

Edexcel International AS/A Level

Economics
YEC11-20IF1
Online Part 1

Understanding Assessment
and Improving Delivery

First teaching in 2018, first assessment 2019



Course Agenda

- Introductions
- **Session 1:** Features of the International A Level
- **Session 2:** Overview of Assessment Objectives & Quantitative Skills
- **Session 3:** Levels based assessment with marking activities

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.



POLLS

To get to know the delegates



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.**

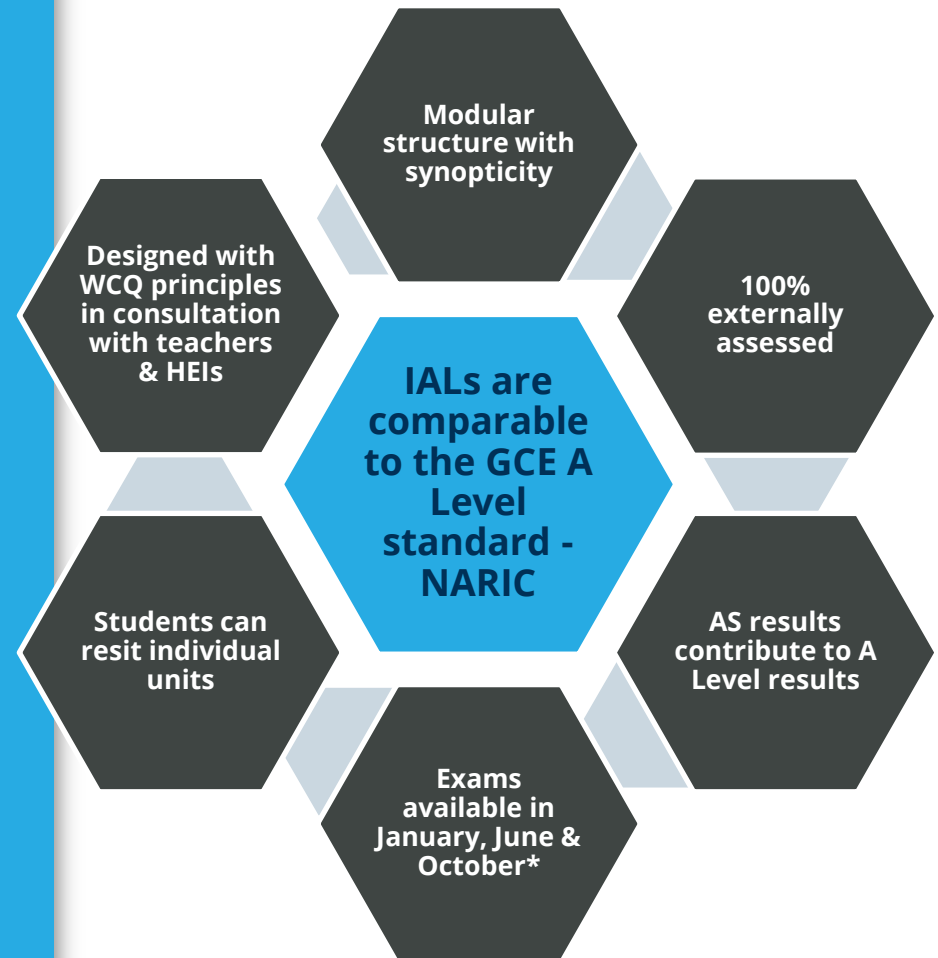
*“We judge
ourselves – and
invite others to
judge us – not by
the products that
we make but by the
impact on
learners.”*

