

Pearson Edexcel International GCSE Economics

- Understanding assessment and improving delivery in International GCSE Economics
Module 2

4EC1-20105

First teaching in 2017

First assessment 2019



Session Agenda

Time	Item
08.00	Welcome, introductions and International GCSE features
08:10	Assessment Objectives and Activity 1
08:20	Matching Assessment Objectives to questions and Activity 2
08.50	Assessment Objectives in exams, Activity 3 and Activity 4
09.15	Feedback of best practice in exams and Activity 5
09.40	Support, resources and questions
10.00	Finish

Aims and Objectives

During this module you will:

- revisit assessment objectives for assessment of the International GCSE Economics qualification
- investigate different assessment objectives, focusing on AO3 and AO4
- discuss strategies for teaching to try and make sure students can access questions targeting different assessment objectives
- look at the support available for this specification
- 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

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 AO3 and how many for AO4.

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

Analyse

Command word	Number of marks	AO1	AO2	AO3	AO4
Analyse	6		3	3	

Analyse	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.
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Analyse questions require:

- Information presented with an analysis of issues
- Applied economic understanding (use of the data given)
- They do NOT require a counter argument
- They do NOT require a conclusion

Analyse

AO	Description
AO2	Demonstrate understanding and apply economic knowledge using appropriate terms, concepts, theories and calculations effectively in specific contexts
AO3	Select, organise and interpret information from sources to investigate and analyse economic issues

- 3 x AO2 marks
- 3 x AO3 marks

Analyse

Example from Paper 2 January 2020

The annual rate of inflation in Kenya was 5.7% in September 2018 and fell to 5.53% in October 2018.

With reference to the data above and your knowledge of economics, analyse how monetary policy could be used to further reduce the rate of inflation in Kenya.

- Knowledge/understanding
- Applied to the data given/own knowledge
- Chain(s) of reasoning

Assess

Command word	Number of marks	AO1	AO2	AO3	AO4
Assess	9		3	3	3

Assess	Write an extended answer, using given information to weigh up factors and compare them in an economics context.
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Assess questions require:

- Information presented with an analysis of issues
- Applied economic understanding (use of the data given)
- A balanced counter argument, again with applied economic understanding
- They do NOT require a conclusion

Assess

AO	Description
AO2	Demonstrate understanding and apply economic knowledge using appropriate terms, concepts, theories and calculations effectively in specific contexts
AO3	Select, organise and interpret information from sources to investigate and analyse economic issues
AO4	Evaluate economic information to make reasoned judgements and draw conclusions

- 3 x AO2 marks
- 3 x AO3 marks
- 3 x AO4 marks

Assess

Example from Regional Paper 2 January 2020

In Western Australia, single-use plastic bags were banned in July 2018 but fines were not enforced. However, from 2019, under new regulations, any shops providing customers with the banned plastic bags may face prosecution, with fines of up to AUS\$5 000. The government is relying on shoppers to report retailers that break the rules.

The Environment Minister, Stephen Dawson, said the ban is well supported by the community. He said, “Taking plastic bags out of litter is a significant step towards protecting our environment”.

With reference to the data and your knowledge of economics, assess the likely effectiveness of regulation to protect the environment in a country such as Australia.

IN ADDITION TO THE REQUIREMENTS OF AN ‘ANALYSE’ QUESTION

- Balanced counter argument
- Applied to the data given/own knowledge
- Chain(s) of reasoning in the counter argument as well

Evaluate

Command word	Number of marks	AO1	AO2	AO3	AO4
Evaluate	12		4	4	4

Evaluate	Write an extended answer, applying knowledge of specification content, to reach a supported conclusion about an economic situation.
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Evaluate questions require:

- One or more chains of reasoning to be used to present information with an analysis of issues
- Applied economic understanding (use of the data given)
- A balanced counter argument, again with applied economic understanding
- A conclusion/supported judgement

