

EDEXCEL INTERNATIONAL GCSE (9-1)

Business

Understanding assessment
and improving delivery

Event code: 4BS1/19IF01/01(Face-to-Face)

First teaching in 2017, first assessment in 2019.



Session agenda

- Welcome and brief overview of Pearson Edexcel
- International GCSE Features

Break

- International GCSE in Business (9-1) - Points based teaching and marking

Lunch

- International GCSE in Business (9-10) - Levels based teaching and marking
- Planning, support and questions



Aims and Objectives

Delegates will:

- be introduced to the idea of assessment objectives: what they are and how they are used in examination papers,
- learn which types of question match the different assessment objectives,
- consider each assessment objective, looking at how questions in these areas have been answered by looking at feedback from the previous exam series,
- discuss strategies for teaching to try and ensure students can access questions targeting different assessment objectives,
- review the support Pearson offers for the qualification,
- network, discuss best practice and share ideas with other teachers.



Welcome to Pearson Edexcel

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

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

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

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

John Fallon,
Chief Executive Officer, Pearson

Where does International GCSE fit in?

Delivering a consistent learning journey for teachers and students aged 5 to 19, everywhere in the world. The iProgress family includes:



More than just a curriculum or qualification

iProgress offers a range of curriculum support resources, tools and services including training, professional development, print and online teaching materials.

World-class features

All Edexcel qualifications are developed to meet Pearson's **World Class Qualification design principles**

Developed using an understanding and benchmarking of **all educational systems**



Endorsement of educational **thought-leaders and assessment experts** from across the globe

Qualifications that support young people to **develop the capabilities** they need to **progress** and prosper in their lives

The global transferable skills framework

COGNITIVE

Core skills brain uses to think, learn and reason – used to carry out any task.

Critical Thinking, Problem Solving, Analysis, Decision-making, Creativity

INTRAPERSONAL

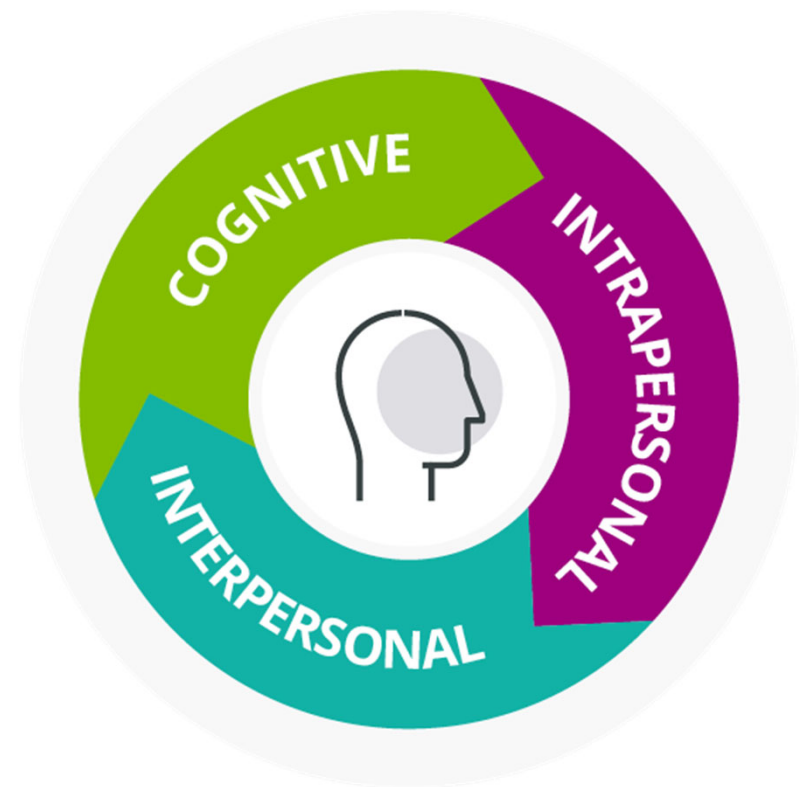
Emotional intelligence, ability to know, understand and manage own emotions and learning.

Adaptability, Continuous Learning, Intellectual Curiosity, Work Ethics, Self-Evaluation

INTERPERSONAL

Life skills used every day to communicate and interact with others, individually and in groups.

