

PEARSON

**International Education:  
A world of opportunity**

17 November 2008

# Forward-looking statements

Except for the historical information contained herein, the matters discussed in this presentation include forward-looking statements. In particular, all statements that express forecasts, expectations and projections with respect to future matters, including trends in results of operations, margins, growth rates, overall market trends, the impact of interest or exchange rates, the availability of financing, anticipated costs savings and synergies and the execution of Pearson's strategy, are forward looking statements. By their nature, forward looking statements involve risks and uncertainties because they relate to events and depend on circumstances that will occur in future.

There are a number of factors which could cause actual results and developments to differ materially from those expressed or implied by these forward looking statements, including a number of factors outside Pearson's control. These include international, national and local conditions, as well as competition. They also include other risks detailed from time to time in the company's publicly-filed documents.

Any forward looking statements speak only as of the date they are made, and Pearson gives no undertaking to update forward-looking statements to reflect any changes in its expectations with regard thereto or any changes to events, conditions or circumstances on which any such statement is based.

PEARSON

**International Education:  
A world of opportunity**

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# Agenda

Overview

John Fallon

Global English

Bill Anderson

The UK

Rod Bristow & Jerry Jarvis

Southern Africa

Fathima Dada

Q&A



*“Every country that sustained high growth for long periods put substantial effort into schooling its citizens and deepening its human capital.”*

Commission on Growth & Development

# **Our power and promise**

Scale and leadership

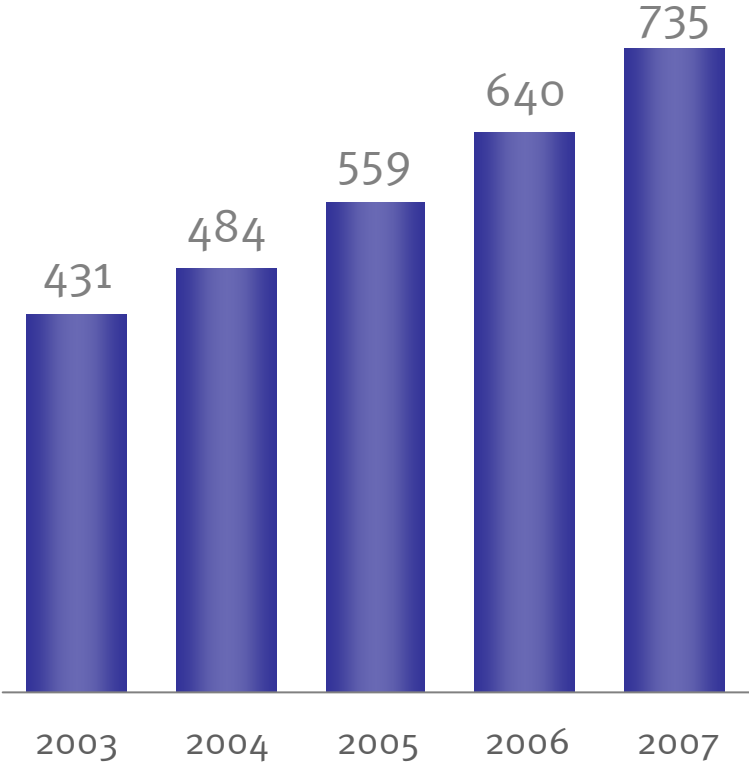
Global capabilities and local presence

Favourable global trends

# International Education

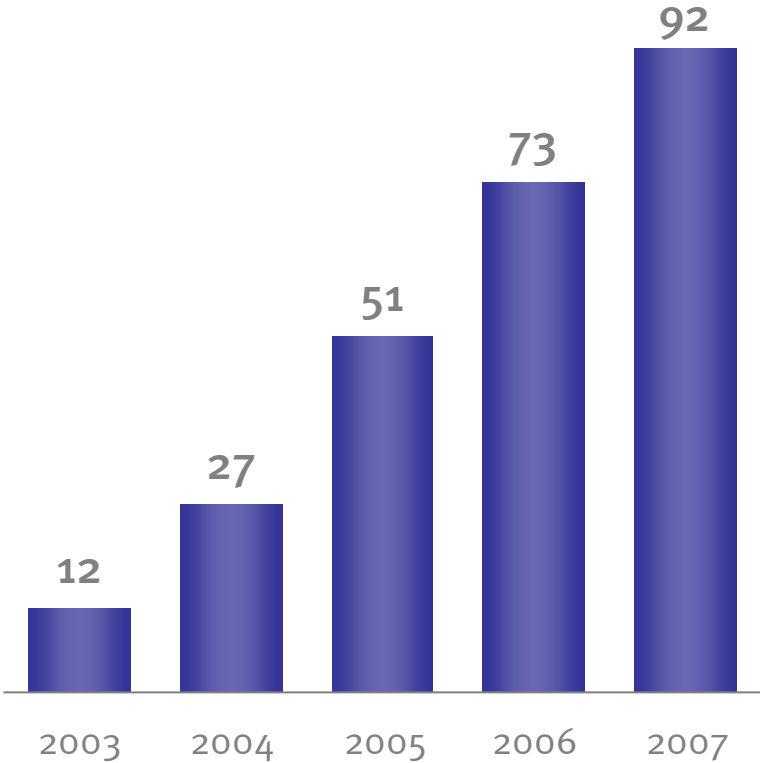
## Sales (£m)

CAGR: 14%



## Operating profit (£m)

CAGR: 66%

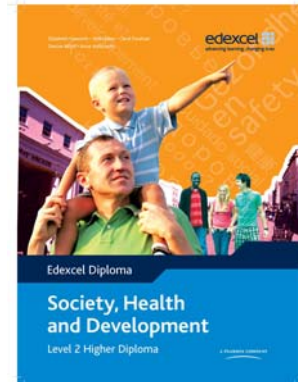


| Year   | 2003 | 2004 | 2005 | 2006  | 2007  |
|--------|------|------|------|-------|-------|
| Margin | 2.8% | 5.6% | 9.1% | 11.4% | 12.5% |

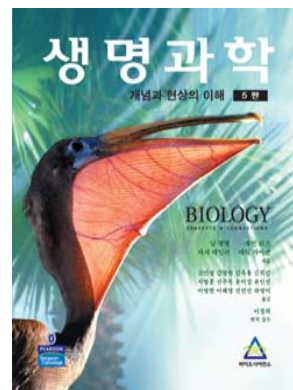
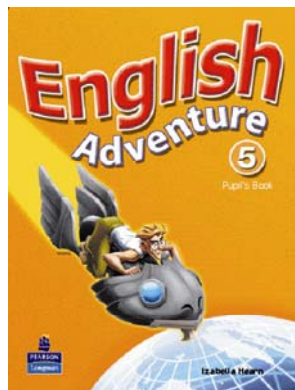


# Sustained investment

## Organic investment



**ResultsPlus**  
look forward to better exam results



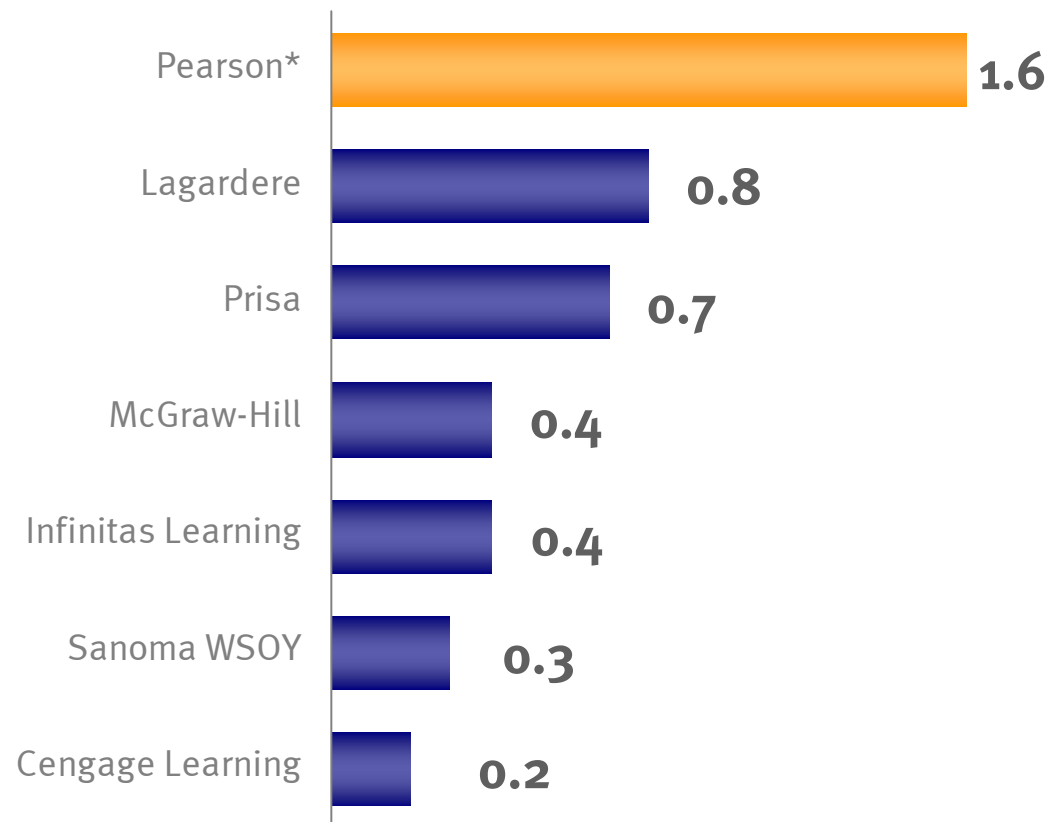
## Bolt-on acquisitions



# The leading international education company

#1 in Intl education publishing & services

Largest education publisher ex-US (US\$ revenue in billions, 2007)



