

# Edexcel International AS/A Level

Economics  
YEC11-20IF1  
Online Part 2

Understanding Assessment  
and Improving Delivery

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First teaching in 2018, first assessment 2019

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# Course Agenda

- Introductions and housekeeping
- **Session 1:** Features of the International A Level
- **Session 2:** How assessment objectives are applied in points based questions with marking activities
- **Session 3:** 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.



# POLLS

## To get to know 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.**

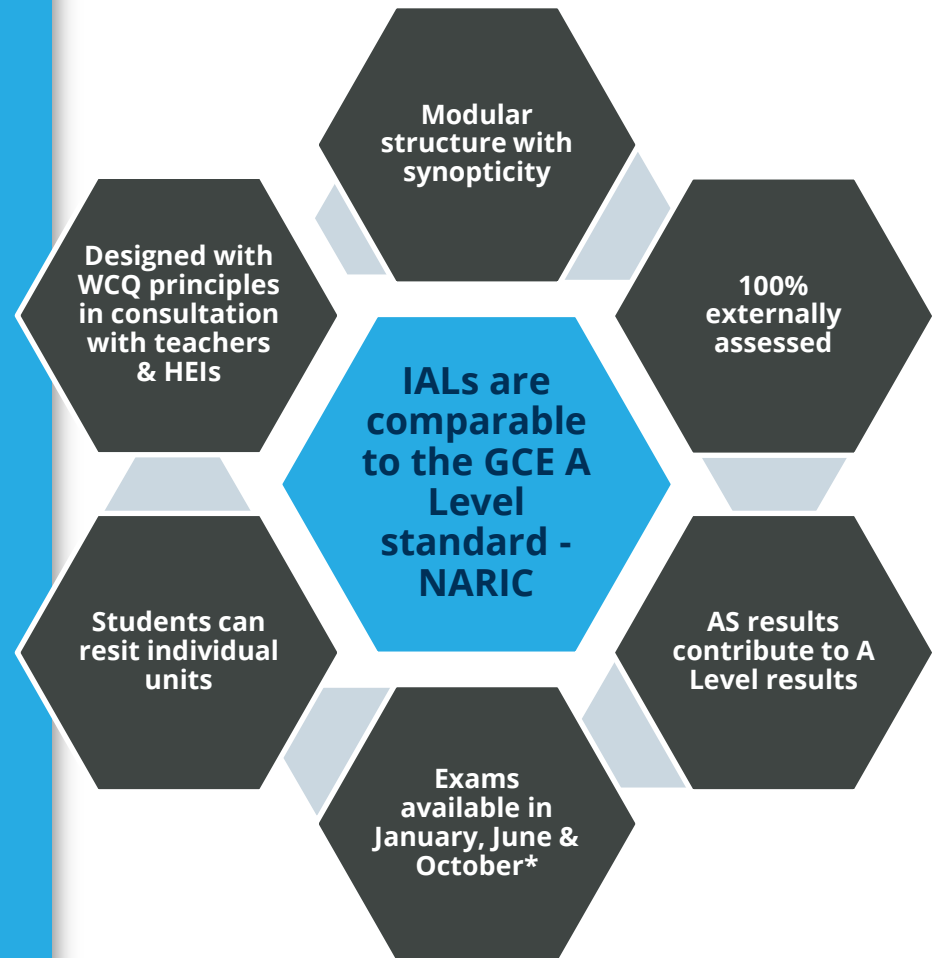
*“We judge  
ourselves – and  
invite others to  
judge us – not by  
the products that  
we make but by the  
impact on  
learners.”*

