

JUNE 2010 – THE START OF THE NEW STYLE PAPER

For 20 mark questions

Level	Mark	Descriptor
Level 1	1-7	Identification of points which are largely irrelevant.
Level 2	8-10	Typically, answers will consider 1 factor with 1 evaluative point; or 2 points with no evaluation or list of several points with little analysis.
Level 3	11-14	Typically, answers will consider 2 factors with 1 evaluative point; or 3 points with no evaluation.
Level 4	15-16	Typically, answers will consider 3 factors with 1 evaluative point.
Level 5	17-20	Typically, answers will consider 3 factors with at least 2 evaluative points.

GUIDELINES FOR MARKING ESSAY QUESTIONS: SECOME June 2012

Part (a) Questions: Performance Criteria for Mark Bands 20		
Level 1	1-7	<ul style="list-style-type: none"> - Displays knowledge presented as facts without awareness of other viewpoints - Demonstrates limited understanding with little or no analysis - Attempts at selecting, applying, evaluating and presenting material which are irrelevant and unclear - None of the assessment objectives are covered satisfactorily <p>Identification of points which are largely irrelevant.</p>
Level 2	8-10	<ul style="list-style-type: none"> - Displays elementary knowledge of well learnt economic facts showing a generalised understanding together with limited analysis i.e., identification of points in a very limited discussion - Displays a limited ability to select and apply different economic ideas - Evidence presented has a basic relevance <p>Typically, answers will consider 1 factor with 1 evaluative point or 2 points with no evaluation or list of several points with little analysis.</p>
Level 3	11-14	<ul style="list-style-type: none"> - Displays knowledge and understanding of economic principles, concepts and theories as well as some analysis of issues i.e., answer might lack sufficient breadth and depth to be worthy of a higher mark - Shows some ability to apply economic ideas and relate them to economic problems - Employs different approaches to reach conclusions, presenting evidence with some relevance and coherence <p>Typically, answers will consider 2 factors with 1 evaluative point or 3 points with no evaluation.</p>
	15-16	<p>Award in this range for 2 factors and 1 evaluative comment; or 3 factors with no evaluations) which are well developed/reasoned</p>
	17-18	<p>Award in this range for 2 factors and 1 evaluative comment; (or 3 factors with no evaluations) which are well developed and reasoned</p>
Level 4	19-20	<ul style="list-style-type: none"> - Displays a good knowledge of economic principles, concepts and theories - Together with an analysis of the issues involved - Demonstrates an ability to select and apply economic ideas and to relate them to economic problems - Evidence of some evaluation of alternative approaches leading to conclusions which are presented in a relevant and coherent way <p>Typically, answers will consider 2 factors with 1 evaluative point</p>
Level 5	19-20	<ul style="list-style-type: none"> - Displays a wider range of knowledge of economic principles, concepts and theories together with a rigorous analysis of issues - Demonstrates an outstanding ability to select and apply economic ideas to economic problems - Evaluation is well balanced and critical leading to valid conclusions - Statement is presented in a relevant, clear and coherent way with evidence fully and reliably integrated - Evidence is displayed across all assessment objectives <p>Typically, answers will consider 2 factors with 2 evaluative points</p>

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Lauren Gardner

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Studies on the Teaching of Asian Languages in the 21st Century Hüseyin İçen, Seniye Vural, 2014-03-26 In recent years there has been an increasing demand for and rapid development in the learning and teaching of Asian languages as a foreign language throughout the world Many governments recognize that Asian languages are of strategic economic importance and thus they are now offered as a foreign language by a great number of schools and higher education institutions This book contains chapters written by different authors from several countries on key issues and problems in the teaching of the Chinese Russian Farsi Japanese and Malaysian languages and some comparative studies The contributors here explore future directions in the teaching of Asian languages in the 21st century The ten chapters of the book have been prepared by the authors using the scholarly papers they presented at the Second International Symposium on Asian Languages and Literatures ADES which was held on 3 4 May 2012 at Erciyes University Kayseri Turkey under the title of Teaching of Asian Languages in the 21st Century

[MasterClass in History Education](#) Christine Counsell, Katharine Burn, Arthur Chapman, 2016-10-06 MasterClass in History Education draws on international research and practice to present effective and engaging approaches for history teachers who want to explore the ways in which reading research and reflection can support the development of history teaching and learning in the classroom At the heart of the book is a series of professional enquiries carried out by experienced history teachers working in a range of contexts Each history teacher addresses clear questions arising from their practice and together they illustrate various approaches to data collection data analysis and argument These history teachers also show how they drew on diverse scholarship in history and history education including many publications by other history teachers In eight further chapters other experts ranging from practitioner scholars to researchers in diverse fields such as history history education teacher education teacher research and curriculum theory reflect on the distinctive insights that these teachers offer and explore connections with their own fields The combination of perspectives and the depth of knowledge of the varied contributors reveal the importance of different kinds of relationship between theory and practice The links between classroom realities and research and the critical use of different kinds of text will support history teachers in developing their practice and professional voice