Source: Pearson, Company Accounts, Analyst estimates

\* Pro forma including Harcourt International



# The Vision



**Personalised learning and effective education**

# Global trends in education

Participation and investment

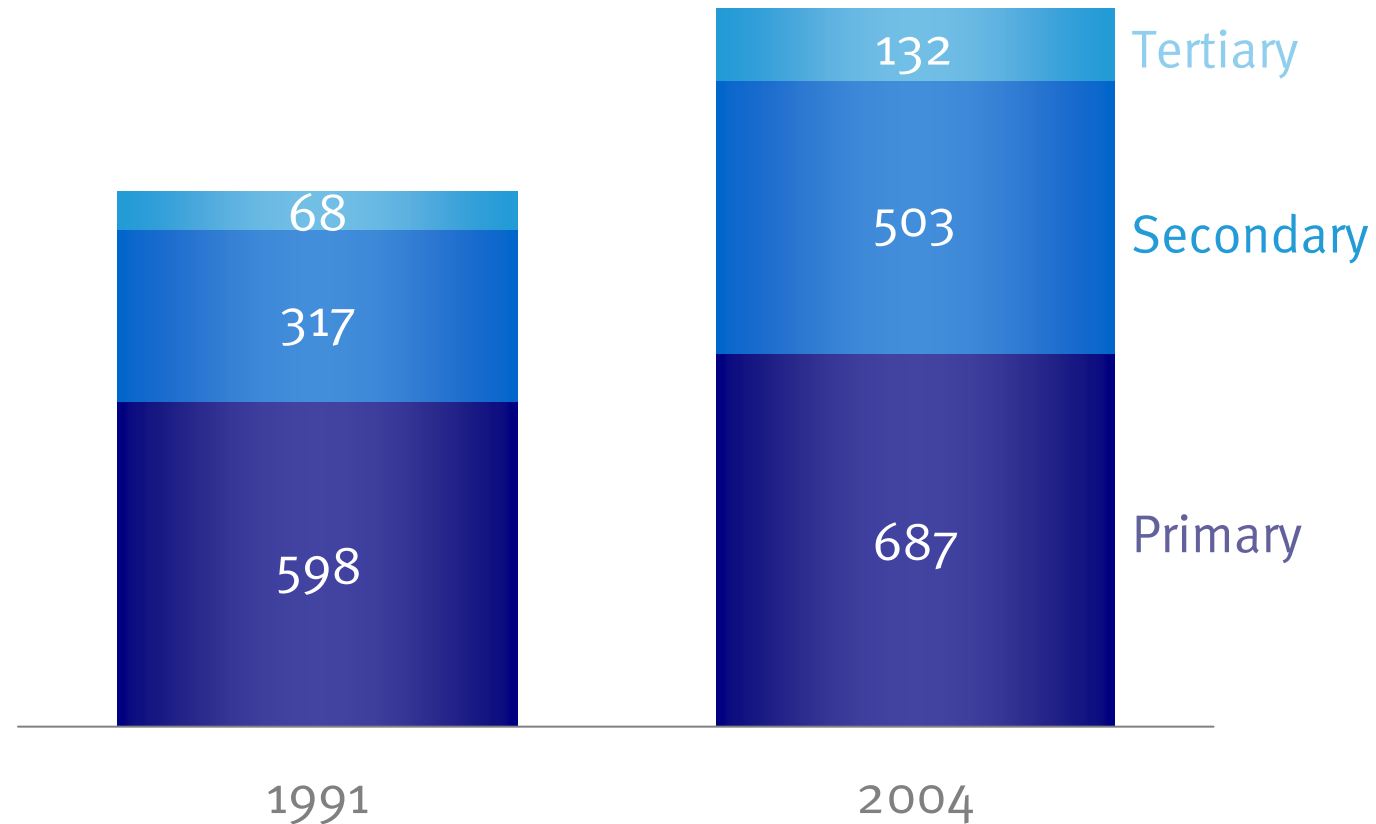
Effectiveness

English

Technology

# Global trends: Participation

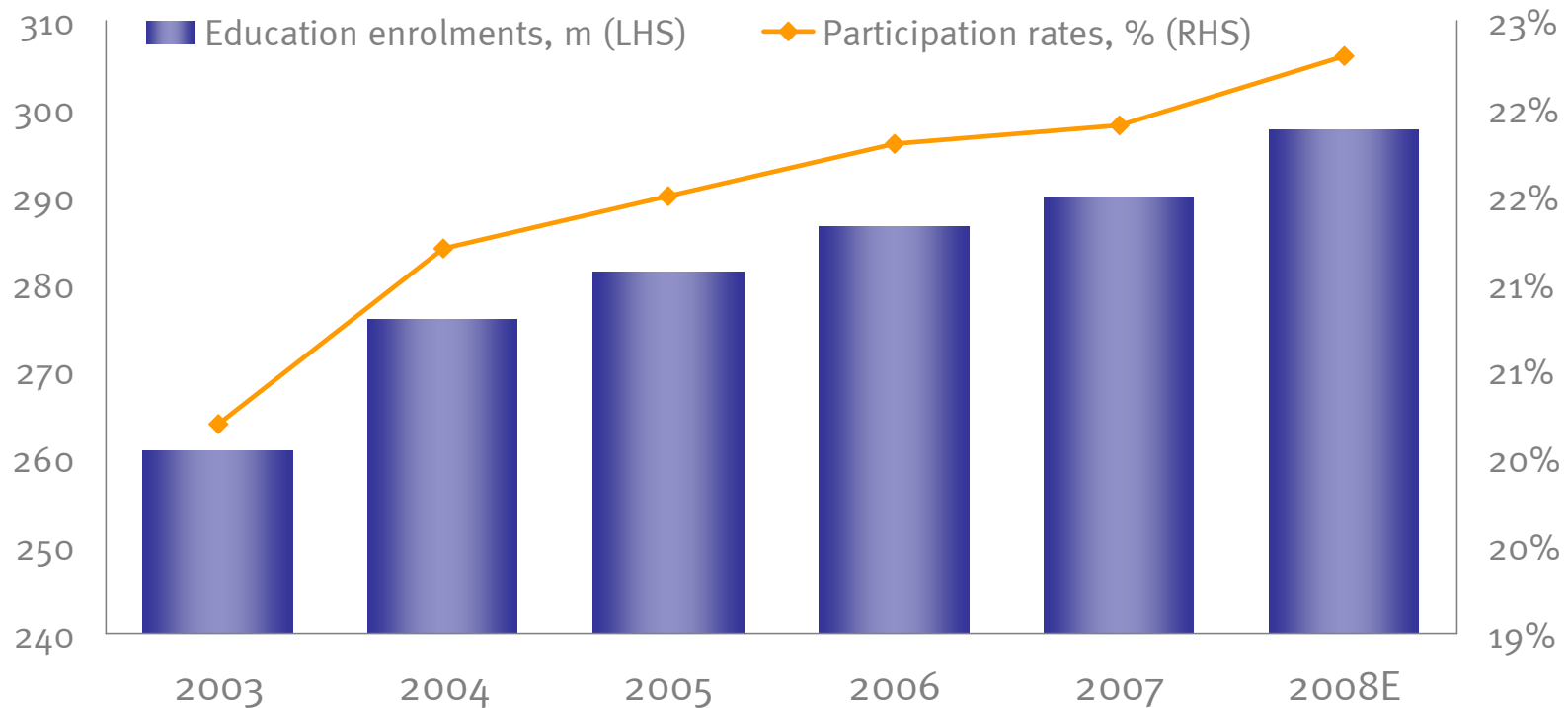
## Number of pupils (m)



Source: UNESCO, World Bank

# Global trends: Participation

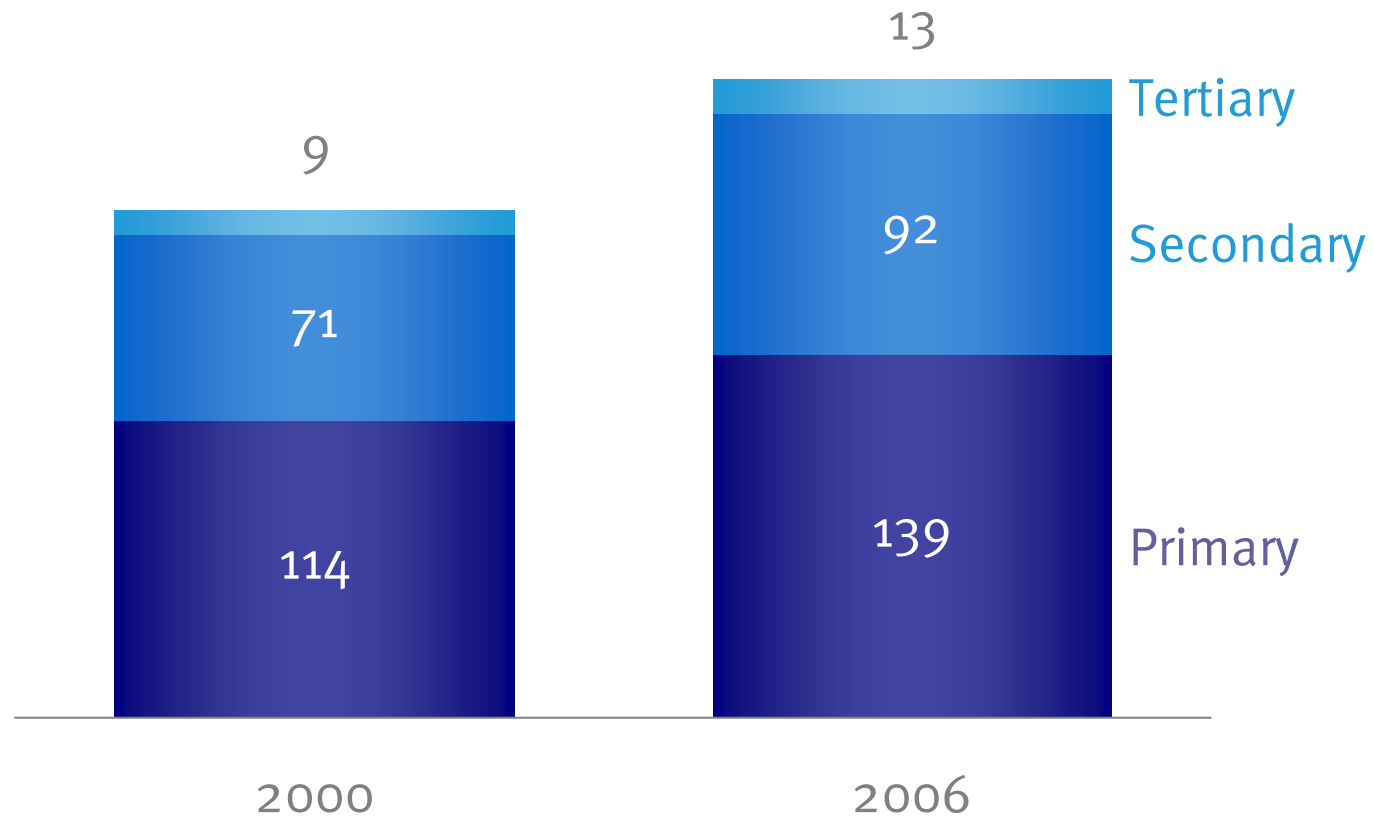
## Education enrolments and participation rates in China



Source: National Statistical Bureau of China; Pearson estimates

# Global trends: Participation

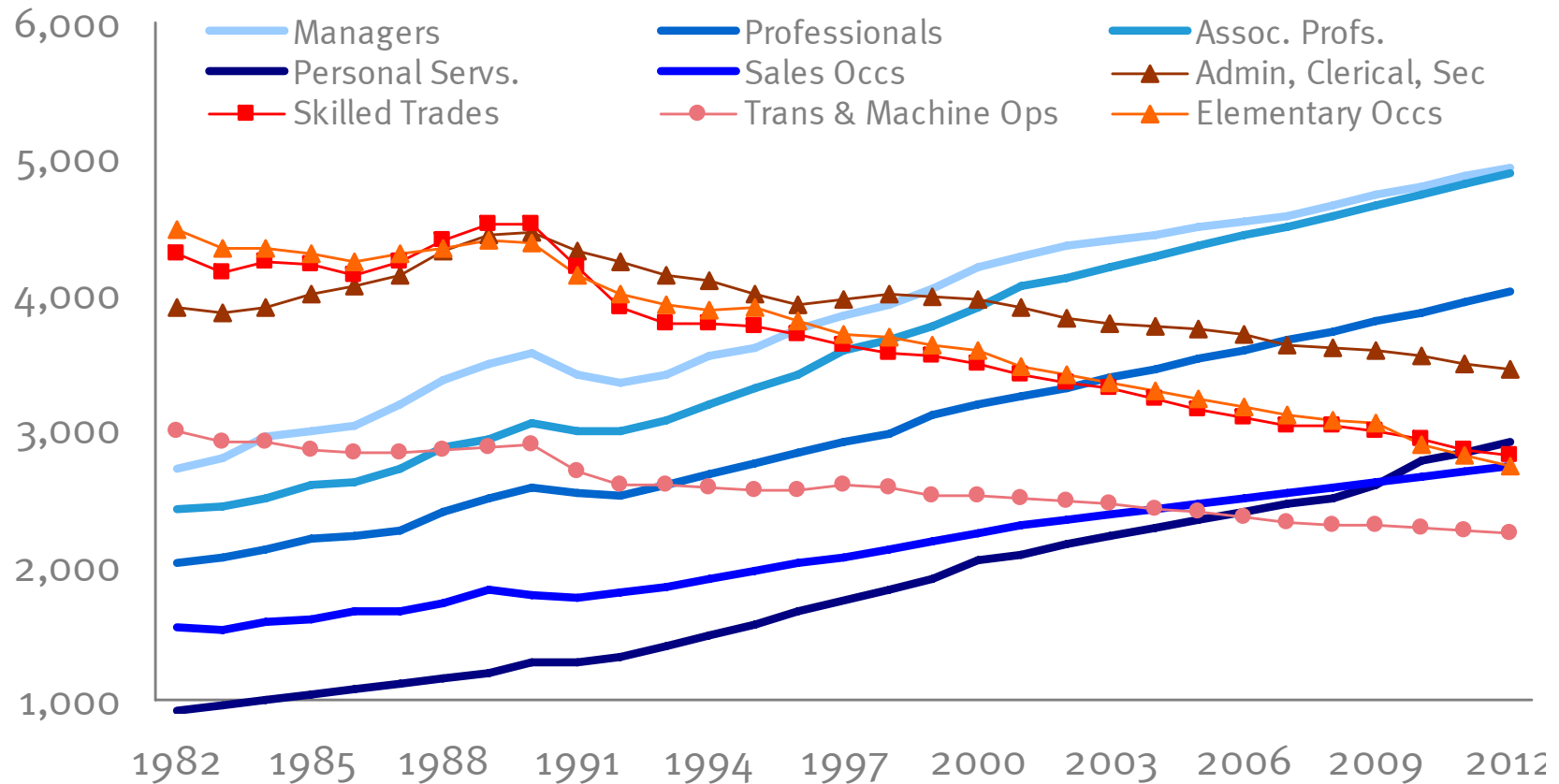
## Enrolments in India (millions)



Source: UNESCO

# Shift from unskilled to skilled

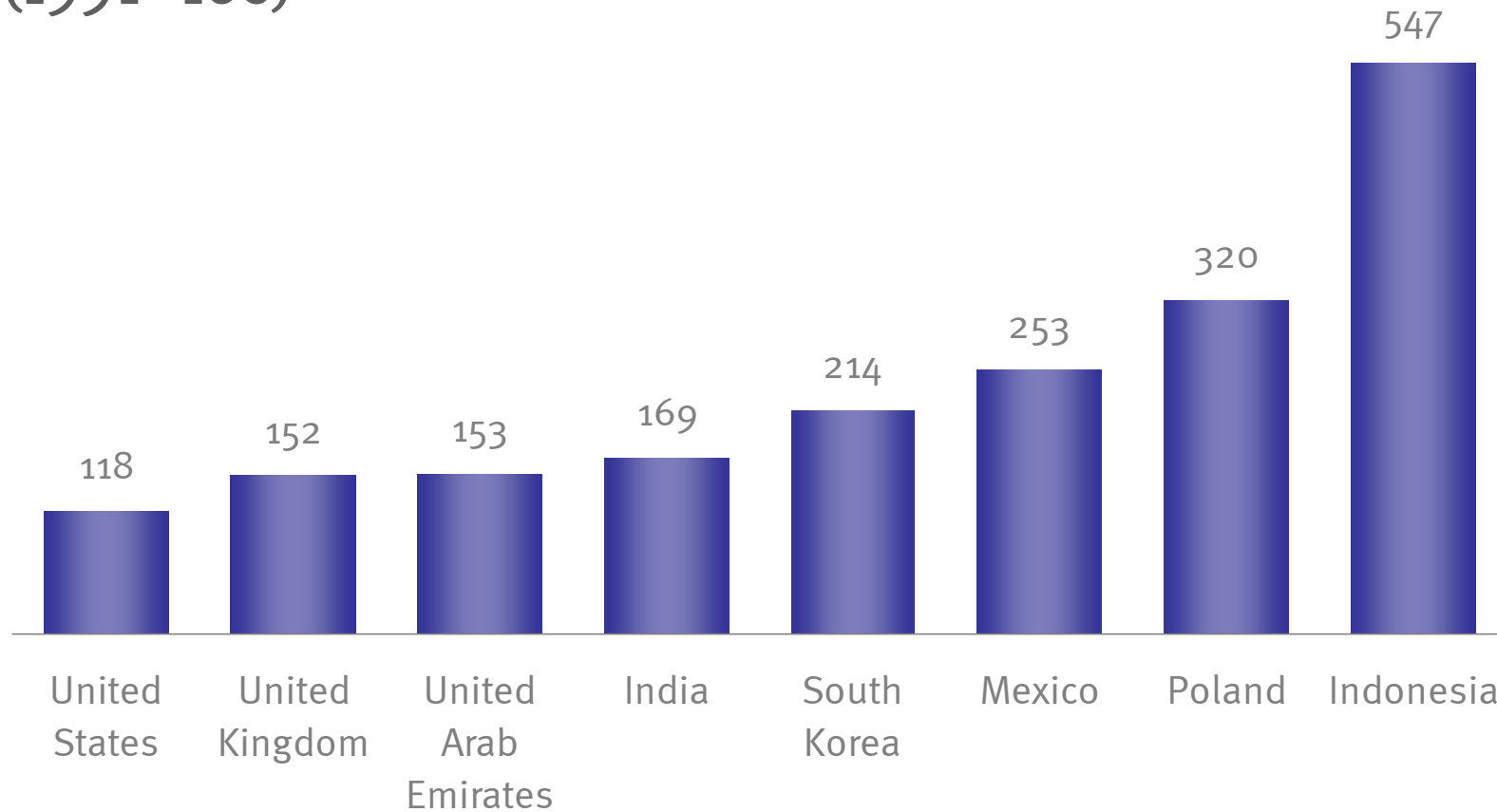
## UK occupational trends, 1982-2012 ('000s of employees)



