

Delegate Booklet

Course Title:

**Pearson Edexcel**

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

Course Code:

**4EC1-20105**





# About this event

Course Title:

Pearson Edexcel

Understanding assessment and improving delivery in International GCSE Economics  
Module 2

Course Code:

4EC1-20IO5

## Aims and Objectives of the event

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



# 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



# Activity 1 – Calculation of AO3 and AO4 marks

## Purpose

- To understand the weighting of AO3 in International GCSE Economics
- To understand the weighting of AO4 in International GCSE Economics

## Task

Please type answers in the chat box but you can also make a note of them here.

- Using the information in the table, calculate how many marks would be available for AO3.
- Using the information in the table, calculate how many marks would be available for AO4.

Answers

AO3 \_\_\_\_\_

AO4 \_\_\_\_\_



## Activity 2 – Preparing students for AO3 and AO4

### Purpose

- To help students understand the requirements and prepare for AO3 and AO4 in International GCSE Economics
- To share ideas of best practice with other teachers

### Task

Please type answers in the chat box but you can also make a note of them here.

- Using the chat box, suggest TWO factors you can pass on to your students from what we have discussed so far.

Answers

One \_\_\_\_\_

\_\_\_\_\_

Two \_\_\_\_\_

\_\_\_\_\_

Further strategies:



## **ANALYSE** question descriptor table (Mark Scheme)

USE FOR SLIDE 34

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



## **ASSESS** question descriptor table (Mark Scheme)

USE FOR SLIDE 35 and ACTIVITY 3 (SLIDE 36–8)

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



## **EVALUATE** question descriptor table (Mark Scheme)

USE FOR ACTIVITY 4 (SLIDE 41–3)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"><li>• Demonstrates isolated elements of relevant knowledge and understanding; may lack development of relevant points. Limited application of economic terms, concepts, theories and calculations (AO2).</li><li>• 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).</li><li>• 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).</li></ul>
Level 2	5–8	<ul style="list-style-type: none"><li>• Demonstrates partial selectivity and some accurate knowledge and understanding by developing some relevant points. Partial application of economic terms, concepts, theories and calculations (AO2).</li><li>• 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).</li><li>• 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).</li></ul>
Level 3	9–12	<ul style="list-style-type: none"><li>• Demonstrates specific and accurate knowledge and understanding by developing relevant points. Appropriate application of economic terms, concepts, theories and calculations (AO2).</li><li>• 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).</li><li>• 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).</li></ul>





## Activity 3 – Requirements for AO4 in ‘assess’ questions

### Purpose

- To understand how AO4 is assessed in ‘assess’ questions in International GCSE Economics
- To understand the different levels in ‘assess’ questions in International GCSE Economics

### Task

Please make a note of your answers here.

- Looking at an ‘assess’ question descriptor table from a mark scheme (OR PAGE 7 OF THIS BOOKLET), note down the requirements for AO4 according to the progression through levels 1, 2 and 3.

Answers

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



## Activity 4 – Additional requirements for AO4 in evaluate questions

### Purpose

- To help students understand AO4 requirements in International GCSE Economics exams
- To help students prepare for answering evaluate questions in International GCSE Economics

### Task

- Looking at an ‘evaluate’ question descriptor table from a mark scheme (OR PAGE 8 OF THIS BOOKLET), note down the additional requirements for AO4 according to the progression through levels 1, 2 and 3.

Answers

Level	AO4 Additional requirement
1	
2	
3	



## Analyse example (slide 45)

### 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, linking back to the case study, it can be seen that Robert likes to personalise his products unique for each consumer. Robert may want to do this as it could be one of the main reasons for success as <sup>for</sup> big firms, ~~as~~ it is more difficult to do this.

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



## Assess example (slide 46)

### 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. <sup>and healthy workers are more productive</sup> 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 (slide 47)

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 <sup>100000</sup> 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 <sup>flowers</sup> ~~output~~ to be produced at lower cost, because Kenyan flower industry can use mass production methods to produce higher <sup>amounts of flowers</sup> ~~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 <sup>income</sup> ~~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 100000 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 incomes. 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 increase ~~the~~ Kenya chances 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 mean 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 – Methods of responding to questions types

### Purpose

- To help students respond to levels-based questions in International GCSE Economics exams
- To share ideas of best practice with other teachers

### Task

Please type answers in the chat box but you can also make a note of them here.

- Using the chat box, suggest how you might encourage students to respond to the following types of question:
  - \* Analyse
  - \* Assess
  - \* Evaluate

Answers

Analyse

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Assess

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Evaluate

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Further strategies:



# Personal Learning

## Things to do:

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## Things to avoid

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- 
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## Your ideas: