

Edexcel International AS/A Level

Economics
YEC11-20IF1

Understanding Assessment
and Improving Delivery

First teaching in 2018, first assessment 2019



Course Agenda

- Introductions and housekeeping
- **Session 1:** Features of the International A Level
- **Session 2:** Overview of Assessment Objectives & Quantitative Skills

Break

- **Session 3:** Levels based assessment with marking activities

Lunch

- **Session 4:** How assessment objectives are applied in points based questions with marking activities
- **Session 5:** Support provided by Edexcel for IAL; Consideration of best practice and networking

Aims and objectives

Delegates will:

- be given an understanding of the assessment objectives
- learn how different types of question in exam papers match the different assessment objectives
- consider each assessment objective, with reference to questions from previous papers
- discuss strategies to help students to access questions targeting different assessment objectives
- review the support Pearson offers for the qualification
- network and share ideas with other teachers.



Welcome to Pearson Edexcel

Welcome to Pearson Edexcel,
the world's leading learning company
and the UK's largest awarding body.

We set the standard for worldwide
recognised qualifications, built on the
UK educational system and accepted
by universities worldwide.

We have a simple mission:
**to help make a measurable impact on
improving people's lives through
learning.**

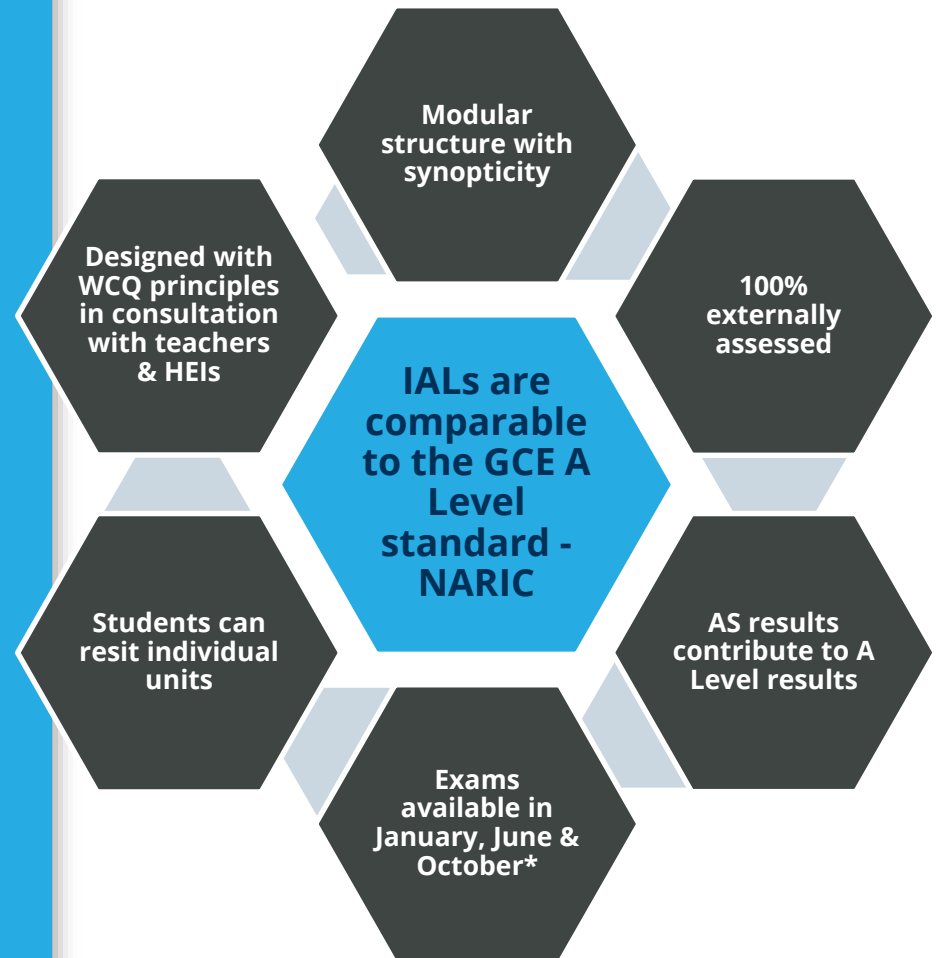
*“We judge
ourselves – and
invite others to
judge us – not by
the products that
we make but by the
impact on
learners.”*

