

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> |

June 2013 M1 Mark Scheme

Daniela Niemeyer

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the name bar.

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Table of Contents June 2013 M1 Mark Scheme

1. Understanding the eBook June 2013 M1 Mark Scheme
 - The Rise of Digital Reading June 2013 M1 Mark Scheme
 - Advantages of eBooks Over Traditional Books
2. Identifying June 2013 M1 Mark Scheme
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an June 2013 M1 Mark Scheme
 - User-Friendly Interface
4. Exploring eBook Recommendations from June 2013 M1 Mark Scheme
 - Personalized Recommendations
 - June 2013 M1 Mark Scheme User Reviews and Ratings
 - June 2013 M1 Mark Scheme and Bestseller Lists
5. Accessing June 2013 M1 Mark Scheme Free and Paid eBooks
 - June 2013 M1 Mark Scheme Public Domain eBooks
 - June 2013 M1 Mark Scheme eBook Subscription Services

- June 2013 M1 Mark Scheme Budget-Friendly Options
- 6. Navigating June 2013 M1 Mark Scheme eBook Formats
 - ePub, PDF, MOBI, and More
 - June 2013 M1 Mark Scheme Compatibility with Devices
 - June 2013 M1 Mark Scheme Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of June 2013 M1 Mark Scheme
 - Highlighting and Note-Taking June 2013 M1 Mark Scheme
 - Interactive Elements June 2013 M1 Mark Scheme
- 8. Staying Engaged with June 2013 M1 Mark Scheme
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers June 2013 M1 Mark Scheme
- 9. Balancing eBooks and Physical Books June 2013 M1 Mark Scheme
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection June 2013 M1 Mark Scheme
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine June 2013 M1 Mark Scheme
 - Setting Reading Goals June 2013 M1 Mark Scheme
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of June 2013 M1 Mark Scheme
 - Fact-Checking eBook Content of June 2013 M1 Mark Scheme
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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