

# Edexcel International AS/A Level Economics

## Welcome to Pearson: Module 1

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First teaching in 2018, first assessment 2019

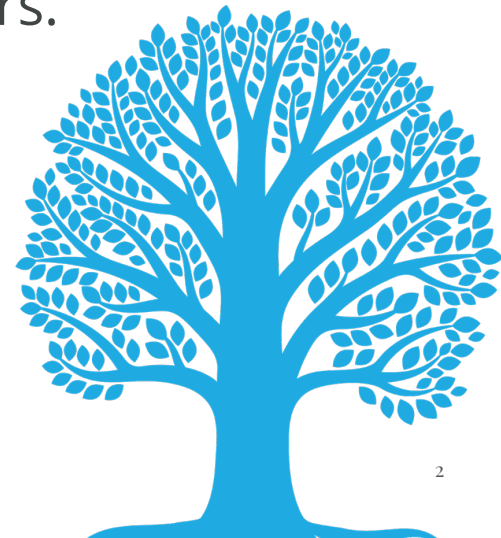
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# Agenda

- To gain understanding about how the qualifications are devised
- To understand the content of the qualification
- To understand how to plan the course and/or lessons
- To understand the assessment of the qualification and how to prepare students
- To understand the support available from Pearson
- Networking and sharing 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





# About Pearson Edexcel

- As the UK's largest awarding organisation, we are best placed to provide qualifications that are most closely aligned to the British educational system.
- We are the most reliable awarding organisation in the UK, recognised and trusted by educators, learners and employers to provide high quality qualifications.
- By helping you to realise student potential, you can prepare and empower all your students to progress to further education, university and employment.
- Our technology capability allows us to provide you with more advanced support services, tools and resources to make life easier for school leaders, teachers and students.
- Pearson Edexcel are leading the way, challenging thinking and creating new ideas so you can be confident our qualifications will always be world-class.





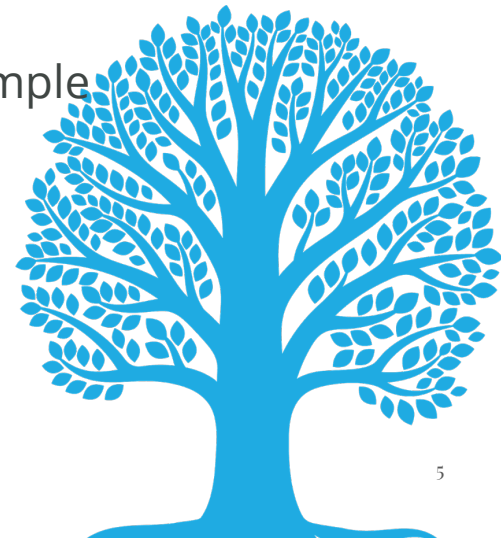
# What are specifications and SAMs?

The **specification** is the main document you need to teach the course. It outlines the aims of the course, the content you **MUST** cover and all the information you need about assessing your students. A copy of this document is in your pack and on our website.

**SAMs is short for Sample Assessment Materials.** This document is just as important as the specification.

The SAMs are examples of the question papers and mark schemes and show the question types and how they will be marked by the examiners.

We base all of our future papers and assessments on these Sample Assessment Materials.



# Content overview



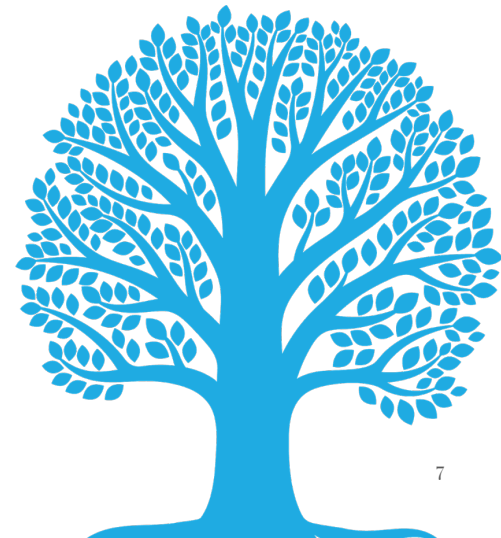


# Unit 1 Markets in action:

## Content overview [1]

### Introductory concepts:

- The nature of economics including the *ceteris paribus* assumption
- Positive and normative economics
- Scarcity including opportunity cost; free goods and economic goods
- Production possibility curves
- Specialisation and the role of money and financial markets
- Free markets, mixed and command economies