Evaluate

AO	Description
AO2	Demonstrate understanding and apply economic knowledge using appropriate terms, concepts, theories and calculations effectively in specific contexts
AO3	Select, organise and interpret information from sources to investigate and analyse economic issues
AO4	Evaluate economic information to make reasoned judgements and draw conclusions

- 4 x AO2 marks
- 4 x AO3 marks
- 4 x AO4 marks

Evaluate

Example from Regional Paper 1 January 2020

Wong Thien runs the family's noodle-making factory, which has been operating in Jeranjum, Malaysia since 1950. The noodle-making process involves each worker blending ingredients to make dough, kneading the dough with long wooden rolling pins and cutting noodles to various sizes. Wong's factory now supplies 70% of the noodle-based food stalls in the town. He is considering introducing division of labour in the process in order to increase productivity.

With reference to the data and your knowledge of economics, evaluate whether introducing division of labour is the best way for Wong to increase productivity in his noodle-making factory.

IN ADDITION TO THE REQUIREMENTS OF AN 'ASSESS' QUESTION

- A supported judgement or conclusion

Activity 2



Using the chat box, suggest TWO key factors you could pass on to your students from what we have discussed so far about:

*** Assessment Objective 3**

*** Assessment Objective 4**

Assessment Objectives in exams



Assessment Objectives in exams

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 AO3 marks (9)**
- **TWO 'assess' questions per paper 2x3 AO3 marks (6)**
- **ONE 'evaluate' question per paper 1x4 AO3 marks (4)**

Levels-based questions

- Analyse, assess and evaluate ONLY
- Only levels-based questions are assessed by AO3 and AO4
- Also assessed by AO2
- Marked using descriptor tables
- Same table each series
- Holistic marking

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).



Activity 3



Using the descriptor table for ‘assess’ questions, note the requirements for AO4 in each of levels 1, 2, and 3.

(Use the descriptor table in the Delegate Booklet on page 7)

Level	AO4 (Viewpoints)	AO4 (Balance)	AO4 (Evaluation)
1			
2			
3			

AO4 in each of levels 1, 2, and 3 (assess)

Level	AO4 (Viewpoints)	AO4 (Balance)	AO4 (Evaluation)
1	Only one viewpoint	Unbalanced	Incomplete evaluation showing limited understanding and awareness
2	More than one viewpoint	May lack balance	Evaluation may not demonstrate full understanding and awareness
3	More than one viewpoint	Well-balanced and coherent	Evaluation demonstrates full understanding and awareness

Evaluate Mark Scheme (AO3)

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. Limited application of economic terms and calculations (AO2). • Information presented will lack selectivity and organisation. Chain of reasoning may be attempted. Interpretation of economic information will be limited, with a lack of analysis of issues (AO3). • Only offers one viewpoint, meaning an incomplete evaluation, showing a lack of understanding and awareness. A judgement or conclusion is unlikely to be attempted (AO4).
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates partial selectivity and some accurate knowledge and understanding by developing an argument. Some application of economic terms 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, leading to an evaluation that demonstrates partial 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 a coherent argument. Application of economic terms 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, leading to an evaluation that demonstrates full understanding and awareness. A supported judgement or conclusion is present (AO4).

Information presented will lack selectivity and organisation. Chain of reasoning may be attempted. Interpretation of economic information will be limited, with a lack of analysis of issues (AO3).

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).

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).

Evaluate Mark Scheme (AO4)

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. Chain of reasoning may be attempted. Interpretation of economic information will be limited, with some analysis of issues (AO3). • Only offers one viewpoint, meaning there is an unbalanced and incomplete evaluation, showing limited understanding and awareness. A judgement or conclusion is unlikely to be attempted (AO4).
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates partial selectivity and some accurate knowledge and understanding by developing some relevant points. Partial application of economic terms, concepts, theories and calculations (AO2). • Information presented will demonstrate some organisation. Chain of reasoning will be attempted. Interpretation of economic information will be limited, 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 good organisation. Chain of reasoning will be thorough. Interpretation of economic information will be 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).

