

Key Skills Communication Level 3
Competition in Schools Final Mark Scheme
Agreed 30 May 2007

Part A Short-answer questions

Q1 Using Documents 1 and 3, identify four reasons why competition is said to be good for children.			
Criteria	Marking Guide	Marks	Max Marks
3.2.1	Candidate has selected information from Documents 1 and 3.	1 mark	1 mark
3.2.2	<p>Candidate has identified reasons why competition is said to be good for children, eg</p> <ul style="list-style-type: none"> a) sport will help to tackle childhood obesity (Doc 1) b) help to nurture future Olympic champions (Doc 1) c) children thrive on competition (Doc 1) d) improves attendance/behaviour/academic achievement (Doc 1) e) may discover a talent (Doc 1) f) teaches children how to win or lose/cope with success and failure (Docs 1 and 3) g) allows children to challenge themselves and each other/to play the best they can (Doc 3). <p>Accept any other valid reason identified.</p>	1 mark per reason (max 4 marks)	
Total for question			5 marks

Q2 Using Document 2, identify three ways in which Steiner schools avoid competition between children. To what extent does this approach differ from that outlined in Document 1?			
Criteria	Marking Guide	Marks	Max Marks
3.2.1	Candidate has selected information from Documents 2 and 1.	1 mark	1 mark
3.2.2	<p>Candidate has identified ways in which Steiner schools avoid competition between children, eg</p> <ul style="list-style-type: none"> a) told not to worry about exams b) encouraged to help each other c) take exams a year later than average d) cannot wear clothes with brand names e) encouraged to contribute ideas and feelings to the class f) measured against their own potential. <p>Accept any other valid way.</p>	1 mark per way identified (max 3 marks)	3 marks
3.2.3	<p>Candidate has explained the extent to which the Steiner approach differs from that outlined in Document 1.</p> <p>For example, the policy in Document 1 is about the re-introduction of competitive values into school activities such as sport whereas Steiner schools do not encourage competition between children.</p> <p>Accept any other valid explanation.</p>	Up to 3 marks	3 marks
Total for question			7 marks

Q4 Identify two arguments from Document 3 which suggest that competition may not be good for children. Consider the extent to which information from the other documents supports or opposes these views.			
Criteria	Marking Guide	Marks	Max Marks
3.2.1	Candidate has selected information from Doc 3 and at least one other document.	1 mark	1 mark
3.2.2	Candidate has identified reasons from Doc 3 why competition may not be good for children, eg <ul style="list-style-type: none"> a) may be to blame for disruption in classrooms b) increases social differences and stereotyping c) those who are less successful may lose confidence, become lazy and unmotivated. Accept any other valid reason.	1 mark for each reason (max 2 marks)	2 marks
3.2.3	Candidate has considered the extent to which information from the other documents can be used to support or oppose these views. For example, competitive children may cause disruption in class, but specialist sports colleges have proved that competitive sport improves attendance, behaviour and academic achievement – children thrive on competition. <p>Competition may demotivate through fear of failure, but it also provides valuable lessons about success and failure – it is important to learn both how to win and how to lose.</p> <p>Children in Steiner schools may be confident and relaxed, but they do not progress as quickly and achieve as much as children in other independent schools.</p> Accept any other valid arguments.	Up to 4 marks	4 marks
Total for question			7 marks

3.3.3	<p>Band 1 The candidate spells, punctuates and uses grammar with reasonable accuracy eg</p> <ul style="list-style-type: none"> • the spelling of simple words is usually accurate • full stops and capital letters are accurately used to demarcate sentences. Commas in lists are used accurately • there may be some grammatical errors, e.g. confusion of pronouns, tense and some lack of cohesion. 	1-3 marks	
	<p>Band 2 The candidate spells, punctuates and uses grammar with considerable accuracy eg</p> <ul style="list-style-type: none"> • the spelling of words with complex regular patterns is usually accurate • a range of punctuation including commas, apostrophes and inverted commas is used correctly, including to mark sentences and clauses • the work is mostly grammatically accurate showing that the candidate can construct complex sentences accurately, use pronouns so that their meaning is clear, makes accurate subject/verb agreement and uses tenses accurately and consistently, although there may be occasional errors of sentence separation. 	4-7 marks	
	<p>Band 3 The candidate spells, punctuates and uses the rules of grammar with almost faultless accuracy eg</p> <ul style="list-style-type: none"> • virtually all spelling, including that of irregular words is usually correct. Any errors stand out as untypical or ‘one-off’ slips • punctuation is accurate and is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects • grammar is accurate and gives appropriate variation in sentence structure. 	8-9 marks	
Total for question			9 marks
			25 marks