

	Level 1	Level 2	Level 3	Level 4	Level 5
<p>Criterion A: Understanding and interpretation</p> <ul style="list-style-type: none"> To what extent does the response show an understanding of the text and make inferences from it? To what extent are interpretations supported by references? 	The response shows little knowledge and understanding of the text. Interpretations are rarely supported by references to the text.	The response shows some knowledge and understanding of the text. Interpretations are sometimes supported by references to the text.	The response shows adequate knowledge and understanding of the text. Interpretations are generally supported by references to the text.	The response shows good knowledge and understanding of the text. Interpretations are frequently supported by appropriate references to the text.	The response shows a perceptive knowledge and understanding of the text. Interpretations are effectively supported by convincing references to the text.
<p>Criterion B: Analysis and evaluation</p> <ul style="list-style-type: none"> To what extent does the response show analysis and evaluation of how the author uses stylistic and structural features to shape meaning? 	The response shows little analysis and evaluation of how the author uses stylistic and structural features to shape meaning.	The response shows some analysis and evaluation of how the author uses stylistic and structural features to shape meaning.	The response shows adequate analysis of how the author uses stylistic and structural features to shape meaning.	The response shows good analysis and evaluation of how the author uses stylistic and structural features to shape meaning.	The response shows insightful analysis and evaluation of how the author uses stylistic and structural features to shape meaning.
<p>Criterion C: Coherence, focus and organisation</p> <ul style="list-style-type: none"> To what extent does the response show coherence, focus and organisation? 	The response shows little coherence, focus and organisation.	The response shows some coherence, focus and organisation.	The response shows adequate coherence, focus and organisation.	The response shows good coherence, focus and organisation.	The response shows effective coherence, focus and organisation.
<p>Criterion D: Language</p> <ul style="list-style-type: none"> To what extent is the student's use of vocabulary, tone, syntax, style and use of terminology accurate, varied and effective? 	The student's use of vocabulary, tone, syntax, style and terminology is rarely accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is sometimes accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is generally accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is frequently accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is convincingly accurate, varied and effective.

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An Introduction to Mathematical Modeling Edward A. Bender,2012-05-23 Employing a practical learn by doing approach this first rate text fosters the development of the skills beyond the pure mathematics needed to set up and manipulate mathematical models The author draws on a diversity of fields including science engineering and operations research to provide over 100 reality based examples Students learn from the examples by applying mathematical methods to formulate analyze and criticize models Extensive documentation consisting of over 150 references supplements the models encouraging further research on models of particular interest The lively and accessible text requires only minimal scientific background Designed for senior college or beginning graduate level students it assumes only elementary calculus and basic probability theory for the first part and ordinary differential equations and continuous probability for the second section All problems require students to study and create models encouraging their active participation rather than a mechanical approach Beyond the classroom this volume will prove interesting and rewarding to anyone concerned with the development of mathematical models or the application of modeling to problem solving in a wide array of applications

Writing Unseen Commentaries H. S. Toshack,2001

The SAGE Handbook of Research in International Education Mary Hayden,Jack Levy,Jeff Thompson,2015-10-13 The landscape of international education has changed significantly in the last ten years and our understanding of concepts such as international global and multicultural are being re evaluated Fully updated and revised and now including new contributions from research in South East Asia the Middle East China Japan Australasia and North America the new edition of this handbook analyses the origins interpretations and contributions of international education and explores key contemporary developments including internationalism in the context of teaching and learning leadership standards and quality in institutions and systems of education the promotion of internationalism in national systems This important collection of research is an essential resource for anyone involved in the practice and academic study of international education including researchers and teachers in universities governmental and private curriculum development agencies examination authorities administrators and teachers in schools

Professionalism in the Information and Communication Technology Industry John Weckert, Richard Lucas, 2013-10-15

Professionalism is arguably more important in some occupations than in others. It is vital in some because of the life and death decisions that must be made for example in medicine. In others the rapidly changing nature of the occupation makes efficient regulation difficult and so the professional behaviour of the practitioners is central to the good functioning of that occupation. The core idea behind this book is that Information and Communication Technology (ICT) is changing so quickly that professional behaviour of its practitioners is vital because regulation will always lag behind.

Biology of Milkfish Teodora U. Bagarinao, 1991

Introducing the IB Diploma Programme Marc Abrioux, Jill Rutherford, 2013-02-14 Schools wishing to introduce the IB diploma programme are faced with major investment in terms of time, effort and money in order to become authorised. This manual is a resource for schools already offering the diploma as well as for prospective diploma schools.

