



OXFORD

INTERNATIONAL  
AQA EXAMINATIONS

# ➤ Welcome back to Prepare to Teach: OxfordAQA International A-level Economics

**Wednesday 18<sup>th</sup> March 2020**

Professor Margaret Stevens, University of Oxford

Stuart Luker, AQA

Gemma Tregellas, OxfordAQA

**Thursday 19<sup>th</sup> March 2020**

Jamie Kirkaldy, OxfordAQA

Stuart Luker, AQA

18<sup>th</sup> March 2020

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# › Today's agenda

- › Welcome back
- › Support for OxfordAQA International A-level Economics | **Jamie Kirkaldy** (OxfordAQA)
- › Prepare to teach A2-level Economics | **Stuart Luker (AQA)**
- › Question Panel with experts

2 hours in total





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# ▶ TRANSITION AND ONGOING SUPPORT FOR OXFORDAQA A-LEVEL ECONOMICS

Jamie Kirkaldy

Head of Teaching and Learning Support

19<sup>th</sup> May 2020

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# › Agenda

- › Becoming an OxfordAQA school
- › Switching and transition support
- › Teaching and learning resources
- › Support for teachers



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# › BECOMING AN OXFORDAQA SCHOOL

# › Becoming an OxfordAQA school

## › Four-step process (details on website)

1. Expression of interest form
2. Application pack
3. Initial approval
4. Independent inspection

### Become an OxfordAQA school



**If you are interested in offering our qualifications at your school, you first need to become an approved centre.**

The application process is easy.

Interested in applying for centre approval? Read through the following four steps to see how you can offer international qualifications that reflect the latest UK standards.

#### **STEP 1**

Fill in our [Expression of Interest form](#).

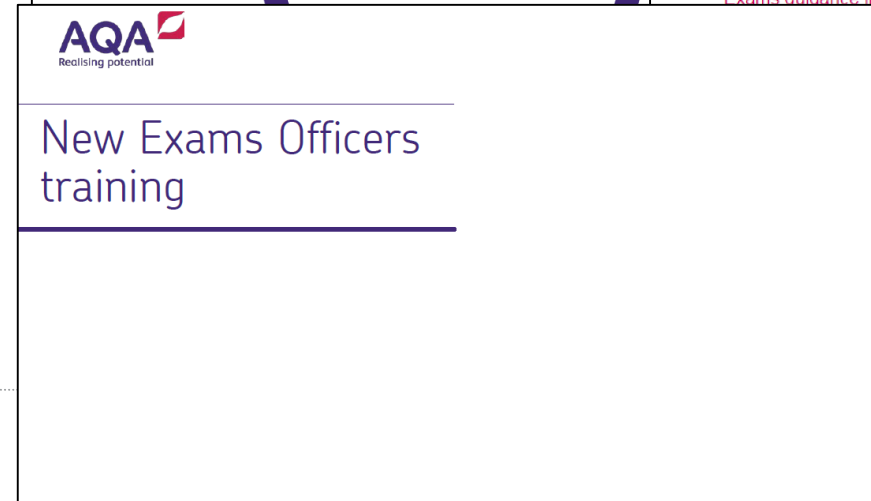
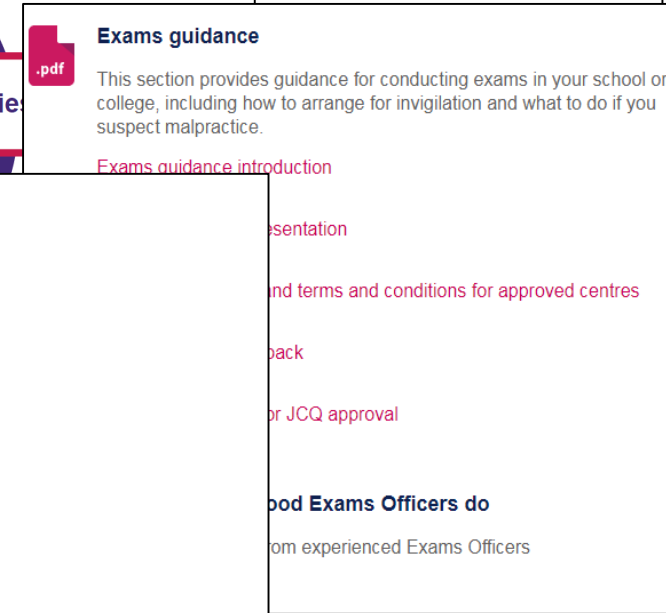
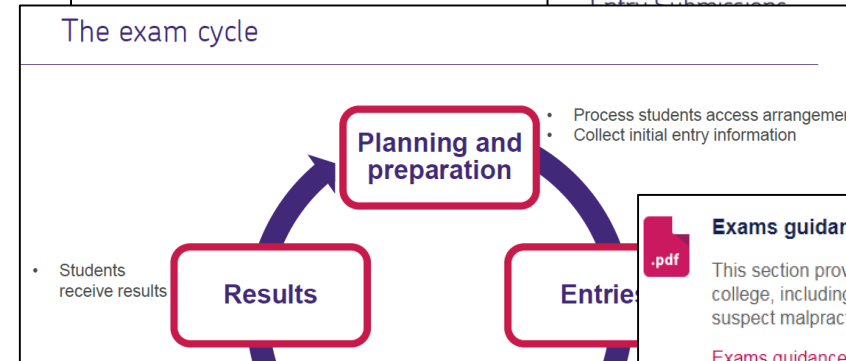
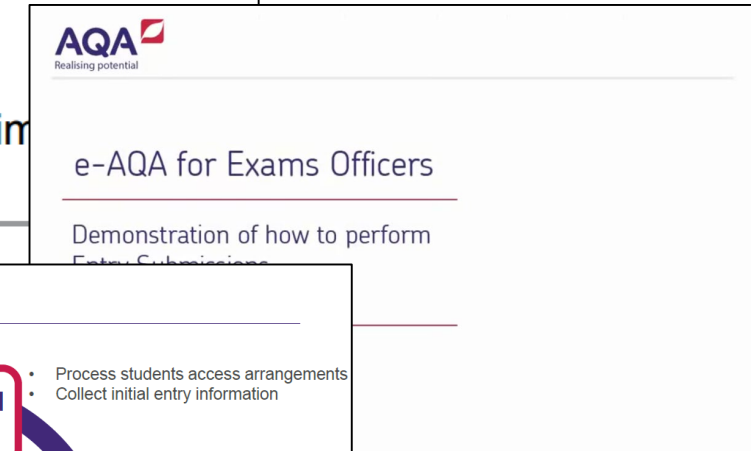
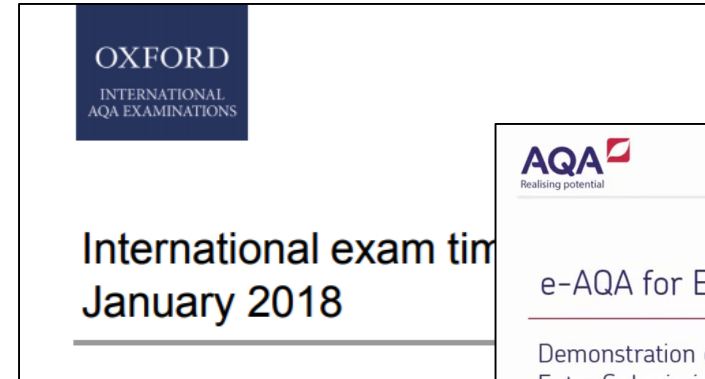
#### **STEP 2**