John Fallon,
Chief Executive Officer, Pearson



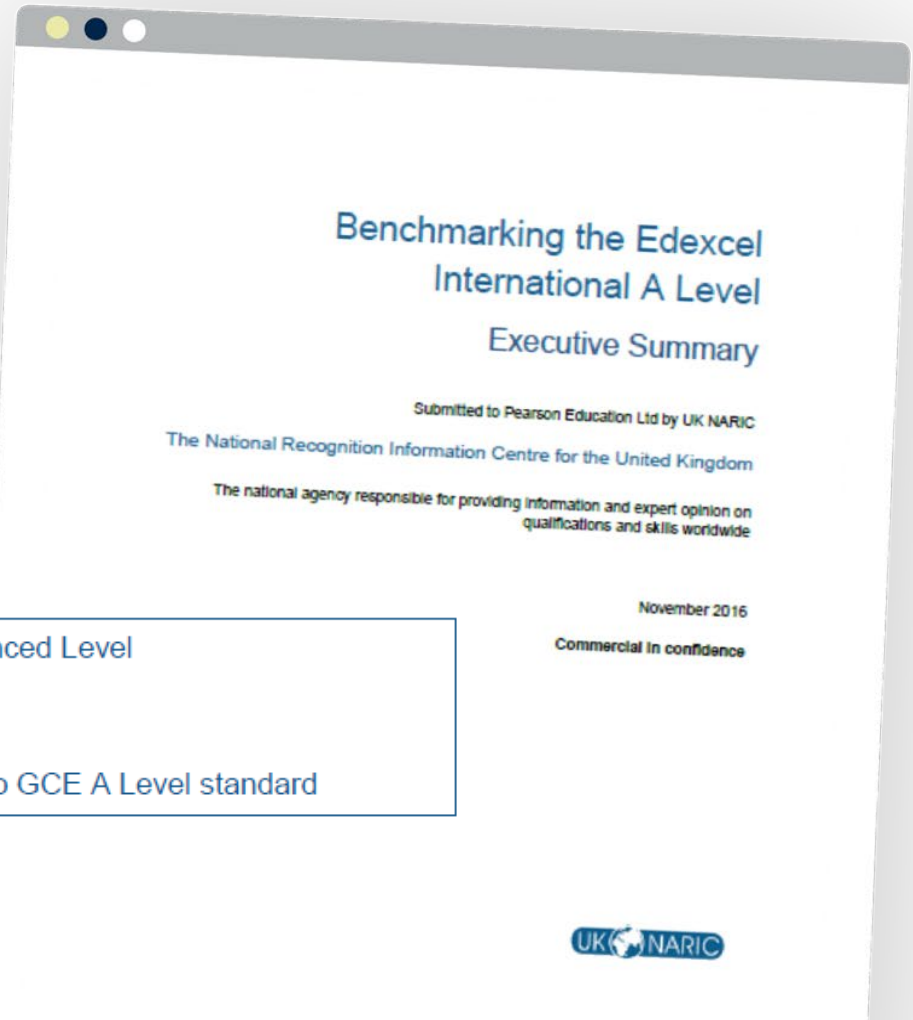
IAL Features

- 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**

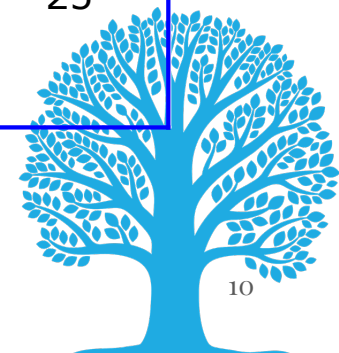


Assessment Objectives Overview



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

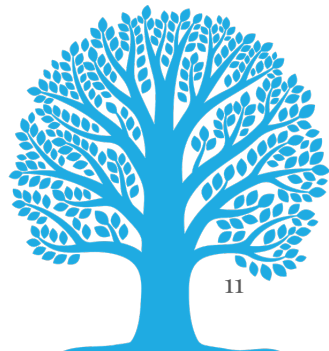


AO1: Knowledge

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

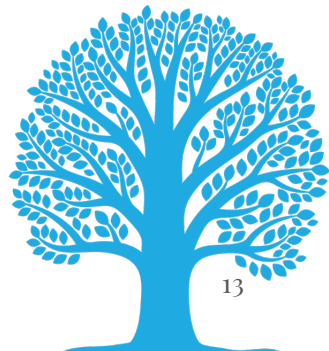


AO3: Analysis (1)