Teamwork & Collaboration, Communication, Negotiation, Empathy, Leadership





Supporting transferable skills

- Our transferable skills framework underpins the design all Pearson Edexcel international qualifications and their supporting resources across IPLS, International GCSE and International A Level.
- Ensures our assessments target the skills students' need for successful progression.
- Increasing our support where these skills naturally occur through the teaching, learning and assessment.
- Pearson materials and mapping will support you in identifying and developing the acquisition of these skills in students across the full curriculum.
- <https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/General/Transferable-Skills-Information-Pack.pdf>
- Mapping document for International GCSE in Business can be found [here](#)



iG

International GCSE (9-1)

Ages 14-16

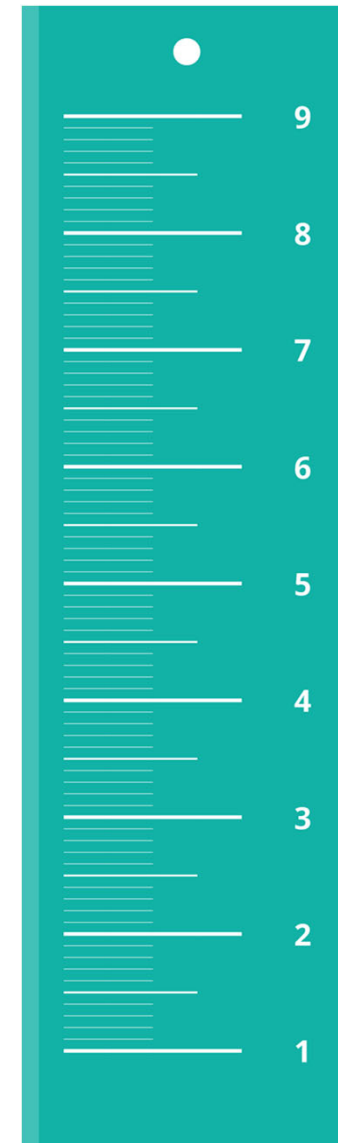
International GCSE (9–1) grading scale

Awarding

- The grading system has changed, however our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries for each assessment of each qualification.

Benefits

- Greater differentiation across levels of attainment, e.g. 2 grades where the current C grade is.
- Rewards truly outstanding achievement with the grade 9.
- Provides more information about student attainment to help progression to A Level.
- Same scale for Pearson Edexcel GCSE and International GCSE allows for clear comparison with English standards.



The new 9–1 grading scale structure

The new grading scales gives teachers **more information about student's attainment** to help progression to A Level, and universities more information when looking at accepting students into HE.

The new **grade 9** represents a new level of **attainment** and we've introduced this to really differentiate top performing students

There's **greater differentiation in the middle of the range of grades**, with three grades (4, 5 and 6) instead of two grades (grades B and C).

Using the same scale for Pearson Edexcel GCSE and International GCSE allows **clear comparison with English standards**, unlike the A*-G scale.

NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	
3	D
2	E
1	F
	G
U	U

Introduction to Edexcel International GCSE in Business

Subject features

Reviewed and updated in light of UK GCSE changes

Supports global outlook

Develops enquiry, analysis and research skills

Interdisciplinary linkages

**TeachingBusiness
@
Pearson.com**

Transferable Skills embedded



Specification design principles

- Simplified question paper and specification layout.
- Four assessment objectives
- Two equally weighted papers
- Consistent structure in both papers
- Clearly defined command words and mark tariff
- Recommended 120 guided learning hours.

Assessment objectives

AO1	Recall, select and communicate knowledge and understanding of business terms, concepts and issues	27–28*
AO2	Apply knowledge and understanding using appropriate business terms, concepts, theories and calculations effectively in specific contexts	38–39
AO3	Select, organise and interpret business information from sources to investigate and analyse issues	22–23
AO4	Evaluate business information to make reasoned judgements and draw conclusions	11–12

* A maximum of 15% of total qualification marks will assess knowledge recall.

Overview of the specification

- Up to date content to reflect changes in business practise.
- Two exam papers, one paper focusses on small business, second paper focusses on larger business
- Four questions per paper.
- 10% of the marks in each paper (8 marks) will focus on assessing quantitative skills.
- New 9 to 1 grading scale, with 9 being the top level.

