

## 25 Mark Question

|              |  |
|--------------|--|
| Student Name |  |
| Question     |  |

| Marks |                    | Knowledge   | Application  | Analysis  |
|-------|--------------------|---|--|---|
|       | Level 4<br>(13-16) | Demonstrates precise knowledge and understanding of the concepts, principles and models.            | Economic ideas are carefully selected and applied appropriately to economic issues and problems. The answer demonstrates logical and coherent chains of reasoning. | Ability to link issues using appropriate focused work |
|       | Level 3<br>(9-12)  | Demonstrates accurate knowledge and understanding of the concepts, principles and models.           | Ability to apply economic concepts and relate them directly to the broad elements of the question with evidence integrated into the answer.                        | Analysis is balanced. Clear answer made               |
|       | Level 2<br>(5-8)   | Displays elements of knowledge and understanding of economic principles, concepts and theories.     | Applies economic ideas and relates them to economic problems in context, although does not focus on the broad elements of the question.                            | A narrow range of reasoning                           |
|       | Level 1<br>(1-4)   | Displays isolated or imprecise knowledge and understanding of terms, concepts, theories and models. | Use of generic or irrelevant information or examples.  | Descriptive links between                             |

### Evaluation

| Marks       | Level 1 (1-3)  | Level 2 (4-6)  | Level 3 (7-9)  |
|-------------|--|--|--|
|             | Identification of generic evaluative comments without supporting evidence/reference to context. No evidence of a logical chain of reasoning. | Evidence of evaluation of alternative approaches which is unbalanced leading to unsubstantiated judgements.<br>Evaluative comments with supporting evidence/reference to context and a partially developed chain of reasoning. | Evidence of evaluation of alternative approaches which is balanced and substantiated with a well developed chain of reasoning. |
| Total marks |  |  |  |

/25

### Feedback

# Economics Edexcel O Level 2014 May Marking Scheme

**Jacob Phillips**



## **Economics Edexcel O Level 2014 May Marking Scheme:**

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The book delves into Economics Edexcel O Level 2014 May Marking Scheme. Economics Edexcel O Level 2014 May Marking Scheme is a vital topic that needs to be grasped by everyone, from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Economics Edexcel O Level 2014 May Marking Scheme, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
    - Chapter 1: Introduction to Economics Edexcel O Level 2014 May Marking Scheme
    - Chapter 2: Essential Elements of Economics Edexcel O Level 2014 May Marking Scheme
    - Chapter 3: Economics Edexcel O Level 2014 May Marking Scheme in Everyday Life
    - Chapter 4: Economics Edexcel O Level 2014 May Marking Scheme in Specific Contexts
    - Chapter 5: Conclusion
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  5. In chapter 4, this book will scrutinize the relevance of Economics Edexcel O Level 2014 May Marking Scheme in specific contexts. This chapter will explore how Economics Edexcel O Level 2014 May Marking Scheme is applied in specialized fields, such as education, business, and technology.
  6. In chapter 5, this book will draw a conclusion about Economics Edexcel O Level 2014 May Marking Scheme. The final chapter will summarize the key points that have been discussed throughout the book.
- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Economics Edexcel O Level 2014 May Marking Scheme.

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