We'll send you an application pack with more information about your responsibilities as an approved centre.

The application form will ask you to confirm that your school can provide the following facilities:

# › Exams Officer support

- › Simple, clear exam timetables
- › Instructional and support videos
- › Guidance and support on key aspects of the role, including timeline of important deadlines within the academic year
- › Support and advice on how to make and amend entries, and all post-exam services (re-mark requests, etc)
- › Instructional webinars





# › SWITCHING AND TRANSITION SUPPORT



# › Specification document

- › All key information about the specification
- › Clear and accessible format



# › Switching guides

## › Detailed comparison of our specifications against Cambridge and Pearson Edexcel:

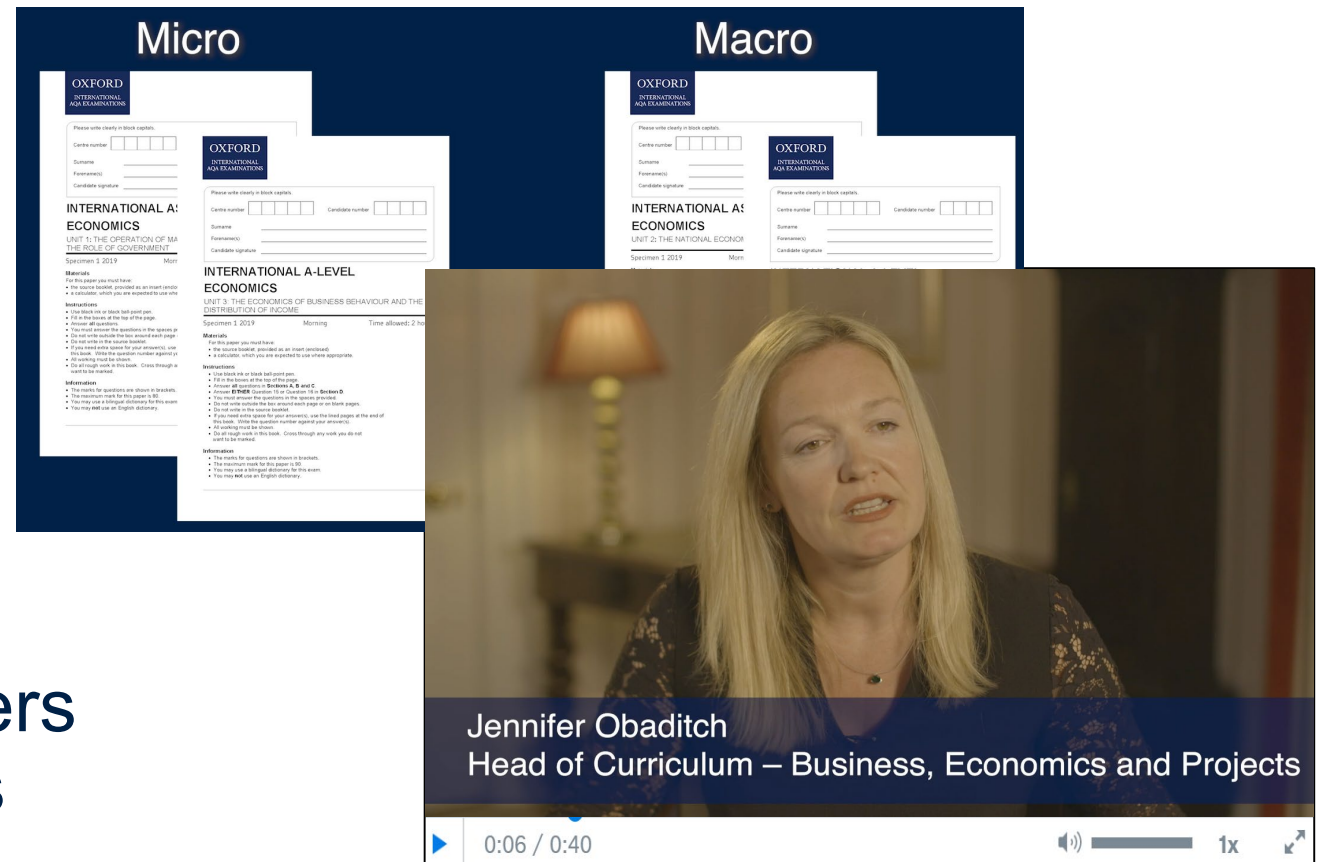
- › Assessment Objectives
- › Subject content
- › Assessment structure