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Reinforce understanding throughout the course with clear topic summaries and sample questions and answers to help students target higher grades Written by experienced teacher and subject expert Christine Brain our Student Guides are divided into two key sections content guidance and sample questions and answers Content guidance will Develop understanding of key concepts and terminology this guide covers foundations in psychology social psychology cognitive psychology biological psychology and learning theories Consolidate knowledge with knowledge check questions at the end of each topic and answers in the back of the book Sample questions and answers will Build understanding of the different question types so that students can approach each question with confidence Enable students to target top grades in Paper 1 with sample answers and commentary explaining exactly why marks have been awarded

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Moore,Paul Carr,2020-07-09 The Bloomsbury Handbook of Rock Music Research is the first comprehensive academic survey of the field of rock music as it stands today More than 50 years into its life and we still ask what is rock music why is it studied and how does it work both as music and as cultural activity This volume draws together 37 of the leading academics working on rock to provide answers to these questions and many more The text is divided into four major sections practice of rock analysis performance and recording theories business of rock and social and culture issues Each chapter combines two approaches providing a summary of current knowledge of the area concerned as well as the consequences of that research

and suggesting profitable subsequent directions to take This text investigates and presents the field at a level of depth worthy of something which has had such a pervasive influence on the lives of millions [My Revision Notes: Tomorrow's Geography for Edexcel GCSE Specification A](#) Steph Warren,2013-10-25 Aim for your best grade with this guide written specifically for the 2012 linear GCSE Geography for Edexcel A Specification This guide will help you revise effectively in the way you want to allowing you to plan and pace your revision according to your learning needs and to adapt and personalise with your own notes Written by an experienced author teacher and examiner you can be confident that this guide will cover the facts and ideas you will be expected to recall and be able to use in the exam It accompanies the fourth edition of Tomorrow s Geography for Edexcel GCSE Specification A Student s Book Understand what is required in the exam with exam tips and guidance Improve your examination skills with exam practice questions and model answers online Check your understanding of the content and key terms with engaging activities and explanations of key concepts Plan and pace your revision with My Revision Planner [My Revision Notes Edexcel A2 History: A World Divided: Superpower Relations, 1944-90](#) Les Barker,2013-03-29 Unlock your full potential with this revision guide which focuses on the key content and skills you need to know for Edexcel A2 History A World Divided Superpower Relations 1944 90 Written by experienced teachers this series closely combines the content of Edexcel A2 History A World Divided Superpower Relations 1944 90 with revision activities and advice on exam technique Each section has a model answer with exam tips for you to analyse and better understand what is required in the exam Makes revision manageable by condensing topics into easy to revise chunks Encourages active revision by closely combining content with a variety of different activities Helps improve exam technique through tailor made activities and plenty of guidance on how to answer questions Includes access to quick quizzes at www.hodderplus.co.uk/myrevisionnotes [My Revision Notes Edexcel A2 History: From Kaiser to Führer: Germany 1900-45](#) Barbara Warnock,2013-02-22 Unlock your potential with this revision guide which provides both the key content you need to know for this A2 History unit and guidance on how to apply it for better grades Written by senior examiners and experienced teachers this series closely combines the content of AS and A2 level history topics for AQA Edexcel and OCR history specifications with revision activities and advice on exam technique In addition each section has a model answer with exam tips for you to analyse and better understand what is required in the exam Makes revision of the content manageable by condensing topics into easy to revise chunks Encourages active revision by closely combining content with a variety of different activities Helps improve exam technique through tailor made activities and plenty of guidance on how to answer questions [Secondary History in Action](#) Catherine Priggs,Hugh Richards,David Hibbert,Elizabeth Carr,2025-06-06 Drawing on over 60 years combined experience of history teaching and history curriculum leadership Carr Hibbert Priggs and Richards explore ways to make history memorable engage students in historical thinking and secure excellent outcomes for all Their perspective is grounded in history s disciplinary distinctiveness and a vision for its purpose in students education

The authors of Secondary History in Action articulate practical approaches to history curriculum design ways to teach disciplinary history in the classroom and methods to assess students knowledge and understanding They draw together recent research and established traditions in history teaching discourse in a coherent summary that will be helpful to trainee and beginning teachers non specialist teachers of history subject leaders and senior leaders line managing history departments **Mark Scheme GCE 1999** ,1999 **Advanced Subsidiary GCE.** ,2001

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