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

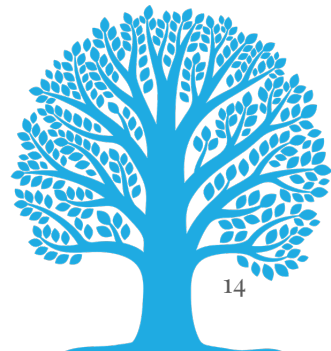


AO3: Analysis (2)

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**

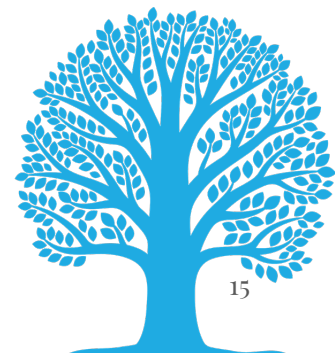


AO4 Evaluation [1]

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	✓	✓

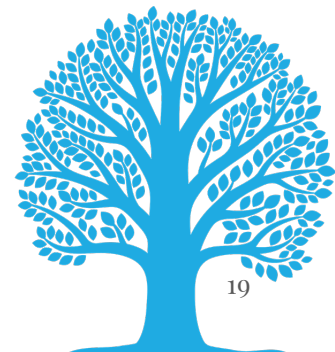


Quantitative skills (2)

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]

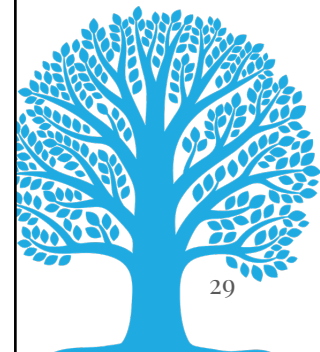
IA2 Assessment

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

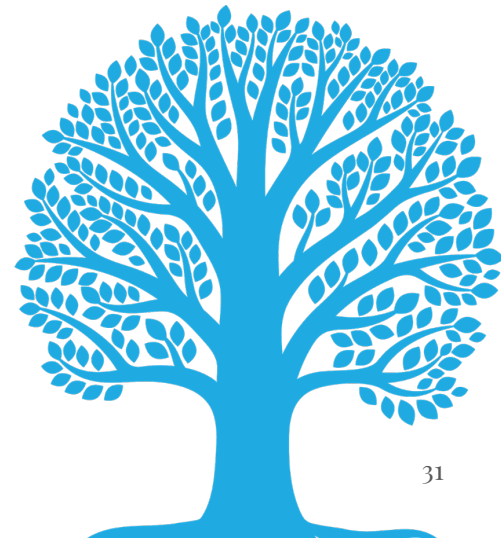


Levels based questions



Levels based markschemes

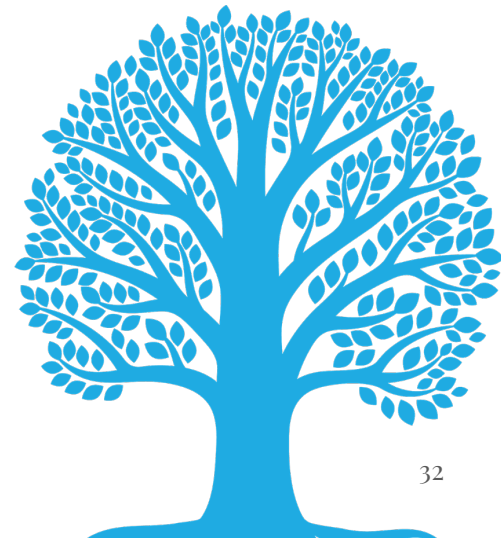
- The mark schemes focus on the **quality** of student answers rather than the **quantity of points** made.
- The quality of student answers is assessed according to the **level descriptors**.
- The four assessment objectives are grouped as follows: knowledge, application and analysis [**KAA**]; and 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]