John Fallon,
Chief Executive Officer, Pearson



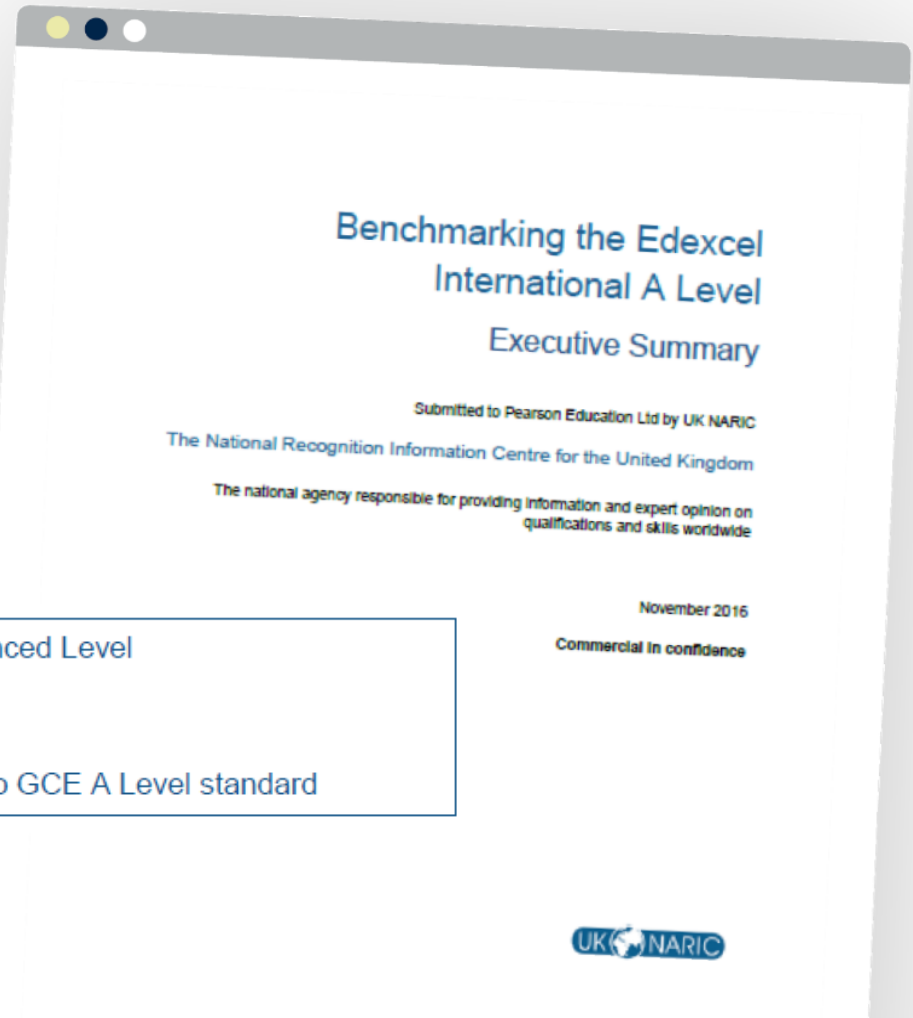
IAL Features

- International A Levels and AS Levels are created for International Students
- Globally recognised.



Updated NARIC report for Edexcel IAL

The executive summary confirms that Edexcel IALs are considered comparable to the GCE A Level standard following reforms to the UK regulated qualifications.



Qualification:	Edexcel International Advanced Level
Awarding Institution:	Pearson Education Ltd
Comparability:	Is considered comparable to GCE A Level standard

Subject features

**Reviewed and
updated in the
light of UK A
Level changes**

**Supports global
outlook**

**Designed to be
demanding,
rigorous inclusive
and empowering**

**Promotes
enquiry,
analysis and
research skills**

**Develops
transferable
skills**

**Accepted by
universities as
comparable with
UK A Levels**

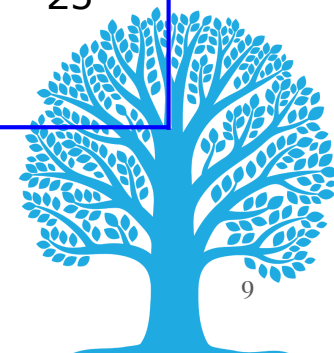


Assessment Objectives Overview



Assessment objectives

		% in IAS	% in IA2	% in IAL
AO1	Demonstrate knowledge of terms, concepts, theories and models to show an understanding of the behaviour of economic agents	27.5	18.75	23.1
AO2	Apply knowledge and understanding to various economic contexts	30	22.5	26.3
AO3	Analyse issues and evidence, showing an understanding of their impact on economic agents	22.5	28.75	25.6
AO4	Evaluate economic arguments and use appropriate evidence to support informed judgements	20	30	25



AO1: Knowledge

Knowledge of terms, concepts, theories and models to show an understanding of the behaviour of economic agents

This could include:

- Definitions
- Formulae
- Basic diagrams
- Identification of key points



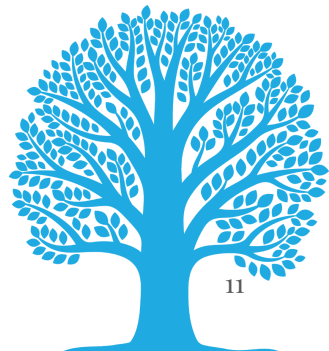
AO2: Application

Using knowledge and understanding **in context**

Use of **data/extracts** in answer

Use of **examples to illustrate points**

Manipulation of data e.g. **calculations** based on data



AO3: Analysis (1)

Selecting and applying the **appropriate theories/concepts to the context**

A **chain of reasoning**: may be exemplified by explaining a transmission mechanism e.g. the effects of investment in infrastructure

Could be demonstrated by use of **diagrams** that are explained fully and integrated into the analysis

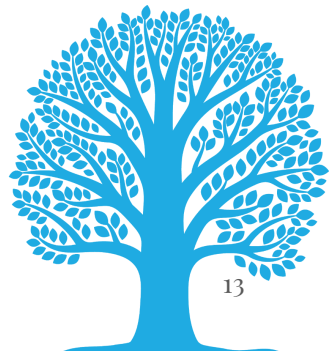


AO3: Analysis (2)

Explanation of a situation/issue/problem by **a logical sequence of linked ideas**

Use link words such as **so, because, if and therefore**

Strong analysis also uses **can/could/might**

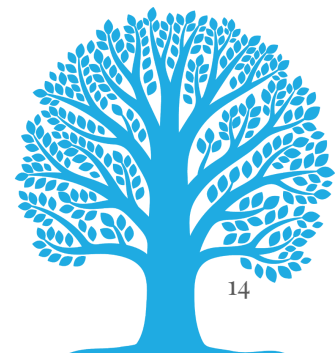


AO4 Evaluation [1]

Key point: Evaluation should be ***in the context of the question*** – not generic points.

Might involve consideration of

- **Magnitude** of change/consequence
- **Time frame:** effects may be different in the short run/long run
- **Measurement** issues



AO4 Evaluation [2]

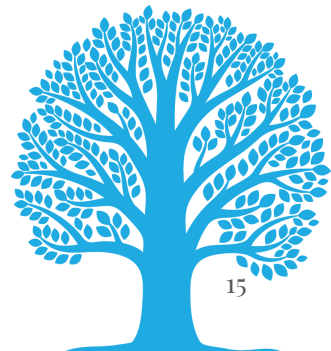
Showing a **critical awareness**

Recognising **different viewpoints**

Questioning **quality of the evidence**: validity and reliability

Questioning **validity of underlying assumptions** (e.g. does correlation imply causation)

Making an **informed judgement** [for the 20 mark essay questions]



Quantitative Skills



Quantitative skills (1)

Skill		IAS	IA2
QS1	Ratios and fractions	✓	✓
QS2	Percentage and percentage point change	✓	✓
QS3	Mean, median and relevant quantiles	✓	✓
QS4	Standard graphical forms	✓	✓
QS5	Index numbers	✓	✓
QS6	Cost, revenue and profit (marginal, average, totals)	1/2	✓
QS7	Money to real terms		✓
QS8	Elasticity	✓	✓
QS9	Interpret, apply, analyse info in written, graphical, tabular & numerical forms	✓	✓



Quantitative skills (2)

Skill	IAS	IA2
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QS10-12 may be assessed but do not contribute to the 20% target

QS10	<i>Distinguish between changes in the level and rate of change of a variable</i>	✓	✓
QS11	<i>Composite indicators</i>		✓
QS12	<i>Seasonally-adjusted figures</i>	✓	✓



Quantitative skills [3]

Quantitative skills may be assessed:

- through **multiple choice questions**
- through **short answer questions** in Units 1 & 2, e.g. calculate and illustrate questions
- through **data response questions**
- within **extended response** questions e.g. students might use quantitative skills as part of their evidence to support knowledge, application, analysis and evaluation

Minimum of 20% of the overall marks for both IAS & IAL



Activity

1. Which topic areas could be used to test quantitative skills?
2. Are these mainly micro or macro areas of the specification?
3. How might you ensure that your students are prepared adequately for questions testing quantitative skills?



