ict june 2013 mark scheme Updated Version

ICT June 2013 Mark Scheme

If you're preparing for an Information and Communication Technology (ICT) exam from June 2013, understanding the official mark scheme is essential for effective revision and exam success. The **ICT June 2013 mark scheme** provides detailed insights into how marks are allocated across different sections, types of questions, and the expected level of responses. This comprehensive guide aims to break down the mark scheme's structure, highlight key areas of focus, and offer tips on how to maximize your scores based on the marking criteria.

Understanding the Structure of the ICT June 2013 Mark Scheme

The mark scheme for the June 2013 ICT exam is designed to evaluate students' knowledge, understanding, and practical skills related to various ICT topics. It typically covers multiple question types, including multiple-choice, short-answer, and extended response questions. The scheme details the total marks available for each section, the expected content for full marks, and the specific points that examiners look for in student responses.

Sections Covered in the Mark Scheme

The mark scheme generally corresponds with the exam paper's structure, which may include:

- Foundations of ICT
- Hardware and Software
- Data Representation
- Networks and Communications
- Security and Ethical Issues
- Practical Skills and Applications

Each of these sections has specific learning objectives and assessment criteria detailed in the mark scheme.

Key Components of the Marking Criteria

The marking scheme emphasizes clarity, accuracy, and depth of understanding. Here are the core components that examiners assess:

1. Accuracy and Completeness

- Correctness of factual information
- Coverage of all relevant points
- Demonstration of comprehensive understanding

2. Quality of Explanation

- Clear, logical reasoning
- Use of appropriate terminology
- Ability to justify answers or choices

3. Application of Skills

- Practical implementation in tasks
- Use of correct procedures and tools
- Problem-solving abilities

4. Presentation and Communication

- Well-structured responses
- Use of diagrams or tables where appropriate
- Concise and precise language

Breakdown of Mark Allocation for Key Sections

Understanding how marks are distributed helps students prioritize their efforts. Here's a typical breakdown based on the June 2013 paper:

1. Multiple Choice Questions (MCQs)

- Usually worth 1-2 marks each
- Focus on quick recall and basic understanding
- Mark scheme awards full marks for correct answers; no partial credit

2. Short Answer Questions

- Range from 2 to 4 marks per question
- Expect precise, direct responses
- Markers look for key points, correct terminology, and clarity

3. Extended Response / Practical Tasks

- Can be worth 5 to 10 marks or more
- Require detailed explanations, diagrams, or step-by-step procedures
- Markers assess depth of understanding, accuracy, and presentation

Sample Mark Scheme Analysis for Common Questions

To better understand how marks are awarded, consider typical questions from the June 2013 ICT paper:

Example 1: Data Representation

Question: Explain how a 16-bit binary number can be used to represent data.

Mark Scheme Highlights:

- 2 marks for correctly stating that 16 bits can represent 2^16 different values
- 1 mark for mentioning the range of numbers (e.g., 0 to 65,535)
- 1 mark for explaining the concept of binary encoding

Sample Student Response:

"A 16-bit binary number can represent up to 65,536 different values because 2^16 equals 65,536. It is used to encode data in computers."

Mark Awarded: 4 marks (full marks for complete and accurate explanation)

Example 2: Network Security

Question: Describe two methods used to secure data transmitted over a network.

Mark Scheme Highlights:

- 1 mark for each method described accurately
- Acceptable methods include encryption, firewall, VPN, SSL/TLS, etc.
- Explanation should include how each method protects data

Sample Student Response:

"Encryption converts data into a coded form that only authorized parties can decode. A firewall blocks unauthorized access to the network."

Mark Awarded: 2 marks (each method correctly explained)

Tips for Using the Mark Scheme Effectively

To maximize your exam performance, consider these practical tips:

1. Familiarize Yourself with the Official Mark Scheme

- Review past papers and mark schemes
- Understand the expected answers and key points
- Practice writing responses that align with marking criteria

2. Practice Answer Structuring

- Use bullet points or numbered lists for clarity
- Include relevant terminology
- Provide explanations that cover all aspects of the question

3. Focus on Command Words

- Pay attention to words like "explain," "describe," "outline," "justify," and "discuss"
- Tailor your responses to meet the depth and scope required

4. Check for Completeness

- Ensure you cover all parts of multi-part questions
- Use the mark scheme as a checklist for key points

5. Use Diagrams and Examples Where Appropriate

- Diagrams can earn extra marks if correctly labeled and relevant
- Real-world examples demonstrate understanding

Conclusion: Leveraging the Mark Scheme for Exam Success

The **ICT June 2013 mark scheme** serves as a valuable guide for students aiming to excel in their exams. By understanding how marks are allocated and what examiners look for, learners can tailor their revision strategies accordingly. Focus on providing accurate, comprehensive, and well-structured answers, and use the mark scheme as a roadmap to identify key points and avoid common pitfalls. Remember, practice with past papers and a thorough review of the mark scheme will greatly enhance your confidence and performance on exam day.

