

Criterion		Standard A	Standard B	Standard C	Standard D	Standard E	
	Test Q	S2	S2	S2	S2	S2	Result
Knowledge & Procedures	K1 1a)				D		A B C D E
	1b)				D		
	1c)			C			
	1d)	A					
	2a)				D		
	2b)			C			
	3a)				D		
	3b)			C			
	3c)		B				
	K2 4a)			C			
	4b)			C			
	4c)		B				
	5a)			C			
	5b)			C			
	5c)		B				
	5d)			C			
	6a)			C			
	6b)			C			
	6c)			C			
	6d)			C			
	6e)			C			
	K3 7				D		
	8a)			C			
	8b)		B				
	8c)					E	
	9				D		
M & P S	M1 MPS Q1			C			A B C D E
	MPS Q2			C			
	MPS Q3		B				
	MPS 4		B				
	M3 MPS Q5			C			
Communication & Justification	C1 All				D		A B C D E
	C3 8			C			
	MPS Q5			C			
	C4 All			C			
	C5 MPS Q2			C			
	MPS Q3			C			
	MPS Q5			C			

Total of worth

A qs = 28

B qs = 27

C qs = 24

D qs = 3

Total "old" numerical marks = 82

∴ Students marks =

62/82

= 76%

= B⁺

BUT LOOKING AT IT NEW WAY...

given only a "C"

NUMERICAL SYSTEM

The usual marking: Teacher AND Student would have noticed 21/31 qs correct.

In the past:

weighted approx

D = 1

C = 2

B = 3

A = 4

marks ∴ about

NOT QUESTIONS JUST COMMUNICATION "DOUBLE-DIPPING"

all wrong