# Unit 1 Markets in action:

## Content overview [2]

### Consumer behaviour and demand:

- Rational decision making - including reasons why consumers may *not* aim to maximise utility
- The demand curve
- Price, income and cross elasticities of demand

### Supply:

- The supply curve
- Price elasticity of supply







# Unit 1 Markets in action: Content overview [3]

## Price determination

- Determination of market equilibrium
- Consumer and producer surplus
- Functions of the price mechanism
- Indirect taxes and subsidies





# Unit 1 Markets in action: Content overview [4]

## Market failure

- Sources of market failure
- Positive and negative externalities
- Non-provision of public goods
- Imperfect market information
- Moral hazard
- Speculation and market bubbles

## Government intervention in markets

- Purposes and methods of government intervention
- Government failure





# Unit 2 Macroeconomic performance and policy: Content overview [1]

## Measures of economic performance

- Economic growth
- Inflation
- Employment and unemployment
- Balance of payments





# Unit 2 Macroeconomic performance and policy: Content overview [2]

## **Aggregate demand**

- The characteristics of aggregate demand
- Consumption
- Investment
- Government expenditure
- Net trade balance

## **Aggregate supply [AS]**

- The characteristics of aggregate supply
- Short-run AS
- Long-run AS





# Unit 2 Macroeconomic performance and policy: Content overview [3]

## National income

- Injections and withdrawals
- Equilibrium level of real output
- The multiplier including different ways of calculating the multiplier

## Economic growth

- Causes of growth
- Benefits of growth
- Costs of growth
- Output gaps





# Unit 2 Macroeconomic performance and policy: Content overview [4]

## Macroeconomic objectives and policies

- Macroeconomic objectives
- Possible conflicts between macroeconomic objectives
- Macroeconomic supply-side policies [including the distinction between free market and interventionist supply-side policies]
- Macroeconomic demand-side policies





# Activity: IAS Units

Which areas are likely to be most challenging to teach?





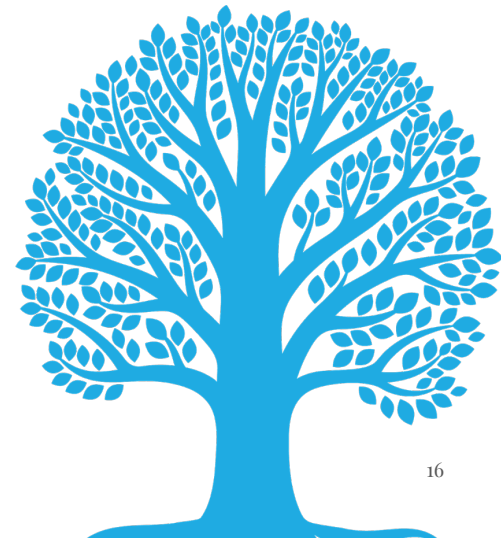
# Unit 3 Business Behaviour: Content overview [1]

## **Types and sizes of businesses**

- Types of business
- Size of businesses
- Business objectives

## **Revenue, costs and profits**

- Revenue
- Costs
- Economies and diseconomies of scale
- Profits and losses







# Unit 3 Business Behaviour: Content Overview [2]

## **Market structures and contestability**

- Efficiency
- Concentration ratio
- Perfect competition
- Monopolistic competition
- Oligopoly
- Monopoly
- Monopsony
- Contestability





# Unit 3 Business Behaviour: Content overview [3]

## **Labour markets**

- The demand for labour
- The supply of labour
- The determination of wage rates in competitive and non-competitive markets
- Market failure in the labour market

## **Government intervention**

- Government intervention in product markets
- Government intervention in labour markets





# Unit 4 Developments in the global economy:

## Content overview [1]

### **Causes and effects of globalisation**

- Characteristics of globalisation
- Causes of globalisation
- Effects of globalisation

### **Trade, industry and the global economy**

- Specialisation and comparative advantage
- Patterns and volume of world trade
- Terms of trade
- Trade liberalisation and trading blocs
- Restrictions on free trade





# Unit 4 Developments in the global economy: Content overview [2]

## **Balance of payments, exchange rates and international competitiveness**

- Balance of payments
- Exchange rates
- International competitiveness

## **Poverty and inequality**

- Poverty
- Inequality





# Unit 4 Developments in the global economy: Content overview [3]

## **The role of the state in the macroeconomy**

- Public expenditure
- Taxation
- Public sector borrowing and public sector debt
- Macroeconomic policies

## **Growth and development in developing, emerging and developed economies**

- Measures of economic development [including the Human Development Index]
- Constraints on growth and development
- Measures to promote growth and development





# Activity: IAL Units 3 and 4

Which areas are likely to be most challenging to teach?