<p>OXFORD INTERNATIONAL AQA EXAMINATIONS</p> <p>INTERNATIONAL AS AND A-LEVEL ECONOMICS (9640)</p> <p>Switching from Pearson Edexcel International Examinations to Oxford</p>	OXFORDAQA SPECIFICATION (9625)	PEARSON EDEXCEL INTERNATIONAL SPECIFICATION (XEC01 AND YEC01)	CAMBRIDGE INTERNATIONAL EXAMINATIONS (CIE) SPECIFICATION (9708)
	<b>Unit 3 – The economics of business behaviour and the distribution of income</b>	<b>Unit 3 – Business behaviour</b>	<b>A2</b>
	<p><b>3.3.1</b> <b>The objectives of individuals and firms</b> Utility theory is developed to explain the likely shape of demand curves alongside behavioural influences on decision making. The various possible objectives of firms are considered, followed by a section on how and why firms grow.</p>	<p>As with the AS units, both the OxfordAQA and Pearson International, Unit 2, specifications are very similar. It is clear that the OxfordAQA specification is again, much more detailed. For example, the Pearson International specification lists nine bullet points under the general heading "costs" whereas the OxfordAQA specification gives a whole page of detail for the same topic. The Pearson International specification Unit 3 has a specific section on TNCs. The OxfordAQA specification introduces a consideration of TNCs in Unit 4. Whereas the Pearson International specification introduces monopsony in the section on markets, the OxfordAQA specification does not consider monopsony until later in Unit 3 under the section on labour markets. Finally, the OxfordAQA specification, Unit 3, includes a section on Poverty and Inequality. The Pearson International specification introduces this in Unit 4.</p>	<p>Topics covered by the Cambridge International specification at A2 and not included in the OxfordAQA A2 specification:</p> <ul style="list-style-type: none"> <li>• indifference curves</li> <li>• Keynesian and Monetarist schools of thought</li> <li>• the demand for money and liquidity preference theory</li> <li>• the Laffer Curve.</li> </ul> <p>Topics covered by the OxfordAQA specification at A2 and not included in the Cambridge International A2 specification:</p> <ul style="list-style-type: none"> <li>• technological change</li> <li>• a formal section on globalisation</li> <li>• financial markets.</li> </ul>



# ➤ Prepare to Teach training

- Teacher guidance videos covering the essential elements of our curricula:
  - Assessment objectives
  - Assessment structure
  - Curriculum content
  - Support available
- Delivered by senior examiners and relevant subject experts



The image displays two overlapping exam question papers from Oxford International AQA Examinations. The left paper is for 'Micro' (International A-Level Economics, Unit 1: The Operation of Markets and the Role of Government) and the right paper is for 'Macro' (International A-Level Economics, Unit 2: The National Economy). Both papers include candidate information fields and detailed instructions for candidates.

Overlaid on the bottom right is a video player showing a woman with blonde hair, identified as Jennifer Obaditch, Head of Curriculum – Business, Economics and Projects. The video player interface shows a progress bar at 0:06 / 0:40, a volume icon, and a 1x playback speed indicator.

# ➤ Prepare to Teach training

- Prepare to Teach webinars delivered by senior examiners and subject experts
  - Teaching and Learning advice to ensure successful implementation
  - Details of support resources
  - Opportunity to ask questions

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➤ Section A: Multiple Choice Questions (Qs 1–15)

The diagram below shows the original market demand (D) and supply (S) curves for tea. A decrease in the demand for tea shifts the demand curve from D to D<sub>1</sub>.

From the above diagram, it can be seen that the price of tea falls from \$5 per kilo to \$4 per kilo.

16/03

- A -1
- B -0.8
- C +0.8
- D +1

➤ Clearly labelled diagrams with plenty of white space around them

➤ Clear explanation of what the diagram represents

OXFORD INTERNATIONAL AQA EXAMINATIONS

➤ Assessment Objective weightings

Assessment Objectives (AOs)	Unit weightings (approx %)		Overall weighting of AOs (approx %)
	Unit 1	Unit 2	
AO1	14 – 16	14 – 16	28 – 32
AO2	14 – 16	14 – 16	28 – 32
AO3	11 – 14	11 – 14	22 – 28
AO4	6 – 9	6 – 9	12 – 18
Overall weighting of units (%)	50	50	100

29





# ➤ Scheme of Work

- Two year plan for full delivery of A-level specification
- Includes links to useful resources
- Based on 180 teaching hours for AS; 320 teaching hours for full A-level