IAL Economics Assessment



IAS Assessment

Paper 1 Markets in action & Paper 2 Macroeconomic performance and policy

- ~ Each paper is worth 80 marks and time allowed is 1¾ hours. There are 4 sections as follows:
- ~ Section A: 6 multiple choice questions [6 marks]
- ~ Section B: 5 short answer questions [20 marks]
- ~ Section C: 1 data response question in 5 parts [34 marks]
- ~ Section D: one essay from a choice of two [20 marks]

Structure of papers 1 and 2

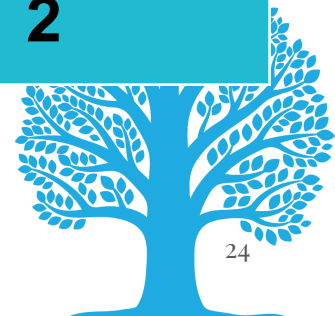
Section A: 6 marks	Section B: 20 marks	Section C: 34 marks	Section D: 20 marks
Multiple choice questions .	Short answer questions	Short and longer answer questions	Essay
Quantitative skills may be tested	Quantitative skills may be tested	Quantitative skills may be tested	Quantitative skills may be tested
6 x 1-mark questions	5 x 4-mark questions .	1 x 2-mark question 1 x 4-mark question 1 x 6-mark question 1 x 8-mark question 1 x 14-mark question	1 x 20-mark question from a choice of 2. .
Taxonomy: MCQ	Taxonomy: 2 x Calculate/Draw 1 x Explain 'what' 2 x Explain why/how	Taxonomy: Define [2 marks] Explain what [4 marks] Analyse [6 marks] Examine [8 marks] Discuss [14 marks]	Taxonomy: Evaluate

Section B (short answer)

command words for Units 1 & 2

Each of these 5 questions is worth 4 marks

	AO1 Knowledge	AO2 Application	AO3 Analysis
Calculate / Draw	1	3	
Explain <i>what</i>	2	2	
Explain <i>why/how</i>	1	1	2



Command words for data response questions [all units]

	AO1 Kn	AO2 Ap	AO3 An	AO4 Ev
Define [AS units] Calculate [A2 units]	2	2		
Explain <i>what</i>	2	2		
Analyse	2	2	2	
Examine	2	2	2	2
Discuss	8 KAA			6

Essays: command words

IAS Units 1 & 2:

Evaluate

IAS Units 3 & 4:

Evaluate

To what extent

For ALL units the mark allocation is as follows:

KAA 12 marks [assessed in 4 levels];

EV 8 marks [assessed in 3 levels]

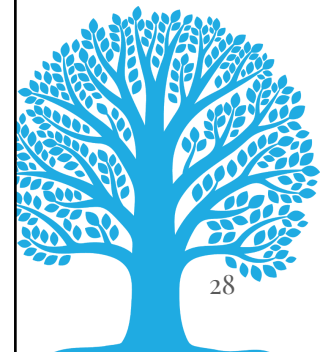
IA2 Assessment

Paper 3 Business behaviour & Paper 4 Developments in the global economy

- ~ Each paper is worth 80 marks and time allowed is 2 hours. There are 3 sections as follows:
- ~ Section A: 6 multiple choice questions [6 marks]
- ~ Section B: 1 data response question in 5 parts [34 marks]
- ~ Section D: two essays from a choice of three [2 x 20 marks]

Structure of papers 3 and 4

Section A: 6 marks	Section B: 34 marks	Section C: 40 marks
Multiple choice questions .	Short and longer answer questions.	Essays
Quantitative skills may be tested	Quantitative skills may be tested	Quantitative skills may be tested
6 x 1-mark questions	1 x 2-mark question 1 x 4-mark question 1 x 6-mark question 1 x 8-mark question 1 x 14-mark question	2 x 20-mark questions .
Taxonomy: MCQ	Taxonomy: Define [2 marks] Explain what [4 marks] Analyse [6 marks] Examine [8 marks] Discuss [14 marks]	Taxonomy: Evaluate To what extent



Levels based questions



Levels based markschemes

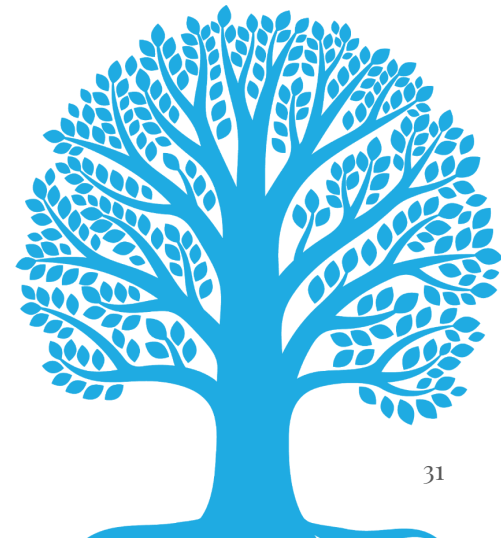
- The mark schemes focus on the **quality** of student answers rather than the **quantity of points** made.
- The quality of student answers is assessed according to the **level descriptors**.
- The four assessment objectives are grouped as follows: knowledge, application and analysis [**KAA**]; and evaluation [**EV**].
- To guide examiners, teachers and markers, the breakdown of marks allocated to KAA and to EV is given within the levels based mark schemes



Applying levels based markschemes [1]

1. Finding the right level

- The first stage is to decide into which level the answer should be placed in
- Use a 'best-fit' approach, deciding which level most closely describes the quality of the answer.



Applying levels based markschemes [2]

2. Finding a mark within a level

- After a level has been decided on, the next stage is to decide on the *mark within the level*.
- Levels with 2 marks start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.
- Levels with 3 or more marks should start at the middle of the level and then move the mark up or down to find the best mark.
- Take into account how far the answer meets the requirements of the level.

