**ORIGINS OF DISPARITY PROJECT MARK SCHEME**

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| **ASSESSMENT OBJECTIVE** |  | | | | | | **LEVEL ACHIEVED** |
| **KNOWLEDGE & UNDERSTANDING** | No relevant knowledge, | Little knowledge and/or understanding, which is largely superficial or of marginal relevance; no or irrelevant examples and case studies | Some relevant knowledge and understanding, but with some omissions; examples and case studies are included, but limited in detail | Relevant knowledge and understanding, but with some omissions; examples and case studies are included, occasionally generalized | Generally accurate knowledge and understanding, but with some minor omissions; examples and case studies are well chosen, occasionally generalized | Accurate, specific, well-detailed knowledge and understanding; examples and case studies are well chosen and developed |  |
| **0** | **1-2** | **3-4** | **5-6** | **7-8** | **9-10** |  |
| **APPLICATION & ANALYSIS** | No evidence of application; the question has been completely misinterpreted or omitted | Very little application; important aspects of the question are ignored | Little attempt at application; answer partially addresses question | Some attempt at application; competent answer although not fully developed, and tends to be descriptive | Appropriate application; developed answer that covers most aspects of the question | Detailed application; well- developed answer that covers most or all aspects of the question |  |
| **0** | **1-2** | **3-4** | **5-6** | **7-8** | **9-10** |  |
| **SYNTHESIS & EVALUATION** | No evaluation | No evaluation | No evaluation | No evaluation or unsubstantiated evaluation | Beginning to show some attempt at evaluation of the issue, which may be unbalanced | Good and well- balanced attempt at evaluation |  |
| **0** | **1** | **2** | **3** | **4** | **5** |  |
| **SKILLS** | None appropriate | Very low level; little attempt at organization of material; no relevant terminology | Few or no maps or diagrams, little evidence of skills or organization of material; poor terminology | Basic maps or diagrams, but evidence of some skills; some indication of structure and organization of material; acceptable terminology | Acceptable maps and diagrams; appropriate structure and organization of material; generally appropriate terminology | Appropriate and sound maps and diagrams; well structured and organized responses; terminology sound |  |
| **0** | **1** | **2** | **3** | **4** | **5** |  |
| **EFFORT** | **No effort** | **Poor** | **Unsatisfactory** | **Satisfactory** | **Good** | **Very Good** |  |