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A-LEVEL  
ECONOMICS

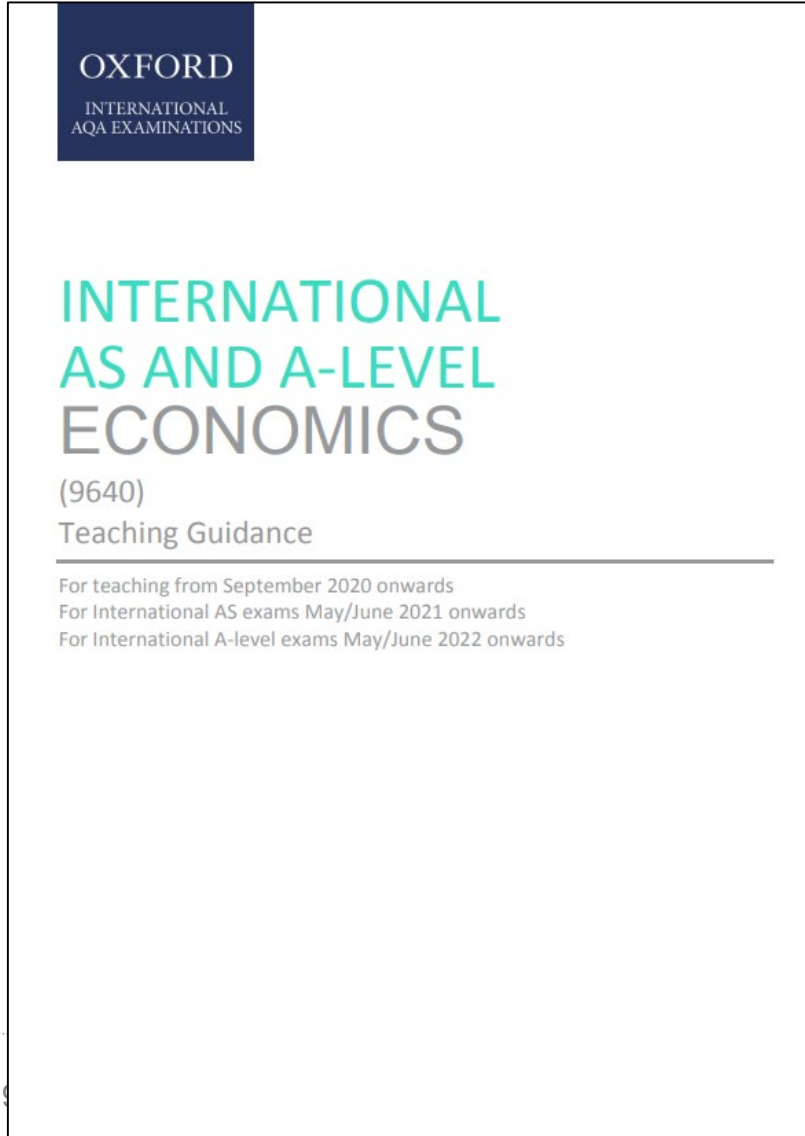
(9640)  
Scheme of work

For teaching from September  
For International AS exams  
For International A-level exam

SPECIFICATION REFERENCE	SUMMARY OF SPECIFICATION CONTENT	TIMING	LEARNING OUTCOMES	GUIDANCE	RESOURCE
<p><b>3.1.1.3</b> Scarcity, choice and the allocation of resources</p>	<p>The fundamental economic problem is scarcity and that it results from limited resources and unlimited wants.</p> <p>Scarcity means that choices must be made about how scarce resources are allocated between different uses.</p> <p>Choices have an opportunity cost.</p> <p>Allocation of resources in free market, mixed and centrally planned economies.</p>	<p>4 hours</p>	<p>To understand that the fundamental economic problem is scarcity, that results from limited resources and unlimited wants</p> <p>To understand that scarcity means that choices must be made about how scarce resources are allocated between competing uses.</p> <p>To understand that choices have an opportunity cost.</p> <p>To understand how resources are allocated in free, mixed and centrally planned economies.</p>	<p>Students should understand how markets and governments affect the allocation of resources.</p> <p>They should understand the advantages and disadvantages of the different types of economic system that are used to allocate resources.</p>	<p>Economics and Business Education Association (EBEA) Spring 2002. 'Survival: an introduction to Economics'. This document is protected by copyright, however, it is an extremely useful, learn-by-doing activity that students will remember throughout the course and beyond.</p> <p><a href="#">EconplusDal – the basic economic problem</a></p> <p><a href="#">Economicshelp – the basic economic problem</a></p> <p><a href="#">bbc.co.uk – Obamacare</a></p> <p><a href="#">Tutor2u – revision presentation – scarce resources, choice and economic systems</a></p> <p><a href="#">Tutor2u – study notes – economic systems</a></p> <p><a href="#">Tutor2u – study notes – opportunity cost</a></p> <p><a href="#">Tutor2u – video – opportunity cost</a></p>

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# › Teacher Guidance document



- › Key advice for successful delivery of the curriculum:



# Teacher Guidance document

- Key advice for successful delivery of the curriculum:
  - Guidance on the four units that make up A-level Economics

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## INTERNATIONAL AS AND A-LEVEL ECONOMICS

(9640)

Teaching  
For teaching  
For International  
For International

### COMMENTS ON THE FOUR UNITS FOR TEACHERS OF ECONOMICS

The specification has been developed by building on the very successful AQA A-level Economics qualifications. We have taken central micro and macroeconomic themes such as:

- the relative effectiveness of markets
- the behaviour of firms and the corresponding impact upon consumers
- the role of government
- living standards
- international trade.

We then incorporated a much stronger international dimension in units 2 and 4 which address the national economy and economic development in the global economy. These units encourage students to make good use of their local contexts, allowing them to maximise their ability to **apply** their economic knowledge; one of the four AOs. This is particularly relevant in unit 4 where the issues of globalisation and economic development are central themes.

#### UNIT 1

This is a typical introduction to microeconomics which avoids becoming too detailed or asking students to absorb excessive theoretical complexity. An example of this is seen in the area of 'theory of the firm' where students are not expected to construct or interpret analytical diagrammatic representations of cost and revenue curves for differing market situations. Moreover, the concept of 'the margin' and, in particular, marginal cost is not explored until A2. Similarly, in the area of welfare economics and market failure, there is no requirement for students to be able to draw diagrams to represent the impact of negative and positive externalities.

By removing or postponing excessive theoretical complexity until A2, unit 1 becomes quite accessible to the student who may not wish to study economics beyond AS level.