Source: DFES, Working Futures, National Report 2003-04

# Global trends: Investment

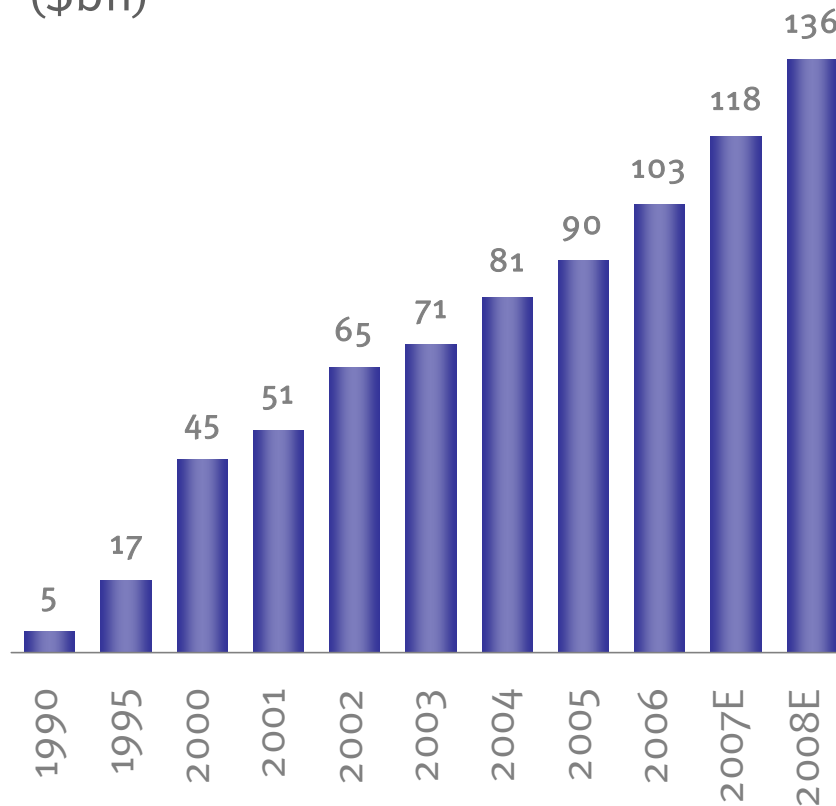
Increase in public expenditure on education, 1991 - 2005  
(1991=100)



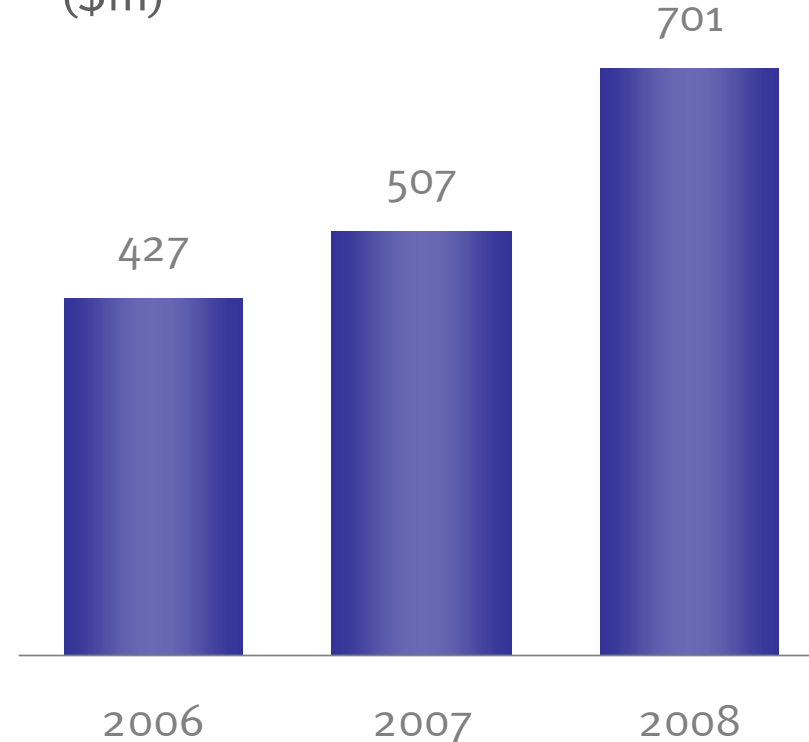
Source: World Bank

# Global trends: Investment

China: Private education expenditure & related services in urban areas (\$bn)



China: expenditure on Private Language Schools\* (\$m)

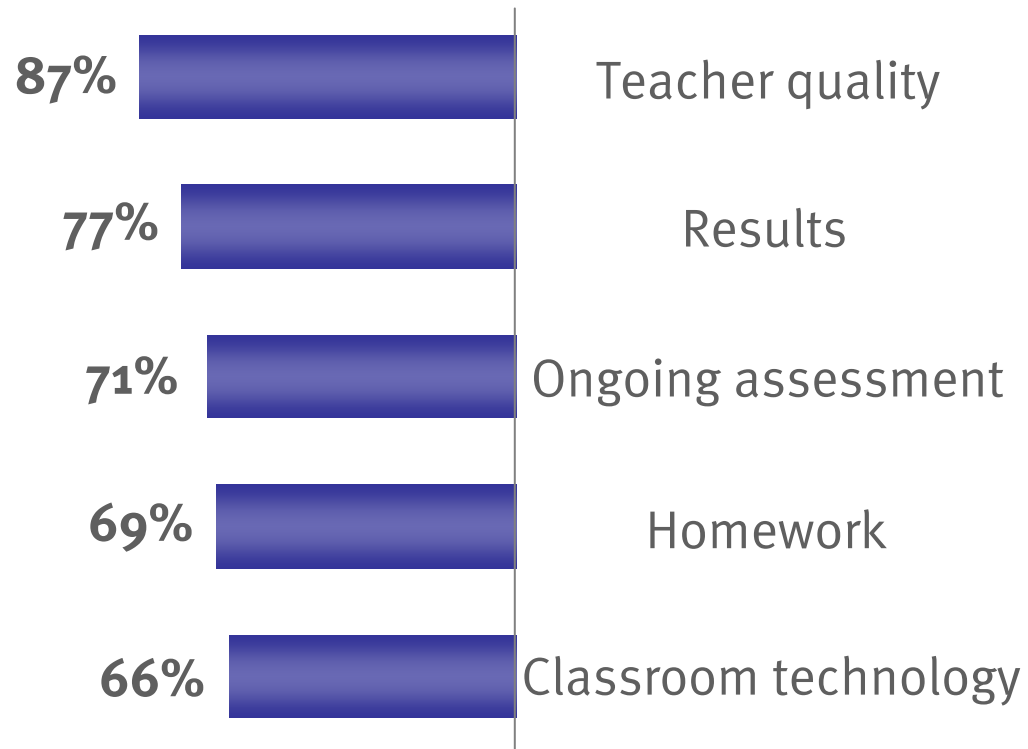


Source: National Statistical Bureau of China; Pearson estimates

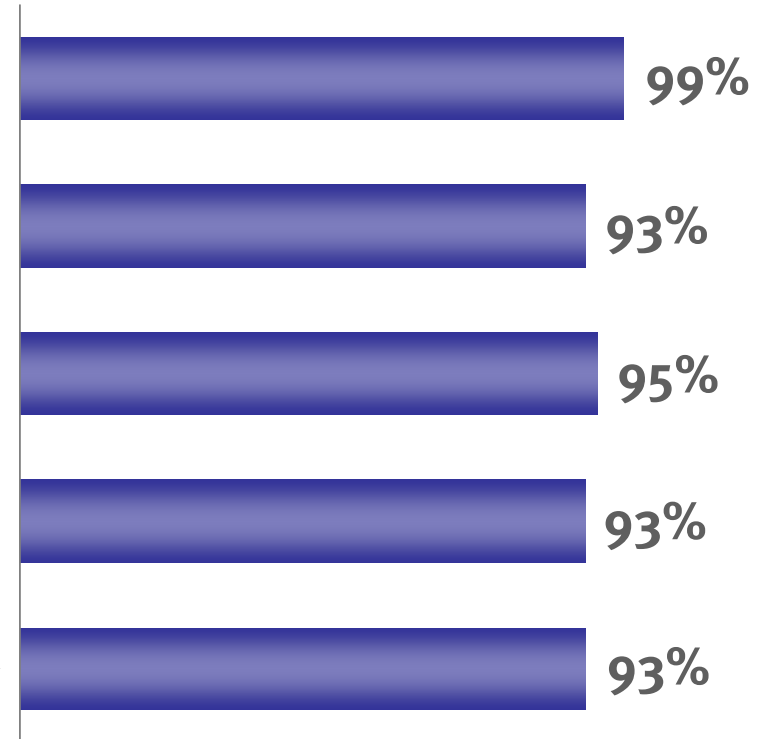
\* Top 36 schools

# Global trends: Investment

% parents in China willing to pay extra for:



% thinking essential/important



Source: CLT, BDA

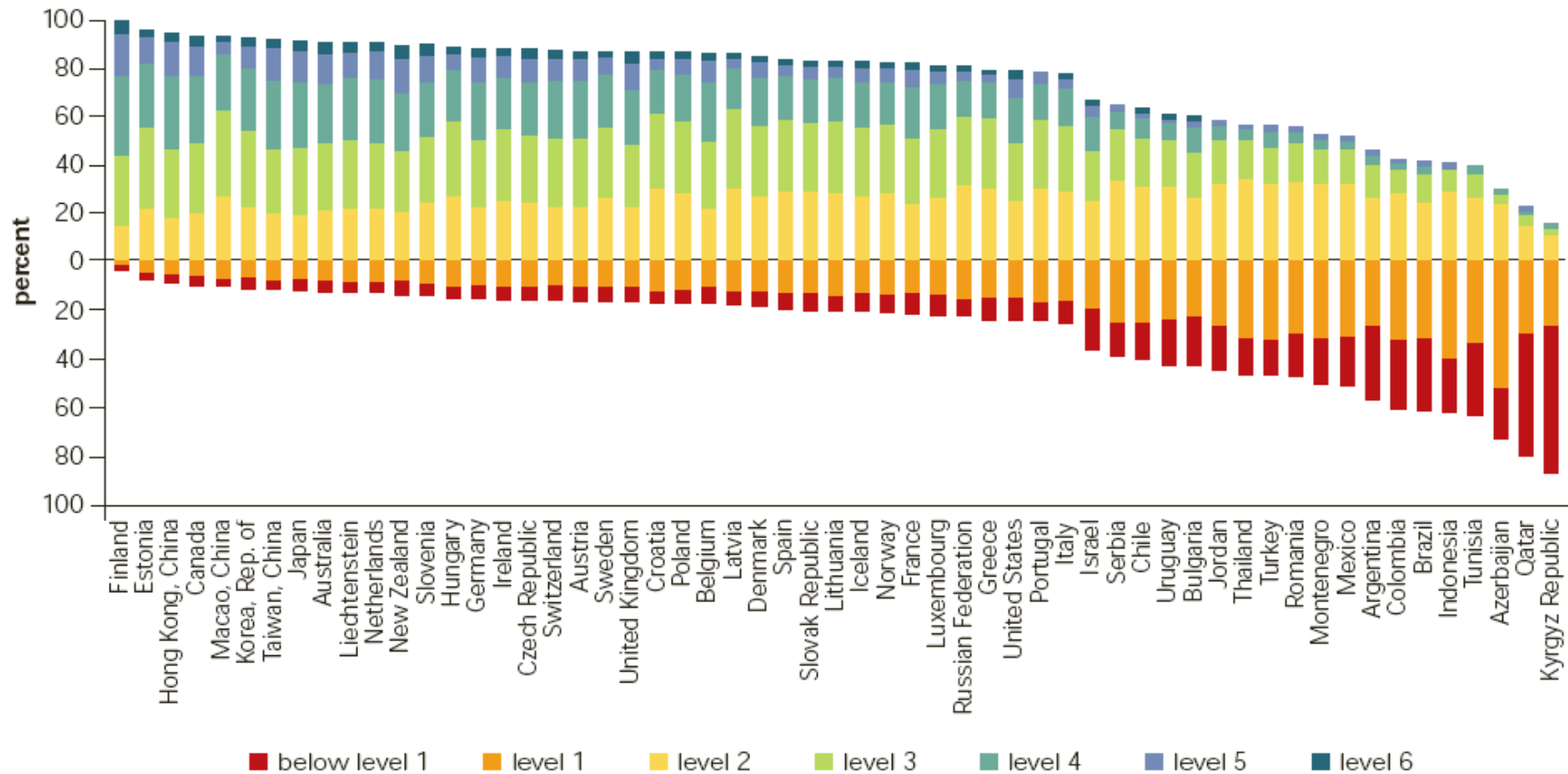
## Global trends: Effective education

*“One place to start is measurement. The abilities of students – their literacy and numeracy – need to be gauged far more widely around the world.”*

Commission on Growth & Development

# Global trends: Effective education

## Percentage of students at each proficiency level in science



Note: Countries are ranked in descending order of percentage of 15-year-old at Levels 2, 3, 4, 5, and 6. Above the zero line one finds the proportion of students in the country that has higher ratings than level 1. Below the zero line, one finds the proportion of students with level 1 and below.