# What our examiners have been noticing in Unit 1 [1]

- Candidates need to pay attention to producer surplus and consumer surplus as many identified them the wrong way round in question 11, January 2019
- Candidates need to know how to define free goods and economic goods. Many confused these and offered definitions of public goods
- Candidates need to understand how the price elasticity of demand varies along a demand curve
- Candidates generally understood that an indirect cost leads to a leftward shift of the supply curve. However, they need to understand that an ad valorem tax would cause the supply curve to pivot and not shift parallel to the original curve





# What our examiners have been noticing in Unit 1 [2]

- There is still some confusion between market failure and government failure
- On the externalities diagrams it is important that candidates can accurately identify the welfare gain/loss
- When identifying the external costs it is important to explain who the third parties are and how these are affected







# What our examiners have been noticing in Unit 2

- Candidates need to know the difference between a fiscal deficit and a current account deficit.
- They also need to know the difference between deflation and disinflation
- Many candidates did not know a definition of savings ratio
- A number of candidates could not calculate the multiplier and apply this in context to calculate the overall change in national income





# What our examiners have been noticing:

## General issues

- When asked to draw a diagram in Section B (short answer questions) all marks can be achieved through the diagram and no written explanation is required
- In diagrams encourage students to identify the old and new equilibrium points and to show changes using arrows e.g. to identify a shift in a curve and new price and quantity
- When asked to refer to two sources, there will be marks available for making explicit reference to information from each source in points-based questions
- Centres should practise reading data style questions to help candidates understand the difference between commenting on data and commenting on a trend

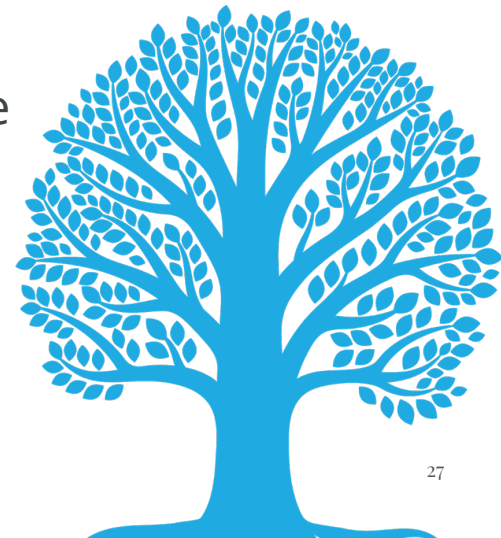




# What our examiners have been noticing:

## Essays

- Diagrams should be drawn where helpful.
- Candidates that did best when they were able to apply to the specific question and use relevant examples.
- Many candidates looked at too many reasons/factors/points but what they gained in breadth they lost in depth as they did not provide enough chains of reasoning to access good analysis marks.
- Evaluation points should be made and linked to the context of the question. These should have a chain of reasoning or sufficient development to be able to achieve Level 3.
- To achieve Level 3 for evaluation in the essay it is necessary to include an informed judgement.





# Guidance and support on key content

The ***Getting Started Guide*** on the website is useful for guidance on what needs to be taught for each part of the specification. The link is:

[https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/Economics/2018/Teaching-and-Learning-Materials/IAL\\_Economics\\_Getting\\_Started\\_Guide\\_FINAL.pdf](https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/Economics/2018/Teaching-and-Learning-Materials/IAL_Economics_Getting_Started_Guide_FINAL.pdf)

There are several other resources – see next 2 slides



# Paid for resources [1]

Edexcel International Advanced Level Economics Student Book and ActiveBook 1  
Publisher: Pearson Author: Tracey Joad Alan Hewison £28.99

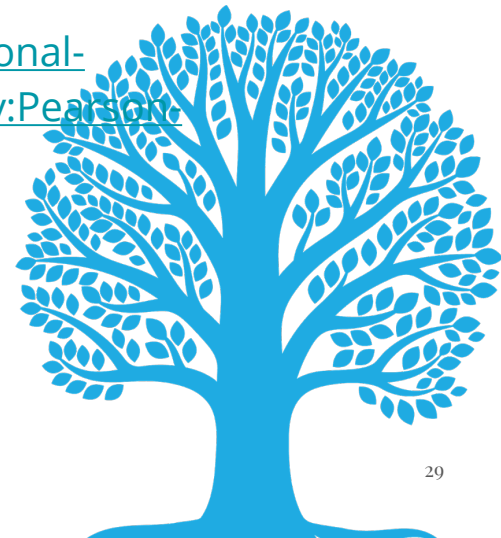
Edexcel International Advanced Level Economics Student Book and ActiveBook 2  
Publisher: Pearson Author: Tracey Joad £28.99

