

Pearson Edexcel

International GCSE

Economics

- Understanding assessment and improving delivery in International GCSE Economics Module 1

4EC1-20104

First teaching in 2017

First assessment 2019



Session Agenda

- 08.00 Welcome, introductions and International GCSE features
- 08:10 Assessment Objectives and Activity 1
- 08:30 AO1 in exams and Activity 2
- 08.50 AO2 in exams and Activity 3
- 09.10 AO2 in levels-based questions and Activity 4
- 09.20 Exam examples
- 09.40 Support, resources and questions
- 10.00 Finish

Aims and Objectives

During this module you will:

- be introduced to the idea of Assessment Objectives
- analyse recent question papers and learn which types of question match the different Assessment Objectives
- investigate different Assessment Objectives, focusing on AO1 and A02
- discuss strategies for teaching to try and make sure students can access questions targeting different Assessment Objectives
- network, discuss best practice and share ideas with other teachers

Pearson Edexcel

About Pearson Edexcel

Pearson is the world's leading learning company. Our mission is to help people make progress in their lives through learning – because we believe that learning opens up opportunities, creating fulfilling careers and better lives.

- ❖ **Qualifications:** our qualifications and assessments help to educate millions of people worldwide.
- ❖ **Support:** we provide innovative textbooks, curriculum materials, multimedia learning tools, IT platforms, professional development.
- ❖ **Impact:** At the core of everything we do is the desire to make a measurable impact on improving people's lives through learning.

Edexcel is part of Pearson Education and is the UK's largest awarding body.

- ❖ **Worldwide recognition:** over 150 years of international education experience, more than 3.4 million learners in 70+ countries. Over 9 million scripts marked annually, with exceptionally reliable results.

International GCSE Features



9-1 grading scale

	NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
<p>The new grade 9 represents a new level of attainment and has been introduced to differentiate your top performing students.</p> <p>The bottom of the grade 7 broadly aligns with the bottom of the grade A.</p>	9	A*
	8	
	7	A
<p>There's greater differentiation in the middle of the scale, with three new grades 6, 5 and 4 rather than two grades (B and C).</p> <p>The bottom of the grade 4 broadly aligns with the bottom of the grade C.</p>	6	B
	5	
	4	C
	3	D
<p>The bottom of the grade 1 broadly aligns with the bottom of the grade G.</p>	2	E
	1	F
	1	G
	U	U

9-1 grading scale

Awarding

- The grading system has changed, but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) 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, unlike old A* to G grading.

World-class qualifications

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



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

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

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

Subject Features

Reviewed and updated in
light of UK GCSE
changes

Progression to study at A
Level or International A
Level

examWizard &
ResultsPlus Support

Two equally weighted
papers

Transferable Skills
embedded

Exemplar material from
real candidates scripts

Dedicated textbooks

[teachingeconomics@
pearson.com](mailto:teachingeconomics@pearson.com)



Assessment Objectives



What are assessment objectives?

- Allow a clear and consistent approach to exam questions
- Equal weighting of each AO for paper 1 and paper 2

AO	Description	% in International GCSE
AO1	Recall, select and communicate knowledge of economic terms, concepts and issues	14-15
AO2	Demonstrate understanding and apply economic knowledge using appropriate terms, concepts, theories and calculations effectively in specific contexts	48-49
AO3	Select, organise and interpret information from sources to investigate and analyse economic issues	23-24
AO4	Evaluate economic information to make reasoned judgements and draw conclusions	12-13

Matching Assessment Objectives to questions



Assessment Objectives and command words (1)

Command word	Number of marks	Requires the student to:
Multiple Choice	1	Select the correct answer from a choice of answers. These questions test recall of knowledge from the specification content or require a calculation to reach the correct answer.
Define	1	Define a term from the specification content.
State	1	Give an answer, no longer than a sentence, referring to a piece of information from the specification content.
What is meant by	2	Define the term x where x is a term from the specification content. There must be two separate parts to the definition.
Describe	2	Identify and briefly develop a consequence of an economic event.
Calculate	2	Use mathematical skills to reach the answer, based on given data. Calculators may be used and workings should be given.
Draw	3	Draw a diagram containing three separate awardable points.
Explain	3	Give a statement of fact, with two further expansion points. These may expand on each other, or both from the same fact. The answer will be placed in context by the question.

