Classroom mark scheme

An original planning template. Not an official exam-board scheme. Use only the sections your classroom task needs.

Assessment / subject: _____ Year / marks: _____

1. Complete question and any necessary context

2. Knowledge, understanding or skill being assessed

3. Approach: Points-based / Levels-based / Other: _____

Points-based scheme (if appropriate)

Specify each mark, acceptable alternatives and genuine dependencies. Do not count the same idea twice.

Mark / point	Evidence that earns credit	Alternatives / conditions

Partial credit and common errors that affect credit

Judgement, feedback & moderation

Use for levels-based tasks, additional conditions and discussion with a colleague.

Levels of response (if appropriate)

Define the differences in quality, how to choose a mark within a band and the zero-credit position.

Level / marks	Quality of response	Evidence / boundary notes

Zero-credit position, limits, contradictions or dependencies

Feedback: a specific next step for a missing requirement

Moderation notes: disagreements and agreed clarifications

Before using the scheme

- ☐ Question, marks and criteria agree.
- ☐ Alternatives and partial credit have been considered.
- ☐ Strong, partial, blank and unusual answers have been tried.
- ☐ Important ambiguities have been discussed where practical.
- ☐ For qualification work, current official requirements take precedence.