Edexcel International Advanced Level Economics Online Teacher Resource Pack 2  
Publisher: Pearson £75.00

Edexcel International Advanced Level Economics Online Teacher Resource Pack 1  
Publisher: Pearson Author: Beverly Eldridge £75.00

For sample pages of the above resources see:

[https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/economics-2018.resources.html?filterQuery=category:Pearson UK:Publisher%2FPearson](https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/economics-2018.resources.html?filterQuery=category:Pearson%20UK:Publisher%2FPearson)



# Published resources [2]

Anforme produces a variety of booklets, wallcharts and articles that are relevant to this specification. The link is:

<http://www.anforme.co.uk/economics-c3>

Revision books are published by Hodder. Although these are aimed primarily at the UK AL specification, there is much overlap with the IAL Economics specification. The link is:

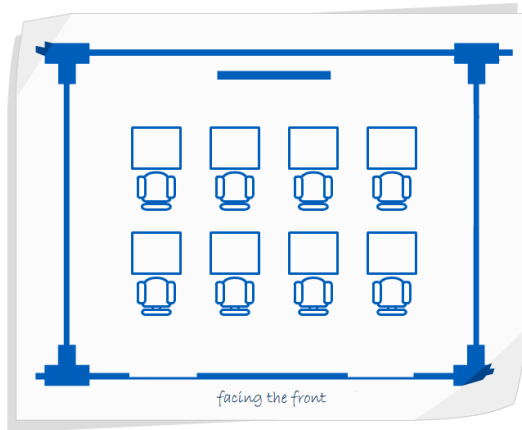
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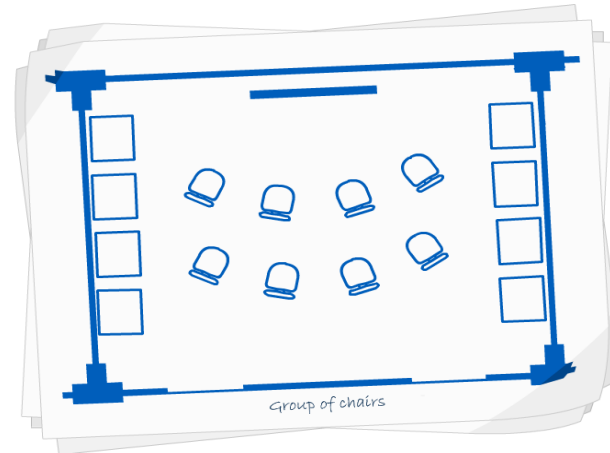
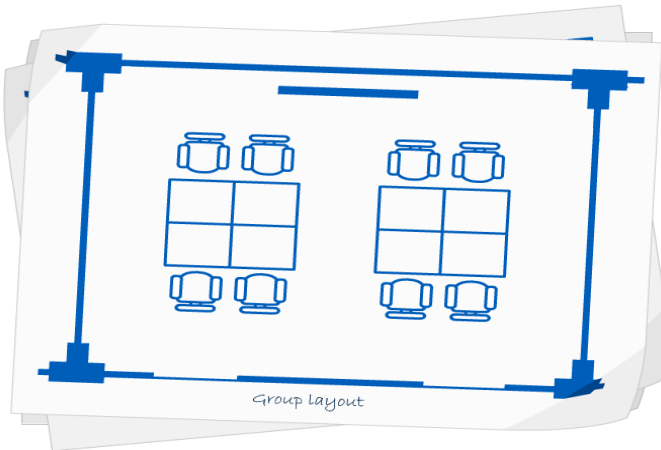
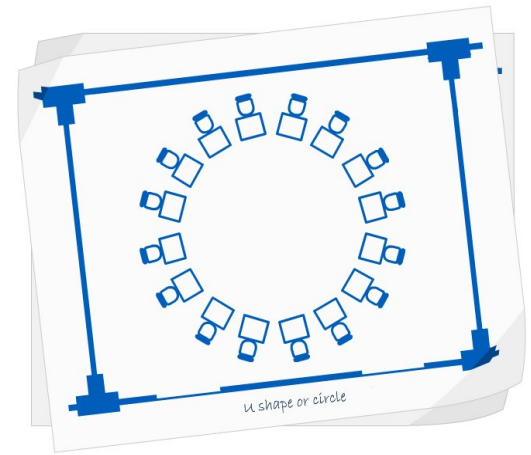
# Activity on resources

- In the chatbox, type in resources you have found useful in delivering the specification
- Include both published resources and web resources





# Learning spaces







# How do I make sure I cover all the content?

- Specification
- Lesson plans
- Schemes of work
- Year planners





# Scheme of Work

This is available on the link below. It may be edited so you can adapt it to meet your needs/wishes.

