

Edexcel International AS/A Level Economics

Welcome to Pearson: Module 2

First teaching in 2018, first assessment 2019



Pack 2 Assessment Objectives and Exemplars Agenda

- To understand the Assessment Objectives for the qualification
- To understand the question types for the qualification
- To understand the mark schemes for the qualification
- To practise using the mark schemes using exemplar student work
- To learn about the support provided by Pearson around assessment and exemplars
- Networking and sharing ideas with other teachers



IAS assessment

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

Unit 1	Unit 2
Markets in Action	Macroeconomic performance and policy
Time: 1¾ hours	Time: 1¾ hours



Assessment: Units 1 & 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.
Total marks: 6	Total marks: 20	Total marks: 34	Total marks: 20



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 & 4

Section A	Section B	Section C
6 multiple choice questions Each question is worth 1 mark	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	Two essays [out of three]. Each essay is worth 20 marks. These usually have a context.
Total marks: 6	Total marks: 34	Total marks: 40



What are the assessment objectives?

There are four assessment objectives:

- **Knowledge**
- **Application**
- **Analysis**
- **Evaluation**

Details of these and their weightings are on the next slide...



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

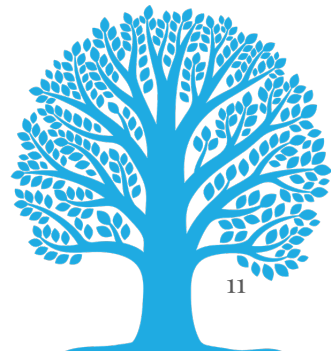


AO3: Analysis (1)

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]

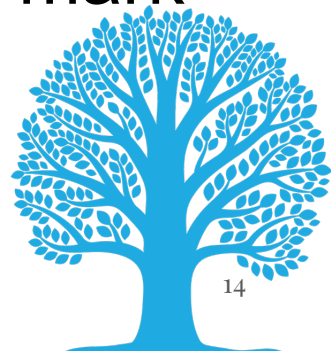
Showing a **critical awareness**

Recognising **different viewpoints**

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

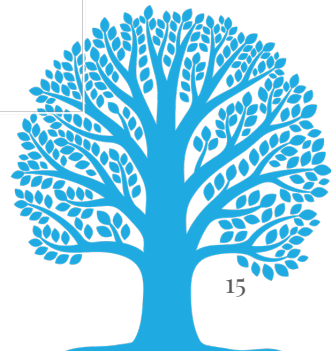
Questioning **validity of underlying assumptions** (e.g. does correlation imply causation)

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



Quantitative skills (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)		✓
QS7	Money to real terms		✓
QS8	Elasticity	✓	✓
QS9	Interpret, apply, analyse info in written, graphical, tabular & numerical forms	✓	✓



Quantitative skills (2)

Skill		IAS	IA2
<i>QS10-12 may be assessed but do not contribute to the 20% target</i>			
<i>QS10</i>	<i>Distinguish between changes in the level and rate of change of a variable</i>	✓	✓
<i>QS11</i>	<i>Composite indicators</i>		✓
<i>QS12</i>	<i>Seasonally-adjusted figures</i>	✓	✓

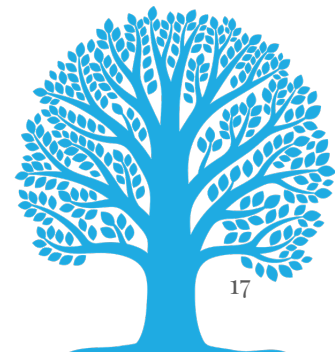


Quantitative skills [3]

Quantitative skills may be assessed:

- through **multiple choice questions**
- through **short answer questions** in Units 1 and 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 and IAL



Where are each of the AOs assessed?



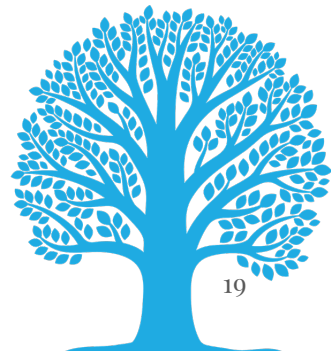
Section A (multiple choice) questions

Units 1 & 2

6 questions: each is worth 1 mark

	AO1 Knowledge	AO2 Application
6 questions	3	3

ACTIVITY: SAMS WEC11: Which AO is being tested in Q1, Q2, Q5 & Q6?