**John Fallon,**  
Chief Executive Officer, Pearson



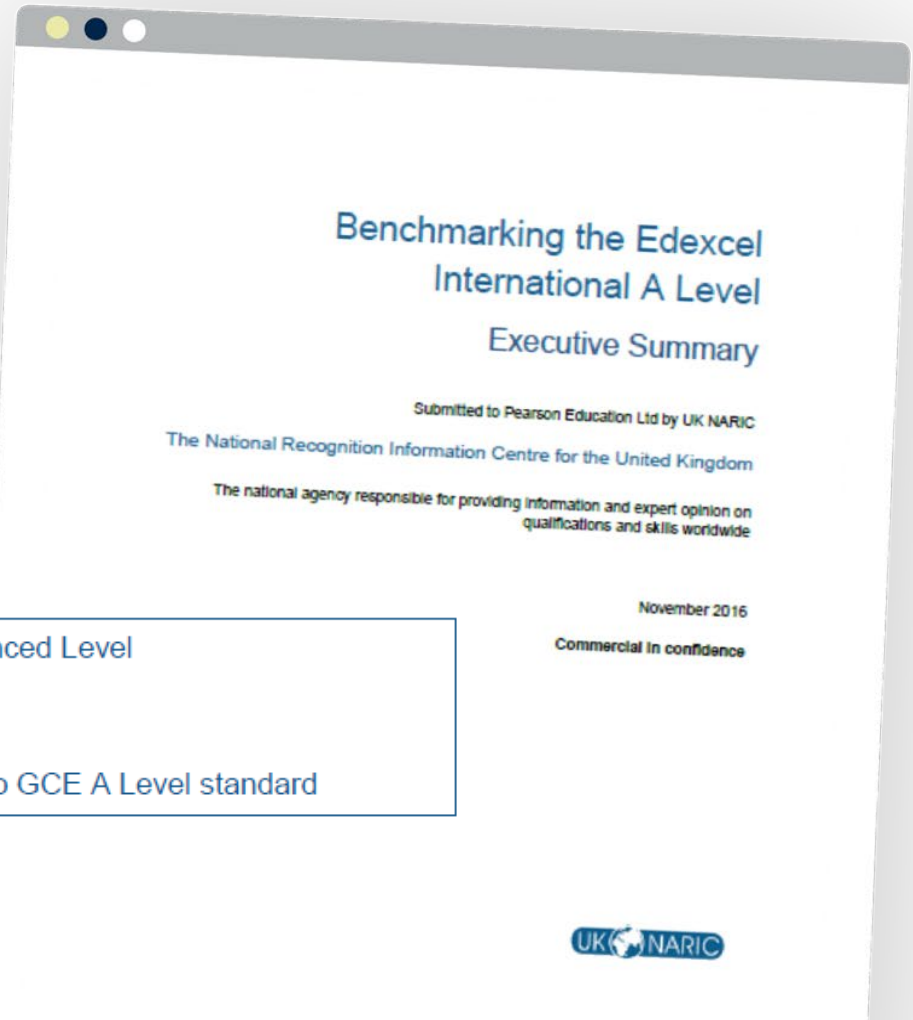
# IAL Features

- 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.



<b>Qualification:</b>	Edexcel International Advanced Level
<b>Awarding Institution:</b>	Pearson Education Ltd
<b>Comparability:</b>	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**



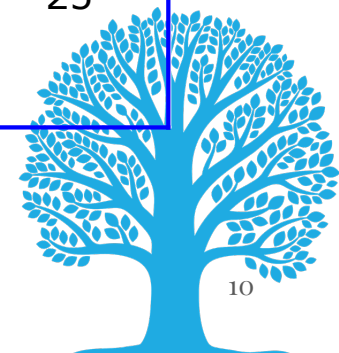


# Assessment Objectives Overview



# Assessment objectives

		% in IAS	% in IA2	% in IAL
<b>AO1</b>	Demonstrate knowledge of terms, concepts, theories and models to show an understanding of the behaviour of economic agents	27.5	18.75	23.1
<b>AO2</b>	Apply knowledge and understanding to various economic contexts	30	22.5	26.3
<b>AO3</b>	Analyse issues and evidence, showing an understanding of their impact on economic agents	22.5	28.75	25.6
<b>AO4</b>	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

