JUNE 2010 - THE START OF THE NEW STYLE PAPER

For 20 mark questions

Level	Maark.	Descriptor
Levrel 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 1	Part (a) Questions: Performance Criteria for Mark base 20		
	8-50	Desplays 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 trrelevant and unclear. None of the assessment objectives are covered satisfactorily identification of points on largery irrelevant. Desplays elementary knowledge of well learnet 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 back relevance. Typically, answers will consider if factor with it evaluative point or 2 points with no evaluation or list of several points with little analysis.	
Lewel 3	11-1-4	 Ottoplays knowledge and understanding of economic principles, concepts and theories at well as some analysis of leases i.e. anower 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 netwance and coherence. Typically, enswers will opesider 2 factors with a evaluative point or 3 points with no evaluation. 	
	13-14	Award in this range for 2 factors and 1 evaluative comment (or 3 factors with no evaluation) which are not well developed/reasoned. Award in this range for 2 factors and 1 evaluative comment for 3 factors with no	
		evaluation) which are well developed and reasoned	
Level 4	15-16	 Displays a good knowledge of economic principles, concepts and theories together with an analysis of the reputs tovolved. 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. 	
Level 5	17-30	Displays a winde 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. Attended is presented in a relevant, clear and coherent way with evidence fully and reliably integrated. Excellence is displayed across all assessment objectives. Typically, onevers will consider 3 factors with 2 evaluative points.	

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Barbara Warnock

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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 guestions 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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