

Beginner	Developing	Fair	Good	Outstanding
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EXAM SKILLS

Ex1: Recognise which exam skills are needed for a given question using command words and mark allocation, in order to use time appropriately				
No awareness of difference between knowledge, application, analysis and evaluation	Some awareness shown of difference between knowledge, application, analysis and evaluation. Length and detail of answers is appropriate for number of marks allocated. Allocates time so that all questions can be attempted	Fully distinguishes between knowledge, application, analysis and evaluation. Some awareness shown of skills indicated by command words and mark allocation. Allocates time in order to complete the paper.	Identifies and uses skills needed using command words and mark allocation. Allocates time proportionately to marks allocated in order to comfortably complete the paper.	Identifies number of marks allocated for each skill. Writes neither too much nor too little to satisfy this. Allocates enough time to check work.
Ex2: Make connections and distinctions between topic areas within Microeconomics and macroeconomics respectively				
Sees topics as distinct and unconnected areas, which are often confused.	Identifies basic connections between topic areas within Microeconomics and Macroeconomics.	Explains connections between concepts within Microeconomic and Macroeconomics respectively.	Sees the 'big pictures' of microeconomics and macroeconomics respectively. Makes distinctions between similar concepts	Explains complex connections between concepts within Microeconomic and Macroeconomics respectively. Identifies subtle distinctions between similar concepts.
Ex3: Make connections and distinctions between topic areas between Microeconomics and Macroeconomics where appropriate				
Makes no distinction between microeconomic and macroeconomics.	Distinguishes between microeconomics and macroeconomics.	Selects microeconomic and macroeconomic concepts appropriately	Makes connections between concepts in Microeconomic and Macroeconomics where appropriate. Shows an awareness of different emphases and approaches in microeconomic and macroeconomics	Explains complex connections between concepts in Microeconomics and Macroeconomics where appropriate. Shows a sensitive awareness of subtly different emphases and approaches in microeconomic and macroeconomics

WRITING SKILLS

W1: Structure answers appropriately				
Writing is entirely unstructured. Points are made in no sequential order	Answers begin with an introduction which focuses the remainder of the answer	Answers start with a brief introduction and end with a conclusion where appropriate. Middle section is split into paragraphs which are each centred on an idea or theme.	Planning allows to longer answers start with a brief introduction. Similar ideas are grouped together, and both this and the structure within this is logical, coherent and flowing. The end of each paragraph refers back to the question to maintain focus. Repetition of points is avoided. Answers end with concluding comments where appropriate.	Planning allows a sophisticated structure which enhances communication
W2: Display a high quality of written communication				
Spelling, punctuation, grammar or illegibility leads to largely unclear meaning.	Spelling, punctuation, grammar or illegibility occasionally leads to a hindrance in meaning.	Text is mostly legible. Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a range of specialist terms appropriately.	Text is consistently legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, a range of specialist terms with facility. Tone is impersonal and formal. Unjustified exaggeration or hyperbole are avoided. Writing is concise.	Spelling, punctuation and the rules of grammar are used with consistent accuracy and effective control of meaning in the context of the demands of the question. A wide range of specialist terms are used adeptly and with precision. A variety of sentence and paragraph structures are used.

KNOWLEDGE SKILLS

K1:Recognise definitions and other concepts and principles				
Shows a vague awareness of definitions and other concepts	Identifies fundamental definitions and principles	Identifies and names most definitions and principles	Identifies and names the vast majority of definitions and principles	Identifies and names the most complex and subtle of definitions and principles
K2:Recall definitions and other basic concepts and principles precisely				
Shows awareness of meaning of definitions and basic concepts	Recalls some definitions and principles	Recalls most definitions and principles, albeit imprecisely in places	Accurately recalls the vast majority of definitions and principles	Precisely and concisely articulates complex definitions and principles