Overview of the exam papers

	Content overview	Assessment overview
Paper 1: Investigating small business	<ul style="list-style-type: none">• This paper will draw on all topics.• The question scenarios are based on a small business (up to 49 employees).• 4 compulsory questions – each worth 20 marks	Written examination: <ul style="list-style-type: none">• 90 minutes• 80 marks• 50% of the qualification
Paper 2: Investigating large businesses	<ul style="list-style-type: none">• This paper will draw on all topics.• The question scenarios are based on a large business (more than 250 employees).• 4 compulsory questions – each worth 20 marks	Written examination: <ul style="list-style-type: none">• 90 minutes• 80 marks• 50% of the qualification

Paper demand

- Each question is 'ramped'.
- Questions start with lower mark tariff sub-questions and build into the higher mark tariff sub-question(s).
- Assessment objectives clearly linked to questions.
- Allows students to build confidence as they work through the paper.
- Approach ensures the paper is accessible for **all** students

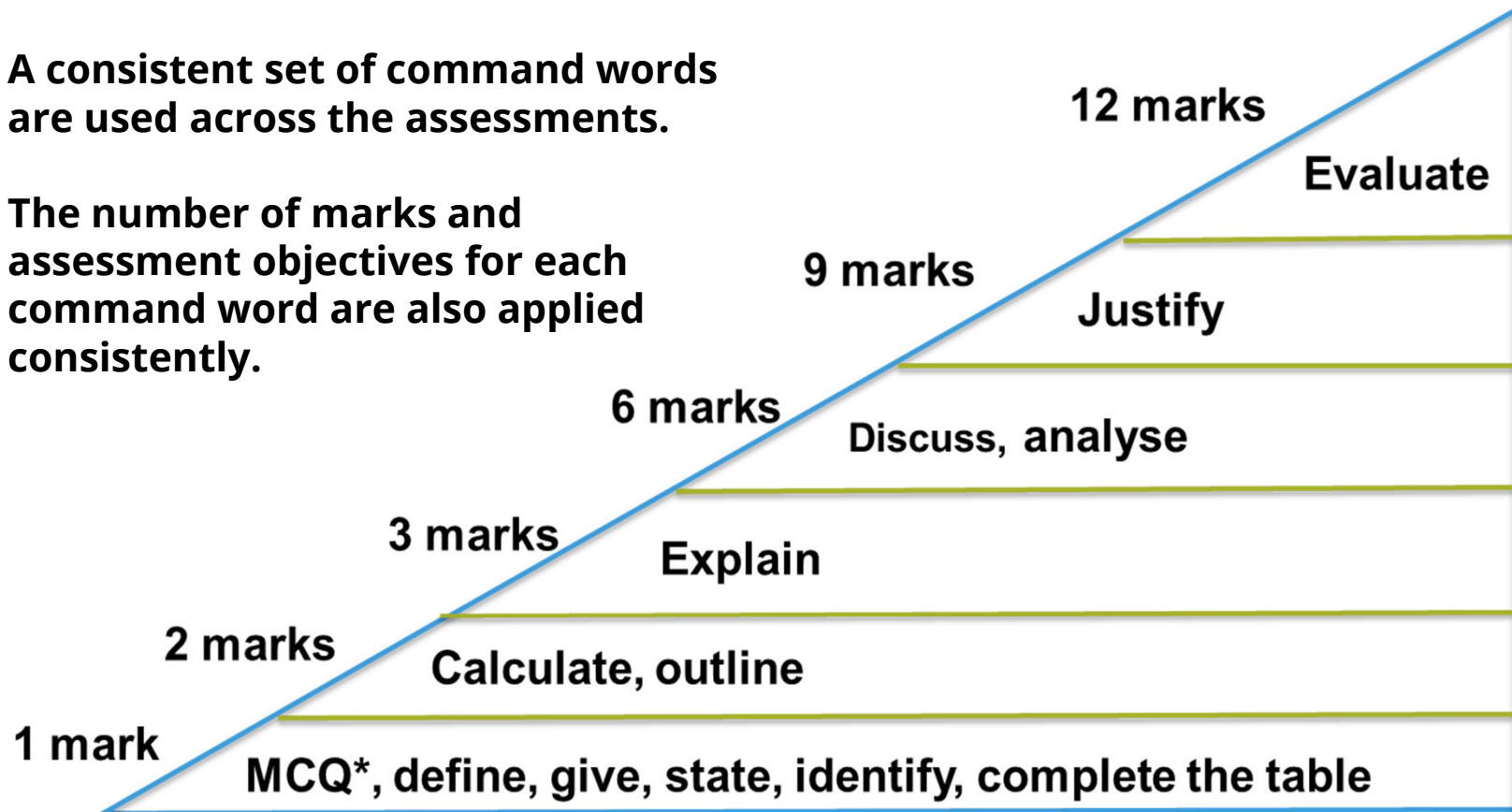
Structure of Question Paper 1 & 2

Question 1: 20 marks	Question 2: 20 marks	Question 3: 20 marks	Question 4: 20 marks
6 x MCQs Short and longer answer questions.	Short and longer answer questions.	Short and longer answer questions.	Short and longer answer questions.
Students may be asked to calculate.	Students may be asked to calculate.	Students may be asked to calculate.	Students may be asked to calculate.
1x 6-mark Analyse question at the end.	3 x 3-mark questions. 1 x 9-mark question.	1 x 6-mark question. 1 x 9-mark question.	1 x 6-mark question. 1 x 12-mark question.
Taxonomy: MCQ (1m) Define (1m) State (1m) Calculate/Outline (2m) Explain (3m) Analyse (6m)	Taxonomy: State (1m) Calculate/Outline (2m) Explain (3m) Justify (9m)	Taxonomy: Define (1m) Calculate/Outline (2m) Analyse (6m) Justify (9m)	Taxonomy: Calculate/Outline (2m) Analyse (6m) Evaluate (12m)

Teaching and delivery points based questions

Command words used in each paper

- A consistent set of command words are used across the assessments.
- The number of marks and assessment objectives for each command word are also applied consistently.



* 1 mark per selection; multiple choice questions may require the selection of more than one answer

A01 – Knowledge:

Recall, select and communicate knowledge and understanding of business terms, concepts and issues (27–28%*)