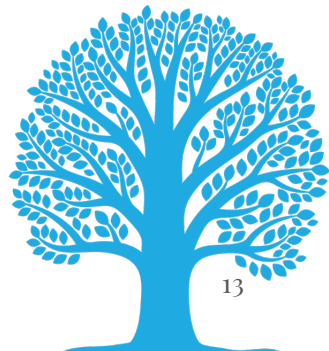


# AO3: Analysis (1)

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

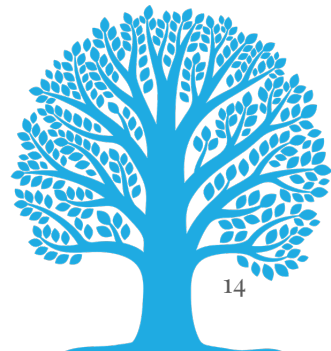


# AO3: Analysis (2)

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**

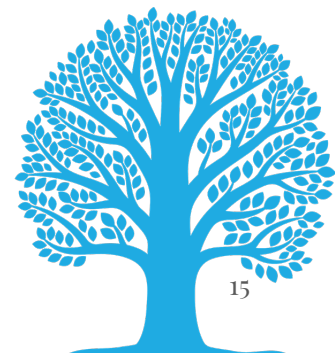


# AO4 Evaluation [1]

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	✓	✓

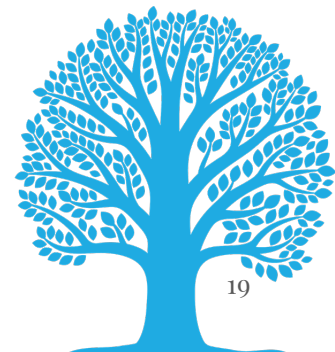


# Quantitative skills (2)

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



# 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

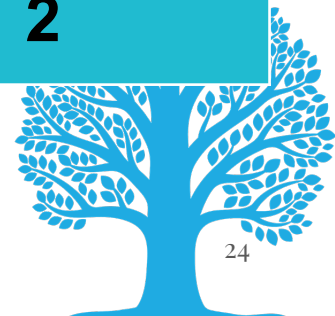
Section A: 6 marks	Section B: 20 marks	Section C: 34 marks	Section D: 20 marks
Multiple choice questions	Short answer questions	Short and longer answer questions	Essay
Quantitative skills may be tested	Quantitative skills may be tested	Quantitative skills may be tested	Quantitative skills may be tested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

# Section B (short answer)

## command words for Units 1 & 2

Each of these 5 questions is worth 4 marks

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





# Command words for data response questions [all units]

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

# 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]

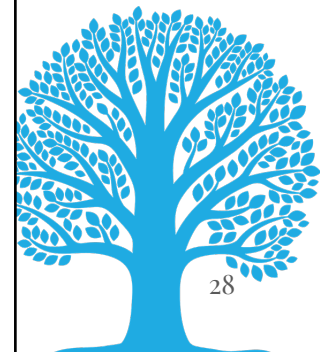
# IA2 Assessment

## **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 .
<b>Taxonomy:</b> MCQ	<b>Taxonomy:</b> Define [2 marks] Explain what [4 marks] Analyse [6 marks] Examine [8 marks] Discuss [14 marks]	<b>Taxonomy:</b> Evaluate To what extent

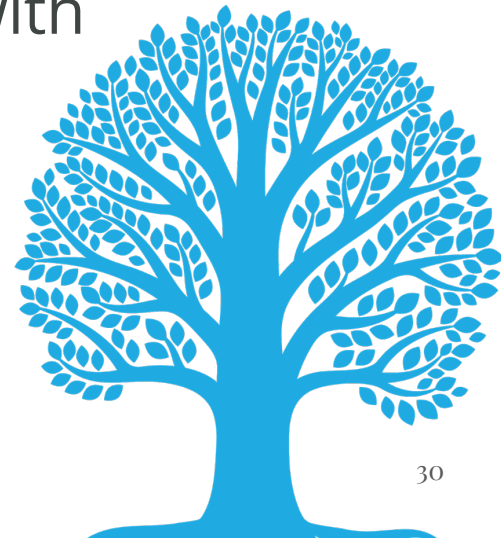


# Points based questions



# 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.

$$PED = \frac{\% \Delta \text{ demand}}{\% \Delta \text{ price}} = \frac{\cancel{12\,800\,000} - 800\,000}{12\,800\,000} \div \frac{12.5\%}{100\%}$$

$$\% \Delta \text{ demand} = \frac{-800\,000}{12\,800\,000} \times 100\% = -6.25\%$$