Source: PISA, 2007

## Global trends: Effective education

***“Our education system must be reformed.***

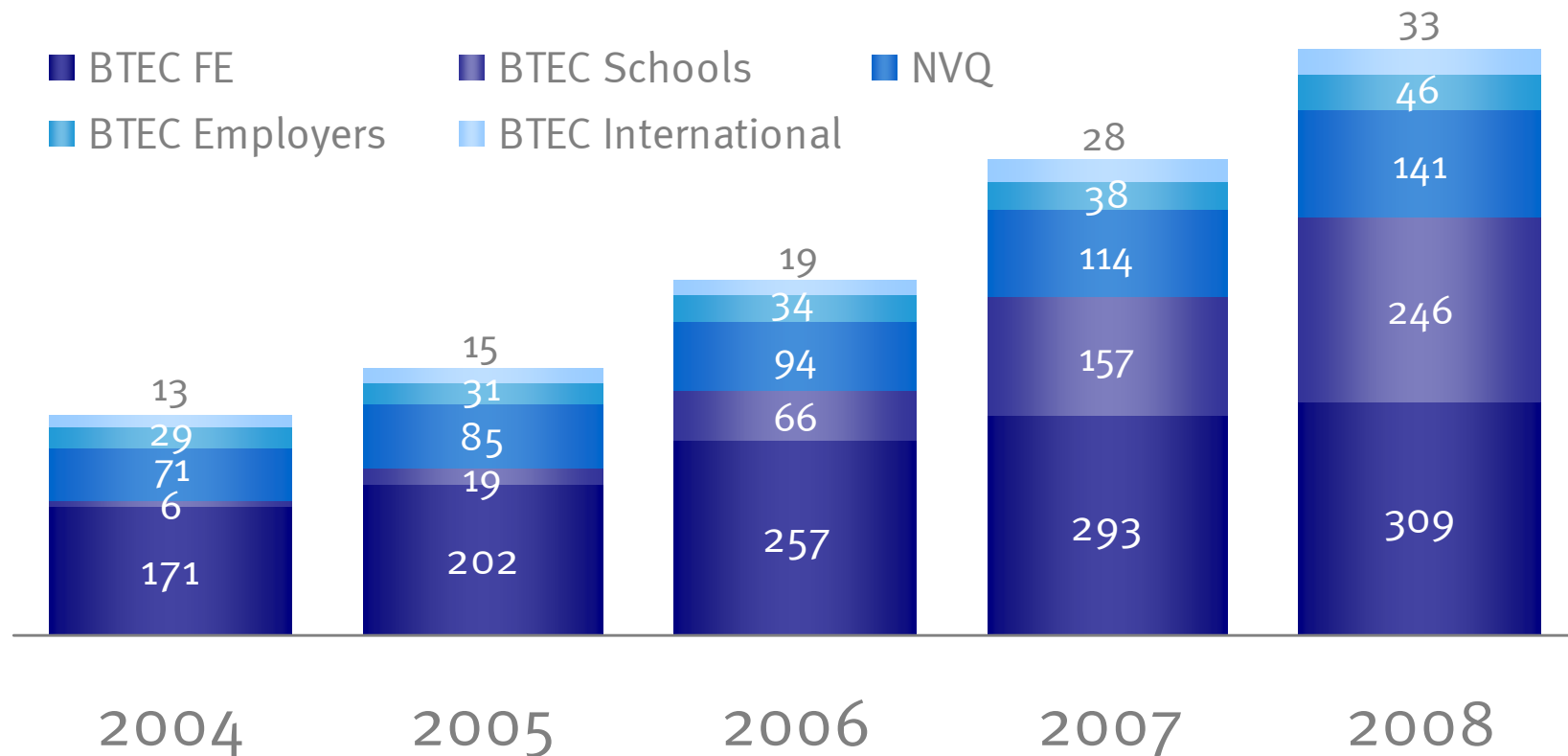
***One size fits all, government-led, uniform curriculums and an education system that is locked only into the college entrance examination are not acceptable.***

***We must accept global standards and instil a spirit of self discipline, and then let the fresh wind of creativity into our classrooms.”***

**President Lee Myung-bak,  
President of the Republic of Korea**

# Growth of vocational education

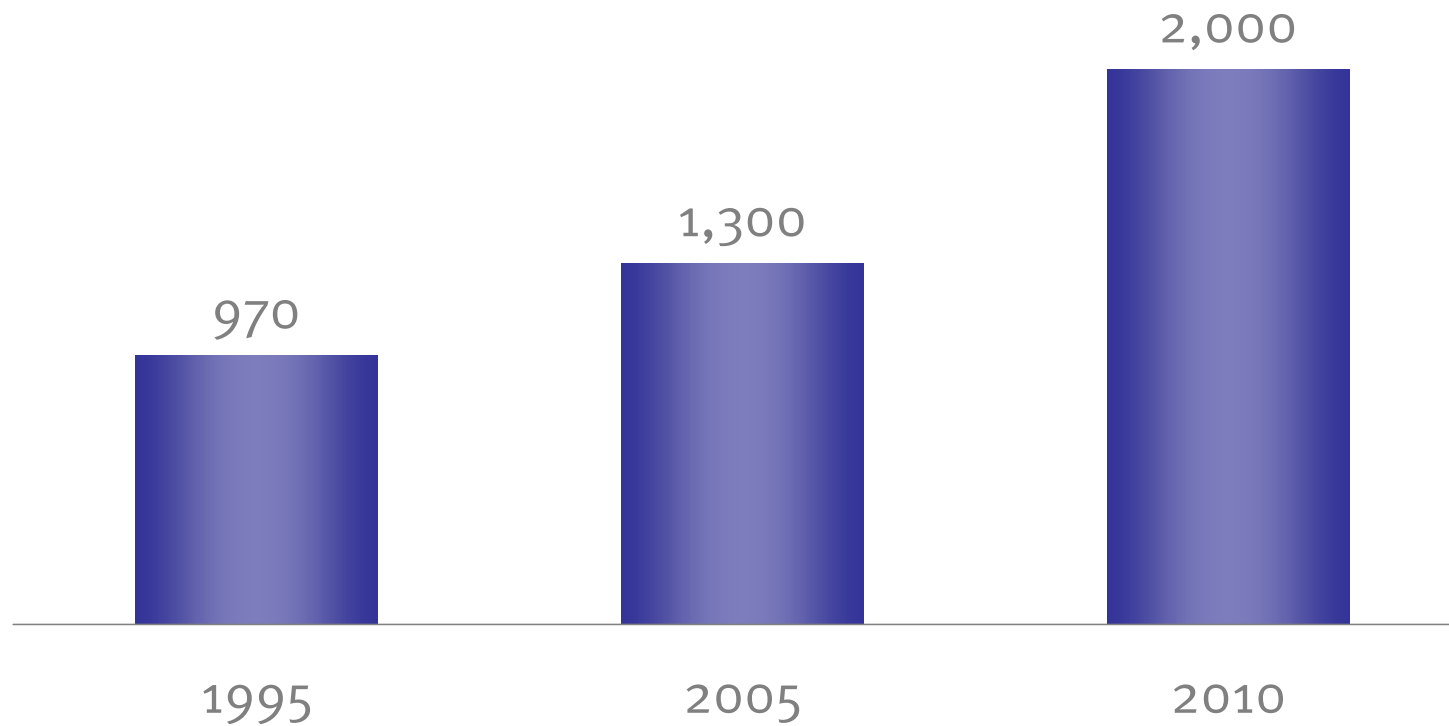
Number of students taking BTEC qualifications, '000



Source: Pearson

# Global trends: English

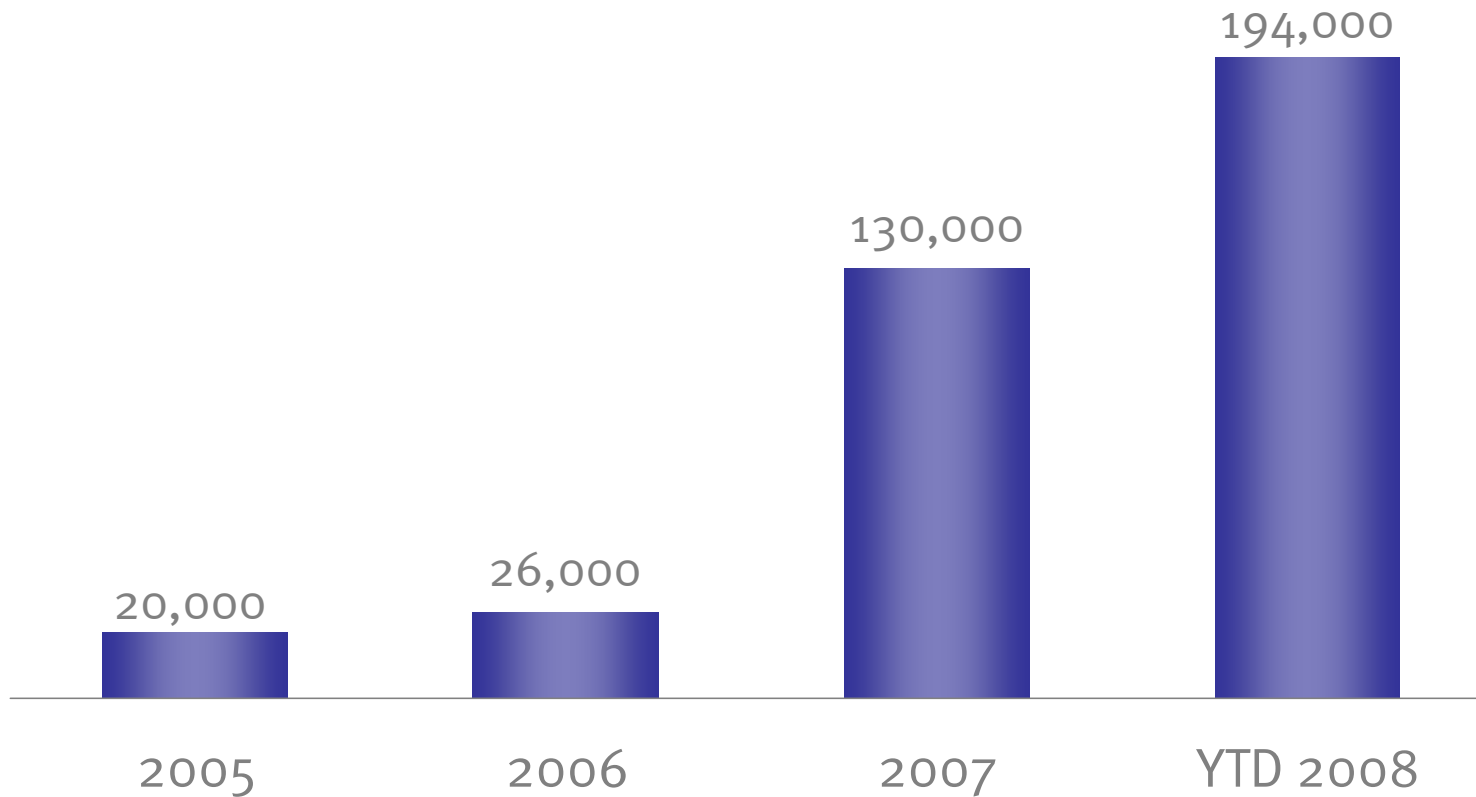
Projected number of English learners (m)



Source: British Council

# Global trends: Technology

MyLab registrations (outside North America)

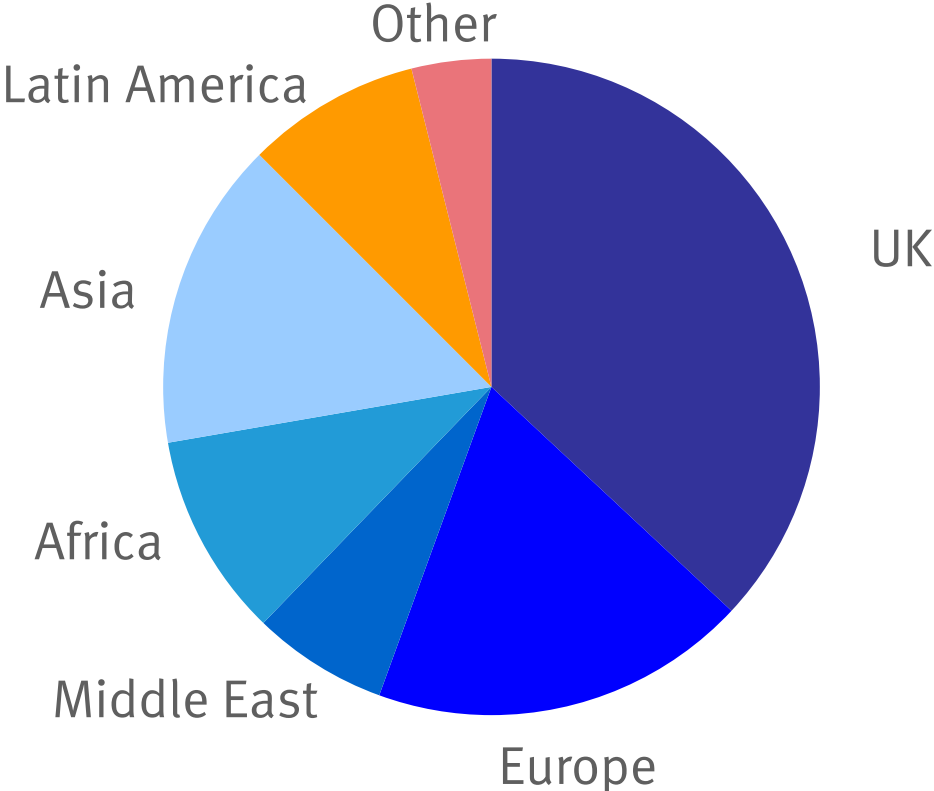


Source: Pearson



# Broad geographic spread

## Revenue by geography



Pro forma sales including full year impact of 2008 transactions

# Our strategic priorities

To be the world leader in:

Helping people learn English

Applying technology to enhance learning

Measuring student performance

Providing educational solutions

# Agenda

Overview

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Q&A

PEARSON



**English Language Teaching**

Bill Anderson

President

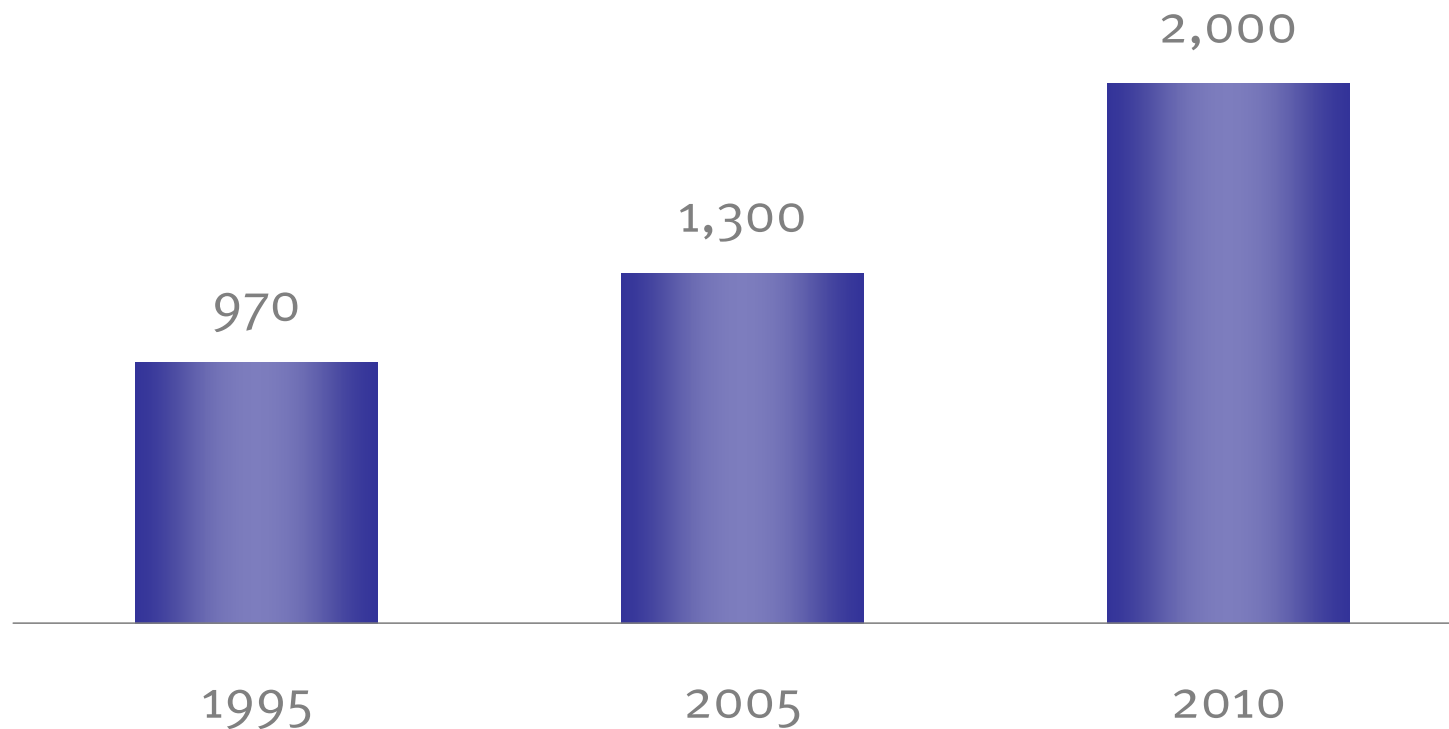
Global English Language Teaching

# The world's leading English Language Teaching company

| Market presence          | Pearson | OUP | Macmillan | Cambridge | ETS |
|--------------------------|---------|-----|-----------|-----------|-----|
| Content                  | ●       | ●   | ●         | ●         | ●   |
| Assessment               | ●       |     |           | ●         |     |
| Technology               | ●       | ●   | ●         |           |     |
| Professional development | ●       |     |           |           |     |