* A **maximum of 15%** of total qualification marks will assess knowledge recall.

- Questions are linked to the A0s and must match the percentages shown
- Note that there is only 15% of the marks for straight forward recall
- This will generally be rewarded in the 1 mark questions

A01 – Knowledge:

A01 – knowledge is required in the following points-based questions:

- Multiple-choice – these questions may require the selection of more than one answer
- Define
- Give
- Identify
- Complete the table – all **1 mark**
- Explain – **3 marks**

Candidates are **not** required to use context in answer, all questions will be generic.

A01 is also required for the 12 mark levels-based question.

Ao2 – application:

Apply knowledge and understanding using appropriate business terms, concepts, theories and calculations effectively in **specific contexts (38-39%)**

To help application in their answer students should read the question context carefully and use this in their answer. They could also consider:

- The market/sector the business is operating in
- Who are its competitors
- How the business markets/communicates with customers
- What opportunities/threats/issues it may face

Context is **not** merely putting the business name, or other words, from the question in answer.

Teaching activity: give candidates a business scenario and get them to work in pairs to identify all the application/context that they can

Ao2 – application:

A02 – application is required in the following points-based questions – generic knowledge will **not** be rewarded:

- State – 1 mark
- Outline – 2 marks
- Calculate – 2 marks

Activity 1

‘State’ questions:

- Always worth 1 mark.
- Designed to test application (AO2).
- Students are required to provide an answer in context.
- ‘State’ questions can appear in questions 1 and 2.
- To earn the mark, the answer must demonstrate Application (AO2) rather than Knowledge (AO1).

‘State’ questions: Exemplar 1

(d) State **one** method *Backyard Shoez* could use for on-the-job training.

(1)

Back yard shoez could use on the job training for training the staff in customer service or admin by using already skilled members of staff to show them what to do.

Answer: Back yard Shoez could use on the job training for training the staff in customer service or admin by using already skilled members of staff to show them what to do .