Discuss questions [14 mark questions]

- **8 marks for KAA + 6 marks for EV**
- There are 3 levels for KAA and 3 levels for EV

The following two slides show the criteria for KAA and EV for the 14 mark questions



'Discuss' questions: Marking criteria for Knowledge, Application & Analysis [KAA]

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–3	<p>Displays isolated, superficial or imprecise knowledge and understanding of economic terms, principles, concepts, theories and models.</p> <p>Use of generic material or irrelevant information or inappropriate examples.</p> <p>Descriptive approach, which has no chains of reasoning.</p>
Level 2	4–6	<p>Displays elements of knowledge and understanding of economic terms, principles, concepts, theories and models.</p> <p>Ability to apply knowledge and understanding to some elements of the question. Some evidence and contextual references are evident in the answer.</p> <p>Chains of reasoning in terms of cause and/or consequence are evident but they may not be developed fully or some stages are omitted.</p>
Level 3	7–8	<p>Demonstrates accurate and precise knowledge and understanding of economic terms, principles, concepts, theories and models.</p> <p>Ability to link knowledge and understanding in context using relevant examples which are fully integrated to address the broad elements of the question.</p> <p>Analysis is clear, coherent, relevant and focused. The answer demonstrates logical and multi-stage chains of reasoning in terms of cause and/or consequence.</p>

‘Discuss’ questions: Marking criteria for evaluation [Ev]

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	Identification of generic evaluative comments. No supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level 2	3-4	Evidence of evaluation of alternative approaches. Some supporting evidence/reference to context. Evaluation is supported by a partially-developed chain of reasoning.
Level 3	5-6	Evaluation recognises different viewpoints and/or is critical of the evidence. Appropriate reference to evidence/context. Evaluation is supported by a logical chain of reasoning.

Activity 1 Exemplar 1

This is an exemplar of a 14 mark 'Discuss' question.

Look at the answer in the delegate booklet together with the mark scheme and then award a level for KAA and a level for EV.



Activity 2 Exemplar 2

This is another exemplar of a 14 mark 'Discuss' question.

In pairs, look at the answer in the delegate booklet together with the mark scheme and consider why this answer scored a higher mark than the previous exemplar.



‘Evaluate’ 20 mark questions

- **12 marks for KAA + 8 marks for EV**
- There are 4 levels for KAA and 3 levels for EV

The following two slides show the criteria for KAA and EV

Note that an ‘informed judgement’ is required for a Level 3 evaluation mark



'Evaluate' questions: Marking criteria for Knowledge, Application & Analysis [KAA]

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<p>Displays isolated, superficial or imprecise knowledge and understanding of economic terms, principles, concepts, theories and models.</p> <p>Use of generic material or irrelevant information or inappropriate examples.</p> <p>Descriptive approach, which has no chains of reasoning.</p>
Level 2	4–6	<p>Displays elements of knowledge and understanding of economic terms, principles, concepts, theories and models.</p> <p>Limited application of knowledge and understanding to economic problems in context.</p> <p>A narrow response or superficial, only two-stage chains of reasoning in terms of cause and/or consequence.</p>
Level 3	7–9	<p>Demonstrates accurate knowledge and understanding of economic terms, principles, concepts, theories and models.</p> <p>Ability to apply knowledge and understanding to some elements of the question. Some evidence and contextual references are evident in the answer.</p> <p>Analysis is clear and coherent. Chains of reasoning in terms of cause and/or consequence are evident but they may not be developed fully or some stages are omitted.</p>
Level 4	10–12	<p>Demonstrates accurate and precise knowledge and understanding of economic terms, principles, concepts, theories and models.</p> <p>Ability to link knowledge and understanding in context using appropriate examples which are fully integrated to address the broad elements of the question.</p> <p>Analysis is clear, coherent, relevant and focused. The answer demonstrates logical and multi-stage chains of reasoning in terms of cause and/or consequence.</p>

‘Evaluate’ questions: Marking criteria for evaluation [Ev]

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	Identification of generic evaluative comments. No supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level 2	4–6	Evidence of evaluation of alternative approaches. Some supporting evidence/reference to context. Evaluation is supported by a partially-developed chain of reasoning.
Level 3	7–8	Evaluation recognises different viewpoints and/or is critical of the evidence, leading to an informed judgement. Appropriate reference to evidence/context. Evaluation is supported by a logical chain of reasoning.

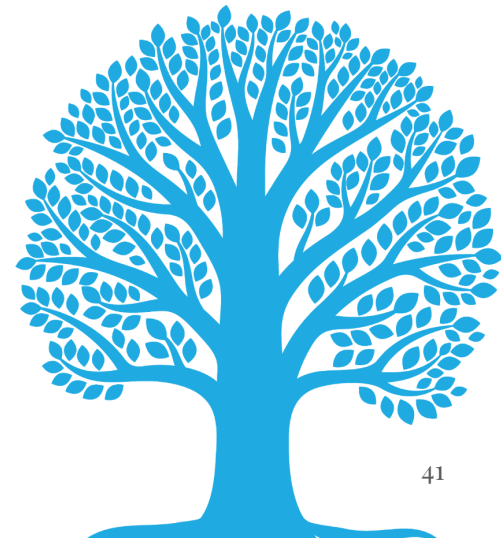
Activity 3 20 mark essay questions

- **Question 14, WEC12 June 2019**

'Increasing household consumption is a major factor contributing to India's high rate of economic growth.'

Evaluate the view that rising consumer expenditure will always benefit an economy.'

- Please look at Activity 3 in the Delegate Booklet.



20 mark essay questions

Question 14 WEC11 June 2019

'12 million consumers within the UK are on standard variable tariffs for their gas and electricity. One energy supplier, RWE npower, charged consumers on the standard variable rate £1 166 per year. However, its cheapest deal was £935 per year. Consequently the UK Government is introducing a maximum price for gas and electricity.'

Evaluate the likely impact of the introduction of a maximum price for gas and electricity.