Assessing Competence in Professional Performance across Disciplines and Professions Paul F. Wimmers, Marcia Mentkowski, 2016-04-19 This book examines the challenges of cross professional comparisons and proposes new forms of performance assessment to be used in professions education. It addresses how complex issues are learned and assessed across and within different disciplines and professions in order to move the process of performance assessment for learning to the next level. In order to be better equipped to cope with increasing complexity, change and diversity in professional education and performance assessment, administrators and educators will engage in crucial systems thinking. The main question discussed by the book is how the required competence in the performance of students can be assessed during their professional education at both undergraduate and graduate levels. To answer this question, the book identifies unresolved issues and clarifies conceptual elements for performance assessment. It reviews the development of constructs that cross disciplines and professions such as critical thinking, clinical reasoning and problem solving. It discusses what it means to instruct and assess students within their own domain of study and across various roles in multiple contexts, but also what it means to instruct and assess students across domains of study in order to judge integration and transfer of learning outcomes. Finally, the book examines what it takes for administrators and educators to develop competence in assessment such as reliably judging student work in relation to criteria from multiple sources. The co-editors of this volume, Marcia Mentkowski and Paul F. Wimmers, are associated with two institutions whose characters are so intimately associated with the insight that assessment must be integrated with curriculum and instructional program if it is to become a powerful influence on the educational process. Lee Shulman, Stanford University.

Fateful Choices Ian Kershaw, 2013-04-04 In 1940 the world was on a knife edge. The hurricane of events that marked the opening of the Second World War meant that anything could happen. For the aggressors there was no limit to their ambitions; for their victims a new Dark Age beckoned. Over the next few months their fates would be determined. In *Fateful Choices*, Ian Kershaw re-creates the ten critical decisions taken between May 1940 when Britain chose not to surrender and December 1941 when Hitler decided to destroy Europe's Jews, showing how these choices would recast the entire course of history.

Theory of Knowledge for the IB Diploma Richard van de Lagemaat,2014-11-20 Written by experienced practitioners this resource for Theory of Knowledge for the IB Diploma offers comprehensive coverage of and support for the new subject guide This edition of Theory of Knowledge for the IB Diploma is fully revised for first examination in September 2015 The coursebook is a comprehensive original and accessible approach to Theory of Knowledge which covers all aspects of the revised subject guide A fresh design ensures the content is accessible and user friendly and there is detailed guidance on how to approach the TOK essay and presentation This edition supports the stronger emphasis on the distinction between personal and shared knowledge and the new areas of knowledge religion and indigenous knowledge

Literature and Language Teaching Gillian Lazar,1993-01-28 Literature and Language Teaching is for teachers and trainers who want to incorporate literature into the language classroom It is suitable for teacher trainers teacher development groups or teachers working on their own This book contains tasks and activities which encourage reflection on some of the issues and debates involved in using literature in the language classroom and explore different approaches to using literature with teenage and adult learners at all levels It suggests criteria for selecting and evaluating materials for classroom use and identifies some of the distinctive features of novels short stories poems and plays so that these can be successfully exploited in the classroom A wide range of practical ideas and activities for developing materials is provided Tasks also encourage the observation and assessment of lessons using literacy texts and draw on English language material by a variety of authors from all over the world

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English A Literature Hannah Tyson,Mark Beverley,2011-03-31 Thorough and engaging this new book has been specifically developed for the 2011 English A Literature syllabus at both SL and HL With activities student model answers and examiner commentaries it offers a wealth of material to support students in every aspect of the new course

The Course of Mexican History Michael C. Meyer,William L. Sherman,1983 This new edition draws on both classic and current sources to provide a comprehensive survey of Mexican history from the pre Columbian period to the latest presidential election

The International Baccalaureate Alexander Duncan Campbell Peterson,1972

History of the Americas 1880-1981: IB History Course Book Alexis Mamaux,David Smith,Mark Rogers,Matt Borgmann,Shannon Leggett,Yvonne Berliner,2015 Drive critical engaged high level learning and skills Developed with the IB this Course Book equips learners to analyze and articulate complex historical concepts and contexts strengthening performance and potential Enabling advanced understanding the student centred approach actively builds refines and perfects higher level skills Cover the new syllabus in the right level of depth with rich thorough subject content from across the Americas for topics 10 17 for Paper 3 Developed directly the with IB for the new syllabus first examined 2017 Truly engage learners with topical relevant material that convincingly connects learning with the modern global world Streamline your planning with a clear and thorough structure helping you logically progress through the syllabus Build the advanced level skills learners need for Paper 3 with the student led approach driving active skills development and strengthening exam performance Integrate Approaches to learning with ATLs like thinking communication research and social skills built directly into learning Help learners think critically about improving performance with extensive examiner insight and samples based on the latest exam format Build an advanced level thematic understanding with fully integrated Global Contexts Key Concepts and TOK Also available as an Online Course Book

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