Section A (multiple choice) questions

Units 3 & 4

6 questions: each is worth 1 mark

	AO1 Knowledge	AO2 Application	A03 Analysis
6 questions	1	2	3

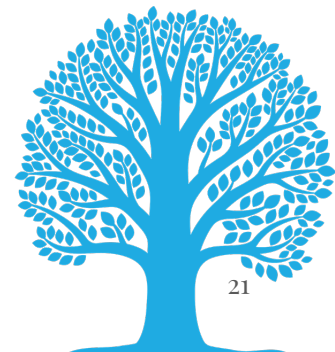


Section B (short answer) for Units 1 & 2

Each of these 5 questions is worth 4 marks.

The 20 marks available are distributed as follows:

	AO1 Knowledge	AO2 Application	AO3 Analysis
5 questions [4 marks each]	6	10	4



Section B (short answer) command words for Units 1 & 2

	A01 Knowledge	A02 Application	A03 Analysis
Calculate / Draw	1	3	
Explain <i>what</i>	2	2	
Explain <i>why/how</i>	1	1	2



Activity

Refer back to the last slide then answer these questions:

- Look at Q7, Q8, Q9 WEC11 in the SAMS
- Identify which AOs are being targeted for each question



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

Look at SAMS WEC12, Q12 and source booklet.



Section D (essay) questions

Units 1 & 2: 1 question from a choice of 2: worth 20 marks

Command word: Evaluate

Units 3 & 4: 2 questions from a choice of 3: worth 20 marks each

Command words: Evaluate; to what extent?

	Knowledge, Application & Analysis	Evaluation
Total mark 20	12	8
	Assessed in 4 levels	Assessed in 3 levels



What are mark schemes?

Points-based and levels-based mark schemes



What are mark schemes?

- These are the ‘answers’ to the questions
- They often give a number of options students might give
- They can show indicative content to guide the markers
- They also advise the examiner on what to reward and not reward
- Examiners are encouraged to use the MS positively and to look to reward marks for what is there rather than to penalise students for what isn't.



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 – as explained previously



Example of a **points-based mark scheme** for a 4-mark question [from Q12b, WEC12 June 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: Exemplar answers to WEC12, Q12b June 2019

Using the mark scheme for this question, decide how many marks each of the 2 exemplar answers would receive.

The mark scheme and answers are in the delegate booklet.



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 (4 marks)

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 – explain why/how

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.

Explain **one** possible impact on the level of unemployment of this net migration.



Activity

Question 8 from WEC12 June 2019.

- In the delegate pack you will find the mark scheme and two responses.
- Using the mark scheme, compare the two responses on the next page and decide which is the better response. [These responses are also on the next two slides.]
- What marks would you award for knowledge, application and analysis for each answer?



Exemplar answer 1 to WEC12, Q8

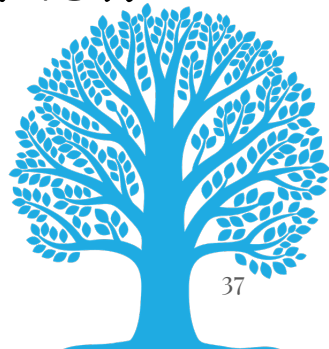
'Unemployment refers to the number of people out of an economic job but who are actively looking for work. As stated above New Zealand's net migration was 73,000 with more people arriving than leaving the country.

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 points 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**



EXAMPLE: Q12c WEC12 June 2019: With reference to Extract A, analyse one macroeconomic effect of the reduction in indirect tax.