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

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

as price increases, quantity demanded

falls

↑ price inelastic



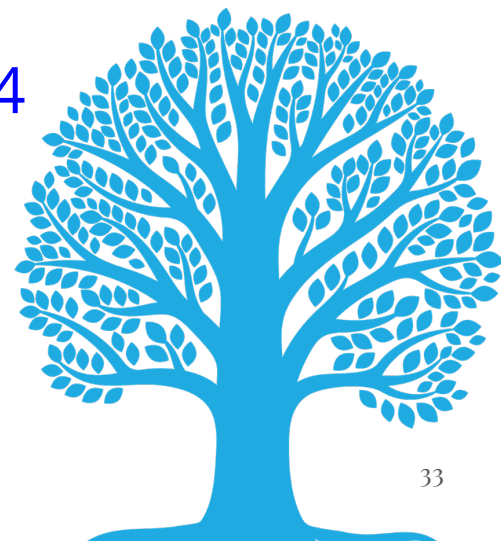
# Calculate questions [in Data Response in Units 3 & 4]

## **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)

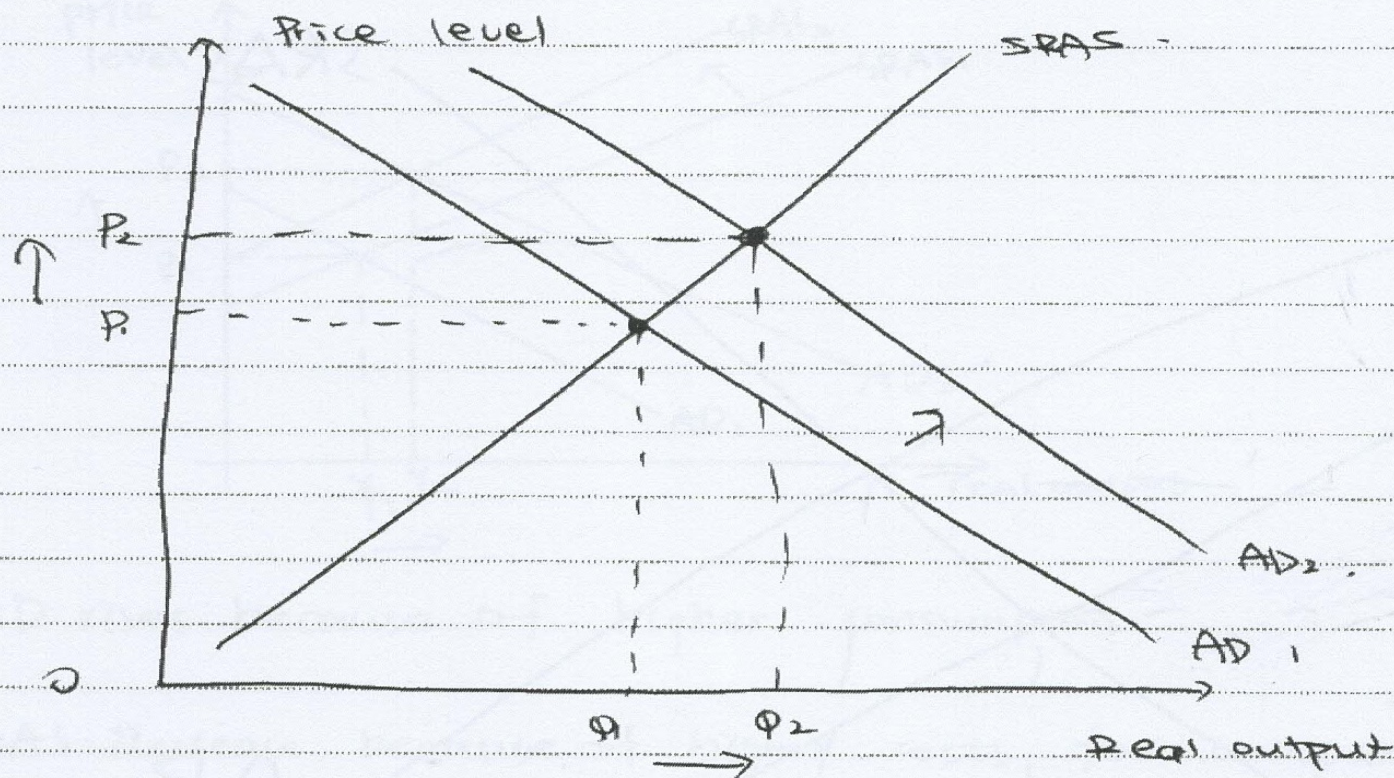
**Award of marks:**

- 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

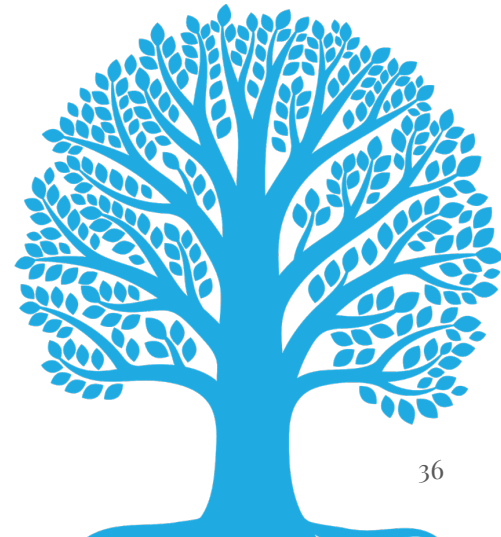
- 10 In 2017 real wages rose by 19% in the Ukraine. This led to a 7.8% increase in consumption.

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><b>Knowledge 2</b></p> <ul style="list-style-type: none"><li>• 1 mark for reference to taxation and government spending.