‘State’ questions: Exemplar 2

(d) State **one** reason why a *Tata Motor Company* employee could be dismissed. (1)

Gross misconduct e.g. stealing

Answer: Gross misconduct, eg stealing.

‘State’ questions: Exemplar 3

(d) State **one** method *Backyard Shoez* could use for on-the-job training.

(1)

~~Ex~~ Let the senior teaches the new employee on
selling and arranging shoes.

Answer: Let the senior teaches the new employee on selling and arranging shoes

‘Calculate’ questions:

- Always **worth 2 marks**.
- Designed to **test application** (AO2).
- ‘Calculate’ questions can appear in in any question
- No marks are awarded for stating the formula.
- All ‘calculate’ questions will have an answer template
- If students provide multiple answers, **the only answer that counts is the one written on the line provided** (as highlighted on the following slide).
- Where applicable, answers should be given to two decimal places (2 dp).

Sample 'Calculate' Answer Template

- (c) Using the information in Table 1, calculate the cost of sales for the business. You are advised to show your workings.

**This is where we will expect
candidates to place their final
answer.**

\$.....

‘Calculate’ questions: Mark Scheme

Question number	Answer	Additional guidance	Mark
1(e)	A02 2 marks $\$600/\800×100 Answer: 75%	Award 1 mark for correctly substituting numbers into formula. Award full marks for correct numerical answer without working.	(2)

Assessment objective tested. Notice there is no A01 – this is why there are no marks awarded for a formula.

'Calculate' questions: Exemplar 1

Figure 1 is an extract from the statement of Profit or Loss Account of Backyard Shoez.

	Ks
Revenue	570 000
Cost of goods sold	67 500
Direct labour	2 000
Total cost of sales	69 500
Gross profit	500 500

Figure 1

- (e) Calculate the gross profit margin to 2 decimal places. You are advised to show your working.

Revenue - cost of sales. ×

(2)

$\frac{\text{Gross profit}}{\text{revenue}} \times 100$

$$\frac{500\,500}{570\,000} \times 100$$

$$= 87.80701754385964\ldots$$

$$= 87.81$$

$$87.81\% \quad \text{87.81\%}$$

‘Calculate’ questions: Exemplar 2

Figure 1 is an extract from the statement of Profit or Loss Account of Backyard Shoez.

	Ks
Revenue	570 000
Cost of goods sold	67 500
Direct labour	2 000
Total cost of sales	69 500
Gross profit	500 500

Figure 1

- (e) Calculate the gross profit margin to 2 decimal places. You are advised to show your working.

(2)

$$\text{Gross profit margin} = \frac{500\,500}{570\,000} \times 100 = 87.9\%$$

88.1%

‘Calculate’ questions: Exemplar 3

Figure 1 is an extract from the statement of Profit or Loss Account of Backyard Shoez.

	Ks
Revenue	570 000
Cost of goods sold	67 500
Direct labour	2 000
Total cost of sales	69 500
Gross profit	500 500

Figure 1

- (e) Calculate the gross profit margin to 2 decimal places. You are advised to show your working.

(2)

$$\frac{500,500}{570,000} = 0.87 \times 100$$

$$= 87.80$$

87.80 %

‘Outline’ questions

- Always **worth 2 marks**.
- Designed to **test Application (AO2)**.
- A **points-based mark scheme** is used.
- Students need to **state one benefit/drawback/impact/method** etc. and **provide one strand of development**. Within the answer **there must be evidence of context** to score both marks.

‘Outline’ questions: Mark Scheme

(b) Outline **one** reason why a restaurant group is best described as being in the tertiary sector.

(2)

Question number	Answer	Mark
3(b)	<p>AO2 2 marks</p> <p>Award 1 mark for identifying a reason why a restaurant group, such as Haji Biryani is part of the tertiary sector of the Bangladesh economy, plus 1 further mark for linking it to the context of the question.</p> <p>Haji Biryani serves food (1). This means that it provides a service to consumers (1).</p> <p>NB Do not accept reasons that would not be appropriate for the context of Haji Biryani.</p> <p>Accept any other appropriate response.</p>	(2)

‘Outline’ questions: Exemplar 1

(b) Outline **one** impact on *Backyard Shoez* if interest rates increase.