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/economics-2018/coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>





# International Advanced Level Economics: other materials

The following case studies [which were devised for the domestic specification] might be helpful:

- National happiness
- Rational or irrational consumers
- The Great Depression and the Global Financial Crisis
- The financial sector

They may be accessed on the link below

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015/coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>



# Your dedicated Subject Advisor

Your subject advisor is **Colin Leith**

Phone: **+44 (0) 3330 16 54 50**

**Twitter:** @PearsonEconBus



Sign up for monthly newsletters from Colin to stay on top of qualification updates, training, course materials and industry news.





# Schemes of work – Activity

- **ACTIVITY:** What considerations should be taken into account when planning a scheme of work?





# Considerations in mapping a scheme of work

- Amount of teaching time per week?
- Ability of students?
- Whether students to be entered for Unit 1 after one term? OR both Units 1 & 2 to be taken after 1 year.
- Number of teachers delivering the course





# Lesson planning – an example from the scheme of work

- **1.3.1 Introductory concepts**
- **6 Free market economies, mixed economy and command economy**
  - a) The distinction between free market, mixed and command economies
  - b) The advantages and disadvantages of free market and command economies
  - c) The role of the state in a mixed economy

*Students could be put into groups to work on a poster display – some allocated free market economies and some allocated command economies. Give them a sheet to clarify what sorts of things they must include. Students to present poster to class. A summary sheet could be provided of the key points after the presentations.*





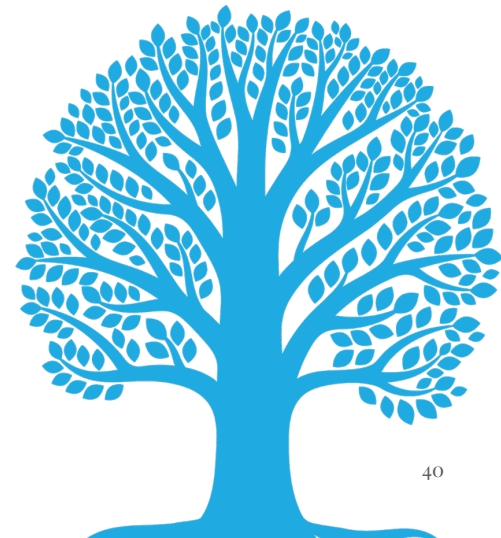
# Lesson planning: activity

Suggest **one** idea to introduce a lesson on:

Price determination

OR

Economic growth





# How is the content assessed?





# How is the content assessed? Example 1

- 1 **Statement 1:** In 2017 the Kenyan Government spent Sh172.5 billion on healthcare. This is 8% of its annual budget.

**Statement 2:** The African Union believes African countries should spend 15% of their annual budgets on healthcare.

Which **one** of the following best describes the two statements above?

- ☐ **A** Both statements are positive
- ☐ **B** Statement 1 is positive and statement 2 is normative
- ☐ **C** Both statements are normative
- ☐ **D** Statement 1 is normative and statement 2 is positive

(Total for Question 1 = 1 mark)



# How is the content assessed? Example 1

## Unit 1 Content

### 1.3.1 Introductory concepts

<b>2</b> Positive and normative economics	a) The distinction between positive statements and value judgements on economic issues. b) The role of value judgements in influencing economic decision making and policy.
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# How is the content assessed? Example 2

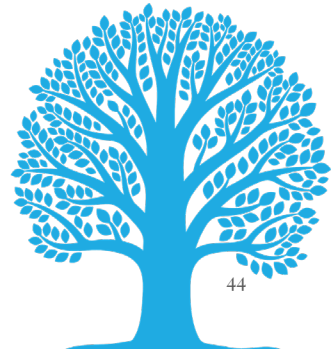
## Unit 2 Content

### 2.3.4 National income

#### 4 The multiplier

- a) The multiplier and multiplier process.
- b) Marginal propensities and their effects on the multiplier:
  - the marginal propensity to consume (MPC)
  - the marginal propensity to save (MPS)
  - the marginal propensity to tax (MPT)
  - the marginal propensity to import (MPM).
- c) Calculations of the multiplier using the formula  $1/(1-MPC)$  and  $1/MPW$ , where  $MPW = MPS + MPT + MPM$ .