How AOs would be applied:

FOR KNOWLEDGE:

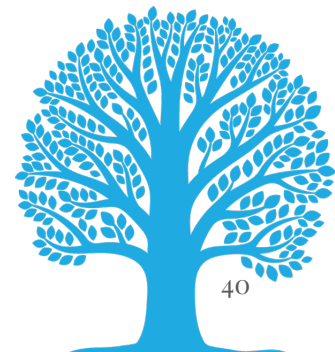
- There is 1 mark for defining ‘indirect tax’ or giving an example AND
- 1 mark for identifying one macroeconomic effect

FOR APPLICATION:

- Up to 2 marks for data reference

FOR ANALYSIS:

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



Examine questions [1]

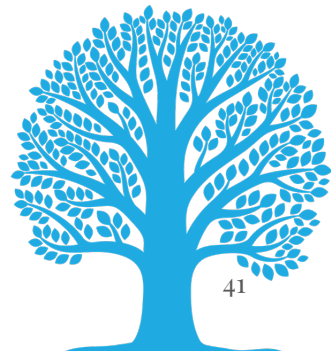
Always worth 8 marks as follows:

2 marks awarded for **knowledge**

2 marks awarded for **application**

2 marks awarded for **analysis**

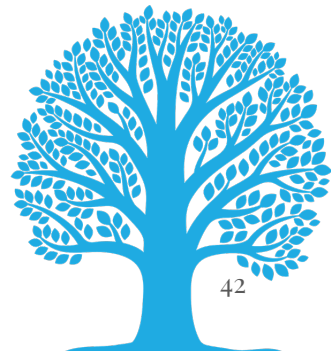
2 marks awarded for **evaluation**



Examine questions [2]

Similar to 'Analyse' questions but must include evaluation.

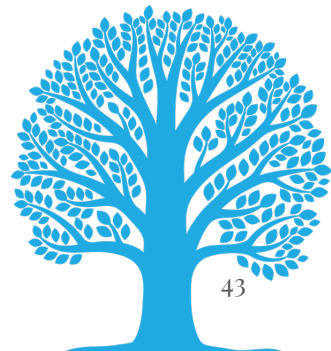
- The 2 marks for evaluation may be gained either by:
 - making one point that is developed or
 - two brief evaluative comments



Applying the points-based mark scheme for an 'examine' question: 12d WEC11 June 2019

Question: With reference to Extract B, examine the external costs resulting from increasing meat production.

- Mark scheme for this question and 2 exemplar answers in delegate booklet, the first of which is annotated showing how the mark scheme would be applied.
- NB First exemplar is also on next slide.



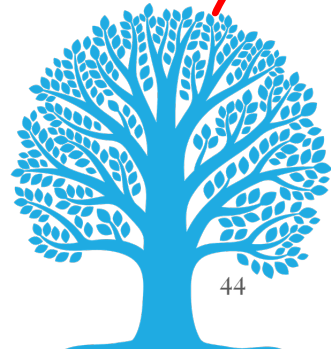
Exemplar 1: 12d WEC11 June 2019

'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]

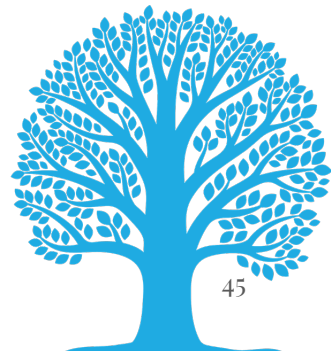
A 15% contribution of all global greenhouse gas emissions leading to global warming. [1AP - already at maximum so ignored]

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



Activity Q12d WEC11 June 2019

- There is another answer to this question (Exemplar 2) in the delegate booklet
- Use the mark scheme to determine the marks for each of the assessment objectives.



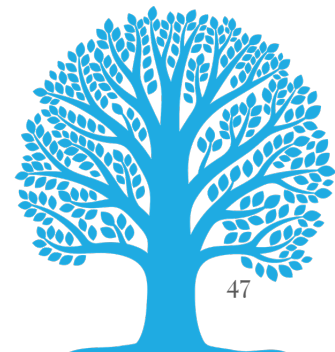
Issues from previous examinations for points-based questions

- Candidates often spent ***too much time*** on answering the questions with ***low mark bases***
- Some ***definitions were imprecise***
- Application marks lost because the 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 for points-based questions]
- ***Evaluation was often omitted*** in the 8-mark 'examine' questions



Levels-based mark schemes

- Used in questions worth 14 or 20 marks, as a levels-based mark scheme.
- 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.
- 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]**



