

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 6EC04 June 2012

Level	Part (a) Questions: Performance Criteria for Mark base 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 or 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>
	11-12	Award in this range for 2 factors and 1 evaluative comment (or 3 factors with no evaluation) which are not well developed/reasoned.
	13-14	Award in this range for 2 factors and 1 evaluative comment (or 3 factors with no evaluation) which are well developed and reasoned.
Level 4	15-16	<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 3 factors with 1 evaluative point.</p>
Level 5	17-20	<ul style="list-style-type: none"> Displays a wide 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. Material is presented in a relevant, clear and coherent way with evidence fully and reliably integrated. Excellence is displayed across all assessment objectives. <p>Typically, answers will consider 3 factors with 2 evaluative points.</p>

May 2013 Edexcel Mark Scheme

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Handbook of Research on E-Assessment in Higher Education Azevedo, Ana, Azevedo, José, 2018-09-14 E assessments of students profoundly influence their motivation and play a key role in the educational process Adapting assessment techniques to current technological advancements allows for effective pedagogical practices learning processes and student engagement The Handbook of Research on E Assessment in Higher Education provides emerging perspectives on the theoretical and practical aspects of digital assessment techniques and applications within educational settings Featuring coverage on a broad range of topics such as competency assessment adaptive courseware and learning performance this publication is ideally designed for educational administrators educational professionals teachers and professors researchers and graduate level students seeking current research on comparative studies and the pedagogical issues of online assessment in academic institutions *Pearson Edexcel A-level Geography Student Guide 2: Human Geography* Cameron Dunn, 2022-01-14 Reinforce understanding throughout the course with clear topic summaries and sample questions and answers to help students target higher grades Written by experienced subject expert Cameron Dunn this Student Guide is divided into two key sections content guidance and sample questions and answers Content guidance will Develop understanding of key concepts and terminology in key human geography topics globalisation regenerating places diverse places superpowers health human rights and intervention and migration identity and sovereignty 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 their exam paper with sample answers and commentary explaining exactly why marks have been awarded *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 **Understanding and Applying Assessment in Education** Damian Murchan, Gerry Shiel, 2017-04-29 All teachers are responsible for assessing the children they teach and the outcomes of any assessment are important for individual learners and the wider school This book is your one stop shop for understanding assessment in schools It covers formative and summative approaches used across

primary and secondary education supporting a balanced overview with policy examples drawn from the UK Ireland and wider international contexts Designed as a pragmatic handbook for new teachers and those training to teach the book discusses key principles of assessment before providing guidance on developing and carrying out assessment in the classroom and looking at how assessment information can be used to benefit your teaching and the children you teach **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 *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 Geography** Michael Witherick,Dan Cowling,2013-03-29 Unlock your full potential with these revision guides which focus on the key content and skills you need to know With My Revision Notes for Edexcel A2 Geography you can Take control of your revision plan and focus on the areas you need to revise with content summaries and commentary from authors Dan Cowling and Michael Witherick Show you fully understand key topics by using specific examples to add depth to your knowledge of geographical issues and processes Apply geographical terms accurately with the help of definitions and key words on all topics Improve your skills to tackle specific exam questions with self testing and exam style questions and answers Get exam ready with last minute quick quizzes at www.hodderplus.co.uk/myrevisionnotes *Pearson Edexcel A level Business* Ian Marcouse,Andrew Hammond,Nigel Watson,2019-08-12 Ian Marcous s accessible and engaging textbooks brought together in one updated volume covering everything your students need to know for the Pearson Edexcel A level Business specification Breaks content down into short clear chapters covering all topics in the depth students need Updated business examples throughout

the text and in end of unit case studies bring the subject to life A range of questions and activities provide students with the opportunity to apply what they know and practise questions Builds students confidence with key terms used in context and compiled in an accessible glossary Supported by an Answer Guide to assist teaching and save time This Student Book has been endorsed for use with the Pearson Edexcel A Level Business qualification *Understanding Assessment* David Lambert, David Lines, 2013-04-15 This is the first title in this new series which is aimed principally at secondary PGCE and BAEd students and school and HEI based tutors Each book provides a digest of the central issues around a particular topic or issues grounded in or supported by examples of good practice with suggestions for further reading study and investigation The books are not intended as how to books but rather as books which will help students and teachers to explore and understand critical theoretical issues in ways that are challenging that invite critical reappraisals of taken for granted practices and perceptions and that provide appropriate links between theory and practice Issues related to equal opportunities and special needs are included in each separate volume There are boxes of questions think abouts further reading and bulleted summary lists for the reader This book is written specifically for teachers in training which will clarify the big picture of monitoring and assessment and makes the crucial distinctions in this large and still taken for granted field The authors have written widely on assessment matters and have also worked in various capacities for the QCA and its former manifestations They are also engaged in initial teacher education and so know the level and market extremely well