(2)

One impact would be that Backyard shoez will have lower profits. Since higher interest rates will affect their total costs which in return affect their profit.

‘Outline’ questions: Exemplar 2

(b) Outline **one** impact on *Backyard Shoez* if interest rates increase.

(2)

That means Backyard Shoez will have to
in order
pay more interest ~~for~~ to borrow money from banks.
Therefore ~~will make~~ ^{will making} less profit due to more
money is spent.

‘Outline’ questions: Exemplar 3

(b) Outline **one** impact on *Backyard Shoez* if interest rates increase.

(2)

• The cost of borrowing money will increase
Therefore if they make a profit the profit
would be reduced because of the
increased interest rates.

‘Explain’ questions

- Always **worth 3 marks**.
- Designed to **test knowledge and understanding** (AO1).
- No context is required.
- Will **only appear in Questions 1 and 2**.
- Will always be of the nature ‘**Explain one...**’
- **Four ‘explain’ questions** in each paper.
- Candidates need to provide **two** linked strands following on from the identification of **one** impact/method/advantage/disadvantage etc.

‘Explain’ questions: Mark Scheme

(e) Explain **one** benefit of using lean production methods for a business.

(3)

Question number	Answer	Mark
2(e)	<p>AO1 3 marks</p> <p>Award 1 mark for identification of a benefit of lean production and a further 2 marks for an explanation of that benefit, up to a maximum of 3 marks.</p> <p>Reduced waste (1) - as unnecessary stock is removed from the production process (1) therefore costs are reduced (1).</p> <p>NB Answers that list more than one benefit with no explanation will get a maximum of 1 mark.</p> <p>Accept any other appropriate response.</p>	(3)

Explain questions: Exemplar 1

(f) Explain **one** way a business could increase its **gross profit margin**.

(3)

One way a business could increase its gross profit margin is by work on increasing it's sales by increased advertising, ~~at~~ special discounts and seasonal offers

Explain questions: Exemplar 2

(f) Explain **one** way a business could increase its **gross profit margin**.

(3)

- Decrease the cost of sales
- ~~By~~ Bulk buying of raw materials will reduce the cost per unit.
- ∴ Gross profit margin will increase.

Explain questions: Exemplar 3

(f) Explain **one** way a business could increase its **gross profit margin**.

(3)

Business could increase its gross profit margin by reducing the cost.
Business can reduce the cost by bulk-buying which will make an economy of scale, so the cost will decrease. This will make the company increase the market share and gain more ^{gross} profit margin.

Marking Activity 1:

You will find further examples of these types of questions in the Delegate Booklet, page 5

LUNCH

Teaching and delivery levels based questions

A03 – analysis:

A03 – analysis is required in the following levels-based questions – therefore this skill is vital as there are a number of marks allocated to this A0 spread across the papers.

- Analyse - 6 marks (3 marks A02, **3 marks A03**)
- Justify – 9 marks (3 marks A02, **3 marks A03**, 3 marks A04)
- Evaluate – 12 marks (3 marks A01, 3 marks A02, **3 marks A03**, 3 marks A04)

A03 – analysis:

Select, organise and interpret business information from sources to **investigate** and **analyse** issues

To reach levels 2 and 3 for analysis candidates need show in their answer:

- interconnecting points
- use chains of reasoning

To achieve this they may use linking words, eg; such as, because, as a result ..

Teaching activity: give them an answer from this pack and get them to identify where the linking statements are.

Ao4 – evaluation:

Evaluate business information to make reasoned **judgements** and draw **conclusions**.

A04 is found in both the 9 marks question and the 12 mark question

- Evaluation may focus on the long term impact of whatever the issue may be.
- It needs to bring some new information to the answer
- Candidates will not be rewarded for simply rephrasing what they have already said.

Teaching activity: give them an answer from this pack and get them to improve/write an appropriate evaluation.

Assessment: levels-based mark schemes

‘Analyse’ questions:

- Always **worth 6 marks**.
- Designed to **test application and analysis (AO2 and AO3)**.
- Will **appear in Questions 1, 3 and 4** – three in total.
- Context is required.
- Will always be of the nature ‘**Analyse an/the impact/advantage etc...**’
- ‘Interconnected points’ means at least two linked strands (Level 2 AO3 descriptor).
- ‘Detailed interconnected points’ means at least five linked strands (Level 3 AO3 descriptor).