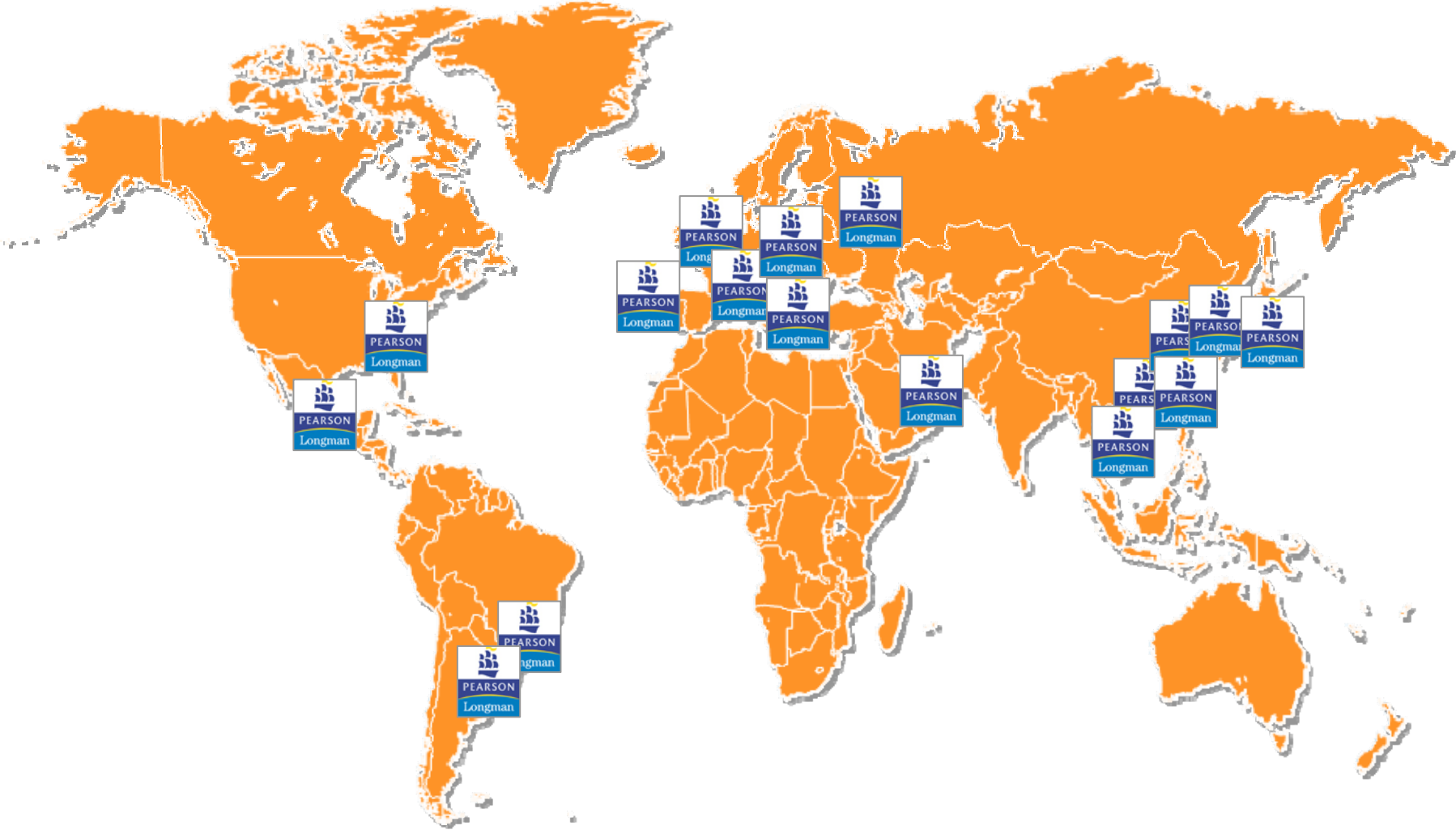
# Global trends: English

Projected number of English learners (m)



Source: British Council

# Our global reach



# English Adventure

Podręcznik dla szkoły podstawowej

3



© Disney/Pixar



Anne Worrall  
konsultacja: Mariola Bogucka

# English Adventure

Podręcznik dla szkoły podstawowej

Starter



© Disney



Cristiana Bruni  
konsultacja: Mariola Bogucka

# UNIT 8

## Planning

### OVERVIEW

- Vocabulary**  
Ways to plan
- Listening**  
The secret of good planning
- Reading**  
Planning for economic development
- Language review**  
Talking about future plans
- Skills**  
Meetings: interrupting and clarifying
- Case study**  
The voice of business



‘Expect the best, plan for the worst, and prepare to be surprised.’

Denis Waitley, US productivity consultant

### Starting up

#### A What do you consider when you plan these things?

- 1 a holiday
- 2 a special family occasion, for example, a wedding
- 3 an ordinary working day/week
- 4 your career

#### B Which of the following do you use to plan your day or week? Which do you prefer? Why?

- desk or pocket diary
- asking someone to remind you
- notes stuck on board or fridge
- electronic organiser
- memory
- writing on the back of old envelopes

#### C Discuss these statements.

- 1 Making lists of things to do is a waste of time.
- 2 You should plan your retirement from an early age.
- 3 If you make a plan, you should stick to it.



ADVANCED BUSINESS ENGLISH COURSE BOOK



# MARKET LEADER

Iwonna Dubicka Margaret O'Keeffe



## Unit 4 Image

Fashion's favourite

PAGE 35

Comparatives and superlatives

PAGE 37

Career skills: Describing products

PAGE 39

Dilemma: Volkswagen bugs

PAGE 40

www.longman-elt.com

www.economist.com

# Creating a buzz



### Keynotes

**Image** is the general **opinion** most people have of a company or product. **Brand image** is the opinion people have of a **brand**. A brand usually has a name, a **logo** (a symbol) and a design which everyone can easily recognise and which helps to **identify** it. Marketing experts work hard to create brands and **promote** the brand image through **advertising campaigns**. This process of **branding** is an important part of marketing. Most **customers** feel happier buying a **famous** brand than a product they don't know. The image of the brand has to **appeal** to the **target market**.

## Unit 14 Creativity

A different perspective

PAGE 121

Conditional 2

PAGE 123

Career skills: Finding creative solutions

PAGE 125

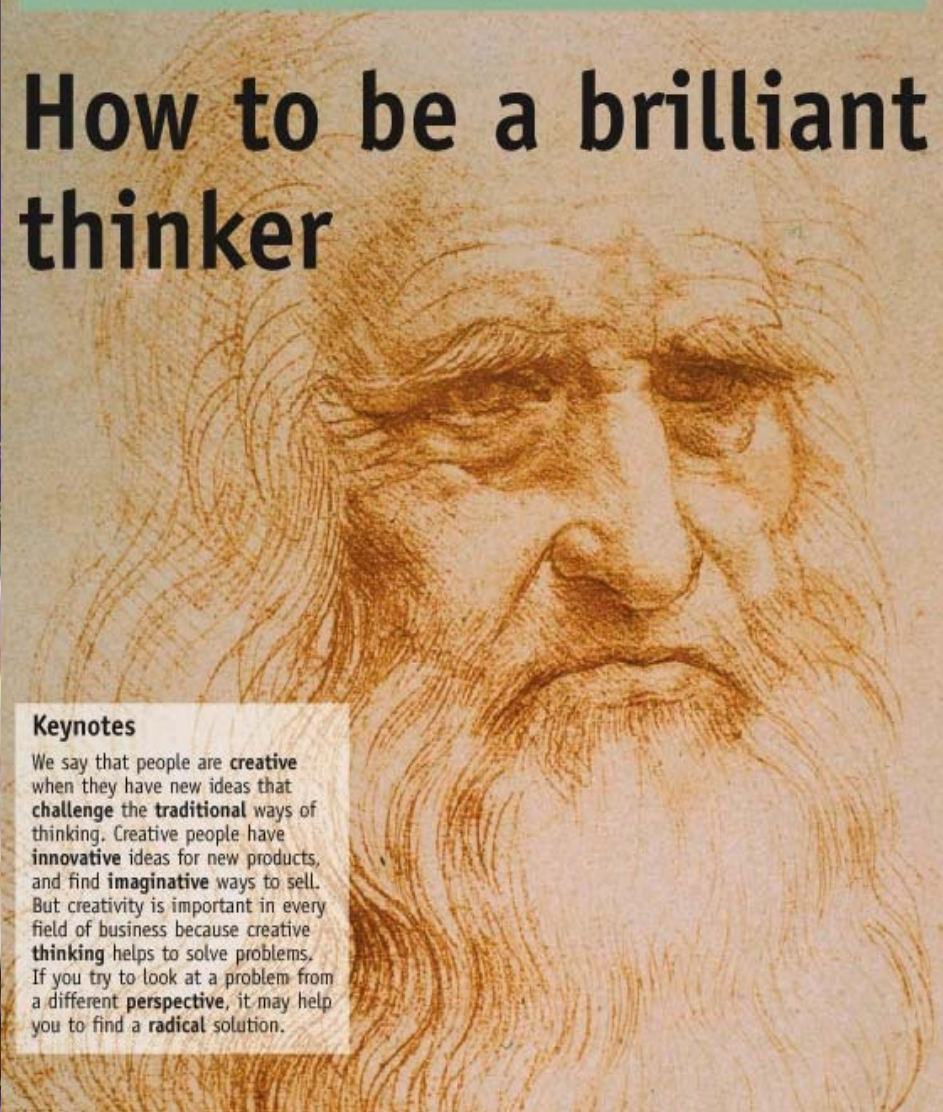
Dilemma: Gold rush

PAGE 126

www.longman-elt.com

www.economist.com

# How to be a brilliant thinker



### Keynotes

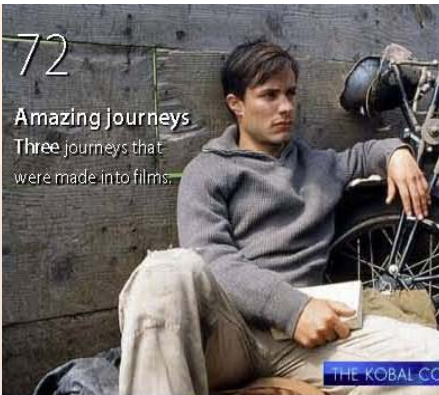
We say that people are **creative** when they have new ideas that **challenge** the **traditional** ways of thinking. Creative people have **innovative** ideas for new products, and find **imaginative** ways to sell. But creativity is important in every field of business because creative **thinking** helps to solve problems. If you try to look at a problem from a different **perspective**, it may help you to find a **radical** solution.

# talkback



**starter**  
student's book

Antonia Clare  
JJ Wilson



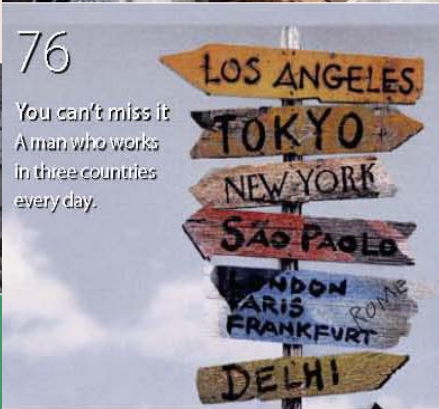
72

**Amazing journeys**  
Three journeys that were made into films.



74

**Travel tips**  
Find out how the experts do it.



76

**You can't miss it**  
A man who works in three countries every day.



78

**Full circle**  
A journey that will take your breath away.

## Travel 5

### In this unit...

#### SPEAKING

- › Tell a travel anecdote
- › Ask for and give directions
- › Discuss travel
- › Present ideas for an award

#### LISTENING

- › Understand travel advice
- › Watch a travel programme about a journey in South America

#### READING

- › Read about amazing journeys
- › Read about a man who works in three countries everyday

#### WRITING

- › Write an email to a holiday company
- › Write an application for a competition





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Longman

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# NEW PENGUIN READERS

# PENGUIN ACTIVE READING



PEARSON LONGMAN

mycuttingedgelab intermediate


Module 2 Workbook Exercise 1 - Past simple [View Summary](#) [Return to Course Content](#)

Legend

**Your Score: 88.9%**

Complete the dialogue with the Past simple form of the verbs in the box. (18points)

1) cook / forget / get (x2) / go / stay / hear / introduce / ring / not see / not tell / not want / happen



A: Oh sorry, I ~~didn't~~ you there. **Did** you **ring** the bell?  
 B: No, I **didn't want** to disturb you.

A: **Did** you **go** out last night?  
 B: No, actually we **stayed** in and Gary **cooked** a fantastic meal.

A: **Did** you **hear** about Abby and Rob's disastrous holiday?  
 B: No, what **happened** ?  
 A: Well, the weather was terrible - it **rained** every day, and they both **got** food poisoning from the hotel food!

A: Why **didn't** you **tell** me about Marc's engagement? I ~~had~~  
 quite a shock when he **introduced** me to his fiancée.  
 B: Oh, I'm sorry. I **forgot** to tell you.

