

## 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"> <li>Displays knowledge presented as facts without awareness of other viewpoints</li> <li>Demonstrates limited understanding with little or no analysis</li> <li>Attempts at selecting, applying, evaluating and presenting material which are irrelevant and unclear</li> <li>None of the assessment objectives are covered satisfactorily</li> </ul> <p>Identification of points which are largely irrelevant</p>
Level 2	8-10	<ul style="list-style-type: none"> <li>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</li> <li>Displays a limited ability to select and apply different economic ideas</li> <li>Evidence presented has a basic relevance</li> </ul> <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"> <li>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</li> <li>Shows some ability to apply economic ideas and relate them to economic problems</li> <li>Employs different approaches to reach conclusions, presenting evidence with some relevance and coherence</li> </ul> <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"> <li>Displays a good knowledge of economic principles, concepts and theories together with an analysis of the issues involved</li> <li>Demonstrates an ability to select and apply economic ideas and to relate them to economic problems</li> <li>Evidence of some evaluation of alternative approaches leading to conclusions which are presented in a relevant and coherent way</li> </ul> <p>Typically, answers will consider 3 factors with 1 evaluative point</p>
Level 5	17-20	<ul style="list-style-type: none"> <li>Displays a wide range of knowledge of economic principles, concepts and theories together with a rigorous analysis of issues</li> <li>Demonstrates an outstanding ability to select and apply economic ideas to economic problems</li> <li>Evaluation is well balanced and critical leading to valid conclusions</li> <li>Material is presented in a relevant, clear and coherent way with evidence fully and reliably integrated</li> <li>Excellence is displayed across all assessment objectives</li> </ul> <p>Typically, answers will consider 3 factors with 2 evaluative points</p>

# June 2013 Mocr Mark Scheme

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## June 2013 Mocr Mark Scheme:

**Religious Education in the Secondary School** James D. Holt, 2014-12-08 Religious Education in the Secondary School is a comprehensive straightforward introduction to the effective teaching of Religious Education in the secondary classroom Acknowledging the highly valuable yet often misunderstood contribution of RE this text shows how the subject can be taught in a way that explores the impact of religion on the lives of people and society engaging pupils and preparing them to become individuals who celebrate and respect diversity It is illustrated throughout with ideas for teaching at different key stages and offers expert chapters introducing you to both the World Religions and the core aspects of effective teaching and learning With an emphasis on developing an understanding of the importance and different ways of meeting the learning needs of all pupils key chapters cover Understanding different pedagogies of RE Spirituality and RE Tips on effective planning and assessment An approach to teaching across the Key Stages Core subject knowledge in Buddhism Christianity Hinduism Islam Judaism and Sikhism Written by an experienced teacher teacher educator and examiner Religious Education in the Secondary School is a succinct compendium and has a real classroom applicability offering all trainee RE teachers as well as those teaching Religious Education as specialists or non specialists a wealth of support and inspiration 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 *The Use of English*, 2002 *Teaching Sociology Successfully* Andrew Jones, 2017-07-06 Teaching Sociology Successfully is a comprehensive guide to teaching learning and delivering sociology not only with success but with confidence Carefully combing insightful anecdotes and practical ideas with key theoretical concepts on planning learning styles and assessment this book is an essential tool for both new and experienced teachers of sociology Each chapter focuses on a particular aspect of the teaching and learning process from preparing to teach the subject for the first time to measuring student progress over time in an approachable yet rigorous way This practical guide will help you to improve your knowledge of specifications and syllabuses at GCSE and AS A Level provide the best pedagogic approaches for teaching sociology think about learning styles skills and capacities in relation to teaching sociology gain practical ideas and activities for improving student s argumentation evaluation and essay writing skills apply strategies for teaching abstract sociological theories and concepts make the teaching of research methods engaging and interesting deal with practical issues such as planning and assessing learning encourage students independent learning and revision connect ICT social networking websites and the mass media to further students sociological knowledge tackle the

thorny issues of politics and controversial topics Drawing on the author's own experiences Teaching Sociology Successfully helps readers to identify unpack and negotiate challenges common to those teaching sociology Complete with a variety of pedagogical resources it provides tasks and further reading to support CPD and reflective practice This book will be an invaluable tool for students on PGCE social science training courses as well as School Direct candidates and undergraduates studying BEds in similar fields

*The Times Index*, 2010 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement

**Postal Service Budget Review for 1979** United States. Congress. House. Committee on Post Office and Civil Service. Subcommittee on Postal Operations and Services, 1978

**Parliamentary Debates (Hansard)**. Great Britain. Parliament. House of Commons, 2010

**Workers, Managers, and Technological Change** Daniel B. Cornfield, 2013-11-11

Workers Managers and Technological Change Emerging Patterns of Labor Relations contributes significantly to an important subject Technological change is one of the most powerful forces transforming the American industrial relations In fact the synergistic relationships between technology and industrial relations are so complex that they are not well or completely understood We know that the impact of technology while not independent of social forces already has been profound it has transformed occupations creating new skills and destroying others altered the power relationships between workers and managers and changed the way workers learn and work Technology also has made it possible to decentralize some economic activities out of large metropolitan areas and into small towns rural areas and other countries Most important information technology makes it possible for international corporations to operate on a global basis Indeed some international corporations especially those based in the United States are losing their national identities detaching the welfare of corporations from that of particular workers and communities Internationalization facilitated by information technology has transformed industrial relations systems A major objective of the traditional American industrial relations system was to take labor out of competition

*The Builder*, 1908

*Annual Index to the Financial Times*, 1987

**Computers and Automation**, 1972 June issues 1955 contain Computer directory 1955

*Imaging & Document Solutions*, 1999

**Linguistics and Language Behavior Abstracts**, 2001

*Cybernetics Abstracts*, 1976

**Roster of Organizations in the Field of Automatic Computer Machinery**, 1972

*Current Law Index*, 1996

**Control in Transportation Systems 2000** Eckehard Schnieder, U. Becker, 2001

**Government Reports Announcements & Index**, 1978

*The Postal Bulletin*, 1986

*Postmasters Advocate Bi-weekly*, 1986

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