

Aqa Biology May 2014 Mark Scheme Workbook

aqa biology may 2014 mark scheme: A Comprehensive Guide to Exam Preparation and Understanding

Understanding the **aqa biology may 2014 mark scheme** is crucial for students preparing for their GCSE Biology examinations. The mark scheme provides detailed insights into how marks are allocated for each question, the expected depth of answers, and essential keywords or concepts that examiners look for. This article aims to dissect the mark scheme, offering tips on how to interpret it effectively, and providing guidance on how to maximize your exam performance.

What Is the AQA Biology May 2014 Mark Scheme?

The AQA Biology May 2014 mark scheme is an official document published by the Assessment and Qualifications Alliance (AQA) that outlines the criteria for marking the GCSE Biology papers taken during the May 2014 exam series. It serves two main purposes:

- Guidance for examiners to ensure consistent marking standards.
- Resource for students and teachers to understand what is required to achieve specific grades.

This mark scheme breaks down each question, indicating the number of marks available, acceptable answers, common misconceptions, and the key points students should include.

Why Is the Mark Scheme Important for Students?

Understanding the mark scheme can significantly influence your revision and exam strategy. Here's why:

- Clarifies what examiners are looking for: Knowing the specific points needed helps you tailor your answers.
- Helps identify key concepts and keywords: Including these in your responses can boost your marks.
- Provides insight into the depth of answer required: Whether a brief answer suffices or a detailed explanation is necessary.
- Aids in self-assessment and practice: Comparing your responses with the mark scheme guides

improvement.

Analyzing the Structure of the AQA Biology May 2014 Mark Scheme

The mark scheme is typically organized according to the exam paper's questions, often categorized as follows:

1. Question Breakdown

- Each question is numbered.
- Sub-questions are labeled (a), (b), (c), etc.
- Each part specifies the mark allocation.

2. Model Answers and Criteria

- Suggested answers are provided.
- Markers highlight key points necessary for full marks.
- Partial credit is awarded based on the inclusion of these points.

3. Common Student Mistakes

- The scheme notes frequent misconceptions.
- Examiners may specify answers that are incorrect or incomplete.

4. Mark Allocation and Band Descriptions

- Clear delineation of what constitutes a basic, good, or excellent answer.
- Some questions include a "levels of response" criteria.

How to Use the Mark Scheme Effectively

Here are practical tips for making the most of the **aqa biology may 2014 mark scheme**:

- Review past papers alongside the mark scheme: Practice answering questions then compare your responses.
- Identify keywords and phrases: Incorporate these into your answers to meet examiner

expectations.

- Understand what constitutes full, partial, or no marks: Focus on including all necessary points.
- Use the mark scheme to develop model answers: Create comprehensive responses for common question types.
- Self-assess your answers: Use the scheme to evaluate whether you've covered all key points.

Key Components of the Mark Scheme for Common Question Types

Different types of questions require different approaches. Here's a breakdown of what to look for:

Multiple-Choice Questions

- Correct option identification.
- Common misconceptions to avoid.

Short-Answer Questions

- Precise terminology.
- Key concepts covered succinctly.
- Use of scientific keywords.

Extended Open-Response Questions

- Clear explanation of concepts.
- Use of diagrams where appropriate.
- Application of knowledge to real-world contexts.
- Logical flow and structured responses.

Sample Questions and Model Mark Scheme Responses

To illustrate, here are examples of typical questions from the 2014 paper and how the mark scheme guides responses:

Question 1: Describe the process of photosynthesis.

- Expected points for full marks:
- The process occurs in chloroplasts.

- Requires light energy.
- Converts carbon dioxide and water into glucose and oxygen.
- Summarized as: Light energy is used to make glucose from carbon dioxide and water, releasing oxygen.

Sample Student Response:

"Photosynthesis happens in the chloroplasts, where light energy is used to convert CO₂ and water into glucose and oxygen."

Mark scheme guidance:

- Includes chloroplasts (1 mark).
- Mentions light energy (1 mark).
- Describes the conversion of CO₂ and water into glucose and oxygen (2 marks).

How the Mark Scheme Affects Your Revision

By studying the mark scheme, students can:

- Prioritize topics: Focus on areas with more marks or frequently tested points.
- Develop exam techniques: Practice structuring answers to mirror model responses.
- Refine language: Use scientific terminology accurately as shown in the scheme.
- Anticipate exam questions: Recognize patterns and common question styles.