‘Analyse’ questions: Mark Scheme

Question number	Indicative content	
1(g)	<p>AO2 (3 marks)/AO3 (3 marks)</p> <p>AO2</p> <ul style="list-style-type: none"> • The technology market rapidly changes as companies such as Samsung release new tablets. • Social media is a fast and convenient way of providing customer support to customers who have problems with their iPhones. <p>AO3</p> <ul style="list-style-type: none"> • Social media allows Apple to interact with its customers, enabling them to build brand loyalty. • This reduces customer frustration, differentiating Apple’s devices from Samsung’s and allowing Apple to charge a premium. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Limited application of knowledge and understanding of business concepts and issues to the business context. (AO2) • Attempts to deconstruct business information and/or issues, finding limited connections between points. (AO3)
Level 2	3–4	<ul style="list-style-type: none"> • Sound application of knowledge and understanding of business concepts and issues to the business context, although there may be some inconsistencies. (AO2) • Deconstructs business information and/or issues, finding interconnected points with chains of reasoning, although there may be some logical inconsistencies. (AO3)
Level 3	5–6	<ul style="list-style-type: none"> • Detailed application of knowledge and understanding of business concepts and issues to the business context throughout. (AO2) • Deconstructs business information and/or issues, finding detailed interconnected points with logical chains of reasoning. (AO3)

‘Analyse’ questions: Exemplar 1

(g) Analyse the importance to *Backyard Shoez* of satisfying customer needs.

(6)

Backyard Shoez satisfying customer needs is important.
If customers is satisfying, their confident on the brand will increase. Customer may also recommend their friends to Backyard Shoez. Therefore, there will be more customers. If customers are satisfy satisfied the will may buy other product from Backyard Shoez again, which means there is are more revenue and create a build up customers brand loyalty.
~~People may Customer may willing to visit the brand~~

(Total for Question 1 = 20 marks)

‘Analyse’ questions: Exemplar 2

(g) Analyse the importance to *Backyard Shoez* of satisfying customer needs.

(6)

Meeting customer needs is important as if they are met it will increase profits, which can help the business add another product that meets customer needs or if they see a gap in the market. Meeting customer needs will also help get new ~~cus~~ consumers, by getting new consumers it will allow Backyard shoez get feed back and will lead to the customer coming back again. Meeting customer needs also will ~~give~~ give the business a good image, therefore more customers may want to try their goods, ~~g~~ increasing the business's profit and customers are more likely to go the Backyard Shoez than their competitors.

(Total for Question 1 = 20 marks)

‘Analyse’ questions: Exemplar 3

(g) Analyse the importance to *Backyard Shoez* of satisfying customer needs.

(6)

Backyard Shoez operates in a busy shopping centre with other shoe shops. The business must keep customers who visit the shop to be satisfied in order to ensure they shop at ~~the~~ there their business and not one of the rival shoe shops. This keeps a source of revenue and ensures business is not lost to competitors. If customers are happy with what is provided they are likely to come back and buy again, increasing profits and ensuring continued ~~the~~ loyalty from ~~the~~ customers.

(Total for Question 1 = 20 marks)

‘Justify’ questions:

- Always **worth 9 marks**.
- Designed to **test application, analysis and evaluation (AO2, AO3 and AO4)**.
- Will **only appear in Questions 2 and 3** (one in each section).
- Will **always involve a choice between two options**.
- ‘Interconnected points’ means **at least two linked strands**.
(Level 2 AO3 descriptor).
- ‘Detailed interconnected points’ means **at least five linked strands**.
(Level 3 AO3 descriptor).