Activity 4

- Please read the student response to the question on the previous slide
- Using the level descriptors in the mark scheme, **determine the level for KAA and EV** for the answer



Activity 5

- Please read another student response to this question
- Using the level descriptors in the mark scheme, **determine the level for KAA and EV** for the answer



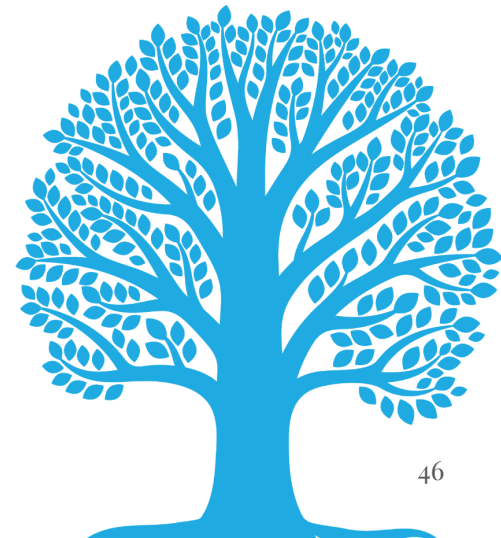
Issues from previous examinations in Levels based questions

- Candidates often ***left too little time to answer the 20 mark essay*** fully
- ***Chains of reasoning not developed fully*** or links missing
- Diagrams: ***helpful to include diagrams in essays*** where appropriate e.g. in WEC11 May 2019 (both questions)
- ***Evaluation was often inadequate*** – too little; not related to context [Remember that 6/14 marks are for evaluation on the 'Discuss' questions and 8/20 marks are for evaluation on the 'Evaluate' questions]

Teaching strategies for levels based questions

Activity:

In pairs/small groups consider ways of improving student performance on these questions.



Lunch!

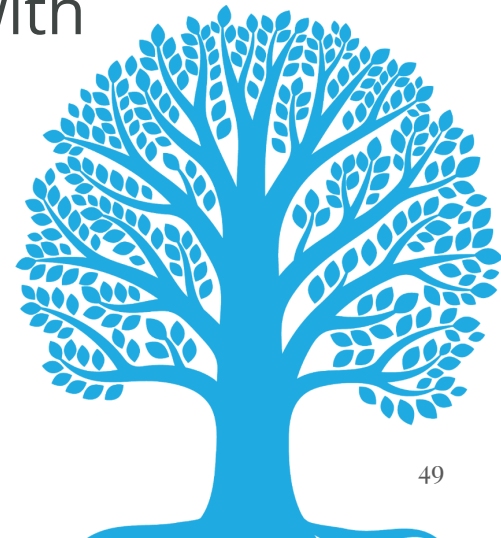


Points based questions



AOs and points based markschemes

- Points based mark schemes show how the indicative content relates to the assessment objectives being assessed in the question
- The mark schemes indicate the number of marks available for each assessment objective
- These mark schemes apply to questions with mark bases of 2, 4, 6 & 8



Calculate questions [in Section B of Units 1 & 2]

AOs:

- 1 mark for knowledge (e.g. formula for concept) and 3 marks for application (i.e. for calculation)

Award of marks:

- Could score full marks for correct answer but best to show working

Exemplar:

- The next slide shows an example of a full mark answer



10 In September 2017, Centrica increased the price of gas and electricity by 12.5%. Before the price rise Centrica had 12 800 000 customers but this fell by 800 000 after the price increase.

Ceteris paribus, calculate the price elasticity of demand for gas and electricity from Centrica. Show your workings.

$$PED = \frac{\% \Delta \text{ demand}}{\% \Delta \text{ price}} =$$

~~$$\frac{800000}{12800000} \times 100\%$$~~
$$\frac{800000}{12800000}$$

$$\% \Delta \text{ demand} = \frac{-800000}{12800000} \times 100\% = -6.25\%$$

$$\% \Delta \text{ price} = 12.5\%$$

$$PED = \frac{-6.25\%}{12.5\%} = -0.5$$

as price increases, quantity demanded

falls

↑ price inelastic

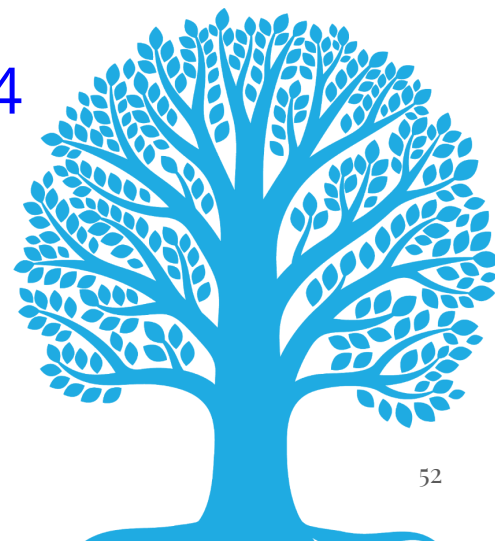
Calculate questions [in Data Response in Units 3 & 4]

AOs:

- 2 marks for application (i.e. for calculation)

Award of marks:

- Could score full marks for correct answer but best to show working
- Examples are in the SAMS in Units 3 and 4



‘Draw/illustrate’ questions in Section B AS units

These are marked in the same way as the ‘Calculate’ questions. AOs:

- **1 mark for knowledge** (i.e. the original curves and correctly labelled axes) and
3 marks for application (e.g. in macroeconomics drawing new curve; showing new equilibrium price level and real output)