# Teacher Guidance document

- > Key advice for successful delivery of the curriculum:
  - > Guidance on the four units that make up A-level Economics
  - > Notes on key economics theories and models

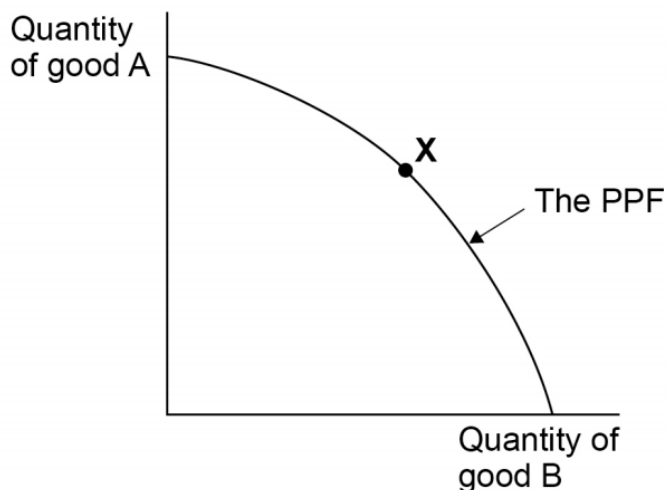
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INTERNATIONAL  
AS AND  
ECONOMICS  
(9640)  
Teaching Guide  
For teaching from September 2017  
For International AS and A-level  
For International A-level

NOTES ON THE KEY THEORIES AND MODELS DEVELOPED IN THE SPECIFICATION

PRODUCTION POSSIBILITY FRONTIERS (3.1.1.4)

A diagrammatic model used to illustrate the basic economic problem of relative scarcity. It assumes an economy producing only two goods with a fixed quantity of inputs (goods A and B in the diagram below). The production possibility frontier (PPF) shows the various combinations of the two goods that an economy could produce. To actually be producing at a point on the frontier such as point X, illustrated in diagram 1 below, indicates that resources are being used efficiently as output is maximised from the available inputs.



# Teacher Guidance document

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## INTERNATIONAL AS AND A-LEVEL ECONOMICS

(9640)

Teaching Guidance

For teaching from September 2020 onwards

For International AS exams May/June 2021 onwards

For International A-level exams May/June 2022 onwards

### SUBJECT SPECIFIC VOCABULARY

In the following section, we provide explanations of some of the content on the specification that may be less familiar to you:

#### **Opportunity cost**

This describes the cost of any economic decision in terms of lost alternatives. For example, if a consumer with a fixed budget spends that entire budget on product X, then the opportunity cost of that decision is any other combination of goods that might have been purchased with the fixed budget. Since economic resources are finite, opportunity cost is a central theme in the study of economics.

#### **Product differentiation**

Firms in competitive markets will strive to convince the consumer that their product is different and more desirable than products offered by competitors. Product differentiation is the attempt to achieve real, distinguishable differences between products. Often advertising is used to emphasise and overstate marginal, or even spurious, product differences.

- Key advice for successful delivery of the curriculum:
  - Guidance on the four units that make up A-level Economics
  - Notes on key economics theories and models
  - Overview of subject specific vocabulary/definitions



# Teacher Guidance document

OXFORD  
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AQA EXAMINATIONS

## INTERNATIONAL AS AND A-LEVEL ECONOMICS

(9640)

Teaching Guidance

### CHALLENGES TO TEACHERS DELIVERING THE SPECIFICATION

It is anticipated that teachers will welcome the flexibility that this specification facilitates as they can choose to deliver:

- a one year AS course
- a two year AS course alongside the study of other A-level subjects
- a one year AS course, followed by a one year A2 course, to complete the full A-level
- a two year A-level with the flexibility to teach the specification in any order that teachers wish.

The simplification of the economics included in the AS specification ensures that the study of economics is accessible to the widest possible student audience. Whilst the A2 material is more complex, and the A2 assessment regime gives greater weight to the skills of analysis and evaluation, there is every opportunity to apply economic theories studied to local contexts. This point is important as it is one of the key routes to high levels of student engagement.

Where teachers feel that they need support and advice in delivering the specification, they should feel assured that AQA have very well developed support networks. Podcasts, helplines and feedback events for teachers are planned in line with current UK provision. This can be verified by a cursory navigation of the AQA website. AQA take this aspect of their work very seriously and endeavor to provide support of the highest quality and relevance.

- Key advice for successful delivery of the curriculum:
  - Guidance on the four units that make up A-level Economics
  - Notes on key economics theories and models
  - Overview of subject specific vocabulary/definitions
  - Discussion of some of the challenges of delivering the course

» TEACHING AND  
LEARNING  
RESOURCES

# ➤ Specimen papers and mark schemes

- Specimen paper and associated mark scheme for every unit
- Created by the same team that devise the live exams
- Accurate reflection of structure, level and marking approach
- All additional past papers uploaded to website (behind login)

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Please write clearly in block capitals.

Centre number     Candidate number

Surname \_\_\_\_\_

Forename(s) \_\_\_\_\_

Candidate signature \_\_\_\_\_

INTERNATIONAL AS  
ECONOMICS

UNIT 1: THE OPERATION OF MARKETS, MARK  
THE ROLE OF GOVERNMENT

Specimen 1 2019                      Morning      Time allow

**Materials**  
For this paper you must have:

- the source booklet, provided as an insert (enclosed)
- a calculator, which you are expected to use where appropriate.

**Instructions**

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of the page.
- Answer **all** questions.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- Do not write in the source booklet.
- If you need extra space for your answer(s), use the lined pages at the end of this booklet. Write the question number against your answer(s).
- All working must be shown.
- Do all rough work in this book. Cross through any work you do not want to be marked.

**Information**

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- You may use a bilingual dictionary for this exam.
- You may **not** use an English dictionary.

Question	Part	Marking guidance	Total marks
18	2	<p><b>To what extent do the data suggest that potash prices affect the price of wheat?</b></p> <p><b>Use the data in Extract A to support your answer.</b></p>	<p><b>6</b></p> <p>AO2=1 AO3=1 AO4=4</p>

Examiners are reminded that AO2, AO3 and AO4 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the assessment objectives in this question.

