

GENERAL MARKING PRINCIPLES

✓ **Positive Marking Approach**

- Marks should be awarded positively, focusing on evidence of achievement, while ensuring key elements are present to access full marks.
- Responses should be rounded up rather than awarding partial marks.

✓ **For feedback purposes:**

- It is important to provide a detailed explanation of why the student has NOT achieved a higher marks. This should include a comprehensive list of the topics covered, such as **consequences** and **media types**, as well as an equally detailed list of the topics that were not covered.
- Refer to the WJEC specification for details

✓ **Clarity Considerations (ESOL & Dyslexic Learners)**

- Candidates should not be penalized for minor clarity issues unless they severely impact understanding.
- Markers should be mindful that some students (e.g., ESOL learners, dyslexic candidates) may experience challenges with clarity. Minor issues should not be penalized unless they significantly affect meaning.

✓ **Flexibility Across AC3.1, AC3.2, and AC3.3**

- While marks should generally be awarded within the relevant AC task, ACs 3.1, 3.2, and 3.3 are interlinked.
- Evidence from any of these sections may be used when awarding marks across these criteria.

✓ **Capping Marks for Missing Key Elements**

- Key elements for each AC must be present.
- If essential components are missing, responses should be capped at the top of the band below, or lower if multiple key elements are absent.

✓ **Sentence Complexity & Detail Expectations**

- **For ACs 1.1 to 1.6:**
- A single, concise sentence (e.g., “*public awareness is low*”) is considered insufficiently detailed.
- Two or more sentences, including complex sentences, are sufficient to meet the detail criterion.
- However, use judgment—some ideas are clear even in short, simple sentences.

- **For ACs 2.2 to 3.3:**

- Complex sentences and structured, well-developed responses are preferred and attract higher marks.
- Isolated instances of simplicity are not penalized, but a consistent pattern of simplistic responses may lead to a cap on marks.

✓ **Examiner Comments for AC3.1 and AC3.2**

- Examiners **MUST** indicate in their comments where marks have been awarded for AC3.1 and AC3.2 – these might be in any part of the LO3 (Plan campaigns for relating to crime)
- This ensures transparency and clarity in marking and allows for clear feedback on how students have met assessment criteria.