

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>

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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

Pearson Edexcel A-level Psychology Student Guide 2: Applications of psychology Christine Brain, 2020-05-04 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 applications of psychology clinical criminological child and health psychology 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 2 with sample answers and commentary explaining exactly why marks have been awarded

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The Life and Death of Secondary Education for All Richard Pring,2013-05-07 Is there life after death for secondary education This book focuses upon the quality of learning Reform so called too often begins with qualifications examinations institutional provision paths of progression All those are very important but their value lies in the support they give to learners and their learning in its different forms One needs to start with the aims of education and then with what it means to learn practically theoretically morally and with the very many different needs of the learners That is what this book aims to do In so doing it will be both philosophical in analysis and empirical in example So much is happening from down below that goes unrecognised by policy makers But innovations too often get hampered by government interventions by a bureaucratic mentality and by failure to spread good practice The general argument of the book therefore will be illustrated throughout with detailed references to practical developments in schools colleges the third sector youth work independent training providers and professional bodies across several countries The book builds on Education for All which was based on 14 19 research into secondary education this book transcends the particularities of England and Wales and digs more deeply into those issues which are at the heart of educational controversy policy and practices and which survive the transience of political change and

controversy The issues the aims of education standards of performance the consequent vision of learning the role of teachers progression from school to higher or further education and into employment the provision of such education and training and the control of education are by no means confined to the UK or to this day and age Pring identifies similar problems in other countries such as the USA Germany and France and indeed in the Greece of Plato and Aristotle and offers solutions with a comparative perspective It is a critical time Old patterns of education and its provision are less and less suitable for facing the twenty first century The patterns and modes of communication have changed radically in a few years and those changes are quickening in pace The economic context has been transformed affecting the skills and knowledge needed for employment The social world of young people raises fresh demands hopes and fears A global recession has affected young people disproportionately making quality of life and self fulfilment ever more difficult to attain In addressing learning and the learners first and foremost the book will argue for a wider vision of learning and a more varied pattern of provision Old structures must give way to new

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

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