</li><li>• 1 mark for stating that it is set by the government as a means of influencing aggregate demand/the level of economic activity.</li></ul>	(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?**

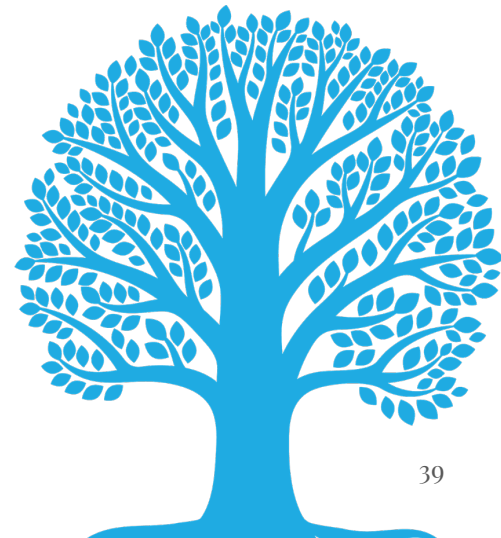




# Exemplar answer (2) to Q12a

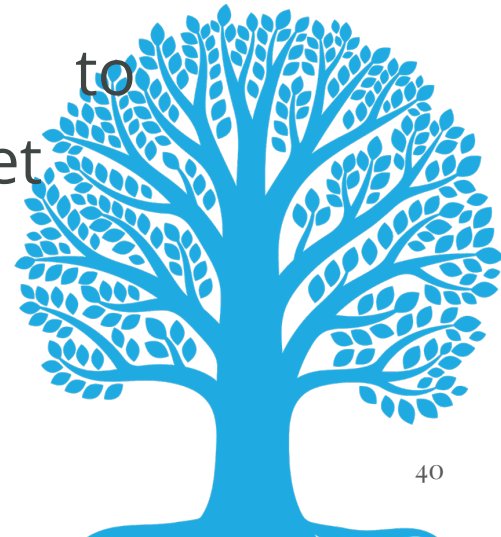
*'Fiscal policy refers to changes in taxation and public spending by the government to increase or decrease aggregate demand. Example: Romania cut VAT from 24% to 20% to boost AD and increase economic growth.'*

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

# 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.'*

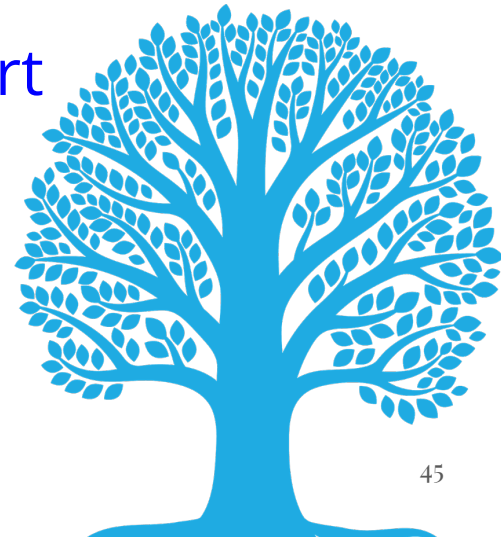
*In Figure 1 the Romanian economy has experienced a growth in real GDP from Q1 in 2017 to Q3 in 2017. The real GDP has increased in this period from 5.7% to 8.8%.'*