Level	Marks	Descriptor
3	5-6	<ul style="list-style-type: none"> <li>includes sound evidence that indicates the extent to which potash prices affect the price of wheat</li> <li>includes a supported overall judgement concerning the extent to which potash prices may affect the price of wheat</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>includes limited evidence that indicates the extent to which potash prices affect the price of wheat</li> <li>attempts a judgement concerning the extent to which potash prices may affect the price of wheat but this may not be adequately supported by the data</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>includes evidence that does not clearly indicate the extent to which potash prices affect the price of wheat</li> <li>may include an unsupported judgement concerning the extent to which potash prices may affect the price of wheat</li> </ul>
0		No creditworthy material

**Indicative content:**

- changes in the price of potash are generally associated with wheat prices moving in the same direction
- the price of potash and wheat both peaked in the same year, at US\$459 and US\$313 in 2012 but the lowest prices were in different years, US\$216 for potash in 2018 but US\$167 for wheat in 2016
- in three of the four time periods, the prices of potash and wheat moved in the same direction, eg from 2010 to 2012, prices rose from US\$332 to US\$459 for potash and from US\$224 to US\$313 for wheat
- over the whole time period, the prices of both fell, from US\$332 in 2010 to US\$216 in 2018 for potash and from US\$224 to US\$210 for wheat



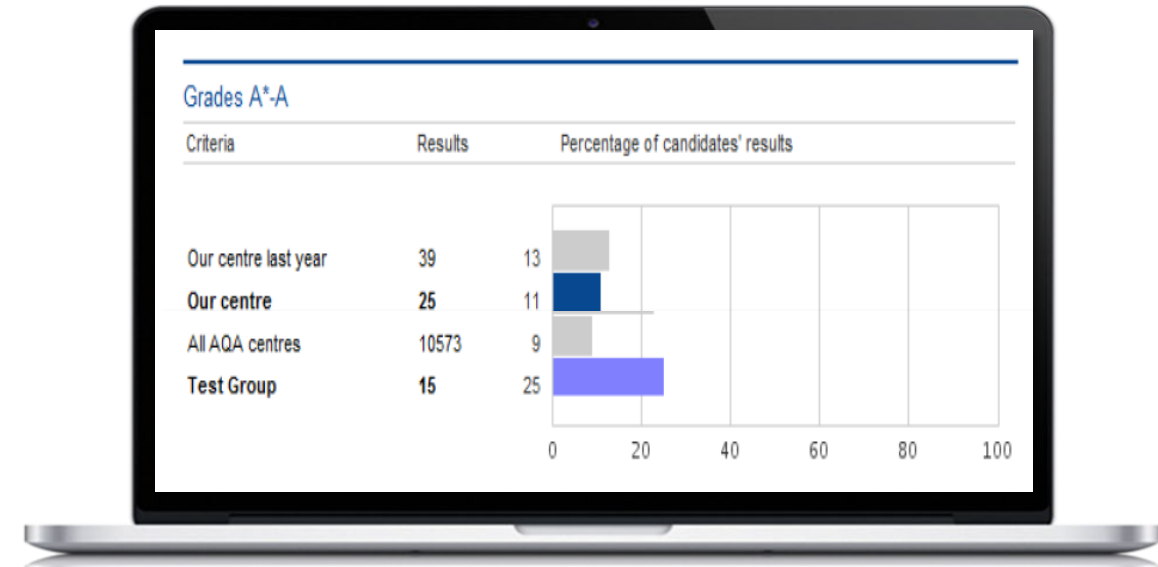
# ➤ Online staffroom

- Additional support resources for registered OxfordAQA schools
- Teacher Guidance video
- Marking and management resources

The screenshot shows the Oxford International AQA Examinations Online Staffroom interface. At the top right, there are links for 'Online Staffroom' and 'Log out'. The main navigation menu includes 'Home', 'About', 'Subjects', 'Support', 'Exams Admin', and 'Contact Us'. The left sidebar features a user profile for 'Hello Jamie' with a welcome message and a 'Your Profile' link. Below this is a 'Recently Viewed' section listing 'Economics', 'Home', 'Online Staffroom Home', and 'Student-led projects'. A 'Home' button is also present. The main content area displays a large blue banner for 'Results Day' with a white arrow pointing right. Below the banner, it announces 'Results Day - Thursday 5th March' and provides details about the results day for January exams, including a note about the availability of results via e-AQA and a warning not to share results with students until the 5th March. A link to the 'News page' is provided for updates on Coronavirus. At the bottom right, there is a small image of a person using a calculator on a desk.

# ➤ Enhanced Results Analysis (ERA)

- Exclusive access to industry-leading results analysis tool
- Allows you to compare student performance at high level and in granular detail (eg, compare grades, skill performance, marks or individual answers)
- Create your own test groups to compare different classes, streams, genders, etc
- Use the results to inform next year's delivery of the syllabus