Philip Allan Literature Guide (for A-Level): *Frankenstein* Andrew Green, 2013-04-26 For study or revision these guides are the perfect accompaniment to the set text providing invaluable background and exam advice Philip Allan Literature Guides for A level offer succinct and accessible coverage of all key aspects of the set text and are designed to challenge and develop your knowledge encouraging you to reach your full potential Each full colour guide Gives you the confidence that you know your set text inside out with insightful coverage for you to develop your understanding of context characters quotations themes and style Ensures you are fully prepared for your exams each guide shows you how your set text will be measured against assessment objectives of the main specification Develops the skills you need to do well in your exams with tasks and practice questions in the guide and lots more completely free online including podcasts glossaries sample essays and revision advice at www.philipallan.co.uk/literatureguidesonline *Teaching and Learning in Further Education* Prue Huddleston, Lorna Unwin, 2013-03-05 Teaching and Learning in Further Education is established as an authoritative wide ranging introductory text for those training to work in the further education post compulsory education and lifelong learning sectors It offers an easy to read picture of the practitioner s everyday working life a thorough historical account of the FE context and excellent advice on how to improve practice and enhance professional development Essential topics covered include Key theorists Teaching strategies Assessment issues The diverse curriculum The nature of the student body Blended learning and virtual learning E assessment and personal records of achievement The fourth edition will be

significantly updated in light of the latest research into teaching and learning as well as extensive changes in the field including Revision to the professional standards for teachers tutors and trainers in the lifelong learning sector increased provision of HE in FE the introduction of functional skills and the 14 19 Diploma and the shifting nature of vocational qualifications Illustrated throughout by case studies and vignettes and supported by reflective activities and references to well respected research and literature Teaching and Learning in Further Education is an essential text to be used throughout an FE tutor s journey from trainee to qualified lecturer

The ICT Teacher's Handbook Roger Crawford, 2013-06-26 The ICT Teacher s Handbook is an indispensable guide for all teachers responsible for the teaching and management of ICT in the secondary school both as a comprehensive introduction for students learning to teach ICT and as a source of ongoing support for busy practising teachers Illustrated throughout with case studies key further reading and guidance on where to find and how to choose the best software and resources the book also features a guide to specifications software for whole school support and a useful glossary of key terms Key topics covered include Organising and delivering the ICT National Curriculum at key stages 3 and 4 and post 16 Teaching and learning with VLEs IWBs social networking and mobile technologies Assessment record keeping and reporting Popular hardware software and networks External assessment target setting and tracking Managing technical support and technicians Preparing for promotion and managing an ICT department Strategies for whole school management of ICT Written for trainee and experienced ICT teachers and managers in both English and international schools The ICT Teacher s Handbook is an authoritative guide designed to support effective teaching and learning and efficient use of technology in all schools

Teaching Business Education 14-19 Martin Jephcote, Ian Abbott, 2013-09-05 Written in association with the EBEA this authoritative text provides a comprehensive and insightful study of current curriculum development and classroom practice with business education Up to date practical and covering the very latest issues it presents Advice on planning courses and managing the curriculum The latest developments in 14 19 Guidance on the emerging work related curriculum A focus on key topics such as enterprise education e learning and citizenship A teacher reviewed annotated resource guide of text based and web based resources

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at www.philipallan.co.uk/literatureguidesonline **Debates in Geography Education** Mark Jones, David Lambert, 2017-09-07 *Debates in Geography Education* encourages early career teachers experienced teachers and teacher educators to engage with and reflect on key issues concepts and debates It aims to enable readers to reach their own informed judgements with deeper theoretical knowledge and understanding The second edition is fully updated in light of the latest research policy and practice in the field as well as key changes to the curriculum and examination specifications Expert contributors provide a range of perspectives on international historical and policy contexts in order to deepen our understanding of significant debates in geography education Key debates include geography's identity as an academic discipline what constitutes knowledge in geography places and regional geography what it means to think geographically constructing the curriculum how we link assessment to making progress in geography the contribution of fieldwork and outdoor experiences technology and the use of Geographical Information school geography and employability understanding the gap between school and university geography evidence based practice and research in geography education The comprehensive rigorous coverage of these key issues together with carefully annotated selected further reading will help support and shape further research and writing *Debates in Geography Education* is a key resource that is essential reading for all teachers and researchers who wish to extend their grasp of the place of geography in education Mark Jones is Senior Lecturer in Education at the University of the West of England Bristol UK David Lambert is Professor of Geography Education at UCL Institute of Education London UK *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 *Britain in the Twentieth Century* Ian J. Cawood, 2013-08-21 *Britain in the Twentieth Century* is a new approach to teaching and learning twentieth century British history at A level It meets the needs of teachers and students studying for today's revised AS and A2 exams In a unique style *Britain in the Twentieth Century* focuses on the key topics within the period Each topic is then comprehensively explored to provide background essay writing advice and examples source work and historical skills From 1900 to the new millennium the key topics featured include Britain in a new century 1900 1914 the First World War and its impact inter war domestic problems British foreign policy 1919 1939 Britain and the Second World War social and economic change 1945 1979 **The Great University Gamble**