Activity 4



Using the descriptor table for ‘evaluate’ questions, note the ADDITIONAL requirements for AO4 in each of levels 1, 2, and 3.

(Use the descriptor table in the Delegate Booklet on page 8)

Level	AO4 Additional requirement
1	
2	
3	

ADDITIONAL requirements for AO4 in each of levels 1, 2, and 3

Level	AO4 Additional requirement
1	A judgement or conclusion is unlikely to be attempted
2	A judgement or conclusion is attempted but may not be fully supported
3	A supported judgement or conclusion is present

Feedback of best practice from exams



Analyse example (6/6 marks)

Small but successful

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.

Despite his success, Robert has decided to keep his business small and not expand.

- (i) With reference to the data in 'Small but successful' and your knowledge of economics, analyse why Robert might have decided not to expand his business.

(6)

Reasons that Robert may have stayed a small business could firstly be to have more control over his business. Control could be over communications throughout his business, the manufacturing process, types of wood, etc. If it was a large firm, he would not have as much control as there would be more people who are employed to work.

Secondly, looking back to the case study, it can be seen that Robert likes to personalise his products unique for each consumer. He Robert may want to do this as it could be one of the main reasons for success as ^{for} big firms, it is more difficult to do this.

Lastly, if ~~the~~ ^{the firm} was small, the producers and consumers can have more one on one contact so, if there was any complaints ^(Total for Question 1 = 20 marks) given from the consumers, the business would be flexible to change ~~that~~ and respond to the complaint.

Assess example (9/9 marks)

Who should have the flu injection?

Flu is an unpredictable virus that can cause mild or unpleasant illness in most people. It can cause severe illness and even death among vulnerable groups, including older people, pregnant women and people with other health problems. These groups may, therefore, receive a free vaccination in the UK, to ensure they are protected against the virus. Although most people receive their vaccination from a public sector doctor, the UK Government has to pay private sector pharmacies to also provide this service. The cost to the UK Government of funding these vaccinations is over £100m per year.

(g) With reference to the data in 'Who should have the flu injection?' and your knowledge of economics, assess whether the cost to the UK Government of funding the flu vaccination can be justified.

(9)

Funding the flu vaccination is justified because the more people are vaccinated, the less people get sick, and the stronger the protection offered by herd immunity. Less people getting sick means labour productivity is increased as workers won't take sick leave as often. As a result, economic output may rise, contributing to economic growth.

A healthy population also increases the quality of life for people, which is desirable. Furthermore, by vaccinating, hence protecting pregnant women, they can give birth to healthy babies that in the long run can become productive members of the labour force. The benefits and tax revenue the government can collect from greater profits by firms due to a more productive labour force can be invested back into the economy, for example improving infrastructure, other healthcare, etc. further improving the quality of life of citizens.

However, £100 million per year is a lot, and has a big opportunity cost. The large amount of money can instead be used to invest in education, infrastructure, etc. These investments could also improve labour productivity in the long run. Also, providing free vaccinations to older people and people with health problems could be considered a loss as they are not part of the labour force, and will not contribute to economic growth relating directly to economic output.

Furthermore, people may choose not to receive vaccinations due to personal beliefs or influence, such as believing vaccinations could cause autism. These claims are outrageous but spread fast exactly

Evaluate example (12/12 marks)

Kenya is the third largest exporter of cut flowers in the world, accounting for 1.3% of its GDP. Kenya's main airport has a terminal dedicated especially to the transport of flowers and vegetables.

The Kenyan flower industry has created many employment opportunities. Around 100,000 people are employed directly on the flower farms and over 500,000 people benefit indirectly from this industry.

Over half of Kenya's 127 flower farms are concentrated around Lake Naivasha due to the large amount of water needed to grow the flowers. Some environmental campaigners have expressed concerns over the impact that the flower industry could have on the lake.