Additional Resources for ICT Exam Preparation

- Past papers and answer schemes from official examination boards
- Revision guides tailored to the June 2013 syllabus
- Online tutorials and practice questions
- Study groups to discuss and clarify difficult topics

By integrating these resources with an understanding of the mark scheme, students can approach their ICT exams with confidence and a strategic plan for success.

ICT June 2013 Mark Scheme: An In-Depth Analysis and Guide for Students and Educators

Understanding the ICT June 2013 Mark Scheme is crucial for students preparing for their examinations, as well as educators aiming to guide their pupils effectively. The mark scheme not only provides insight into how marks are allocated but also highlights the key areas of knowledge and skills that examiners prioritize. In this comprehensive guide, we will delve into the structure of the mark scheme, interpret its components, and offer practical advice on how to utilize it to maximize success in ICT assessments.

What Is the ICT June 2013 Mark Scheme?

The ICT June 2013 Mark Scheme refers to the official document released by examination boards outlining the criteria used to assess student responses for the June 2013 ICT examinations. It details how marks are awarded for each question, what acceptable answers look like, and the level of detail expected from candidates.

Having a thorough understanding of the mark scheme allows students to tailor their answers accordingly, ensuring they meet the examiners' expectations and improve their chances of achieving higher grades.

The Purpose of the Mark Scheme

- Guidance for Marking: It ensures consistency and fairness in marking across different examiners and centers.
- Student Preparation: It helps students understand what is required for each question.
- Curriculum Alignment: It aligns assessment with curriculum goals by emphasizing key skills and knowledge areas.
- Feedback and Improvement: It provides a framework for constructive feedback and future learning focus.

Structure of the ICT June 2013 Mark Scheme

The mark scheme typically follows a structured format that corresponds to the exam paper and questions. While the exact layout can vary depending on the exam board, common components include:

- Question Number and Part

Each question or part of a question is identified clearly, often with sub-questions labeled (a), (b), etc.

- Mark Allocation

Indicates how many marks are available for each question or sub-question, guiding students on the expected depth of response.

- Marking Criteria

Specifies what constitutes a correct or acceptable answer, often broken down into levels or bands indicating the quality of responses.

- Model Answers or Key Points

Provides samples or bullet points of acceptable responses, clarifying what examiners are looking for.

Interpreting the Mark Scheme: Key Sections and Their Significance

Accurate and Complete Responses

The mark scheme emphasizes the importance of accuracy and completeness. For example, in a question about hardware components, students are expected to mention specific parts such as CPU, RAM, and hard drive, along with their functions.

Application of Skills

Particularly in practical questions, marks are awarded based on the correct application of skills, such as creating a database, designing a website, or writing a program.

Use of Terminology

Correct technical terminology is essential. The mark scheme rewards the use of appropriate vocabulary like "formatting," "query," "protocol," or "security measures."

Level Descriptors

Many mark schemes include levels or bands that describe the quality of responses:

- Level 1: Basic understanding, limited detail.
- Level 2: Good understanding, some detail.
- Level 3: Excellent understanding, detailed and accurate.

Recognizing these levels helps students aim for higher marks by providing more comprehensive answers.

Common Question Types and Their Marking Strategies

Multiple Choice and Short Answer Questions

- Usually straightforward; mark scheme indicates the correct options.
- Focus on precise knowledge, minimal elaboration needed.

Data Handling and Practical Tasks

- Markers look for correct procedure, accuracy, and completeness.
- For example, in creating a spreadsheet, correct formulas and formatting are critical.

Extended Response and Essay Questions

- Mark scheme rewards depth, clarity, and correctness.
- Use of diagrams, annotations, and technical language can earn additional marks.