Assessment Objectives and command words (2)

Command word	Number of marks	Requires the student to:
Analyse	6	Write an extended answer, requiring the expansion and exploration of an economic concept or issue. The answer will be placed in context by the question.
Assess	9	Write an extended answer, using given information to weigh up factors and compare them in an economics context.
Evaluate	12	Write an extended answer, applying knowledge of specification content, to reach a supported conclusion about an economic situation.

Assessment Objectives and command words (3)

Command word	Number of marks	AO1	AO2	AO3	AO4
Multiple Choice	1	1*	1*		
Define	1	1			
State	1	1			
What is meant by	2	2			
Describe	2	2			
Calculate	2		2		
Draw	3		3		
Explain	3		3		

* Note: Multiple choice questions can be either AO1 or AO2

Assessment Objectives and command words (4)

Command word	Number of marks	AO1	AO2	AO3	AO4
Analyse	6		3	3	
Assess	9		3	3	3
Evaluate	12		4	4	4

Activity 1



Each International GCSE exam paper is marked out of 80 marks.

Using the information in the table, calculate how many marks would be available for AO1 and how many for AO2.

AO	% in International GCSE
AO1	14-15
AO2	48-49
AO3	23-24
AO4	12-13

AO1 in exams



AO1 in exams

- Command words assessed by AO1:
 - Multiple choice questions (1 mark)
 - Define (1 mark)
 - State (1 mark)
 - What is meant by (2 marks)
 - Describe (2 marks)
- AO1: recall, select and communicate knowledge of economic terms, concepts and issues

AO1 in exams – Multiple Choice questions

1 (a) Which **one** of the following is a feature of an oligopoly?

(1)

- ☐ **A** Large firms dominate
- ☐ **B** Unique product
- ☐ **C** One firm dominates
- ☐ **D** No barriers to entry

Question number	Answer	Mark
1(a)	AO1 1 mark A Large firms dominate	 (1)

AO1 in exams – ‘Define’ questions

(e) Define the term labour.

(1)

people working to produce a good or serve
in a service

Question number	Answer	Mark
1(e)	<p>AO1 1 mark</p> <p>Award 1 mark for a correct definition</p> <p>The people used in the production of goods and services</p>	<p>(1)</p>

AO1 in exams – ‘State’ questions

(c) State **one** method of government intervention that should lead to the protection of the environment.

(1)

Government regulation

Question Number	Answer	Mark
2(c)	<p style="text-align: center;">AO1 1 mark</p> <p>Award 1 mark for one correct method.</p> <ul style="list-style-type: none">• taxation• subsidy• regulation• fines• pollution permits• government provision of parks <p>Accept any other appropriate responses.</p>	<p style="text-align: center;">(1)</p>

AO1 in exams – ‘What is meant by’ questions

(c) What is meant by the term boom? (2)

the peak of the economic cycle and GDP grows highest.

Question Number	Answer	Mark
1(c)	<p>AO1 2 marks</p> <p>Award 1 mark for reference to economic cycle and 1 mark for reference to high levels of economic activity/employment</p> <p>A phase in the economic cycle (1) with the highest levels of economic activity/with the highest levels of employment (1).</p> <p>Accept any other appropriate response.</p>	(2)

AO1 in exams – ‘Describe’ questions

(e) Describe **one** reason why congestion is an example of an external cost.

(2)

One reason that congestion is an example is because the traffic congestion will cause ~~extra~~ noise and air pollution which damage people's health, spillover to the negative affect on third party

Question number	Answer	Mark
2(e)	<p>AO1 2 marks</p> <p>Award 1 mark for reference to the reason and 1 mark for development of the reason</p> <p>Congestion causes pollution (1) which harms the health of third parties such as pedestrians (1)</p> <p>Accept any other appropriate response</p>	<p>(2)</p>

Activity 2



Using the chat box, suggest TWO ways you can help your students to prepare for Assessment Objective (AO) 1.

