

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	- 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. Identification of points which are largely irrelevant.
Level 2	8-10	- 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. 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	- 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. Typically, answers will consider 2 factors with 1 evaluative point or 3 points with no evaluation.
	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	- 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. Typically, answers will consider 3 factors with 1 evaluative point.
Level 5	17-20	- 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. Typically, answers will consider 3 factors with 2 evaluative points.

Mmark Scheme 2013 Edexcel

Sue Shaper

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the 'Sue Shaper' text.

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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 *Edexcel A-level Psychology Student Guide 3: Applications of psychology* Christine Brain, 2016-04-18 Exam Board Edexcel Level A level Subject Psychology First Teaching September 2015 First Exam June 2016 Reinforce students understanding throughout their course with clear topic summaries and sample questions and answers to help your students target higher grades Written by experienced teacher and examiner Christine Brain our Student Guides are divided into two key sections content guidance and sample questions and answers Content guidance will Develop students understanding of key concepts and terminology this guide covers applications of psychology Consolidate students 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 students understanding of the different question types so they can approach each question with confidence Enable students to target top grades with sample answers and commentary explaining exactly why marks have been awarded **CILIP Guidelines for Secondary School Libraries** Sue Shaper, 2014-04-30 This fully updated version of the CILIP endorsed guidelines for secondary school libraries addresses the changing schools landscape and impact of technological changes of recent years Focusing on the librarian at the heart of the school each chapter interweaves best practice technological development and context specific options to provide clear guidance and support for all involved in the provision of school library services Amongst other key topics the Guidelines cover Providing quality resources Information literacy Reader development Pro active marketing Evaluation Partnerships and the wider community Developed with an international audience in mind these guidelines provide a comprehensive and flexible model for a modern school library service Readership This will be essential reading for all those who work in school library services whatever their level of qualification The guidelines will also be of interest to teachers especially those in management positions school governors business people who service school libraries and students of librarianship *Edexcel Psychology Student Guide 2: Biological psychology and learning theories* Christine Brain, 2015-11-30 Exam Board Edexcel Level AS A level Subject Psychology First

Teaching September 2015 First Exam June 2016 Reinforce students understanding throughout their course with clear topic summaries and sample questions and answers to help your students target higher grades Written by experienced teacher and examiner Christine Brain our Student Guides are divided into two key sections content guidance and sample questions and answers Content guidance will Develop students understanding of key concepts and terminology this guide covers biological psychology and learning theories Consolidate students 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 students understanding of the different question types so they can approach each question with confidence Enable students to target top grades with sample answers and commentary explaining exactly why marks have been awarded **Teaching and Learning Foreign**

Languages Nicola McLelland, 2017-07-14 Teaching and Learning Foreign Languages provides a comprehensive history of language teaching and learning in the UK from its earliest beginnings to the year 2000 McLelland offers the first history of the social context of foreign language education in Britain as well as an overview of changing approaches methods and techniques in language teaching and learning The important impact of classroom external factors on developments in language teaching and learning is also taken into account particularly regarding the policies and public examination requirements of the 20th century Beginning with a chronological overview of language teaching and learning in Britain McLelland explores which languages were learned when why and by whom before examining the social history of language teaching and learning in greater detail addressing topics including the status that language learning and teaching have held in society McLelland also provides a history of how languages have been taught contrasting historical developments with current orthodoxies of language teaching Experiences outside school are discussed with reference to examples from adult education teach yourself courses and military language learning Providing an accessible authoritative history of language education in Britain Teaching and Learning Foreign Languages will appeal to academics and postgraduate students engaged in the history of education and language learning across the world The book will also be of interest to teacher educators trainee and practising teachers policymakers and curriculum developers 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

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 **The Times Index** ,2012 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement **National Curriculum Tests** ,2012

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