

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 Sedexcel Unofficial Mark Scheme

J Spring



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