# 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)



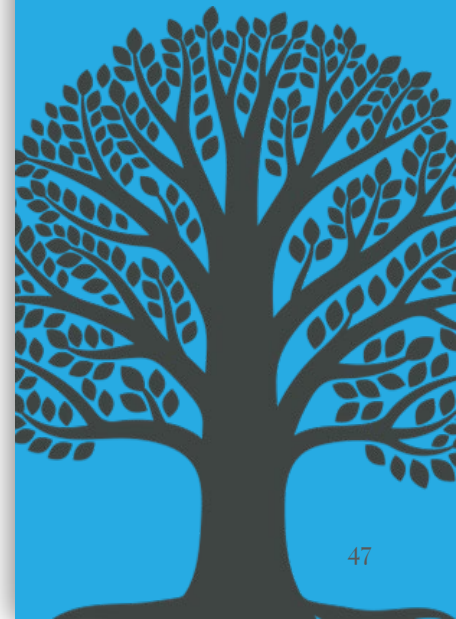
**Question 8 from WEC12 May 2019. New Zealand has a population of 4 693 million people. In 2017 its net migration was 73 000, with more individuals arriving than leaving the country.**

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

# 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.'*



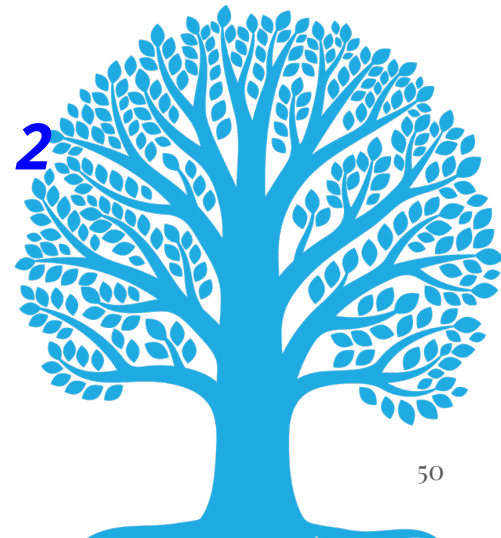
# Exemplar answer 2 to WEC12, Q8

*"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

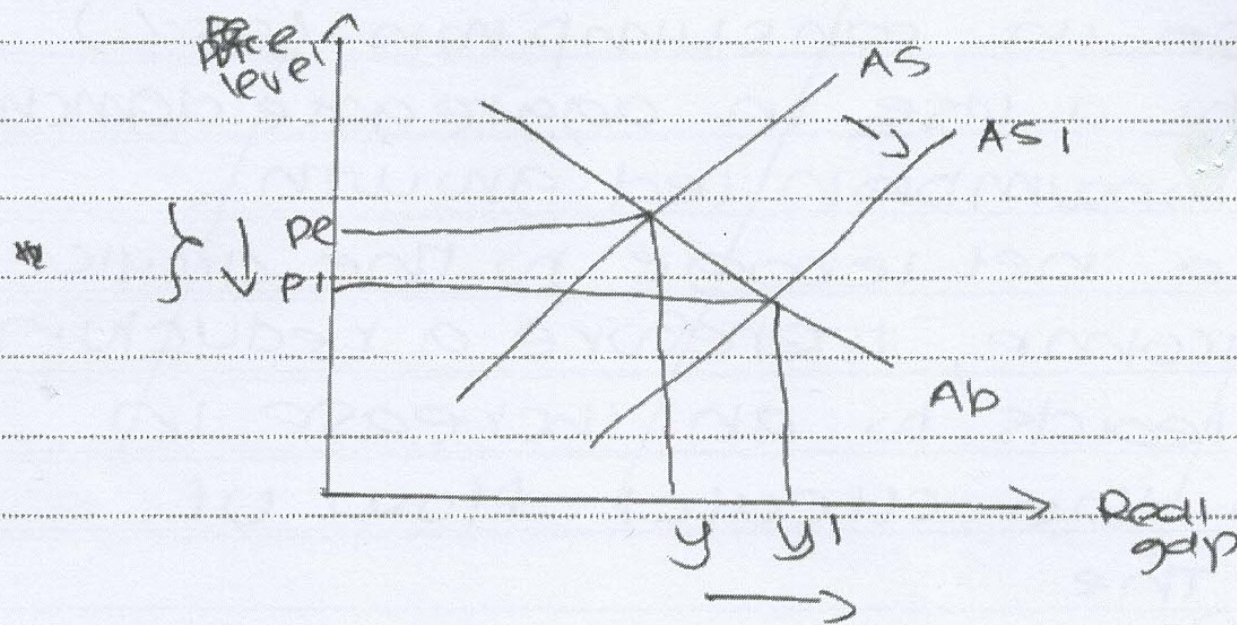
# Exemplar answer to Q12c WEC12

Indirect tax is a ~~tax~~ <sup>net leakage from</sup> ~~tax~~ <sup>levied on</sup> ~~levied on~~ <sup>goods</sup> ~~and services~~ <sup>the circular income</sup> ~~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]

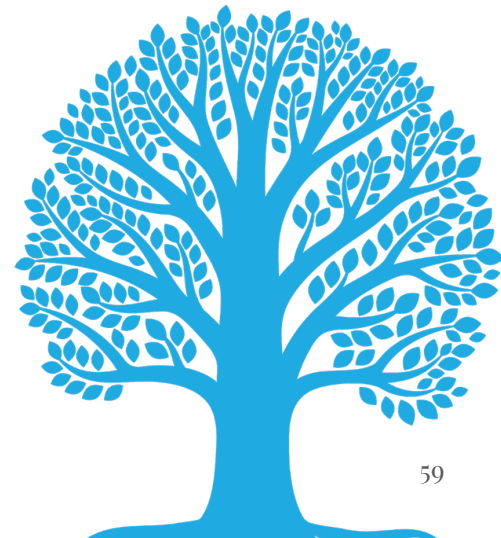
In this case the external costs resulting from increased meat production is as follows: water pollution which has an effect on the environment [1AP]; antibiotics for treating animals thus leading to a decline in the effectiveness as continuous use to treat illness. [1AP + 1AN]

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.

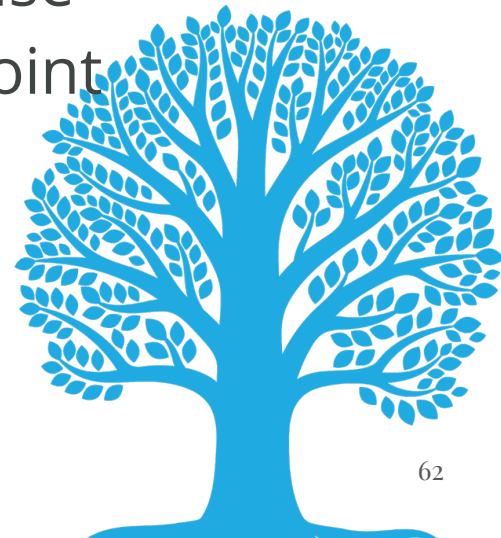
# Activity

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

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## Additional support for selected subjects

**Curriculum  
Matched  
Publishing**

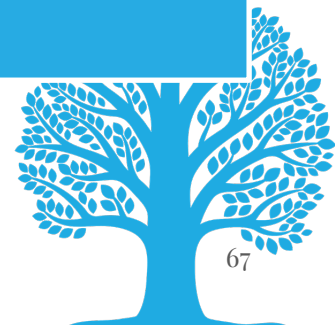
Lesson plans

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.**



# 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.

**Sign up today at:**  
**[community.pearsoninternationalschools.com](https://community.pearsoninternationalschools.com)**



# Progression to university

- Our qualifications are accepted by universities all over the world including top institutions in the UK, United States, Australia, Canada and Singapore.
- Universities recognise and trust the quality of the Pearson Edexcel qualifications and accept them as being comparable to nationally recognised qualifications, offering excellence in learning and achievement.
- Students can equally pursue undergraduate study at a university closer to home as our qualifications are recognised for entry in their region of study.
- 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.

Learn more about progression and recognition at:

**[qualifications.pearson.com/en/support/Services/progress-to-university.html](https://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

Your subject advisor is **Colin Leith**

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

# Thank you!



ALWAYS LEARNING