pupils.

Overview of the KS1 SATs Mark Scheme 2007

The KS1 SATs Mark Scheme 2007 was developed in alignment with the curriculum standards of the time, aiming to facilitate consistent and transparent assessment across schools. It was primarily used for the national curriculum assessments conducted in May 2007 and provided clear criteria for marking pupils' scripts, whether in reading, writing, mathematics, or science.

Key Features:

- **Standardization:** Ensures uniformity across different schools and examiners.
- **Detailed Marking Criteria:** Offers explicit guidance on how to award marks based on the quality of responses.
- **Grade Boundaries:** Defines thresholds for different levels, typically ranging from Level 1 to Level 3, with Level 2 representing the expected standard.
- **Focus on Skills and Knowledge:** Emphasizes both factual recall and understanding, as well as application and reasoning.

Structure of the Mark Scheme

The mark scheme is divided into subject-specific sections, each tailored to the unique assessment requirements of that subject. Here's a breakdown:

English (Reading and Writing)

- Reading: The mark scheme specifies how to allocate marks based on comprehension, inference, vocabulary, and literal understanding.
- Writing: Focuses on spelling, punctuation, grammar, sentence structure, and coherence. Markers evaluate the accuracy, clarity, and appropriateness of responses.

Mathematics

- The scheme provides detailed criteria for marking calculations, problem-solving, reasoning, and fluency.
- Emphasizes accuracy, method application, and mathematical reasoning.

Science (if applicable)

- Assesses understanding of scientific concepts, data handling, and experimental skills.
- Marking criteria evaluate accuracy, understanding, and application of scientific methods.

Application of the Mark Scheme

The application process involves trained markers who assess pupils' scripts against the detailed criteria. The process emphasizes consistency and fairness, with moderation sessions to reconcile differing judgments.

Process Highlights:

- Initial assessment based on explicit criteria.
- Use of exemplar scripts to calibrate marking standards.
- Moderation meetings to ensure uniformity across markers.
- Final allocation of levels and sub-levels based on cumulative scores.

Pros and Cons of the KS1 SATs Mark Scheme 2007

Pros:

- Clarity and Transparency: The detailed criteria provide clear guidance on how marks are

awarded, reducing ambiguity.

- Fairness: Standardization helps ensure that all pupils are assessed equitably across different schools.
- Diagnostic Value: The breakdown of skills and knowledge allows teachers to identify specific areas for development.
- Benchmarking: Provides consistent benchmarks for expected performance at Key Stage 1.

Cons:

- Rigidity: The detailed criteria may sometimes limit teachers' flexibility to consider creative or non-standard responses.
- Narrow Focus: Emphasis on specific skills might overlook broader abilities like critical thinking or creativity.
- Stress and Pressure: The high-stakes nature of SATs, coupled with strict marking schemes, can induce anxiety among pupils and teachers.
- Limited Adaptability: The 2007 scheme reflects the curriculum standards of that period, which have since evolved, making it less adaptable to modern educational practices.

Features of the Mark Scheme

- Explicit Marking Guidelines: Clear instructions on how to allocate marks for each question.
- Sample Marking Grids: Examples illustrating how responses should be scored.
- Level Descriptors: Descriptive criteria for each level of attainment, detailing what constitutes a Level 1, Level 2, or Level 3 response.
- Error Identification: Guidelines for recognizing common misconceptions or mistakes and how they impact scoring.

Impact on Teaching and Learning

The KS1 SATs Mark Scheme 2007 influences teaching strategies significantly. Teachers often tailor their instruction to meet the criteria outlined in the scheme, focusing on developing skills that are explicitly tested.

Positive Impact:

- Encourages targeted skill development.
- Facilitates formative assessment and tracking of pupil progress.
- Helps in identifying pupils who need additional support.