**Score:** 16 out of 18 Partially Correct

**Answer(s):** didn't see, did not see, Did, ring, didn't want, did not want, Did, go, stayed, cooked, Did, hear, happened, rained, got, didn't, tell, got, introduced and forgot

Internet

Welcome. Penny Humphries

Welcome, Penny Humphries : 11/09/2008

onstration Course (Master) CE Int 11/09/2008 port | Logout

profile | Feedback | Help | Support | Logout

Student View

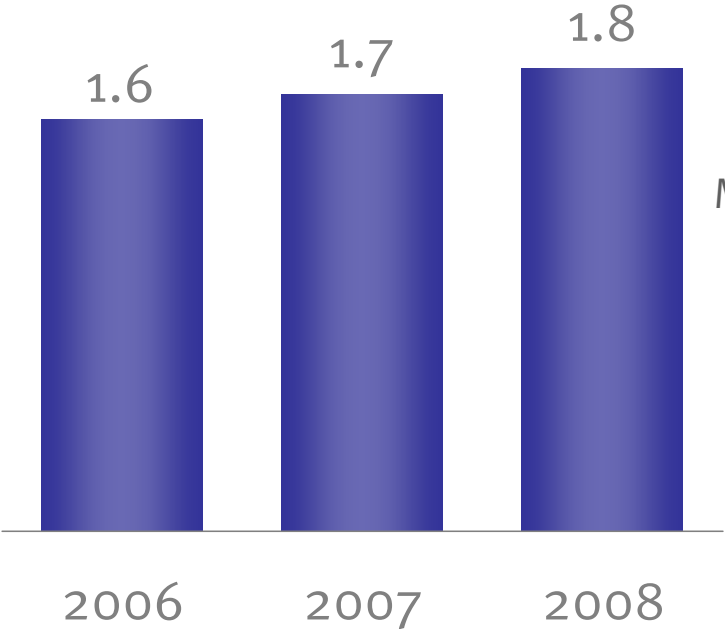
Legend

September 2008 Organize Calendar

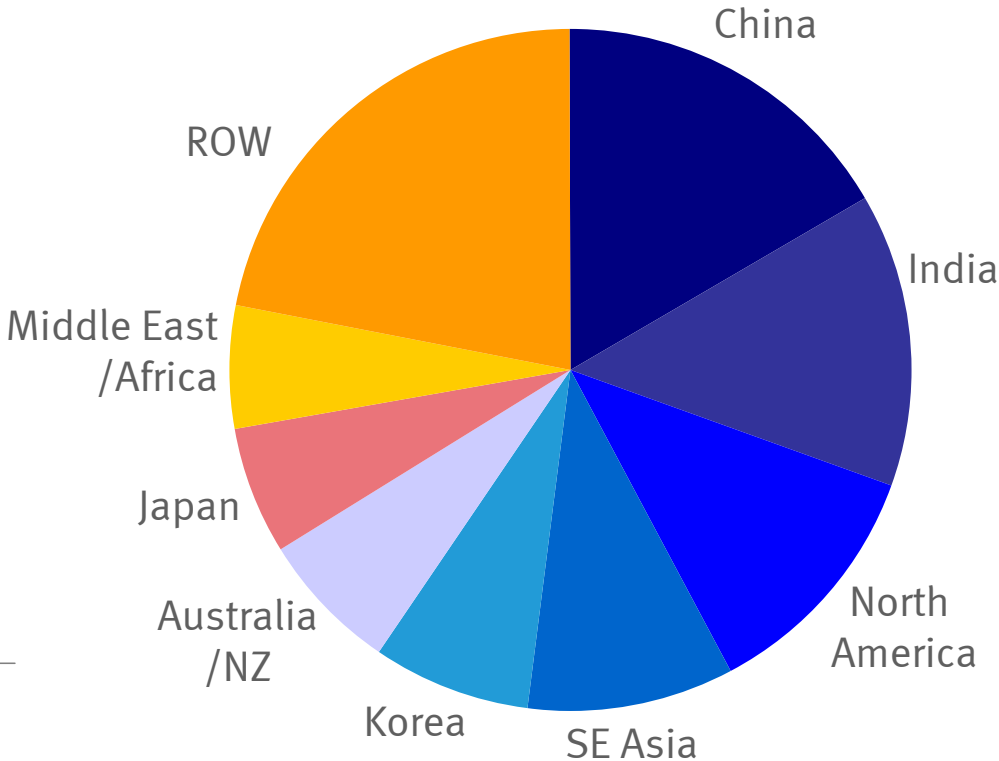
| Tue | Wed | Thu | Fri | Sat | Sun |
|-----|-----|-----|-----|-----|-----|
|     |     |     |     | 1   | 2   |
| 4   | 5   | 6   | 7   | 8   | 9   |
| 11  | 12  | 13  | 14  | 15  | 16  |
| 18  | 19  | 20  | 21  | 22  | 23  |
| 25  | 26  | 27  | 28  | 29  | 30  |

# New opportunities: Assessment

Academic tests of English taken worldwide (m)



Academic test volumes by country



Source: Pearson



# Pearson Test of English:

## Sample Test Question

In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.

The influence of European Enlightenment ideals on American political institutions may have dwindled in the nineteenth and twentieth centuries. However, a more general respect for the secular, liberal humanism of the founding fathers - and for the spirit of scientific enquiry \_\_\_\_\_ by Benjamin Franklin, who was extravagantly \_\_\_\_\_ by the French Enlightenment philosopher Turgot as a liberating hero who “ \_\_\_\_\_ fire from the heavens and the sceptre from the tyrant's hand” - \_\_\_\_\_ far beyond the lifetime of Thomas Jefferson.

endured

suggested

realised

seized

embodied

depicted

believed

# Pearson Test of English: Sample Test Question

The text boxes in the left panel have been placed in a random order. Restore the original order by dragging the text boxes from the left panel to the right panel.

Modern usage of the term is much broader.

However, in the contemporary English-speaking academic world, the term refers implicitly to analytic philosophy and, in non-English speaking countries, it often refers to a European strain, continental philosophy.

The concept of philosophy encompasses all of knowledge and all that can be known, including the means by which such knowledge can be acquired.

Both as a subject matter and an activity, philosophy has almost as many definitions as there have been philosophers yet no simple definition can do it justice.

The word is derived from the ancient Greek words philo-, to love or to befriend, and -sophia, wisdom.

# Pearson Test of English: Sample Candidate Performance




**Recorded Answer**

Current Status:  
Recording



Look at the map above. In 25 seconds, please speak into the microphone and describe in detail what the map is showing. You will have 40 seconds to give your response.

**The language of feedback, continued (Page 8 of 10)**

Click  to watch Part 2 of the peer observation lessons. Then, answer the questions.



**1. Which of these items did the observer mention in her feedback? Choose all the answers that apply.**

- a. the choice of grammar point
- b. student problems with that grammar point
- c. the pace of the teacher's presentation
- d. the lack of student response
- e. the number of examples
- f. the difficulty of the example sentence

**2. Which problem did her feedback focus on? Choose the best answer.**

- a. the grammar point was not useful
- b. the example sentence was too difficult
- c. the teacher's presentation was too fast

**Check Answers**







iTests

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My account

You have

**10 days**  
until your FCE exam  
**3 tests** to take  
**\$88.00**  
of credit

Select amount ▾

Add credit

Using iTests

FCE materials

FCE information

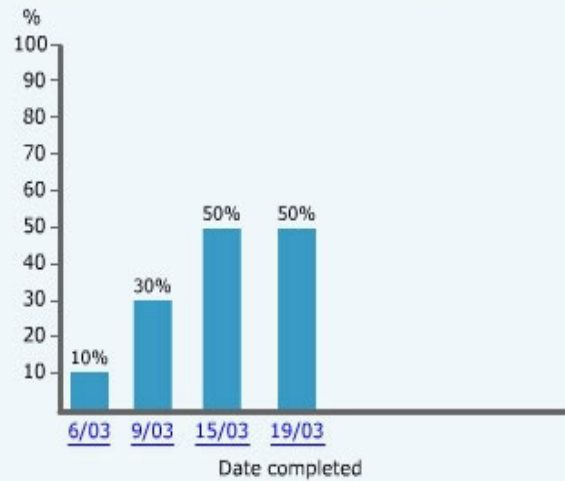
Change exam

Help

Contact Us

## Certificate in Advanced English

### Progress chart: Listening Part 1



Average score: 54%

Score summary



#### Top Exam Tips

Ideas to help you prepare for your exam.



#### Common Errors

This month: *have* and *have got*



#### Memory Tips

Useful techniques to boost your memory and help you learn vocabulary.



#### Recommend a friend

Recommend a friend to [iTests.com](#).

# The world leader in English language education

Strong growth trends

Unique global/ local publishing model

Unrivalled scale, investment, geographic reach

New opportunities in technology, assessment, solutions

# PEARSON

## United Kingdom

**Rod Bristow**

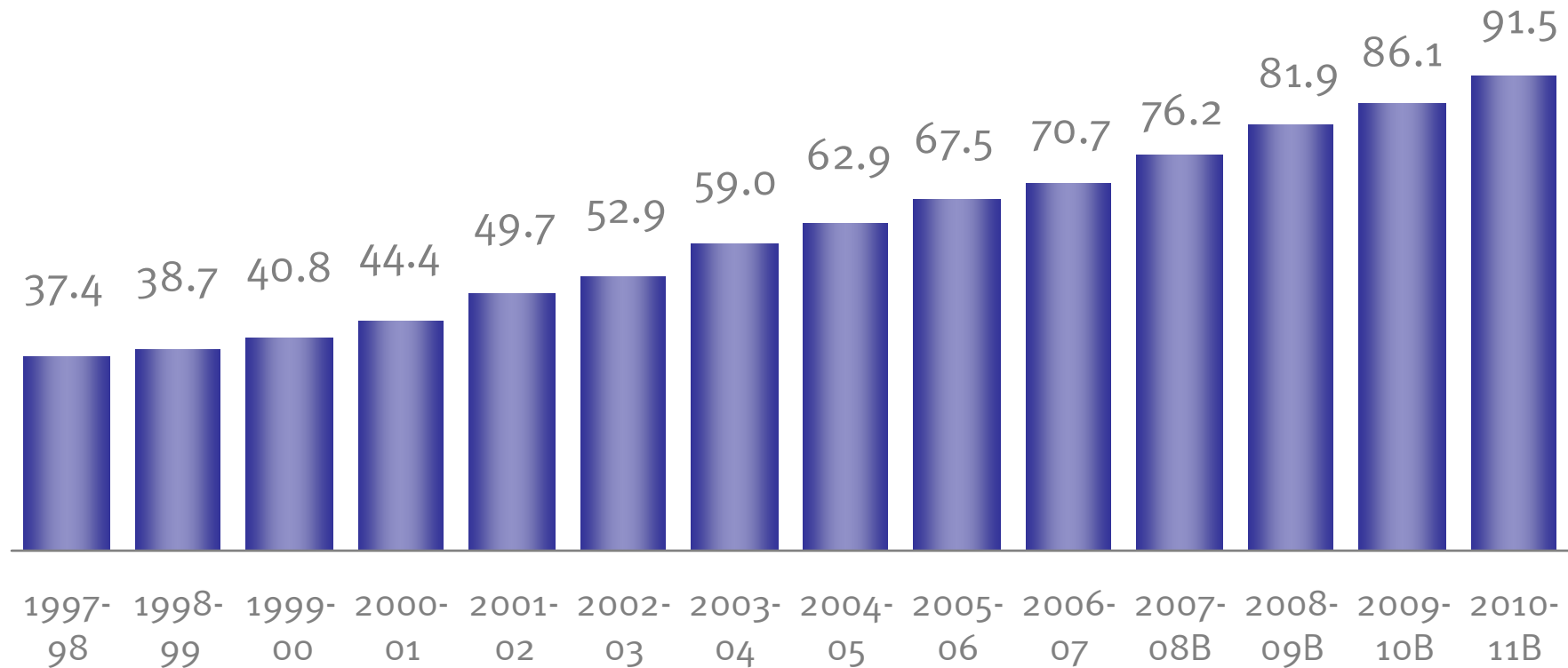
President  
School, Higher Education  
& Professional EMEA

**Jerry Jarvis**

Managing Director  
Edexcel

# UK trends: Investment

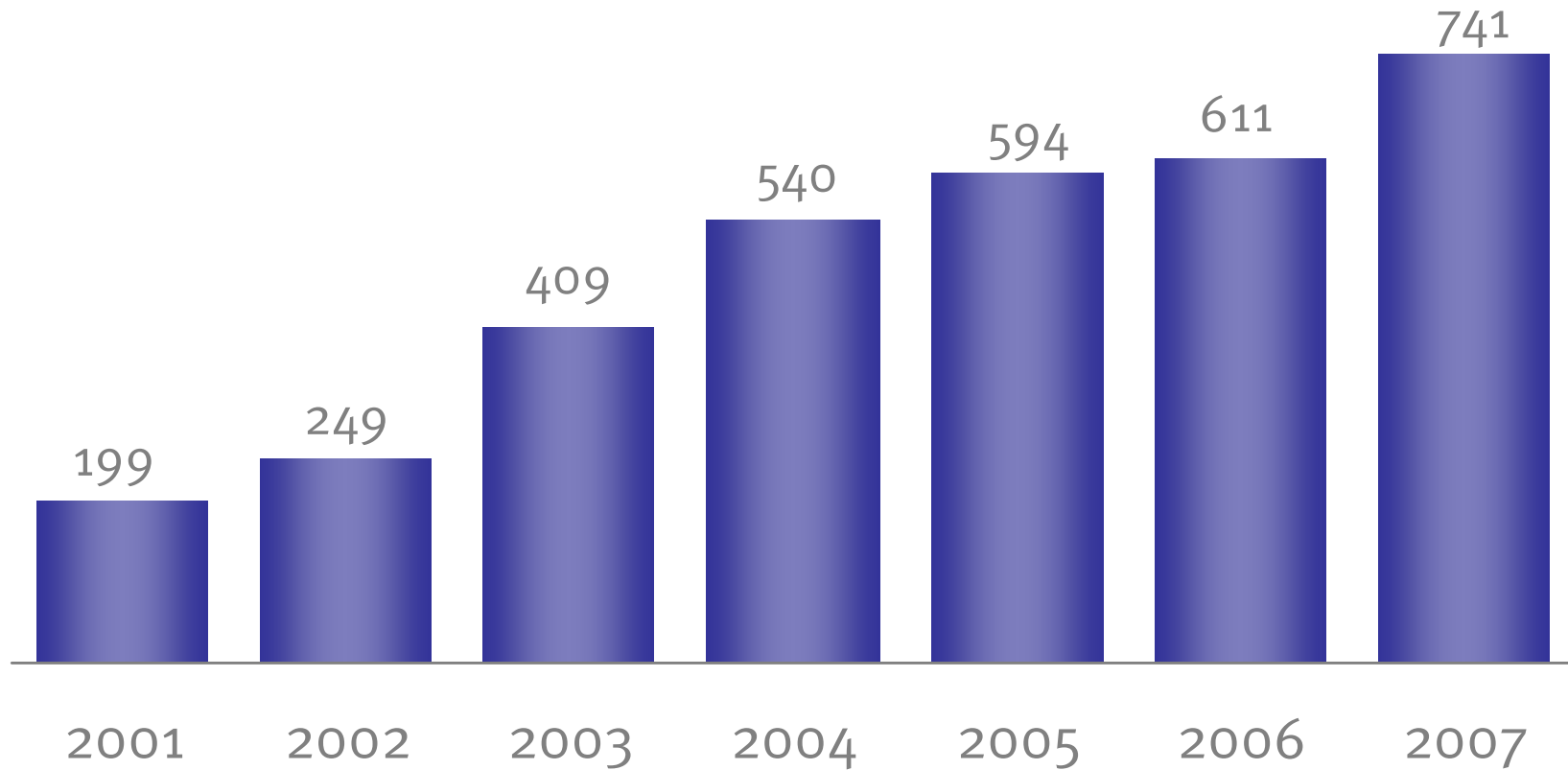
Expenditure on education in England, £bn