See next slide to see how this topic was tested in the June 2019 examination





# How is the content assessed? Example 2

- 11 The Central Bank of Egypt has estimated that the marginal propensity to consume for Egypt's economy is 0.6. In October 2017, the Egyptian Government announced a LE11.9 billion investment into renewable energy. (LE = Egyptian currency).

Ceteris paribus, calculate the final increase in the national income resulting from the LE11.9 billion investment.

[4 marks]





# How is the content assessed?

## ACTIVITY

- Devise a **20-mark essay question** to match the content for Unit 2
- Section 2.3.6: Macroeconomic objectives and policies.





## Overview of the IAL Economics [2018]

### Content

**Unit 1:** Markets in action

**Unit 2:** Macroeconomic performance and policy

**Unit 3:** Business behaviour

**Unit 4:** Developments in the global economy.

### Assessment Objectives

**AO1:** Knowledge

**AO2:** Apply knowledge and understanding

**AO3:** Analysis

**AO4:** Evaluation

### Structure of Assessment

**Units 1 and 2:** 6 MCQs; 5 short-answer questions; one data response with 5 parts; one essay [out of two].

**Units 3 and 4:** 6 MCQs; one data response with 5 questions; two essays [out of three]



# IAS assessment

Unit 1 and Unit 2 are assessed through two externally examined papers:

Unit 1	Unit 2
<b>Markets in Action</b>	<b>Macroeconomic performance and policy</b>
<b>Time: 1¾ hours</b>	<b>Time: 1¾ hours</b>







# Assessment: Units 1 and 2

Section A	Section B	Section C	Section D
6 multiple choice questions	5 short-answer questions each worth 4 marks	One data response with 5 parts. A separate source booklet contains all the information for these questions. Marks for each part: 2, 4, 6, 8 & 14	One essay [out of two]. These usually have a context.
<b>Total marks: 6</b>	<b>Total marks: 20</b>	<b>Total marks: 34</b>	<b>Total marks: 20</b>





# IAL assessment

Unit 3 and Unit 4 are assessed through two externally examined papers:

Unit 3	Unit 4
Business behaviour	Developments in the global economy
Time: 2 hours	Time: 2 hours



# Assessment: Units 3 and 4

Section A	Section B	Section C
6 multiple choice questions Each question is worth 1 mark  <b>Total marks: 6</b>	One data response with 5 parts. A separate source booklet contains all the information for these questions. Marks for each part: 2, 4, 6, 8 & 14  <b>Total marks: 34</b>	Two essays [out of three]. Each essay is worth 20 marks. These usually have a context.  <b>Total marks: 40</b>



# What are assessment objectives?





# 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





# What are mark schemes?





# Points-based mark schemes

- In questions worth 2, 4 , 6 or 8 marks, a points-based mark scheme is used
- A specific number of marks is allocated to the AOs being tested
- Therefore, to access the marks, the candidate needs to understand what each AO is testing





# Example of a points-based mark scheme for a 4-mark question [from WEC12 June 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. Explain one possible impact on the level of unemployment of this net migration.**

## **Knowledge 1, Application 1, Analysis 2**

### **Knowledge**

1 mark for defining net migration or the level unemployment, e.g.

- immigration minus emigration (1)
- the number of people willing and able to work but unable to find suitable employment (1)

**Analysis** Up to 2 marks for analysis points

- 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)

**Application** 1 mark for applying this to the context of New Zealand, e.g.:

- 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)







# Levels-based mark schemes

- In questions worth 14 or 20 marks, a levels-based mark scheme is used
- For these questions, the levels based criteria are used to determine what mark to award for **Knowledge, Application and Analysis [KAA]** and, separately, for **Evaluation [EV]**
- Therefore, to score high marks, the candidate needs to meet the criteria for the highest level of KAA and for EV

*The following 2 slides show the highest levels for KAA and EV for a 20-mark essay question*





# KAA Level 4 criteria for a 20-mark essay [10–12 marks]

- **Demonstrates accurate and precise knowledge and understanding** of economic terms, principles, concepts, theories and models.
- **Ability to link knowledge and understanding in context** using appropriate examples which are fully integrated to address the broad elements of the question.
- **Analysis is clear, coherent, relevant and focused.** The answer demonstrates **logical and multi-stage chains of reasoning** in terms of cause and/or consequence.





# EV Level 3 criteria for a 20-mark essay [7-8 marks]

- **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.**





# Example of a **levels-based mark scheme** for an essay [20] mark question. Evaluate the view that rising consumer expenditure will always benefit an economy. [WEC12 June 2019]

Answers must be credited by using the level descriptors (below) in line with the general marking guidance. The indicative content below exemplifies some of the points that candidates may make, but this does not imply that any of these must be included. Other relevant points must also be credited.