Tips for Using the Mark Scheme Effectively

- Study the Mark Scheme Alongside Past Papers

By reviewing past papers with the mark scheme, students can understand common pitfalls and high-scoring responses.

- Focus on Key Words and Phrases

Identify keywords in questions and ensure answers incorporate these terms as per the mark scheme.

- Practice with Model Answers

Compare your responses to model answers provided in the mark scheme to identify gaps and areas for improvement.

- Develop Technical Vocabulary

Familiarize yourself with ICT terminology to improve the precision and professionalism of your answers.

- Manage Your Time

Allocate time proportionate to the marks available, ensuring high-mark questions receive adequate attention.

Practical Application: Analyzing a Sample Question

Suppose a question asks:

"Describe three security measures that can be implemented to protect data stored on a computer."

Expected Mark Scheme Response:

- Answer 1: Use of passwords to restrict access.
- Answer 2: Encryption of data to prevent unauthorized reading.
- Answer 3: Installing antivirus software to detect malware.

Marking points:

- Each correct security measure described clearly.
- Use of appropriate terminology (e.g., "encryption," "antivirus software").
- Possible elaboration for higher marks (e.g., explaining how each measure works).

Student?s Approach:

- Briefly mention each measure.
- Use correct terms.
- Provide a sentence explaining the purpose of each.

This approach aligns closely with the mark scheme expectations and maximizes score potential.

Final Thoughts: Preparing for ICT Exams Using the June 2013 Mark Scheme

While the ICT June 2013 Mark Scheme is specific to that year's exam, the principles it embodies remain consistent across years and papers. Effective preparation involves:

- Understanding assessment criteria thoroughly.
- Practicing past papers with the mark scheme.
- Developing a clear understanding of ICT concepts and terminology.

- Ensuring responses are detailed, accurate, and relevant.

By mastering how marks are awarded, students can focus their revision and exam strategies to produce high-quality responses that meet or exceed exam expectations.

In conclusion, the ICT June 2013 Mark Scheme serves as a vital tool in demystifying the assessment process. Whether you're a student aiming for top grades or an educator designing effective revision sessions, understanding its structure and application is essential. Use it as a guide to refine your answers, sharpen your knowledge, and achieve success in ICT examinations.

QuestionAnswer What are the key topics covered in the ICT June 2013 Mark Scheme? The ICT June 2013 Mark Scheme covers topics such as data representation, hardware and software components, networking, security, algorithms, and problem-solving techniques relevant to the exam syllabus. How can I effectively use the ICT June 2013 Mark Scheme to prepare for exams? By reviewing the mark scheme, students can understand the expected answers, scoring criteria, and common mistakes. Practicing past questions alongside the mark scheme helps improve answer quality and exam performance. Are there any specific sections in the ICT June 2013 Mark Scheme that focus on data security? Yes, the mark scheme includes questions on data security measures, encryption, and safeguarding information, reflecting its importance in the ICT curriculum. How does the ICT June 2013 Mark Scheme assess problem-solving skills? The mark scheme evaluates problem-solving through algorithm design questions, logic-based tasks, and practical scenarios requiring students to demonstrate their ability to develop efficient solutions. Can I find model answers or sample solutions in the ICT June 2013 Mark Scheme? Yes, the mark scheme provides detailed model answers and marking guidelines, which serve as a reference for correct responses and marking criteria. What are common mistakes students make according to the ICT June 2013 Mark Scheme? Common mistakes include incomplete answers, incorrect terminologies, failure to justify answers, and not following the question instructions precisely. Is the ICT June 2013 Mark Scheme useful for understanding examiners' expectations? Absolutely, it offers insights into what examiners look for, helping students tailor their answers to meet grading standards and improve their scoring potential. How can teachers utilize the ICT June 2013 Mark Scheme to support their students? Teachers can use the mark scheme to create targeted revision sessions, assess student work accurately, and identify areas needing improvement based on official marking criteria. Where can I access the official ICT June 2013 Mark Scheme for revision purposes? The official mark schemes are typically available on the examination board?s website or through authorized educational resources provided by your school or institution.

Related keywords: ICT June 2013 mark scheme, ICT exam 2013, ICT paper solutions 2013, ICT June 2013 answers, ICT marking guidelines 2013, ICT exam question paper 2013, ICT grade boundaries June 2013, ICT assessment criteria 2013, ICT June 2013 examiner report, ICT answer key 2013

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.

QuestionAnswer 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. 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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