Source: HM Treasury

# UK trends: Technology

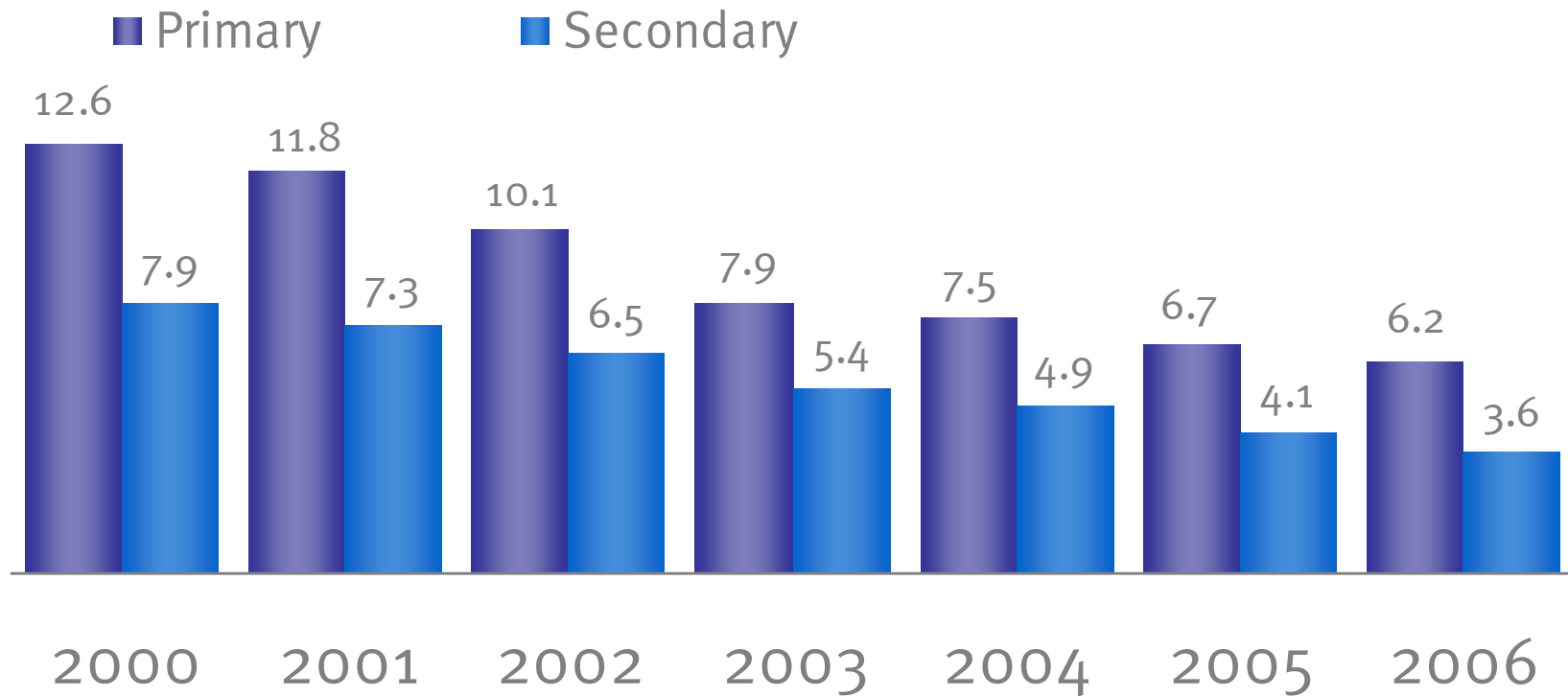
Government funding for ICT in schools, £m



Source: BECTA

# UK trends: Technology

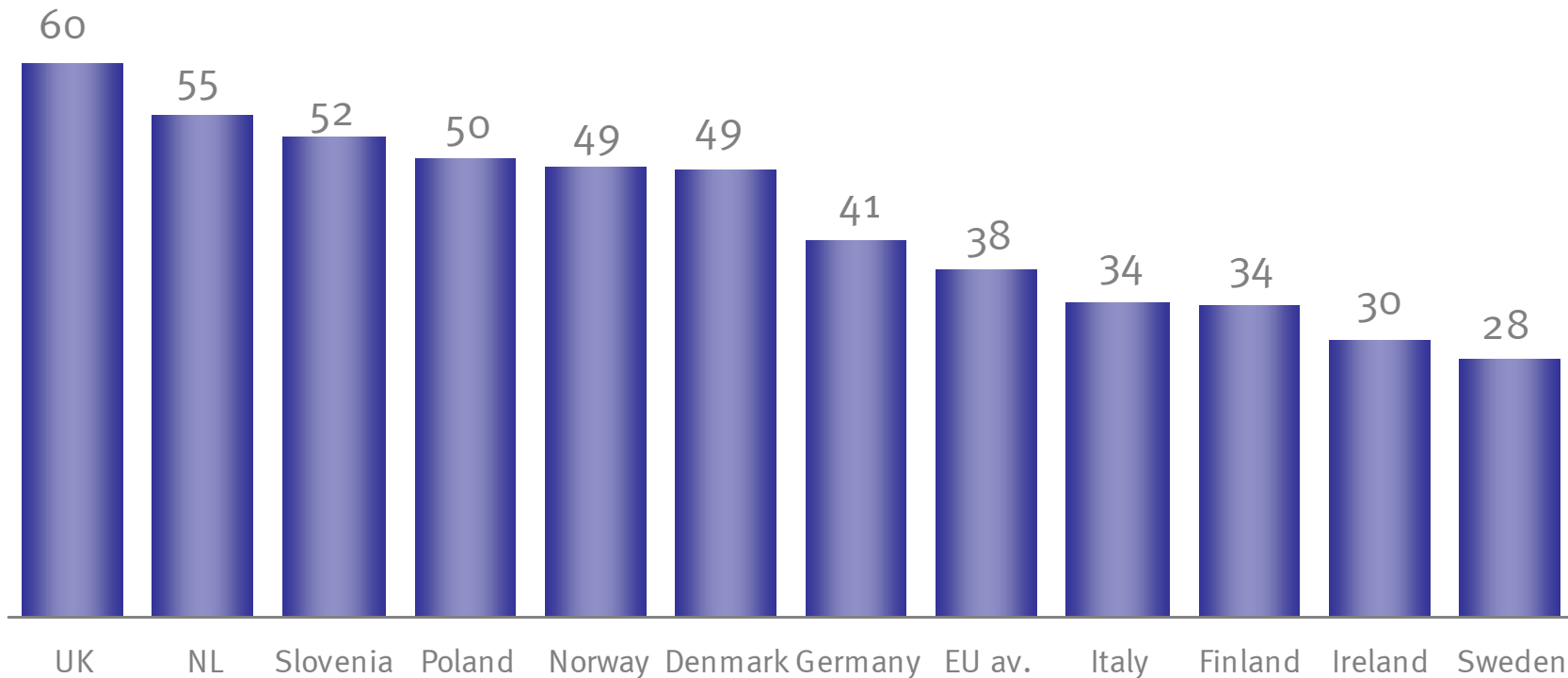
Number of pupils per computer used for learning and teaching



Source: BECTA

# UK trends: Technology

% of teachers with access, competence and motivation to use the internet and computers in classroom situations



Source: BECTA

# UK trends: Focus on Outcomes

News Site of the Year | The 2008 Newspaper Awards

## TIMES ONLINE

NEWS | COMMENT | BUSINESS | MONEY | SPORT | LIFE & STYLE

EDUCATION | FOOD & DRINK | HEALTH | PROPERTY | COURT & S

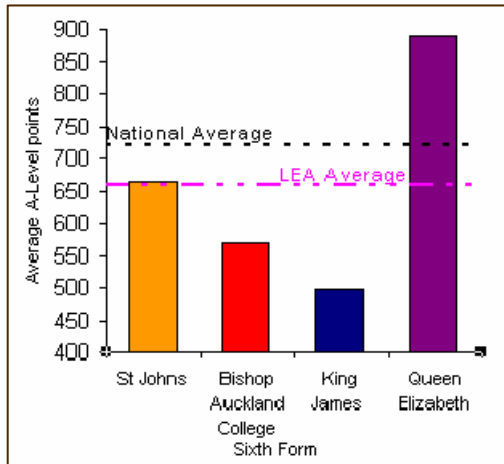
Where am I? > Home > Life & Style > Education > Schools

Friday November 7, 2008

### SCHOOLS


#### Schools league tables

Find the top performing schools. Search our interactive tables for GCSE and A-level results by institution or local authority

### Children beat language barrier to give their school top marks

Published Date: 06 December 2007  
By John Roberts



A YORKSHIRE school where almost 90 per cent of its children arrive unable to speak any English has been named as one of the best in the country at improving its pupils' test scores.

League tables published by the Department for Children, Schools and Families put Parkinson Lane Community Primary School in Halifax in the top 20 in England for "adding value" to their children's performance.

Head teacher Gugsy Ahmed said the success had been achieved by placing an emphasis on the children learning English both at home and at school and also by providing pupils with positive role models.


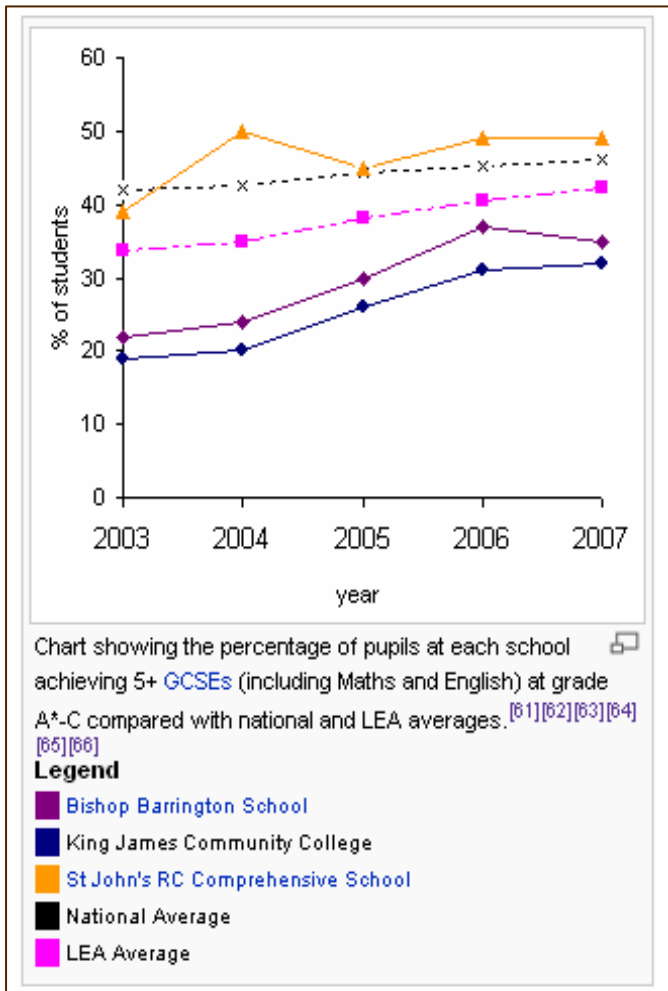
Children from Parkinson Lane Community Primary School, Halifax, celebrate with head teacher Gugsy Ahmed

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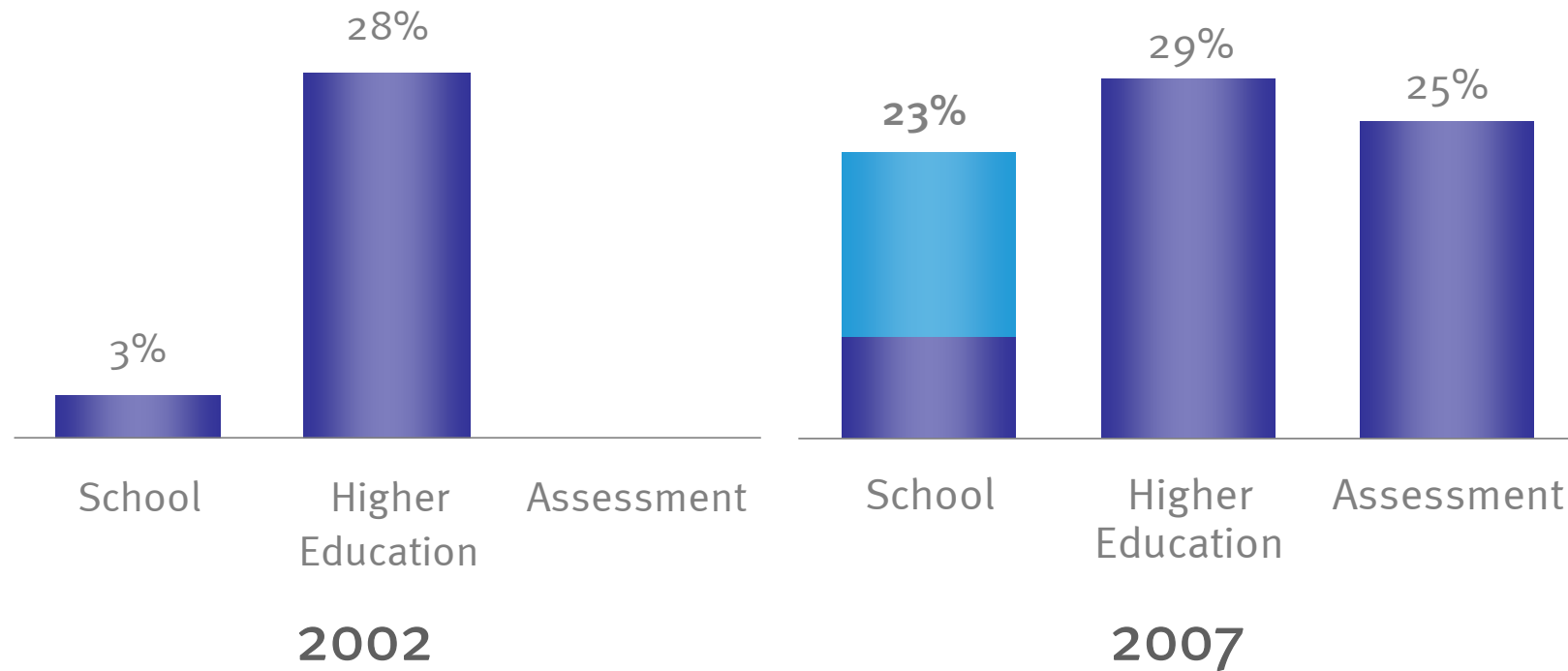
Call 0845 60 48 048 or [click here](#) to find out more