## **Knowledge, Application and Analysis (12 marks) – indicative content**

- An explanation of what is meant by consumer expenditure
- Consumer expenditure a component of aggregate demand
- Impact of rising consumption on AD (diagrammatic analysis)
- Rising consumer expenditure may increase employment, reduce unemployment and reduce underemployment
- Rising consumer expenditure may increase economic growth
- Increased profits for firms
- Incentive for increased investment
- Increased tax revenues/ which may lead to increased public services
- Improvements in standards of living
- An increase in the MPC would lead to an increase in the value of the multiplier

***Students may take the alternative view and evaluation becomes KAA***

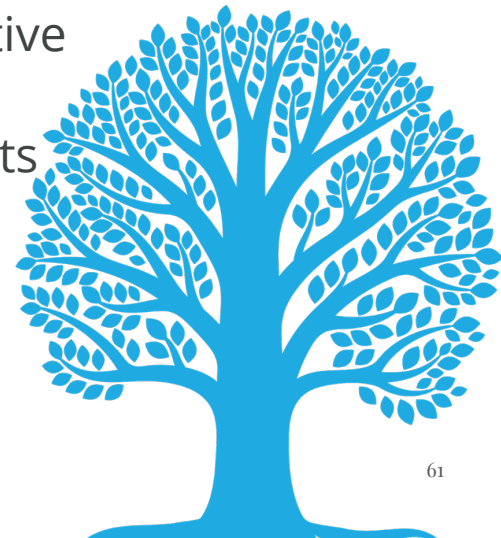




# Evaluate the view that rising consumer expenditure will always benefit an economy. [Continued]

## Evaluation (8 marks) – indicative content

- Other components of aggregate demand may be falling
- The significance of consumption as a component of AD - some countries may rely on exports
- Negative impacts of fall in savings ratio e.g. increase in personal debt may cause demand-pull inflation
- It depends on the level of household incomes
- Magnitude – it depends on how significant the level of consumption is
- Negative impacts of growth on the environment e.g. negative externalities, resource depletion
- Negative impact on current account of balance of payments
- May cause demand-pull inflation





# The exam paper





# How can I teach good exam technique?

- Ensure that students practise using a whole paper and understand how it is laid out
- Understand that there should more than enough paper – you don't need to fill the whole booklet!
- Give students timed tests
- Walking-talking mocks



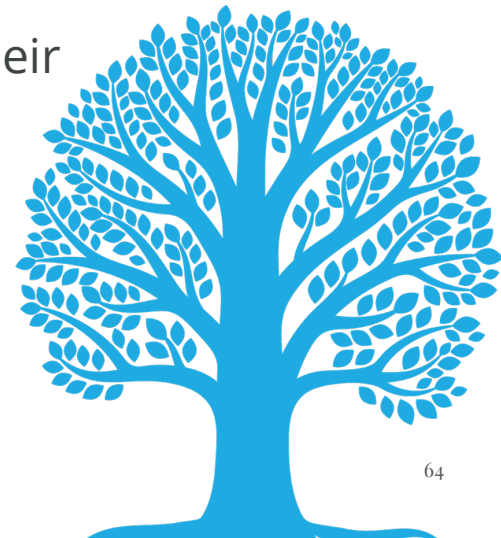


# How can I teach good exam technique?

Timing: suggestion - work on this basis for **Units 1 and 2:**

- **Section A:** 6 multiple choice questions 6 marks; **6 minutes**
- **Section B:** 5 short answer questions, 4 marks each: 20 marks, **20 minutes**
- **Section C:** Data response with 2, 4, 6, 8 & 14 mark questions: 34 marks, **45 minutes** {to allow sufficient time to read the data in the source booklet and answer the questions}
- **Section D:** 1 essay, 20 marks: **30 minutes**

This will leave a few minutes for the candidate to review their answers.







# Walking-talking mocks

- Students sit in the same exam room where they will do their exam, preferably in the same seats
- Students are given an exam paper which is as close to being like the real thing as possible (e.g. exam writing booklet if relevant)
- Students are literally walked through every question on the paper – the person leading the session talks them through the smallest steps, such as underlining key words, how to plan, things to remember etc.
- Students then write their responses in timed conditions



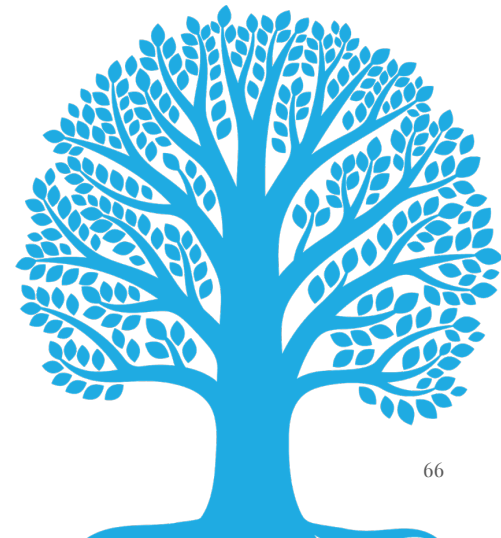


# Activity

How might you use walking-talking mocks?