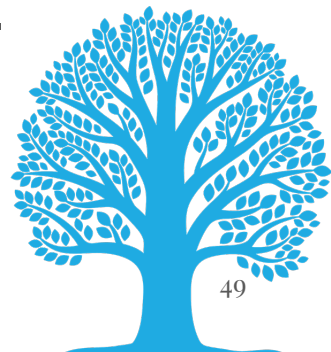
Discuss questions [14-mark questions]

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



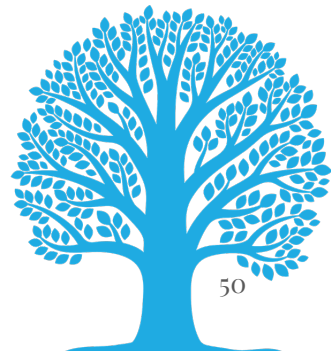
KAA Level 4 criteria for a 20-mark essay [10-12 marks]

- **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.**



Exemplar question

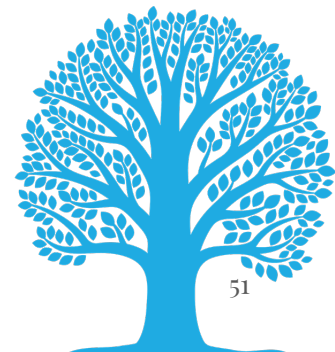
[Q14 WEC11, June 2019]

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.

[20 marks]

[Q14 WEC11, June 2019]



Activity

Please read the student responses to the question on the previous slide.

Using the level descriptors in the mark scheme, determine a level for KAA and a level for EV for the answers.



Exam papers and mark schemes

Here is the link for the SAMS and EAMS:

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

This is the link for past papers of the new specification and examiner reports:

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



Exemplars and commentaries

- Some have been written for WEC11 and these should be available on the website in the first few months of 2020
- It is expected that exemplars and commentaries for the other units will be available in due course



Feedback events and packs

Pre-records are here:

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



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

**Curriculum
Matched
Publishing**

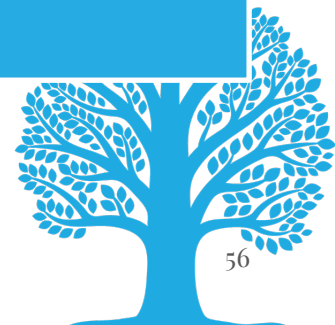
Lesson plans

Exemplar Marked
Responses

Topic booklets &
Subject guides

Additional SAMs

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



- 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.



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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.



Other useful links

[1. Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

[2. Examination Results Statistics](#)

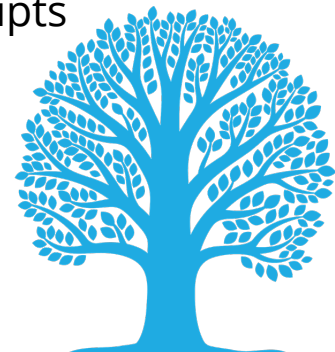
Results statistics summarise the overall grade outcomes of candidates sitting Pearson Edexcel examinations.

[3. Progress to University](#)

Here you can find information and guidance about how to progress to universities worldwide with Pearson Edexcel qualifications.

[4. Access to scripts](#)

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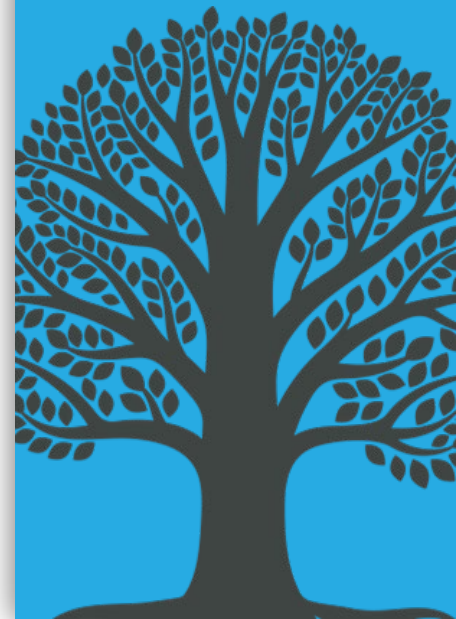
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