Common Topics Covered in the AQA Biology May 2014 Paper and Their Mark Scheme Focus

Below are some core topics often examined, along with their key points according to the mark scheme:

1. Cell Structure and Function

- Differences between plant and animal cells.
- Function of organelles (nucleus, mitochondria, chloroplasts, etc.).
- Importance of cell specialization.

2. Biological Molecules

- Carbohydrates, proteins, lipids, and nucleic acids.
- Their structure and functions.
- Testing for these molecules.

3. Organ Systems and Homeostasis

- The circulatory, respiratory, digestive, and nervous systems.
- How the body maintains stability (temperature, blood glucose).

4. Inheritance and Variation

- Genetic inheritance, dominant and recessive genes.
- Punnett squares.
- Mutations and their impacts.

5. Ecology and Environment

- Food chains and webs.
- Factors affecting populations.
- Conservation efforts.

Conclusion: Mastering the Mark Scheme for Success

The **aqa biology may 2014 mark scheme** remains a valuable resource for students aiming to excel in their GCSE Biology exams. By thoroughly understanding how answers are evaluated, students can tailor their revision, improve their answering techniques, and boost their confidence. Remember, the goal is not just to memorize facts but to understand and communicate biological concepts clearly and accurately.

Regularly practice answering questions with the mark scheme in mind, seek feedback, and refine your responses. With diligent preparation, mastery of the mark scheme, and a solid understanding of core biological principles, success in your exams is well within reach.

Additional Resources:

- Past papers and mark schemes available on the AQA official website.
- Revision guides tailored to the 2014 specifications.

- Online quizzes and practice questions aligned with the mark scheme criteria.

Good luck with your studies, and remember that understanding the mark scheme is a key step toward achieving your target grades!

AQA Biology May 2014 Mark Scheme: An In-Depth Analysis and Review

Understanding the assessment criteria and marking schemes is essential for students and educators alike when preparing for exams. The AQA Biology May 2014 Mark Scheme provides a comprehensive framework for how examiners evaluate student responses, ensuring consistency and fairness across the board. In this article, we will explore the structure, features, strengths, and potential limitations of the 2014 mark scheme, offering insights that can help both teachers in designing effective teaching strategies and students in optimizing their exam performance.

Overview of the AQA Biology May 2014 Mark Scheme

The May 2014 mark scheme for AQA Biology was crafted to align with the exam questions posed during that year's assessment cycle. It serves as a detailed guide that delineates the expected answers, acceptable responses, and the allocation of marks for each question. This scheme ensures that examiners award marks consistently, based on the quality and accuracy of student responses.

Key Features:

- Clear delineation of question parts and explicit criteria for awarding marks.
- Inclusion of exemplar answers to illustrate what constitutes full, partial, or no credit.
- Emphasis on command words such as "explain," "describe," or "evaluate" to assess depth of understanding.
- Breakdown of marks for each component within a question, facilitating targeted marking.

Pros:

- Provides transparency for educators and students.
- Helps students understand what is required to achieve specific grades.
- Ensures consistency and fairness in marking.

Cons:

- Could be perceived as rigid, potentially discouraging alternative correct responses not explicitly outlined.
- Might lead to a 'teaching to the test' mentality, focusing on specific answers rather than understanding.

Structure and Content of the Mark Scheme

The mark scheme for the 2014 exam covers a broad range of topics within the AQA GCSE Biology specification. It is organized into sections corresponding to different question papers and thematic areas such as cell biology, genetics, ecology, and physiology.

Question Breakdown and Mark Allocation

Each question is divided into parts, with specific marks allocated to each. For example, a 6-mark question may have a detailed marking point for each aspect of the answer, such as:

- Identification of a process or feature.
- Explanation of how it works.
- Application of knowledge to a new context.

This granular approach allows examiners to award partial credit even if the student does not fully meet all criteria.

Expected Student Responses

The scheme provides exemplar answers, illustrating different levels of response:

- Full marks are awarded when the answer fully meets all criteria.
- Partial marks are given for responses that demonstrate some understanding but lack detail or accuracy.
- No marks are assigned where responses are incorrect, incomplete, or irrelevant.