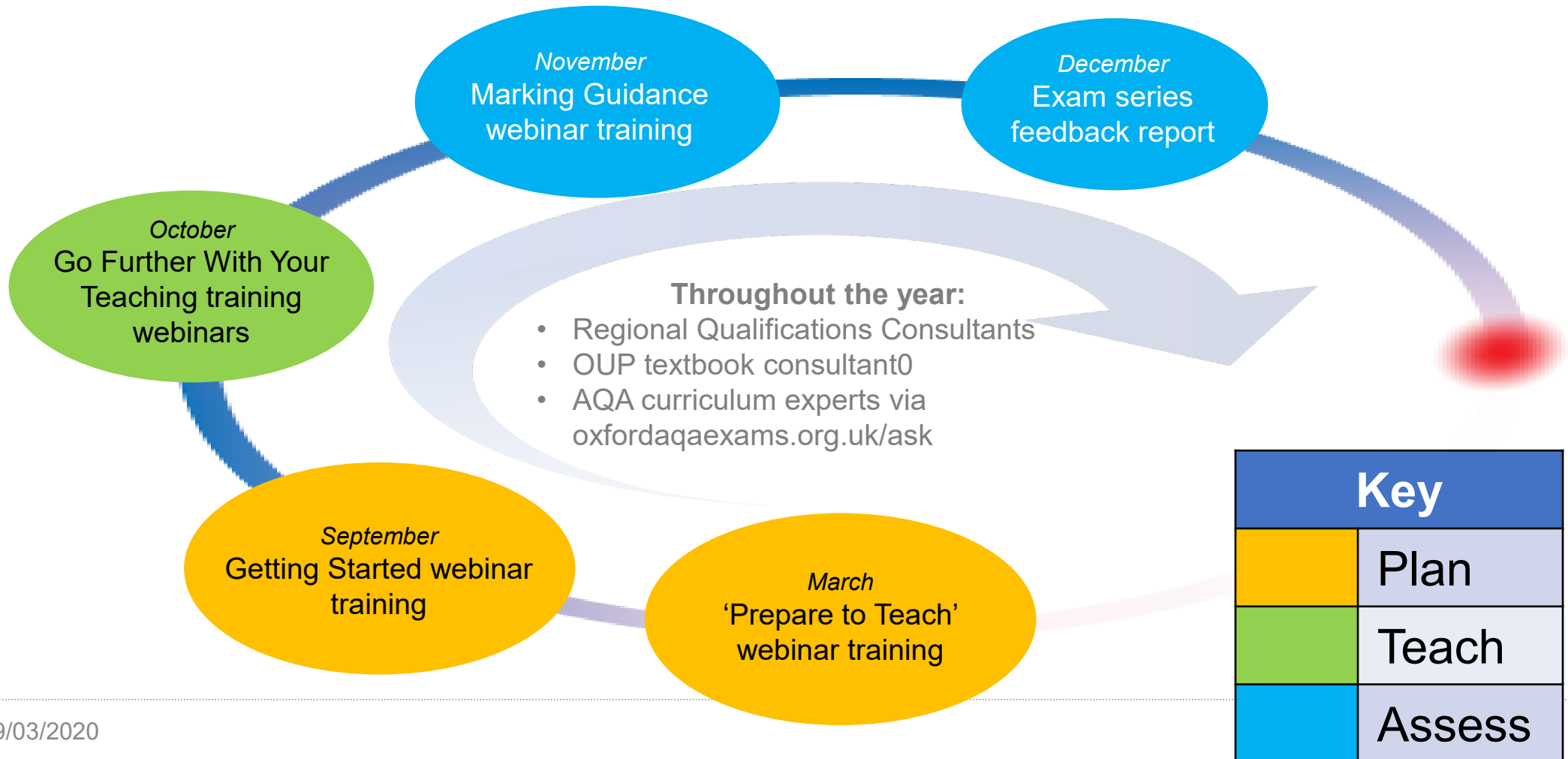


**Used by over 40,000  
teachers in the UK**

› SUPPORT FOR  
TEACHERS



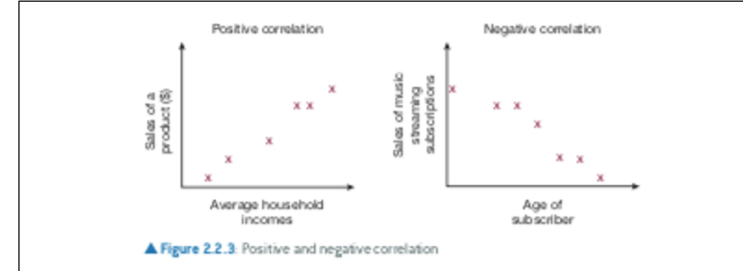
# > Support plan



# › Sept: Getting Started

- › Guidance on implementation of the Scheme of Work
- › Links to textbook support
- › Focus on the first term of teaching...
- › ...but links to the rest of the course

## › Textbook support – correlations and coefficients

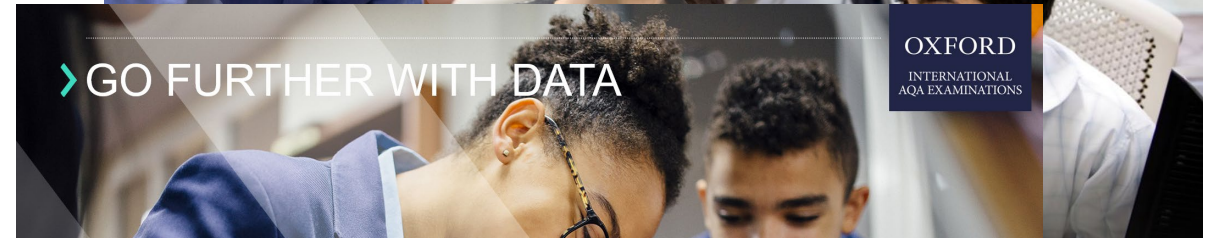
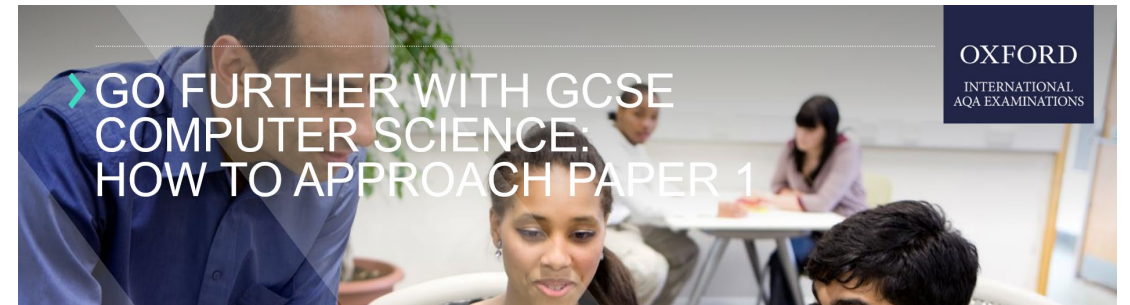