AO2 in exams



AO2 in exams

- Command words assessed by AO2:
 - Points-based - Multiple choice questions (1 mark)
Calculate (2 marks)
Draw (3 marks)
Explain (3 marks)
 - Levels-based - Analyse (3 of the 6 marks)
Assess (3 of the 9 marks)
Evaluate (4 of the 12 marks)
- AO2: Demonstrate understanding and apply economic knowledge using appropriate terms, concepts, theories and calculations effectively in specific contexts

AO2 in exams – Multiple Choice questions

(b) A firm has monthly total costs of \$150 000 and monthly fixed costs of \$90 000. If it produces 1,000 units, what are the monthly total variable costs for the firm?

(1)

- ☐ A \$60
- ☐ B \$90
- ☐ C \$60 000
- ☐ D \$240 000

Question number	Answer	Mark
1(b)	AO2 1 mark C \$ 60 000	 (1)

AO2 in exams – ‘Calculate’ questions

(e) Calculate the price in Indian Rupees (INR) of machinery which costs \$150 000 when the exchange rate is \$1 = 70.66 INR. You are advised to show your working. (2)

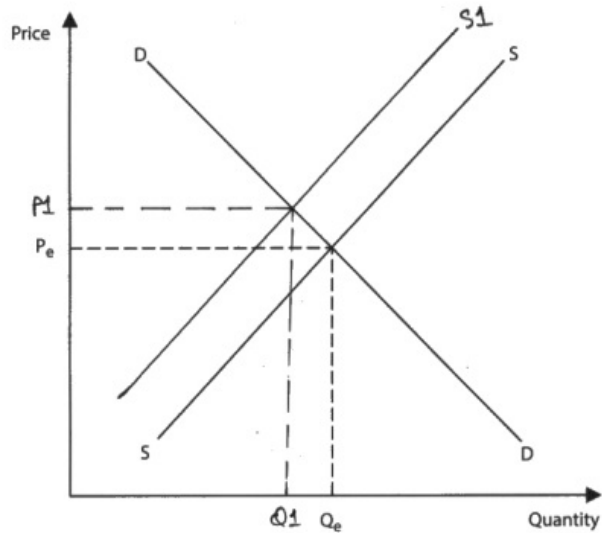
$150\,000 \times 70.66 = 10\,599\,000 \text{ INR}$

Question Number	Answer	Mark
1(e)	<p>A02 2 marks</p> <p>Award 1 mark for showing the calculation.</p> <p>$150\,000 \times 70.66 \text{ INR (1)}$</p> <p>Award 1 mark for the correct answer.</p> <p>$= 10\,599\,000 \text{ INR (1)}$</p> <p>Award 2 marks if the correct answer of 10 599 000 INR is shown, with Indian Rupee symbol, even if no calculations are shown.</p> <p>Award 1 mark if correct answer is shown, but with no Indian Rupee symbol, even if no calculations are shown.</p> <p>Do not award marks for the formula.</p>	(2)

AO2 in exams – ‘Draw’ questions

- (f) Using the diagram below, draw the effects of the introduction of a tariff on the equilibrium price and quantity of a good. Label the new curve, the new equilibrium price and quantity.

(3)



Question Number	Answer	Mark
1(f)	<p>AO2 3 marks</p> <p>Award 1 mark for leftward shift of supply, labelled Award 1 mark for higher equilibrium price, labelled Award 1 mark for lower equilibrium quantity, labelled</p>	(3)

AO2 in exams – ‘Explain’ questions

Robert is the only business specialising in handmade door signs in the local area.

(h) Explain **one** disadvantage for customers of Robert being the only local firm specialising in handmade door signs.

(3)

Robert's business is a monopoly because it's the only market that provides handmade doors, a monopoly is a company that controls all of the market. Robert can increase prices as his products are price inelastic as they're unique, this means people have to pay more if prices increase.

This means people will be unsatisfied.