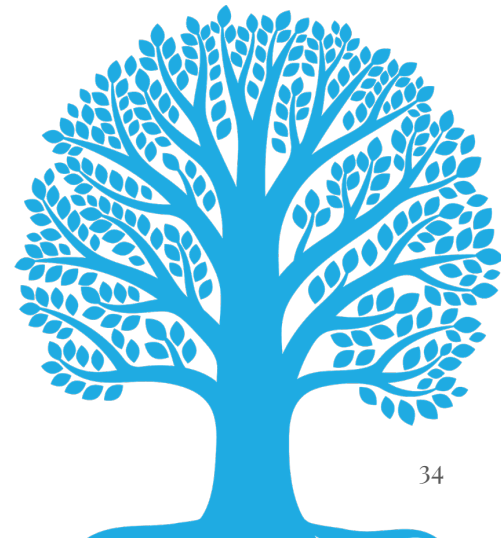
2. Finding a mark within a level

- 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	Displays isolated, superficial or imprecise knowledge and understanding of economic terms, principles, concepts, theories and models. Use of generic material or irrelevant information or inappropriate examples. Descriptive approach, which has no chains of reasoning.
Level 2	4–6	Displays elements of knowledge and understanding of economic terms, principles, concepts, theories and models. Ability to apply knowledge and understanding to some elements of the question. Some evidence and contextual references are evident in the answer. Chains of reasoning in terms of cause and/or consequence are evident but they may not be developed fully or some stages are omitted.
Level 3	7–8	Demonstrates accurate and precise knowledge and understanding of economic terms, principles, concepts, theories and models. Ability to link knowledge and understanding in context using relevant 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.

‘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.

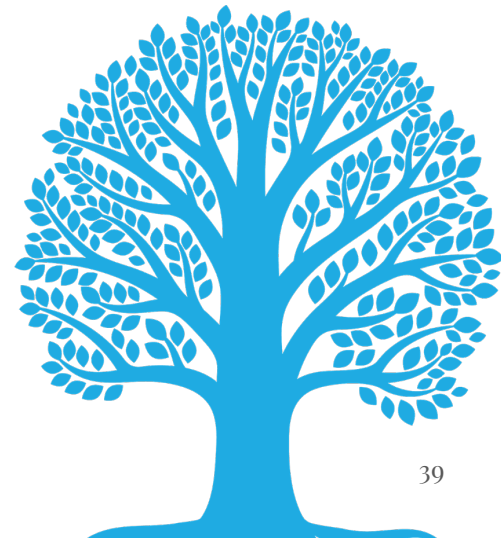


‘Evaluate’ 20 mark questions

- **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]

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

**Curriculum
Matched
Publishing**

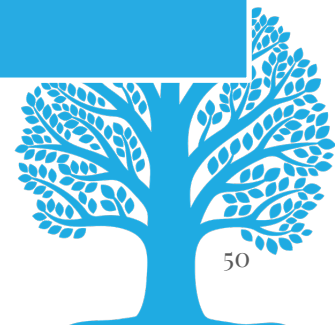
Lesson plans

Exemplar Marked
Responses

Topic booklets &
Subject guides

Additional SAMs

Exam Wizard



- 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>



- 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.



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- We provide a range of free support to help students progress, such as country study guides, case study blogs and interactive webinars.
- We have a proactive programme of student engagement activities such as advice from higher education experts, a specialised website page and social media communities.
- We are closely connected with higher education stakeholders.

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qualifications.pearson.com/en/support/Services/progress-to-university.html

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.

Your dedicated Subject Advisor

Subject Advisor details

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Thank you!



ALWAYS LEARNING