Specification reference	Summary of the specification content	Suggested timing (lessons)	Learning outcomes What most students should be able to do	Guidance	Resource
<b>Unit 1: Business and markets</b>					
<b>3.1.1 What is business?</b>					
<b>Total teaching time: 19 hours</b>					
3.1.1.1 The nature and purpose of business	<p><b>Key business terms and concepts.</b></p> <ul style="list-style-type: none"> <li>• Inputs: land, labour, capital, enterprise.</li> <li>The transformation process.</li> <li>Outputs: goods and services.</li> <li>• Adding value.</li> <li>• Strategy and tactics.</li> <li>• Setting objectives.</li> <li>• Opportunity cost.</li> <li>• Profit.</li> <li>• Efficiency.</li> <li>• Competitiveness.</li> <li>• Risk.</li> </ul>	10 hours	<p>To understand the meaning and significance of key business concepts.</p> <p>To understand the essential nature and purpose of business.</p>	<p>Learners may have no business knowledge before starting the course although some may have studied a business-related subject.</p> <p>Starter activities to focus on the key issues around the nature and purpose of business addressing questions such as:</p> <ul style="list-style-type: none"> <li>• what do businesses do?</li> <li>• why does business activity take place?</li> <li>• who are the key stakeholders?</li> <li>• what do managers do?</li> <li>• how are decisions made?</li> <li>• what makes businesses successful and how might success be measured?</li> </ul>	<p>Tutor2U – operations: the production process: <a href="https://tutor2u.net/business/reference/operations-the-production-process">tutor2u.net/business/reference/operations-the-production-process</a></p> <p>Tutor2U – presentation – adding value and transformation process: <a href="https://slideshare.net/tutor2u/adding-value-transformation-process">slideshare.net/tutor2u/adding-value-transformation-process</a></p> <p>Tutor2U – study notes – opportunity cost and trade offs: <a href="https://tutor2u.net/business/reference/opportunity-costs-and-trade-offs">tutor2u.net/business/reference/opportunity-costs-and-trade-offs</a></p> <p>BBC GCSE Bitesize – what is a business?: <a href="https://bbc.co.uk/schools/gcsebitesize/business/aims/aimsandactivitiesrev5.shtml">bbc.co.uk/schools/gcsebitesize/business/aims/aimsandactivitiesrev5.shtml</a></p> <p>Tutor2U – Study Notes – Business ethics introduction: <a href="https://tutor2u.net/business/reference/business-ethics-introduction">tutor2u.net/business/reference/business-ethics-introduction</a></p> <p>Tutor2U – revision presentation – risks and rewards to enterprise:</p>

16/03/2020

## › Oct: Go Further

- › Subject specific content where required
- › Linked to Examiner Reports and/or customer feedback
- › Cross subject content
- › Mixture of examiners, subject experts and outside trainers





# › Nov: Marking Guidance

- › Delivered by senior examiner
- › Breakdown of the mark scheme and how it is applied
- › Exemplar answers – with mark shown and explained
- › Guidance on features of successful student responses

## › Summer 2019, Paper 1: Q10

Level	Marks	Descriptor
3	7 - 9	<b>A good response that focuses on many of the demands of the question</b> <ul style="list-style-type: none"> <li>• includes well-focused analysis with logical chains of reasoning</li> <li>• includes well-focused application to the given context</li> <li>• shows sound knowledge and understanding of business terminology and concepts with few, if any, errors</li> <li>• is well structured</li> </ul>



### › Response A

Primary market research is useful because it can provide valuable up to date data. This can be used to make better marketing decisions. Marketing resources can be effectively targeted and less money wasted on inefficient marketing activities. Therefore with primary research better precise, targeting using data not previously collected can lead to more sales for less money.

Secondary market research is useful because but can be quicker and cheaper to gather than primary research. The information exists already (e.g. government surveys) and so it may allow the business to act faster and make decisions more

### › Key features of successful answers

- › 'Analyse' questions require a chain of reasoning
- › When answering 12-mark 'evaluative' questions, students need to show a clear judgement – one that follows from the analysis within the response

## › Dec: Exam series feedback

- › Detailed notes on each examination unit, written by the Chief Examiner
- › Overall breakdown of performance
- › Reflection on individual questions
- › Strengths and weaknesses of student responses

### INTERNATIONAL AS MATHS

(9660/MA01)  
Report on the  
June 2019

#### REPORT ON EXAMINATION: INTERNATIONAL AS MATHEMATICS – 9660/MA01 UNIT 1 - JUNE 2019

##### GENERAL

It was encouraging to see this year that the question paper provided the opportunity for students of all abilities to display their knowledge and skills in almost all of the areas assessed.

The writing and presentation were generally good with solutions to problems presented in a logical and structured manner with clear lines of argument. Correct use of language and notation was evident in most questions; however, a significant number of students were unsure of the correct terminology to use when describing a transformation in Question 6(b), often incorrectly referring to a 'translation' as a 'slide' or 'shift', for example.

##### QUESTION 6

**(a)(i) and (a)(ii)** These were both high scoring parts with a large majority of students scoring full marks. A small minority failed to identify that they were working with an arithmetic sequence.

**(b)** Students had mixed success in this part. Three quarters obtained a completely correct solution, usually by using  $a + (n - 1)d$  and forming a pair of simultaneous equations. In the small number of cases where a student used this approach with incorrect answers from part (a) then full credit was given, but only if the simultaneous equations were seen to be used.

The vast majority of the remaining quarter of students did not score any marks here. In a large number of cases these students compared the form given in this part with the original definition of the sequence and incorrectly obtained  $q = 7$ . This part was also not attempted by a small but significant number of students.

# > More help if you need it

## > Training & Support

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Jamie Kirkaldy  
Head of Teaching and Learning Support

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