Question number	Answer	Mark
1(h)	<p>AO2 3 marks</p> <p>Award 1 mark for identifying a relevant disadvantage Award 1 mark for developing the disadvantage Award 1 mark for the response being in the context of Robert's wood carving business</p> <ul style="list-style-type: none"> One disadvantage is that the price may be higher (1) this is due to a lack of choice (1) because there are no other local wood carvers that customers can use (1) One disadvantage is that it may take a long time to receive the order (1) because Robert is a small business and he is working alone (1), and it takes time for him to make each individual door sign (1) <p>Accept any other appropriate response</p>	(3)

Activity 3



1) Using two mark schemes:

- Paper 1 Summer 2019**
- Paper 2R January 2020**

find how many AO2 marks are available for points based questions (all questions worth 1, 2 or 3 marks).

2) How many further AO2 marks are available on each paper?

(Use your calculation from activity 1)

AO2 in levels-based questions

Command word	Number of marks	AO1	AO2	AO3	AO4
Analyse	6		3	3	
Assess	9		3	3	3
Evaluate	12		4	4	4

- **THREE 'analyse' questions per paper 3x3 AO2 marks (9)**
- **TWO 'assess' questions per paper 2x3 AO2 marks (6)**
- **ONE 'evaluate' question per paper 1x4 AO2 marks (4)**

Application

- 40 marks from AO2 in low mark (points-based) questions across the International GCSE Economics qualification
- 38 further AO2 marks from levels-based questions across the two papers
- 78/160 marks for AO2
Nearly 50% of the whole qualification for APPLICATION

Activity 4



Use the chat box to suggest how students might apply their knowledge in each of the following AO2 types of question:

- * Calculate**
- * Draw**
- * Explain**

Exam examples



Calculate

The total revenue of a printing firm is \$75 000 per month when it sells 100,000 newspapers. The price of a newspaper increases to \$0.85 and demand falls to 95,000 newspapers per month.

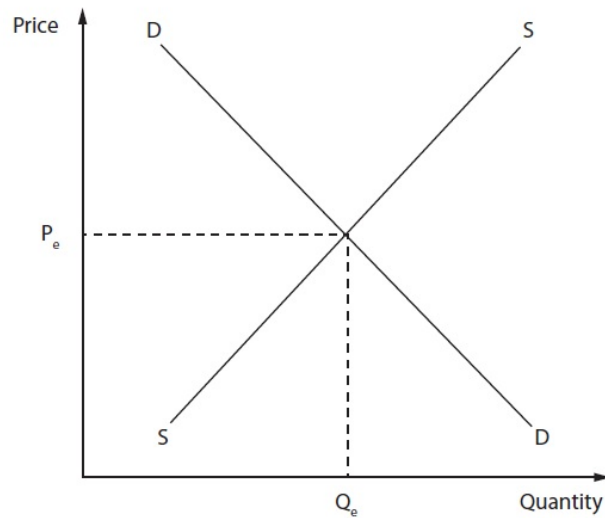
(c) Calculate the new total revenue. You are advised to show your working.

(2)

Question number	Answer	Mark
3(c)	<p>AO2 2 marks</p> <p>Award 1 mark for showing correct calculation. $0.85 \times 95,000$ (1)</p> <p>Award 1 mark for correct total revenue (TR). $= \\$80\,750$ (1)</p> <p>Award 2 marks if TR is correctly calculated, even if no calculations are shown</p> <p>Do not award marks for the formula</p>	(2)

Draw

- (g) Using the diagram below, draw the effects on the market for locally sourced goods of more customers preferring to buy from local firms. Label the new curve, new equilibrium price and new equilibrium quantity.



(3)

Question number	Answer	Mark
1(g)	<p>AO2 3 marks</p> <p>Award 1 mark for rightward shift of demand, labelled Award 1 mark for higher equilibrium price, labelled Award 1 mark for higher equilibrium quantity, labelled</p>	(3)

Explain

Robert has been running a small business from a workshop in his own house for nine years. He has been carving door signs and gifts out of locally sourced wood. Rather than producing identical, standard items, he decided to only make products to meet the personal requirements of his customers. Each order is made specifically for them and reviews are very positive. Robert's success is due to a growing trend across the country as consumers increasingly prefer to buy locally sourced products.