Challenges:

- May lead to teaching to the test, narrowing the curriculum.
- Can cause a focus on measurable skills at the expense of broader educational experiences.
- Risk of undermining intrinsic motivation if pupils perceive assessments as purely punitive.

Evolution and Legacy

Since 2007, the KS1 SATs mark schemes have undergone several modifications to align with curriculum reforms, changes in assessment philosophy, and feedback from educators. However, the 2007 scheme remains a benchmark for understanding the foundational principles of assessment at Key Stage 1.

Legacy Aspects:

- Emphasis on clarity and fairness.
- Foundation for subsequent assessment frameworks.
- A reference point for comparing past and current assessment practices.

Conclusion

The KS1 SATs Mark Scheme 2007 played a pivotal role in shaping primary assessment during its time, offering a structured, transparent, and standardized approach to evaluating young learners' skills. While it has its limitations—such as potential rigidity and the risk of overemphasizing testable skills—it provided valuable insights into pupils' attainment levels and informed teaching practices. For educators, understanding the intricacies of the 2007 mark scheme allows for better preparation, fairer assessment, and more targeted support for pupils. As assessment practices continue to evolve, the principles embedded within the 2007 scheme—clarity, fairness, and focus on skills—remain relevant and serve as a foundation for ongoing improvements in educational evaluation.

Question What is the KS1 SATs Mark Scheme for 2007 used for? The KS1 SATs Mark Scheme for 2007 is used to assess and score students' performances in Key Stage 1 national assessments, providing standardized criteria for marking pupils' work in subjects like reading, writing, and mathematics. **Answer** Where can I find the official KS1 SATs Mark Scheme 2007? The official KS1 SATs Mark Scheme 2007 can typically be found on the Department for Education's website or through school assessment resources and archives that provide past exam materials. How does the 2007 KS1 SATs Mark Scheme differ from later versions? The 2007 KS1 SATs Mark Scheme may differ in scoring criteria, levels of achievement, and assessment standards compared to later

versions, reflecting the curriculum and assessment frameworks in place at that time. What subjects are covered in the 2007 KS1 SATs Mark Scheme? The 2007 KS1 SATs Mark Scheme covers key subjects including Reading, Writing, and Mathematics, providing specific guidelines for marking student responses in each subject. How are pupils graded using the 2007 KS1 SATs Mark Scheme? Pupils are graded based on their performance against defined levels and criteria outlined in the mark scheme, which helps determine their achievement level and readiness for the next stage of education. Can teachers access sample answers or exemplars for the 2007 KS1 SATs Mark Scheme? Yes, teachers can access sample answers and exemplars that illustrate how to apply the mark scheme effectively, often provided in official assessment materials or teacher guidance documents. Is the 2007 KS1 SATs Mark Scheme still applicable for current assessments? No, the 2007 KS1 SATs Mark Scheme is outdated, as assessment standards and curriculum requirements have evolved; current mark schemes are more relevant for today's assessments. How did the 2007 KS1 SATs Mark Scheme influence student assessment at the time? The 2007 mark scheme provided a standardized way to fairly and consistently assess student performance, helping schools track progress and identify areas needing improvement during that period. Are there any online resources to help interpret the 2007 KS1 SATs Mark Scheme? Yes, educational websites, teacher forums, and archives often provide guides and explanations to help interpret the 2007 KS1 SATs Mark Scheme, although access to official documents is recommended for accuracy. What should I consider when using the 2007 KS1 SATs Mark Scheme for historical assessment review? When using the 2007 mark scheme for historical review, consider changes in curriculum standards, assessment criteria, and the context of the time to ensure accurate interpretation and comparison.

Related keywords: KS1 SATs mark scheme 2007, KS1 assessment criteria 2007, KS1 SATs grading 2007, KS1 level descriptors 2007, KS1 test marking scheme 2007, primary school SATs 2007, KS1 assessment guidelines 2007, Key Stage 1 marking criteria 2007, KS1 test score interpretation 2007, KS1 examination standards 2007

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