Example:

- Colour coding the question – red for 6 minutes, green for 10 minutes etc.
- Can you think of any others?





# Assessment support

- **Exemplars:** it is planned to provide some exemplars of marked scripts and commentaries in the near future
- **Extra papers:** Sample assessment materials may be found on the following link:  
<https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/Economics/2018/Specification-and-Sample-Assessment/International-A-Level-Economics-SAMs.pdf>
- **Past papers and examiner reports may be found on the following link:**  
<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/economics-2018.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>





# Training materials

- **Packs from previous training may be found on the following link:**

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/economics-2018.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&filterQuery=category:Pearson-UK:Document-Type%2FPast-training-content>

- **Link to the training page to book training events:**

<https://qualifications.pearson.com/en/support/training-from-pearson-uk.html>

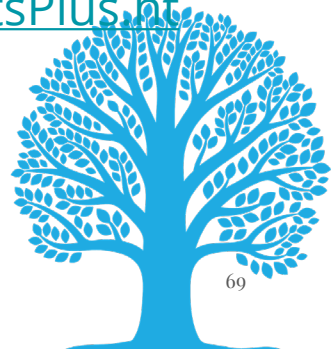




# ResultsPlus

- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps:

<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>





# ResultsPlus

## Grade Performance

- Whole centre
- Department
- Class
- Student

## Detailed Analysis

- Performance on each question
- Comparison to Edexcel data

## Skills Maps

- Curriculum mapped
- Contextualised performance

## Comparison

- by subject
- by class
- by specification
- by centre
- by year

## Mock Analysis

- Provides insight
- Develops student learning

## Exam Documents

- Exam per
- Mark schemes
- Examiners reports





# examWizard

- A free tool for teachers which helps you make quick homework assignments, topic tests and mock exams.
- Questions tagged against unit, topic and assessment objective or simply choose a whole past paper.
- Use existing mark schemes for accurate marking.
- Use examiner report for insight.
- Most recent exam content available sooner.
- Use the results to understand where students need more support, informing teaching strategies.





# New Access to Script (ATS) Online Portal

**Access to Scripts (ATS) is a free online portal which allows teachers to immediately access electronically marked exam papers**

Provides enhanced transparency and

- Offers transparent approach to marking process
- Provides better understanding of marking before requests for enquiries about results are made
- Provides excellent aid for teaching and preparing other cohorts for examinations by helping you to evaluate a student's performance on particular questions in relation to what they have been taught.

Available instantly from results day for all our examination series, for a defined window, you can view and download scripts which have been marked online free of charge from our Self-Service Portal.

**For more information on ATS, and the post results windows, visit our post-results pages.**





# Pearson International Schools Community

## Connect with international teachers around the world

- Connect with other teachers working in international schools and join groups who have shared interests, subjects or location
- Read topical news and articles and share yours
- Advertise jobs at your school or find job opportunities
- Download free resources
- Sign up for events.

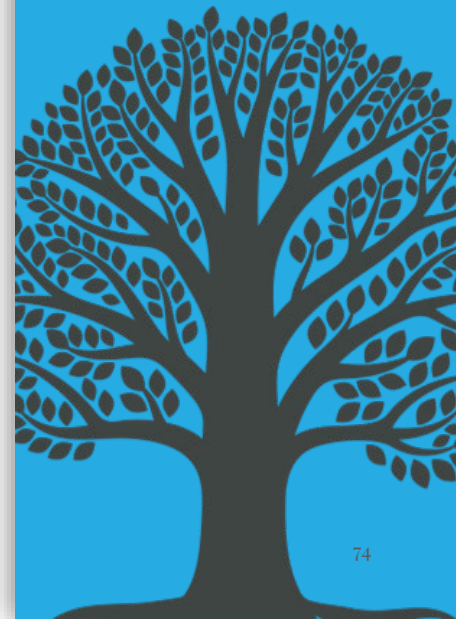
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ALWAYS LEARNING