- (h) Explain **one** disadvantage for customers of Robert being the only local firm specialising in handmade door signs.

(3)

Question number	Answer	Mark
1(h)	<p>AO2 3 marks</p> <p>Award 1 mark for identifying a relevant disadvantage Award 1 mark for developing the disadvantage Award 1 mark for the response being in the context of Robert's wood carving business</p> <ul style="list-style-type: none"> One disadvantage is that the price may be higher (1) this is due to a lack of choice (1) because there are no other local wood carvers that customers can use (1) One disadvantage is that it may take a long time to receive the order (1) because Robert is a small business and he is working alone (1), and it takes time for him to make each individual door sign (1) <p>Accept any other appropriate response</p>	(3)

Analyse/Assess/Evaluate

- ‘Analyse’, ‘assess’ and ‘evaluate’ questions have a stem (an extract, diagram, table or data) to provide context for the question that follows
- ‘Analyse’ questions:
“With reference to the data above and your knowledge of economics”,
analyse....
- ‘Assess’ questions:
“With reference to the data above and your knowledge of economics”,
assess....
- ‘Evaluate’ questions:
“With reference to the data above and your knowledge of economics”,
evaluate....



Analyse Mark Scheme

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Demonstrates basic knowledge and understanding by developing relevant points. Limited application of economic terms, concepts, theories and calculations (AO2).• Information presented will lack selectivity and organisation. Interpretation of economic information will be limited, with a lack of analysis of issues (AO3).
Level 2	3–4	<ul style="list-style-type: none">• Demonstrates partial knowledge and understanding by developing relevant points. Partial application of economic terms, concepts, theories and calculations (AO2).• Information presented will demonstrate some selectivity and organisation. Interpretation of economic information will be good, with some analysis of issues (AO3).
Level 3	5–6	<ul style="list-style-type: none">• Demonstrates clear knowledge and understanding by developing relevant points. Appropriate application of economic terms, concepts, theories and calculations (AO2).• Information presented will demonstrate excellent selectivity and organisation. Interpretation of economic information will be excellent, with a thorough analysis of issues (AO3).

Assess Mark Scheme

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates basic knowledge and understanding by developing relevant points. Limited application of economic terms, concepts, theories and calculations (AO2). • Information presented will lack selectivity and organisation. Interpretation of economic information will be limited, with a lack of analysis of issues (AO3). • Only offers one viewpoint, meaning there is an unbalanced and incomplete evaluation, showing limited understanding and awareness (AO4).
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates partial knowledge and understanding by developing relevant points. Partial application of economic terms, concepts, theories and calculations (AO2). • Information presented will demonstrate some selectivity and organisation. Interpretation of economic information will be good, with some analysis of issues (AO3). • Offers more than one viewpoint but the argument may lack balance, leading to an evaluation that may not demonstrate full understanding and awareness (AO4).
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates clear knowledge and understanding by developing relevant points. Appropriate application of economic terms, concepts, theories and calculations (AO2). • Information presented will demonstrate excellent selectivity and organisation. Interpretation of economic information will be excellent, with a thorough analysis of issues (AO3). • Offers more than one viewpoint. The argument is well balanced and coherent, leading to an evaluation that demonstrates full understanding and awareness (AO4).



Evaluate Mark Scheme

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates isolated elements of relevant knowledge and understanding; may lack development of relevant points. Limited application of economic terms, concepts, theories and calculations (AO2). • Information presented will lack selectivity and organisation. Chain of reasoning may be attempted; economic information will be limited issues (AO3). • Only offers one viewpoint, meaning incomplete evaluation, showing little awareness. A judgement or conclusion attempted (AO4).
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates partial selectivity and understanding by developing some relevant points. Partial application of economic terms, concepts, theories and calculations (AO2). • Information presented will demonstrate some selectivity and organisation. Chain of reasoning will be present but may be limited. Interpretation of economic information will be good, with some analysis of issues (AO3). • Offers more than one viewpoint but the argument may lack balance, leading to an evaluation that may not demonstrate full understanding and awareness. A judgement or conclusion is attempted, but may not be fully supported (AO4).
Level 3	9–12	<ul style="list-style-type: none"> • Demonstrates specific and accurate knowledge and understanding by developing relevant points. Appropriate application of economic terms, concepts, theories and calculations (AO2). • Information presented will demonstrate excellent selectivity and organisation. Chain of reasoning will be coherent and logical. Interpretation of economic information will be excellent with a thorough analysis of issues (AO3). • Offers more than one viewpoint. The argument is well balanced and coherent, leading to an evaluation that demonstrates full understanding and awareness. A supported judgement or conclusion is present (AO4).

