

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.

Defining Literary Criticism Carol Atherton, 2005-09-27 Outlining the controversies that have surrounded the academic discipline of English Literature since its institutionalization in the late nineteenth century, this important book draws on a range of archival sources. It addresses issues that are central to the identity of academic English: how the subject came into existence and what makes it a specialist discipline of knowledge in a manner that illuminates many of the crises that have affected the development of modern English studies. Atherton also addresses contemporary arguments about the teaching of literary criticism, including an examination of the reforms to A Level literature.

Pearson Edexcel A-level Psychology Student Guide 1: Foundations in psychology Christine Brain, 2020-03-02 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 foundations in psychology, social psychology, cognitive psychology, biological psychology and learning theories. 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 1 with sample answers and commentary explaining exactly why marks have been awarded.

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 **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 *The Times Index, January -December 2012* ,2012 **Nelson Advanced Science** Rod Beavon, Alan Jarvis, 2001 Clear accessible layout and design make texts suitable for a range of student abilities Up to date examples can be used to aid student understanding of important principles and reinforce teaching Texts can be used according to chapters or as self contained dip in resources to suit particular needs Marginal and end of chapter questions to develop student skill and help understanding Typical examination questions enable students to fully prepare for their examinations Religion in Education Joyce Miller, Kevin O'Grady, Ursula McKenna, 2013-04-02 This volume explores numerous themes including the influence of ethnography on religious education research and pedagogy the interpretive approach to religious education the relationship between research and classroom practice in religious education providing a critique of contemporary religious education and exploring the implications of this critique for initial and continuing teacher education **My Revision Notes Edexcel AS History: Henry VIII - Authority, Nation and Religion, 1509-40** Peter Clements, 2012-03-23 Written by senior examiners and experienced teachers of the course this student revision workbook for Edexcel AS History Unit 2 Henry VIII Authority Nation and Religion 1509 40 closely combines course content with revision activities and advice on exam technique This allows students the opportunity to improve the skills needed to perform well in exam conditions through interacting with the content they need to revise In addition each section has a model answer with exam tips for students to analyse and better understand what is required in the exam **Closing the Writing Gap** Alex Quigley, 2022-05-16 This

book explains seven critical steps to improve children's writing. Though seemingly natural writing proves devilishly difficult for far too many school pupils and closing this gap can have a lasting impact on their academic and life success. With the goal of giving every teacher the knowledge and skill to teach writing with confidence it makes sense of the history and science of writing synthesising the debates and presenting a wealth of usable evidence about how children develop most efficiently as successful writers. It trains teachers to be an expert in how pupils learn to write from the big picture of planning editing and revising your writing to the vital importance of grammar and spelling with accuracy. Highly practical strategies and easy to use classroom activities are included to help teachers seize opportunities across the curriculum every school day to teach the critical writing process. Closing the Writing Gap will guide teachers at every stage of their career and when used with Alex Quigley's much loved books on Vocabulary and Reading gives school leaders evidence based approaches to literacy that can be applied across a school or a group of schools.

Learning to Teach Science in the Secondary School Rob Toplis, 2015-02-11. Learning to Teach Science in the Secondary School is an indispensable guide with a fresh approach to the process practice and reality of teaching and learning science in a busy secondary school. This fourth edition has been fully updated in the light of changes to professional knowledge and practice and revisions to the national curriculum. Written by experienced practitioners this popular textbook comprehensively covers the opportunities and challenges of teaching science in the secondary school. It provides guidance on the knowledge and skills you need and understanding the science department at your school development of the science curriculum the nature of science and how science works biology chemistry physics and astronomy earth science planning for progression using schemes of work to support planning and evaluating lessons language in science practical work using ICT science for citizenship Sex and Health Education and learning outside the classroom assessment for learning and external assessment and examinations. Every unit includes a clear chapter introduction learning objectives further reading lists of useful resources and specially designed tasks including those to support Masters Level work as well as cross referencing to essential advice in the core text. Learning to Teach in the Secondary School sixth edition. Learning to Teach Science in the Secondary School is designed to support student teachers through the transition from graduate scientist to practising science teacher while achieving the highest level of personal and professional development.

Parliamentary Debates (Hansard). Great Britain. Parliament. House of Commons, 2012. **The School Science Review**, 2003. *The Bloomsbury Handbook of Rock Music Research* Allan Moore, Paul Carr, 2020-07-09.

The Bloomsbury Handbook of Rock Music Research is the first comprehensive academic survey of the field of rock music as it stands today. More than 50 years into its life and we still ask what is rock music why is it studied and how does it work both as music and as cultural activity. This volume draws together 37 of the leading academics working on rock to provide answers to these questions and many more. The text is divided into four major sections practice of rock analysis performance and recording theories business of rock and social and culture issues. Each chapter combines two approaches providing a

summary of current knowledge of the area concerned as well as the consequences of that research and suggesting profitable subsequent directions to take This text investigates and presents the field at a level of depth worthy of something which has had such a pervasive influence on the lives of millions

How to Recruit and Retain Higher Education Students Tony Cook, Brian S. Rushton, 2009-09-10 How to Recruit and Retain Higher Education Students is an invaluable resource for academic staff administrators and policy makers involved in student recruitment and improving student retention It offers practical advice on how universities can influence the expectations of prospective students allowing them to make sensible decisions about careers courses and institutions Many surveys of students who drop out of university show that most do so out of disappointment Failing to understand what higher education was about quickly enough they become confused and frustrated Dropping out seems the best solution This book describes a series of practices proven to encourage students to stay on discussing the background research on student attrition By preparing students better for their higher education experience the practices in this book are effective not only in recruiting students but also in matching them to the right institutions and programmes The practices described range from those reaching out in a broad way to communities of potential students to university support for pre entry examinations to enhanced communication between institutions and applicants All are described in sufficient detail to allow judgments to be made about how to use and adapt them to suit local needs How to Recruit and Retain Higher Education Students provides a sound theoretical foundation for research into student retention and provides the necessary underpinning for those academic staff embarking on courses and assists in preparing them for their roles in both teaching and student support

People of Today, 2006 **The Official Index to the Financial Times**, 2003 13+ Mathematics Mark Scheme (Summer Term 2009) Iseb Iseb, 2009-06-08 *Edexcel AEA*. Edexcel, 2004 **Mark Scheme, Mathematics A (5301, 5306, 5311, 6301, & 6311)** Assessment and Qualifications Alliance, 2003

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