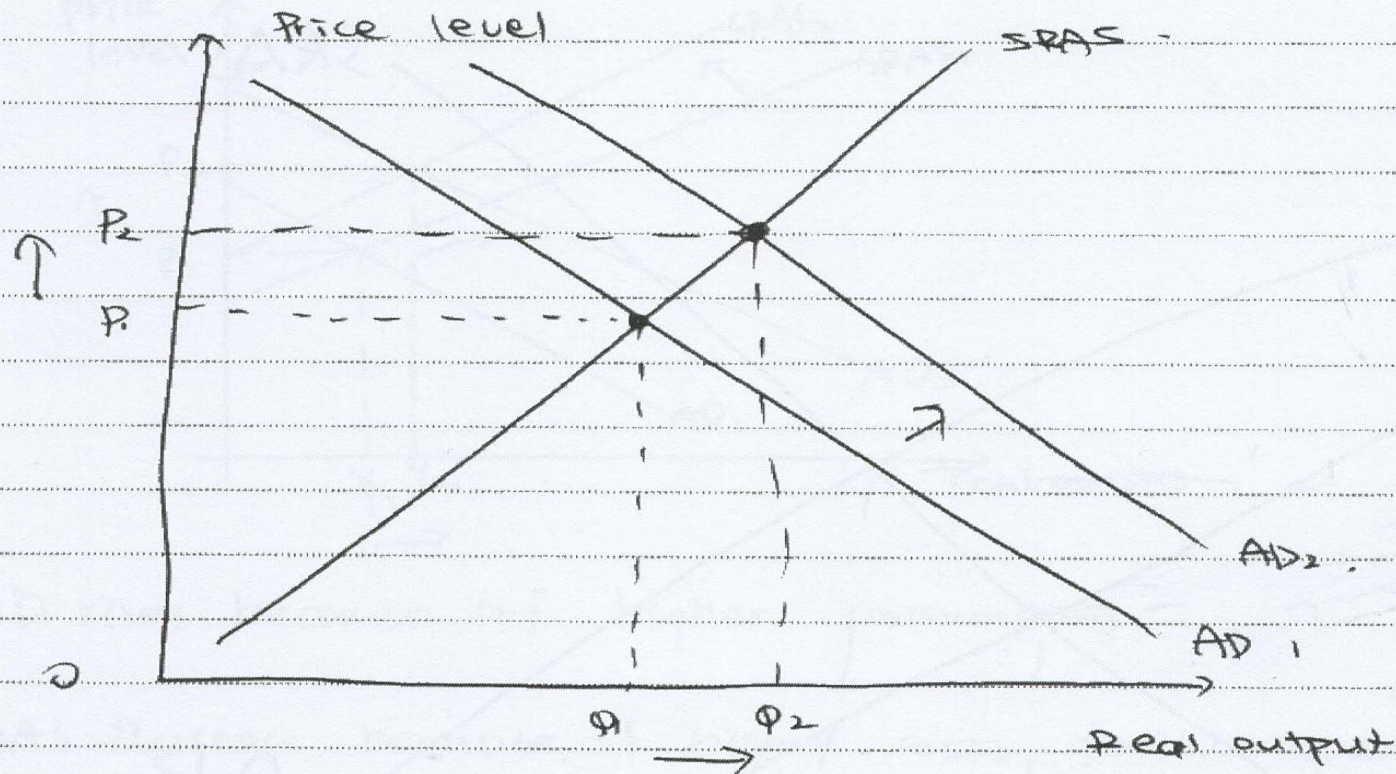
Award of marks:

- Full marks may be awarded for a fully labelled diagram showing any changes clearly. There is ***no need for any writing*** if this has been done correctly. See next slide.

Exemplar from Q10 WEC12, Jan 2019

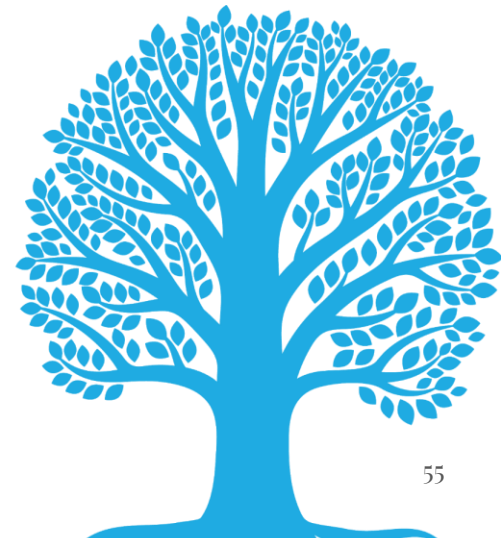
- 10 In 2017 real wages rose by 19% in the Ukraine. This led to a 7.8% increase in consumption.

Draw a SRAS and AD diagram to show the possible impact of this increase in consumption on the price level and real output.



‘Define’ questions

- Always worth **2 marks** in AS data response questions
- Designed to test **knowledge** (AO1)
- Usually 1 mark for basic understanding and a further mark for some elaboration



Activity

ACTIVITY: Look at the following question and markscheme. Then read the answers on the next two slides and decide what mark they would secure.

Section C

Question	Define the term 'fiscal policy' (Extract A, line 6)	Mark
12 (a)	<p>Knowledge 2</p> <ul style="list-style-type: none">• 1 mark for reference to taxation and government spending.• 1 mark for stating that it is set by the government as a means of influencing aggregate demand/the level of economic activity.	(2)

Exemplar answer (1) to WEC12, Q12a

'Fiscal policy is a government measure that uses the tools of taxes and government expenditure to manipulate the rate of inflation.'

- **Why did this answer not achieve full marks?**



Exemplar answer (2) to Q12a

'Fiscal policy refers to changes in taxation and public spending by the government to increase or decrease aggregate demand. Example: Romania cut VAT from 24% to 20% to boost AD and increase economic growth.'

What mark would this answer be awarded?



Explain 'What' questions

- Always worth 4 marks
- 2 marks awarded for **knowledge** and
- 2 marks awarded for **application**
- For the **knowledge marks**, students need to provide a clear definition e.g. by reference to two characteristics of public goods
- For the **application marks**, students need to apply the concept of public goods to street lighting



Markscheme for WEC12 Q12b, May 2019

Question	With reference to Figure 1, explain the term 'real GDP growth'.	Mark
12 (b)	<p>Knowledge 2, Application 2</p> <p>QS9: Interpret, apply and analyse information in written, graphical and tabular forms.</p> <p>Knowledge</p> <p>Up to 2 marks for offering a definition of real GDP growth.</p> <p>The percentage annual increase (1) in the value of a country's output of goods and services over a period of time accounting for inflation (1).</p> <p>Application</p> <p>Up to 2 marks for reference to Figure 1:</p> <ul style="list-style-type: none"> • From Jan 2016-December 2017 Romania has seen economic growth (1) • The economic growth has been rapid from 4.3% in Jan 2016 (1) to 8.8% September 2017 (1) 	(4)

Activity: Exemplars answer to WEC12, Q12b

Using the markscheme on the previous slide, decide how many marks each of the exemplar answers on the next two slides would achieve.

Then discuss your marks with the person sitting next to you.



Exemplar answer 1 to WEC12, Q12b

'Real GDP growth is the growth in GDP after adjusting for the effects of inflation. The real GDP in Romania as seen in Figure 1 shows an increase from 4.3% in the first quarter of 2016 to 6.0% in the second quarter of 2016.