Demonstrates isolated elements of relevant knowledge and understanding; may lack development of relevant points.
Limited application of economic terms, concepts, theories and calculations (AO2).

Support

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>



Resources

We offer a range of free and paid for resources for **International GCSE in Economics**. They have been designed to support teachers to improve learner outcomes.



Support Overview for International GCSE in Economics

Getting Started Guide &
Scheme of Work

Getting ready to Teach
Events

Subject interpretation of
transferable skills

Subject Advisor

Results Plus

Regional Support Manager

Curriculum Matched
Publishing

Exemplar Marked
Responses

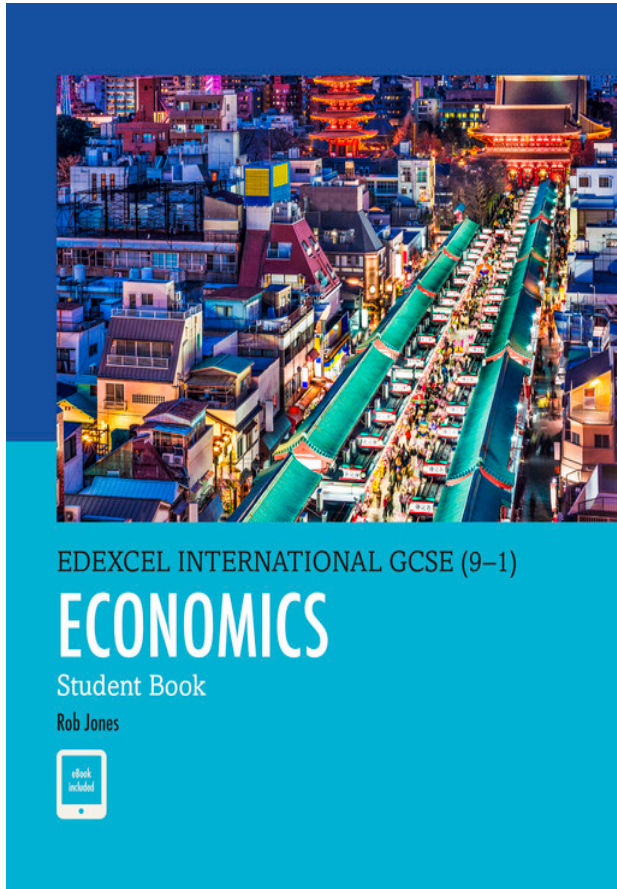
Additional SAMs

Exam Wizard

Lesson plans

Topic booklets

Endorsed Publishing*



- Engaging contemporary contexts with plenty of real case studies.
- Transferable skills are explicitly signposted, allowing students to understand the skills they are gaining.
- Exam style questions and practice tests to support revision.
- Content is mapped to the specification to provide comprehensive coverage.

Student Book and eBook

** Pearson's published resources, as well as other endorsed resources, are not a prerequisite for the delivery of our specification.*

- 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
- 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.



Your Subject Advisor

Colin Leith

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Facebook groups:

- [BTEC Business & Enterprise](#)
- [GCSE Business](#)
- A level [Business](#)
- [Economics A](#)
- [Economics B](#)



You can sign up for Colin's e-updates by completing this [online form](#) or by emailing teachingeconomics@pearson.com

We also have an online [portal](#) where you can pose questions.

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](#)

Make an informed enquiry about results (EARs) using our free access to scripts portal.

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Any questions?

**Please fill in
your evaluation forms**

We value your feedback!



ALWAYS LEARNING