APPLICATION SKILLS

Ap1: Use and interpret calculations confidently				
Attempts calculations	Selects relevant figures and performs basic calculations accurately	Selects relevant figures and performs basic calculations with accuracy, and makes a good attempt to interpret results	Performs more complex calculations with accuracy and interprets the results appropriately	Reliably performs complex calculations with accuracy and critically interprets results confidently
Ap2: Use and interpret numerical and graphical data confidently				
Attempts to engage with data	Demonstrates knowledge of what is being measured Picks out data points Identifies and describe simple general trends	Demonstrates knowledge of what is being measured and how this is measured Picks out data points and explain these in context Identifies trends and explain these in context	Identifies trends and explain these in context, using a minimum of two specific data points. Identifies strengths and weaknesses of unit of measurement Uses data to illustrate economic concepts	Analyses complex trends and explain these in context, using a minimum of two specific data points. Uses data to evaluate economic concepts, and evaluates these in the context of strengths and weaknesses of unit of measurement
Ap3: Gain contextual knowledge by keeping up with current affairs				
Accesses current affairs/contextual sources occasionally	Accesses current affairs/contextual sources 1-2 times per week	Accesses current affairs/contextual sources several times per week and forms basic opinions on policies or events. Identifies simple economic concepts in stories.	Identifies economic concepts in current affairs/contextual sources, which is accessed daily. Occasional stories accessed in detail. Forms well-informed opinions on policies or stories	Critically and sophisticatedly analyses events and policies in daily current affairs/contextual sources, much of which is accessed in detail. Complex and subtle economic concepts are identified within stories.
Ap4: Apply concepts in written work using examples, quotes from extracts and other contextual knowledge				
Makes no relevance to context of question	Makes reference to context of question	Uses examples and quotes to place knowledge and analysis in the context of the question	Uses relevant and focused examples to effectively illustrate points.	Ability to link knowledge and understanding in context using relevant and focused examples which are fully integrated. Economic ideas are carefully selected and applied appropriately to economic issues

ANALYSE SKILLS

An1: Select and apply theories and models appropriately				
Model/theory selected is often inappropriate or unclear.	Models/theories are sometime appropriately selected, although these remain generic.	Models/theories are usually appropriately selected. Some references made to given scenario	Models/theories are appropriately selected and are fully applied to given scenario	Models/theories are appropriately selected and are fully and critically applied to given scenario, identifying and adapting for potential subtleties in the scenario
An2: Draw and manipulate graphs accurately, including the use of appropriate labels, and integrate these into work effectively				
Attempts to draw an appropriate diagram.	Draws one-curve diagrams and labels+ these contextually and accurately. Manipulates diagrams to show simple changes.	Draws two-curve diagrams and labels these clearly, accurately and contextually. Manipulates diagrams to show changes. Diagrams are referred to in written work.	Draws diagrams and labels these clearly, accurately and contextually. Confidently manipulates diagrams to show changes. Uses graphs to confidently identify concepts such as revenue, economic welfare, profit etc. Diagrams are integrated into in written work	Draws complex diagrams and labels these clearly, accurately and contextually. Confidently and sophisticatedly manipulates diagrams to show complex changes in unfamiliar scenarios. Confidently identify complex concepts. Diagrams are sophisticated integrated into written work to enhance analysis.
An3: Use chains of reasoning to analyse cause and effect thoroughly (written analysis)				
Attempts to identify causes/effects. Causes and effects may be confused.	Accurately identifies a few relevant causes/effects. Distinction is made between cause and effect. Descriptive approach which has no chains of reasoning or links between causes and consequences.	Creates short chains of reasoning to explain a few causes/effects	Clearly explains relevant, logical and coherent chains of reasoning regarding a range of causes/effects	Clearly explains extended chains of reasoning regarding a broad range of complex causes/effects

EVALUATION SKILLS

Ev1: Recognise and explain different points of view				
One point of view is examined	The existence of other points of view acknowledged	Other points of view are identified. At least one of these is explained.	Other points of view are explained to create a balanced argument	A wide range of varying viewpoints are explained to create a well-balanced argument.
Ev2: Evaluate the strengths and importance of different points of view				
Does not highlight strengths or importance of different points of view	Identifies strengths of weaknesses in different points of view	Explains scale, scope or likelihood of different points of view	Justifies a given point of view why point of view is strongest	Convincingly justifies the relative strengths and importance of different points of view
Ev3: Recognise and explain how effects may vary in the short and long run				
Makes little or no distinction of effects in the short and long run	Generic comments are made about the short/long run	Brief but specific comments made about the short/long run	Specific effects in the short/long run are clearly explained	Impact of effects in the short/long run are critically examined and compared
Ev4: Evaluate the quality of evidence by questioning its validity and reliability				
Assumes the evidence is entirely valid and reliability	Questions the reliability/validity of evidence	Questions the reliability/validity of evidence, explaining reasons for this	Justifies the extent to which the evidence is valid and reliable	Discusses the impact the degree of validity and reliability has on previous analysis
Ev5: Question the validity of underlying assumptions of questions and theories				
Assumptions of questions and theories are uncontested	Underlying assumptions of questions and theories are recognised	Underlying assumptions of questions and theories are questioned	Underlying assumptions of questions and theories are questioned. Consequences of underlying assumptions not holding are sensitively explained.	Degree to which assumptions are valid is examined. Consequences of underlying assumptions holding to this degree are explained.
Ev6: Using all available evidence to justify informed judgements				
No overall judgment or evaluative comments made	Generic evaluative comments are made	An overall judgement is made. References available evidence	An overall informed judgement is explained using ideas of strength of relative evidence	After considering relative strengths of all available evidence overall informed judgement is justified convincingly for this context