The economy was in growth from 2016 to 2017. The growth of real GDP was highest in Q3 2017 at 8.8%'



Exemplar answer 2 to WEC12, Q12b

'Real GDP growth refers to the percentage increase in the total output of goods and services in GDP adjusted for inflation in an economy over a period time.'

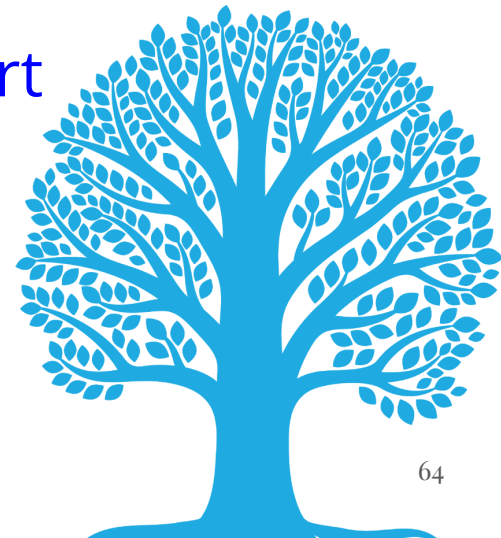
In Figure 1 the Romanian economy has experienced a growth in real GDP from Q1 in 2017 to Q3 in 2017. The real GDP has increased in this period from 5.7% to 8.8%.'



Explain ‘Why/how’ questions

Always worth 4 marks as follows:

- 1 mark awarded for **knowledge**
- 1 mark awarded for **application**
- 2 marks awarded for **analysis**
- **These questions appear in Section B (short answer questions in Unit 1 and 2)**



Question 8 from WEC12 May 2019. New Zealand has a population of 4 693 million people. In 2017 its net migration was 73 000, with more individuals arriving than leaving the country.

Question	Explain one possible impact on the level of unemployment of this net migration.	Mark
8	<p>Knowledge 1, Application 1, Analysis 2</p> <p>Knowledge 1 mark for defining net migration or the level unemployment, e.g.</p> <ul style="list-style-type: none"> immigration minus emigration (1) the number of people willing and able to work but unable to find suitable employment (1) <p>Analysis Up to 2 marks for analysis points</p> <ul style="list-style-type: none"> Unemployment may rise (1) as the working population in the country is increasing (1) If the higher population increases consumption (1) there may be a fall in unemployment (1) Low skilled occupations may see a rise in competition for jobs (1) resulting in increased unemployment (1) <p>Application 1 mark for applying this to the context of New Zealand, e.g.:</p> <ul style="list-style-type: none"> The population increase for New Zealand is significant (1) Net migration accounts for 1.56% of the population (1) 73 000 more people moved to New Zealand than left (1) 	(4)

Activity

Using the markscheme on the previous slide, compare the responses in the following two slides and decide which is the better response.

What marks would you award for knowledge application and analysis for each answer?



Exemplar answer 1 to WEC12, Q8

'Unemployment refers to the number of people out of an economic job but who are actively looking for work. As stated above New Zealand's net migration was 73,000 with more people arriving than leaving the country.

As a result this will increase the productivity of the labour force as more skilled workers will come to work. This will increase employment opportunities and thus cause unemployment levels to fall. This will cause AD to rise.'

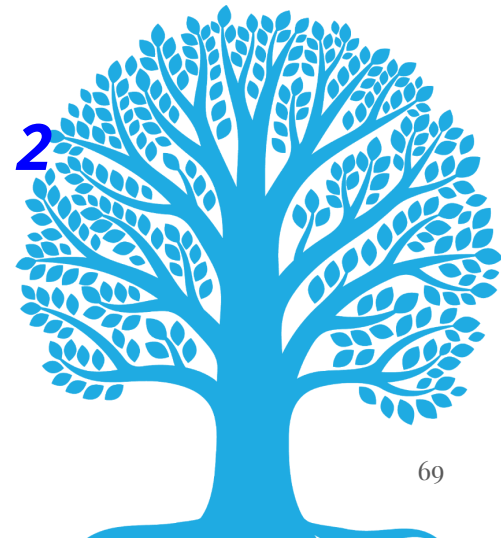
Exemplar answer 2 to WEC12, Q8

'Level of unemployment is the total number of people out of the total workforce who are willing and able to work but can't find a job. Net migration is the difference between emigration and immigration. In 2017 New Zealand received 73,000 immigrants and as a country experiencing net migration this will increase the level of unemployment as some of these immigrants will fail to find work and remain unemployed. Some immigrants will replace domestic people from work, increasing the unemployment level in New Zealand.'

Summary:

Key point on 'Explain' questions

- Check wording of 'explain' questions carefully to determine whether it is an '**explain what**' question' or an '**explain why/how**' question
- Remember that AO marks are as follows:
Explain what questions: **K 2; Ap 2**
and
Explain why/how questions: **K 1; Ap 1; An 2**



Analyse questions

Always worth 6 marks as follows:

- 2 marks awarded for **knowledge**
- 2 marks awarded for **application**
- 2 marks awarded for **analysis**



Q12c WEC12 With reference to Extract A, analyse one macroeconomic effect of the reduction in indirect tax.

From the markscheme note the following:

FOR KNOWLEDGE:

- There is 1 mark for defining 'indirect tax' or giving an example AND
- 1 mark for identifying one macroeconomic effect

FOR APPLICATION:

- Up to 2 marks for data reference

FOR ANALYSIS:

- Up to 2 marks for explaining one macroeconomic effect of lower VAT

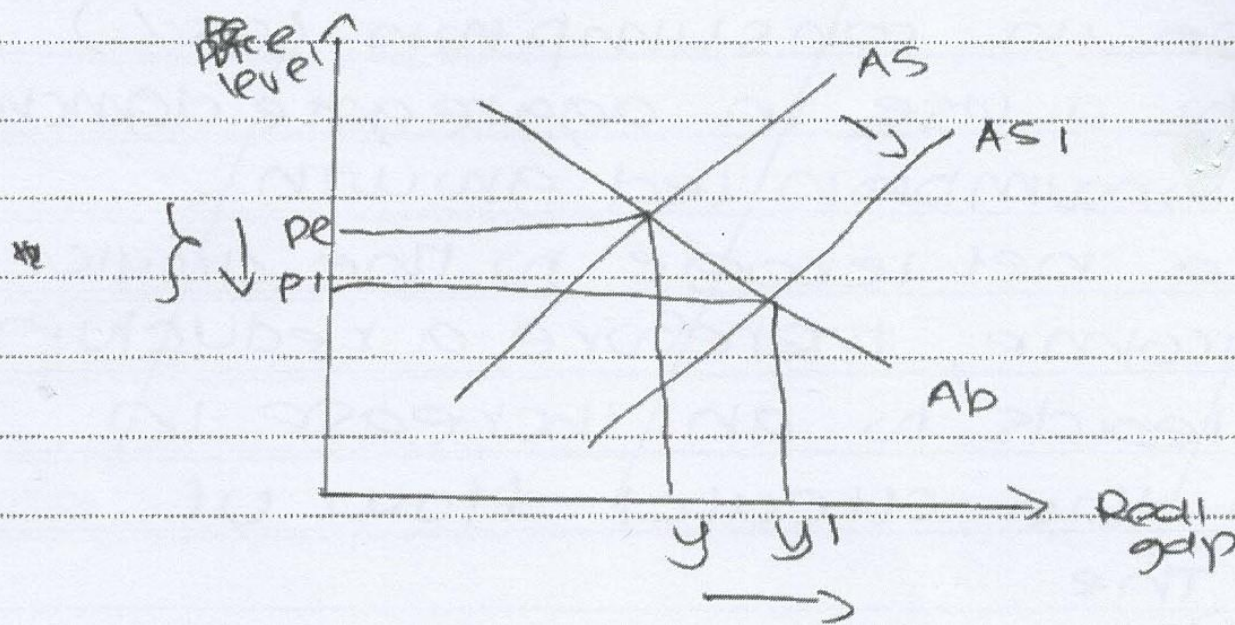
Use the MS to assess an answer on the next 2 slides

Exemplar answer to Q12c WEC12

Indirect tax is a ~~tax~~ ^{net leakage from} ~~tax~~ ^{tax} levied on goods and services the circular income ~~tax~~.
Indirect tax is a tax levied on goods and services. therefore a reduction in indirect taxes, reduces the cost of production for firms. therefore they will ~~not~~ reduce prices, causing the general price levels to fall. This prevents cost push inflation enabling the government to achieve there macroeconomic objective

Exemplar answer to Q12c WEC12

of price stability of price stability.
Taxes are a net leakage and causes
the income flow to rise, if tax ~~and~~ if taxes
fall. Therefore the fall in vat by
24% to 20% helps enable price
stability.



Examine questions [1]

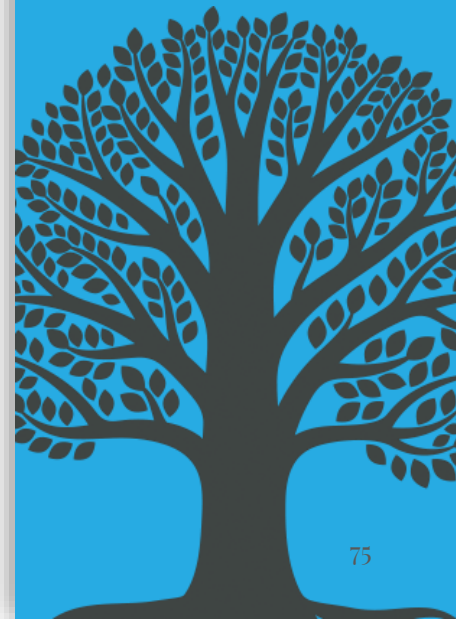
Always worth 8 marks as follows:

- 2 marks awarded for **knowledge**
- 2 marks awarded for **application**
- 2 marks awarded for **analysis**
- 2 marks awarded for **evaluation**



Examine questions [2]

- Similar to 'Analyse' questions but must include evaluation
- The 2 marks for evaluation may be gained either by....
 - ~ making one point that is developed **or**
 - ~ two brief evaluative comments



Applying the points based markscheme for 12d WEC11

- Read the mark scheme for this question
- The following slide shows how it would be applied to an exemplar answer



Exemplar Answer 12d

'External costs are costs to a third party that is not involved in the production process. [1 KN MARK]

In this case the external costs resulting from increased meat production is as follows: water pollution which has an effect on the environment [1AP]; antibiotics for treating animals thus leading to a decline in the effectiveness as continuous use to treat illness. [1AP + 1AN]

A 15% contribution of all global greenhouse gas emissions leading to global warming. [1AP - already at maximum so ignored]

TOTAL: 1KN + 2AP + 1AN + 0EV = 4/8

Activity Q12d WEC11

- There is another answer to this question on the next two slides
- Use the mark scheme to determine the marks for each of the assessment objectives.



Activity:

'External costs are costs to the third party not involved in the production or consumption of a good or service.

Therefore, the marginal social cost is greater than the marginal private cost.

Increased meat production has a damaging effect on the environment causing 'water pollution' and disturbing the natural habitat of aquatic species as well as causing '15% of all global greenhouse emissions'. These emissions contribute to the greenhouse effect resulting in rising sea levels due to polar ice caps melting. This makes low lying countries susceptible to flooding which could destroy crops grown by farmers causing a loss of income.

Activity

Additionally consumption of meat can be seriously damaging to health if overconsumed. Since meat production has increased, consumption has also increased resulting in greater levels of 'obesity, diabetes and cancer'. This results in external costs due to the strain on healthcare services.

However, increased meat consumption results in greater employment in the industry. This results in external benefits due to the multiplier effects and increased incomes of the employed.'

Issues from previous examinations for points based questions

- Candidates often spent ***too much time*** on answering the questions with ***low mark bases***
- Some ***definitions imprecise***
- Application marks lost because answer was ***not related to the context or there were no examples***
- Analysis marks may have been lost because there was ***no linked explanation*** of the point made [This only needs to be brief]
- ***Evaluation was often omitted*** in the 8 mark 'examine' questions



Teaching strategies for points based questions

Activity:

In pairs/small groups consider ways of improving student performance on these questions.



Delivery strategy and sharing best practice



Delivery strategy and sharing best practice

Activity:

1. In pairs/small groups discuss different ways of delivering the specification e.g. sequence of delivery; when to enter students for exams
2. Share different resources used to deliver the specification.



Support for teachers



Support Overview

Free Support

Getting Started
Guide & Scheme of
Work

Getting Ready to
Teach Events

Subject
interpretation of
transferable skills

Subject Advisor

Results Plus

Regional Support
Manager

Additional support for selected subjects

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Provides enhanced transparency and

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