‘Justify’ questions: Mark Scheme

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Limited application of knowledge and understanding of business concepts and issues to the business context. (AO2) Attempts to deconstruct business information and/or issues, finding limited connections between points. (AO3) Makes a judgement, providing a simple justification based on limited evaluation of business information and issues relevant to the choice made. (AO4)
Level 2	4–6	<ul style="list-style-type: none"> Sound application of knowledge and understanding of business concepts and issues to the business context, although there may be some inconsistencies. (AO2) Deconstructs business information and/or issues, finding interconnected points with chains of reasoning, although there may be some logical inconsistencies. (AO3) Makes a judgement, providing a justification based on sound evaluation of business information and issues relevant to the choice made. (AO4)
Level 3	7–9	<ul style="list-style-type: none"> Detailed application of knowledge and understanding of business concepts and issues to the business context throughout. (AO2) Deconstructs business information and/or issues, finding detailed interconnected points with logical chains of reasoning. (AO3) Makes a judgement, providing a clear justification based on a thorough evaluation of business information and issues relevant to the choice made. (AO4)

‘Justify’ questions: Exemplars

As these answers are too large to fit on a slide they can be found on pages 8 and 9 in the Delegate Booklet

‘Evaluate’ questions:

- Always **worth 12 marks**.
- Extended writing designed to **test Knowledge/Understanding, Application, Analysis and Evaluation (AO1, AO2, AO3, AO4)**.
- Will **only appear in Question 4** (the final question on each paper).
- ‘Interconnected points’ means **at least two linked strands**.
(Level 2 AO3 descriptor)
- ‘Detailed interconnected points’ means **at least five linked strands**.
(Level 3 AO3 descriptor)

‘Evaluate’ questions: Mark Scheme

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates elements of knowledge and understanding of business concepts and issues, with limited business terminology used. (AO1) • Limited application of knowledge and understanding of business concepts and issues to the business context. (AO2) • Attempts to deconstruct business information and/or issues, finding limited connections between points. (AO3) • Draws a conclusion, supported by generic assertions from limited evaluation of business information and issues. (AO4)
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of business concepts and issues, including appropriate use of business terminology in places. (AO1) • Sound application of knowledge and understanding of business concepts and issues to the business context, although there may be some inconsistencies. (AO2) • Deconstructs business information and/or issues, finding interconnected points with chains of reasoning, although there may be some logical inconsistencies. (AO3) • Draws a conclusion based on sound evaluation of business information and issues. (AO4)
Level 3	9–12	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of business concepts and issues throughout, including appropriate use of business terminology. (AO1) • Detailed application of knowledge and understanding of business concepts and issues to the business context throughout. (AO2) • Deconstructs business information and/or issues, finding detailed interconnected points with logical chains of reasoning. (AO3) • Draws a valid and well-reasoned conclusion based on a thorough evaluation of business information and issues. (AO4)

‘Evaluate’ questions: Exemplars

As these answers are too large to fit on a slide they can be found on pages 10 and 11 of the Delegate Booklet

Marking Activity 2

Delegate booklet

Find the overall level and mark:

- You will now read one more sample student responses to 'Analyse', 'Justify' and 'Evaluate' questions.
- The samples are from this summer's paper.
- In pairs, **determine the correct overall level and mark** for each answer
- Using the mark scheme, award an appropriate mark.

Support for Teachers



Support overview

Getting Started Guide
& Scheme of Work

Getting Ready to
Teach Events

Subject interpretation
of transferable skills

Subject Advisor

Results Plus

Regional Support
Manager

Qualification Guides

Exemplar marked
responses with
commentaries

Access to Scripts



Offering more advanced support tools and services



ResultsPlus is the free online results analysis tool for teachers - it provides analysis features that other similar solutions don't

- Provides a detailed breakdown of student performance in Edexcel exams.
- Helps identify topics where the student can benefit from further learning and allows this knowledge to inform teaching strategies and approaches.
- Provides a comparison of student performance at regional level.
- Allows you to view your school's performance against other Pearson Edexcel schools in your country. You can also find student results analysis from their previous Pearson Edexcel school.
- Mock exams results can also be fed into the system to produce an analysis. So not just post results!
- 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

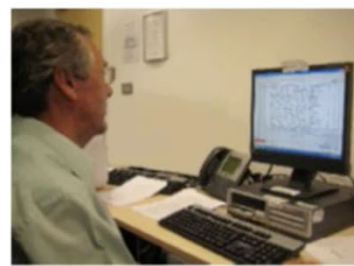
How Result Plus works



1.
Student
takes exam
on paper



2.
Exam papers
scanned



3.
Examiners
mark papers
online



4.
Performance
reports
shared



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

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
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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 for your time

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