(c) With reference to the data above and your knowledge of economics, evaluate the likely benefits for Kenya of the globalisation of its flower industry.

(12)

Due to globalisation, Kenya can continue to increase its output, because it can sell this more in the global market than it can in the domestic market only. This will enable ^{100,000} people working on flower farms to benefit from an increased market, because it can make more sales, and benefit from an increased revenue by selling to billions of people rather than millions at home in Kenya. The larger markets created will also enable higher amount of ^{flowers} ~~output~~ to be produced at lower cost, because Kenyan flower industry can use mass production methods to produce higher ^{amount of flowers} ~~output~~ for global market and thus benefit by exploiting economies of scale, which means fewer ~~an~~ average cost of producing a single flower. So Kenya will benefit by globalisation by increased ^{income} ~~revenue~~, employment and output in Kenya, as well as lower costs of production. Due to globalisation and the opportunity to sell to larger markets flower industry can employ more than just 100,000 workers on farms, and cause a reduction in unemployment in Kenya. This will improve living standards and national income on average.

will increase. In Kenya, workers will benefit by increased disposable income. Kenya will benefit by selling the surplus of flowers produced to other nations. Kenya will also benefit by increased supply of labour from other countries which increases ~~the~~ Kenya's chance to produce more flowers, thus increase output.

However, due to globalisation, the flower workers may try to increase production of flower, and neglect the interest of environment. For instance, if these workers throw their waste in Lake Naivasha, then the wildlife, beauty of lake will be gone and damaged. This has negative external costs of production. Furthermore, the increase in national income on average in Kenya means more cars will be purchased and more flights will be taken. Both car and air transport cause greenhouse gases which contribute to global warming.

Whether the benefits outweigh drawbacks will depend on Kenya regulations and laws passed by government. If the enforcement of law is strong, then the environmental damage can be reduced.

Activity 5



Use the chat box to suggest how you can encourage your students to respond to the following questions types:

- * Analyse**
- * Assess**
- * Evaluate**

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

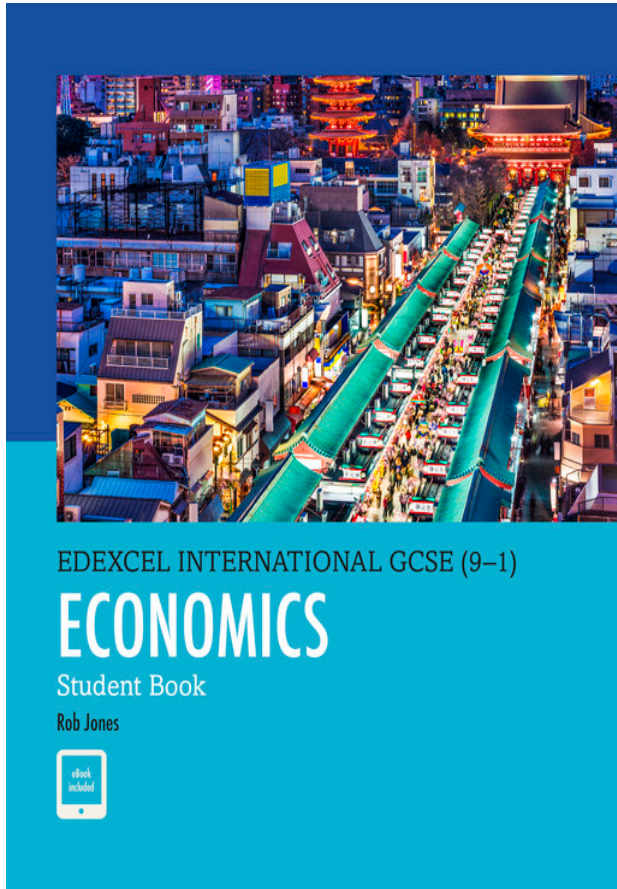
Additional SAMs

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.

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** 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.
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- 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.

Your Subject Advisor

Colin Leith

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



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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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