**A-Level Economics Essay (25 markers) Exam Marking Grid and Marks**

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| **Mark** | **Grade** | **Levels of Response** | **“Evidence”**  **Knowledge (Kn) and Links to the Question** | **“Explanation”**  **Economic Theory, Analysis (An) and Links to the Question** | **Organisation, Grammar and Evaluation**  **Is there a balance, coherent argument?** |
| **25** | **A** | **Level 5**  22-25 marks  (mid point 23)  ***Sound, focused analysis and well-supported evaluation*** | * **Excellent throughout with very few errors and weaknesses** * **Demonstrates a real understanding of background reading and an awareness of the implications for the UK, the EU and Globally. Clearly the student stays up to date with the current news.** * **Data has been referred to effectively (where appropriate)** | * **Relevant and precise economic theory and definitions with a clear and logical chain of reasoning** * **Excellent awareness of the inter-relatedness of economic issues** * **No errors** | * **Structure of the essay is excellent and provides a coherent argument throughout.** * **Language is clear and concise with excellent spelling and grammar.** * **Excellent evaluation, addressing both sides of the story throughout the essay** * **Having a clear final judgement to the question with excellent justification supporting the position of the student** |
| **24** | **A** |
| **23** | **A** |
| **22** | **A** |
| **21** | **A** |
| **20** | **A-** | **Level 4**  17-21 marks  (mid-point 18)  ***Sound, focused analysis and some supported evaluation*** | * **Good throughout with very few errors and weaknesses** * **Demonstrates some understanding of background reading and an awareness of the implications for the UK, the EU and Globally. The student shows some awareness that they stay up to date with the current news.** * **Data has been referred to some extent (where appropriate)** | * **Relevant economic theory and definitions with some good explanation and logical chains of reasoning** * **Good awareness of the inter-relatedness of economic issues** * **Very few errors** | * **Structure of the essay is good and provides a relatively clear argument.** * **At the bottom of the range, language is not concise with odd examples of bad spelling and/or grammar.** * **Good to reasonable evaluation, addressing both sides of the story to some extent. However at the bottom end of the level, students may have only evaluated at the end and not throughout the essay or have not fully backed up their ideas** * **Having a final judgement to the question with reasonable justification supporting the position of the student** |
| **19** | **B+** |
| **18** | **B** |
| **17** | **B-** |
| **16** | **C+** |
| **15** | **C-** | **Level 3**  10-16 marks  (mid-point 13)  ***Some reasonable analysis but generally unsupported evaluation*** | * **Reasonable/Satisfactory but some errors and weaknesses** * **Demonstrates a weak understanding of background reading and an awareness of the implications for the UK, the EU and Globally. Very little evidence that the student is staying up to date with current affairs.** * **Data has been referred to sporadically if at all (where appropriate)** | * **Some relevant economic theory but may not be fully developed and maybe confused in places with errors present** * **Some awareness of the inter-relatedness of economic issues but at the bottom of the range, this is superficial if non-existent.** * **Some errors or at the bottom of the level, many errors** | * **Structure of the essay is satisfactory although there may be issues with the coherence of the argument and sections are missing.** * **Spelling and/or grammar is poor and there are frequent errors. The language is often not concise and waffles.** * **Reasonable to weak evaluation, some attempt perhaps to address the other side of the story but not for every point made. There maybe no evaluation at the bottom of the levels** * **The final judgement maybe unclear or/and lack suitable justification to support a position taken by the student.** |
| **14** | **D+** |
| **13** | **D** |
| **12** | **D-** |
| **11** | **E** |
| **10** | **E-/U** | **Levels 1 & 2**  ***Weak answer with limited understanding*** | * **Not at A-Level standard** | * **Not at A-Level standard** | * **Not at A-Level standard** |
| **<9** | **U** |

**PTO FOR EXTRA COMMENTS**

**OTHER COMMENTS**

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