Andrew McGettigan,2013-04-05 In 2010 the UK government imposed huge cuts and market driven reforms on higher education Proposals to raise undergraduate tuition fees lead to angry student led protests What will become of higher education under this new policy regime The Great University Gamble outlines the architecture of the new frontier for higher education surveying the financial and policy details Andrew McGettigan asks the big questions What will be the role of universities within society How will they be funded What kind of experiences will they offer students Where does the public interest lie With privatisation infringing on our universities and colleges education is threatened with transformation from a public good into a private individual financial investment **Edexcel AEA.** Edexcel,2004

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web 1 define each remember oil rig oxidation is loss of e reduction is gain of e a oxidation b reduction c oxidizing agent d reducing agent 2 write half reactions for each of the following atoms or ions label each as oxidation or reduction use the activity series chart a Al b Ba^{2+} c Br_2 d Ca e Ga^{3+} f H g H

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web during oxidation and reduction the oxidation numbers of atoms change if an atom is oxidized its oxidation number increases ie it becomes more ve or less ve if an atom is reduced its oxidation number decreases ie it becomes less ve or more ve

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web you should try to answer the questions without referring to your textbook if you get stuck try asking another group for help 1 identify the oxidation state of each element in the following a Na 2 S 4 b MnO_4^- c KClO_3 d CH_3OH 2 identify the oxidation state of nitrogen in the following a NO 3 b NO 2 c NO 2

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web an oxidation reduction redox reaction is one in which one or more atoms change oxidation numbers oxidation occurs when an atom's oxidation state becomes more positive indicating that electrons have been lost reduction occurs when an atom's oxidation state becomes less positive indicating that electrons have been gained

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web describe redox reactions in terms of electron transfer recall that oxidation involves loss of electrons and reduction involves gain of electrons represent simple redox reactions using half equations identify oxidising and reducing agents for simple redox reactions understand the reactivity of metals and metal displacement reaction

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web what is an oxidation reduction or redox reaction this is a reaction in which electrons are transferred between reactants what do the following terms mean oxidation oxidation is a loss of electrons reduction reduction is a gain of electrons what is a helpful way to remember this

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web write the oxidation and reduction reactions for each redox reaction the first one is done for you 23 $\text{Fe}^{2+} + \text{Co} \rightarrow \text{Co}^{2+} + \text{Fe}$
oxidation $\text{Co} \rightarrow \text{Co}^{2+} + 2\text{e}^{-}$ reduction $\text{Fe}^{2+} + 2\text{e}^{-} \rightarrow \text{Fe}$ 24 3 $\text{Ag} + \text{Ni}^{3+} \rightarrow \text{Ni} + 3\text{Ag}^{+}$ oxidation reduction 25 $\text{Cu}^{2+} + \text{Pb} \rightarrow \text{Pb}^{2+} + \text{Cu}$ oxidation reduction 26 $\text{O}_2 + 2\text{H}_2 \rightarrow 2\text{H}_2\text{O}$

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web in each of the following redox reactions indicate the elements that undergo changes in oxidation number and the magnitude of change then identify the element oxidized and reduced as well as the oxidizing agent and reducing agent a $\text{I}_2 + \text{O}_5 \rightarrow \text{IO}_5 + \text{O}_2$
 $5\text{Co} + \text{I}_2 + 5\text{Co}^{2+} + \text{I}_2 + 5\text{Co} + \text{I}_2 + 5\text{Co} + \text{I}_2$

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web chemical reactions in which there is a transfer of electrons from one substance to another are known as oxidation reduction reactions or redox reactions in this unit you will examine the oxidation reduction process and use the oxidation

state and oxidation number concepts to identify redox reactions and to keep track of electrons

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