For example, in a question about photosynthesis, a full response may include the correct equation, the process of light absorption, and the role of chlorophyll, whereas a partial answer might mention only one of these points.

Analysis of the Mark Scheme's Effectiveness

The 2014 scheme effectively balances specificity with flexibility, enabling markers to distinguish

between varying levels of student understanding.

Strengths

- Clarity and Precision: The detailed marking points reduce ambiguity, ensuring that students know what is expected.
- Consistency: Standardized criteria help maintain uniformity across different markers and centers.
- Diagnostic Value: By analyzing common student responses, teachers can identify areas of misconception and tailor their instruction accordingly.
- Preparation Aid: Students can use the scheme to practice model answers and understand how to structure their responses.

Limitations

- Potential Rigidity: Overemphasis on specific keywords or phrases may limit the recognition of correct but differently expressed answers.
- Focus on Memorization: Students might prioritize rote learning to match anticipated answers rather than developing genuine understanding.
- Limited Scope for Creativity: The scheme may undervalue innovative or alternative correct responses that deviate from standard answers.
- Difficulty in Grading Nuance: Some answers may contain partially correct ideas that are challenging to evaluate accurately within strict criteria.

Implications for Teaching and Student Preparation

Understanding the mark scheme allows educators to design lessons and assessments that align closely with the exam expectations. It encourages the development of targeted revision strategies, such as practicing model answers and honing command word comprehension.

For Teachers:

- Use the scheme to create mark schemes for mock assessments.
- Highlight common misconceptions and address them in lessons.
- Encourage students to analyze exemplar answers to improve their response quality.

For Students:

- Familiarize themselves with the mark scheme to understand what examiners look for.
- Practice answering questions using the criteria outlined.
- Focus on developing explanations and applying knowledge rather than memorizing phrases.

Conclusion: Evaluating the Value of the AQA Biology May 2014 Mark Scheme

The AQA Biology May 2014 Mark Scheme stands as a vital resource that underpins fair and consistent assessment practices. Its structured approach to marking helps clarify expectations, promotes transparency, and supports targeted learning. While it has some limitations, notably its potential rigidity and emphasis on specific responses, these can be mitigated through balanced teaching strategies that foster genuine understanding and critical thinking.

Ultimately, the scheme exemplifies effective assessment design by bridging the gap between examiner expectations and student responses. When utilized effectively, it not only guides accurate grading but also enhances the learning process, empowering students to achieve their full potential in biology examinations.

Question What are the key components of the AQA Biology May 2014 mark scheme? The key components include marking points for each question, specific criteria for awarding marks, and guidance on how to allocate marks based on the accuracy and detail of student responses. **Answer** How does the May 2014 AQA Biology mark scheme differentiate between full and partial answers? The mark scheme assigns full marks to complete, accurate answers that meet all criteria, while partial marks are awarded for responses that demonstrate some understanding but lack full detail or accuracy. What types of questions are covered in the May 2014 AQA Biology mark scheme? The mark scheme covers a variety of question types, including multiple-choice, short answer, data analysis, and longer descriptive questions related to core biology topics such as cell biology, ecology, and physiology. How can students use the May 2014 AQA Biology mark scheme to improve their exam performance? Students can review the mark scheme to understand the expected answers and common marking points, which helps them tailor their responses to meet examiners' criteria and improve their chances of gaining full marks. Are there specific keywords or phrases emphasized in the May 2014 AQA Biology mark scheme? Yes, the mark scheme highlights important keywords and scientific terminology that students should include in their answers to ensure clarity and demonstrate understanding. Where can I find the official May 2014 AQA Biology mark scheme for practice and revision? The official mark schemes are available on the AQA website under the qualifications and resources section for biology, often linked with past papers and examiner reports. How does the May 2014 AQA Biology mark scheme address questions on experimental design? The mark scheme awards marks for clear descriptions of variables, controls, and procedures, emphasizing logical, well-structured experimental plans that demonstrate understanding of scientific methods. What is the importance of understanding the May 2014 AQA Biology mark scheme for teachers and students? Understanding the mark scheme helps teachers

prepare students effectively for exams and enables students to tailor their answers to meet examiners' expectations, ultimately improving assessment outcomes.

Related keywords: AQA Biology, May 2014 exam, mark scheme, GCSE biology, exam answers, biology questions, exam grading, biology assessment, biology paper solutions, student revision

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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