[www.businesslinkyorkshire.co.uk](http://www.businesslinkyorkshire.co.uk)

# Pearson Education UK:

## Harcourt and Edexcel transform strength and breadth



Source: Pearson



# The UK's leading education company

|                            | Pearson | Publishers<br>e.g. Nelson<br>Thornes | RM | Capita |
|----------------------------|---------|--------------------------------------|----|--------|
| Market presence            |         |                                      |    |        |
| Infrastructure             |         |                                      | ●  | ●      |
| School enterprise software | ●       |                                      | ●  | ●      |
| Learning management        | ●       | ●                                    | ●  | ●      |
| Curriculum content         | ●       | ●                                    | ◐  |        |
| Formative assessment       | ●       | ●                                    | ◐  |        |
| Professional development   | ●       | ●                                    | ●  | ●      |
| High Stakes assessment     | ●       |                                      |    |        |

# Harcourt on track to deliver Benefits

Full integration brings significant savings

As market leader we

1. Are applying our technology lead on a much larger scale
2. Are building assessment for learning solutions with Edexcel
3. Have unrivalled sales and marketing reach

Source: Management estimates

Northern  
Ireland



edexcel   
advancing learning, changing lives

AQA   
[www.aqa.org.uk](http://www.aqa.org.uk)

OCR   
RECOGNISING ACHIEVEMENT

United  
Kingdom

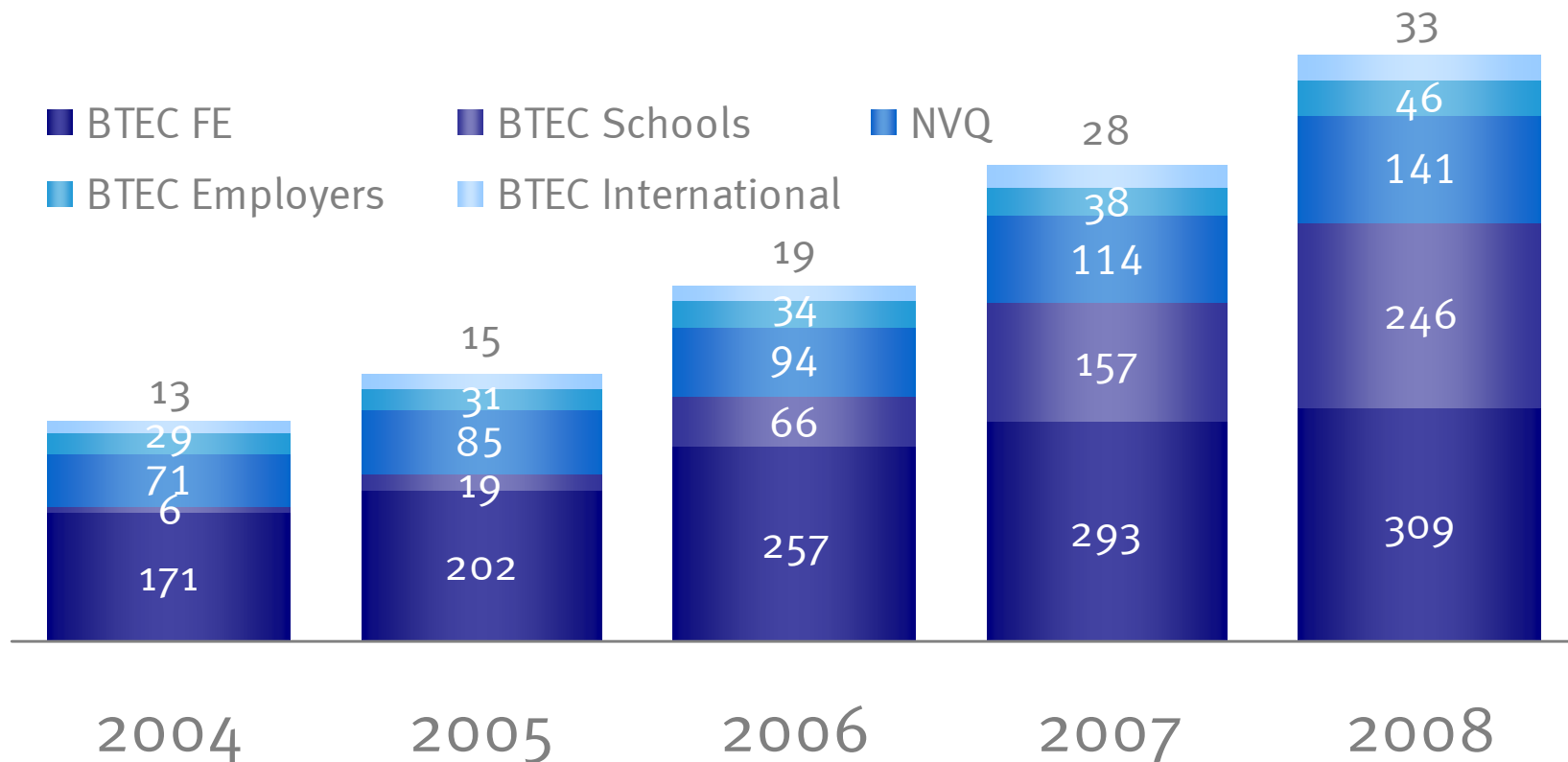
Wales



PEARSON 

# Vocational education

Number of students taking BTEC qualifications, '000



Source: Pearson

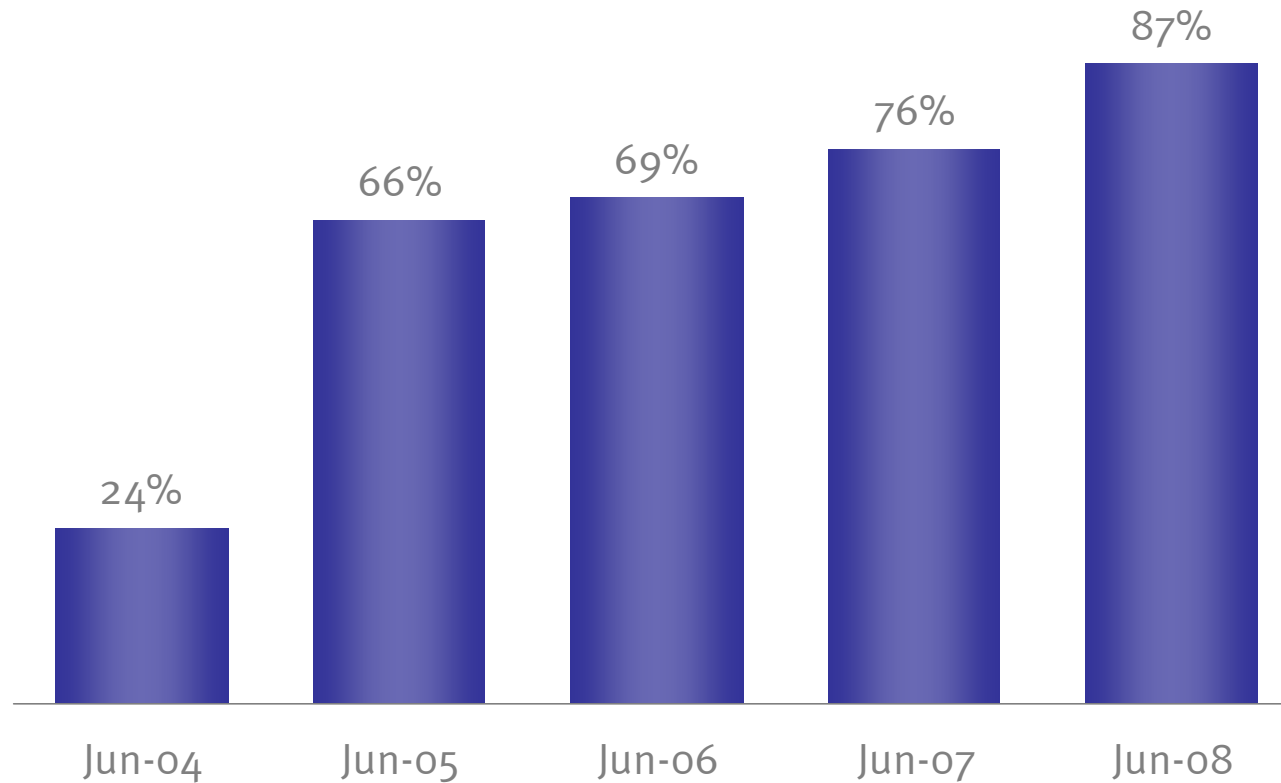
## **“A Victorian Cottage Industry”**

***“We have a 21st century, internationally celebrated qualification - the A-Level - underpinned by a 19th century cottage industry in which workers are paid piece rates and 24 million scripts move about the country at the whim of the Post Office.”***

Ken Boston, Chief Executive of the QCA (2002)

# On-screen marking in the UK

% of scripts marked online



Source: Edexcel

## **“A Victorian Cottage Industry”...transformed**

***“...the English system now has some of the most sophisticated technology in the world... I would suggest that it was Pearson’s acquisition of Edexcel... that has had the most powerful effect in terms of driving modernisation.”***

Simon Lebus, Group Chief Executive,  
Cambridge Assessment (2007)

**ResultsPlus** | Holborn High | GCSE Results Summer 2007 | edexcel

Home

How our centre performed Print

All Edexcel GCSEs combined Summer 2007

Total GCSEs: 620

A\* - A: 28% (174)

A\* - C: 61% (378)

Nat. Ave. A\* - C: 58%

Show me more detail

**Improving attainment**

- Show me how the results compare with last year
- Show me how we performed in each subject Subject results | Analysis | Grade groups | Skills maps
- Show me results and analysis for a class or group Class results | Analysis | Skills maps
- Show me how we compare with schools of our type, and with other types of school
- Show me results by gender

**Personalised learning**

- Show me results for a student Personalised results | Analysis | Skills maps

Available in 2007 for GCSE Maths 1387 (Intermediate), 2-Tier GCSE Maths (Modular) and 360 Science

**ResultsPlus** | Holborn High | GCSE Results Summer 2007 | edexcel

Results Menu

Results for Helen Mulholland | 1387 GCSE Award: Maths (Intermediate) Print

Analysis | Exam Paper | Skills Map

| Paper                        | Date     | Score      | Percent |
|------------------------------|----------|------------|---------|
| Mathematics A - 1397 Paper 3 | 05/06/07 | 55 / 100   | 55%     |
| Mathematics A - 1387 Paper 4 | 12/06/07 | 70 / 100   | 70%     |
| Combined grade               |          | 62.5 / 100 | 62.5%   |

Paper: Mathematics A - 1387 Paper 3 Over 70% 35% - 70% Under 35%

| Question | Score | 0%                               | 100% | View Question | Skill Tested |
|----------|-------|----------------------------------|------|---------------|--------------|
| 1        | 3 / 3 | <div style="width: 100%;"></div> |      | 1a            |              |
| 2a       | 1 / 2 | <div style="width: 50%;"></div>  |      | 2a            |              |
| 2b       | 2 / 2 | <div style="width: 100%;"></div> |      | 2b            |              |
| 3a       | 1 / 3 | <div style="width: 33%;"></div>  |      | 3a            |              |
| 3b       | 3 / 3 | <div style="width: 100%;"></div> |      | 3b            |              |

**ResultsPlusProgress** | HOLBURN HIGH | Mark Jordan | Announcements (0 new) | My profile | Logout

Home | Assign tests | Mark book | Progress reports | Find students | Administration

Product/Test: GCSE Maths Foundation | Test 1: F - Number 1 | Group/Student: All Students | Attempt: Most Recent

Test analysis | Review test | Skills map Over 70% 35 - 70% Under 35% Not tested

| Question | Mean score | %   | Group performance               | View question | Skill tested |
|----------|------------|-----|---------------------------------|---------------|--------------|
| 1        | 0.65/1     | 65% | <div style="width: 65%;"></div> |               |              |
| 2        | 0.59/1     | 59% | <div style="width: 59%;"></div> |               |              |
| 3        | 0.53/1     | 53% | <div style="width: 53%;"></div> |               |              |
| 4        | 0.53/1     | 53% | <div style="width: 53%;"></div> |               |              |
| 5        | 0.59/1     | 59% | <div style="width: 59%;"></div> |               |              |
| 6        | 0.59/1     | 59% | <div style="width: 59%;"></div> |               |              |
| 7        | 0.35/1     | 35% | <div style="width: 35%;"></div> |               |              |
| 8        | 0.35/1     | 35% | <div style="width: 35%;"></div> |               |              |
| 9        | 0.18/1     | 18% | <div style="width: 18%;"></div> |               |              |
| 10       | 0.53/1     | 53% | <div style="width: 53%;"></div> |               |              |
| 11       | 0.65/1     | 65% | <div style="width: 65%;"></div> |               |              |
| 12       | 0.41/1     | 41% | <div style="width: 41%;"></div> |               |              |
| 13       | 0.65/1     | 65% | <div style="width: 65%;"></div> |               |              |
| 14       | 0.35/1     | 35% | <div style="width: 35%;"></div> |               |              |
| 15       | 0.41/1     | 41% | <div style="width: 41%;"></div> |               |              |

View students

Students

- Joanna Rozkoszny
- Owen White
- Richard Manley
- Saif Anis

Print

**ResultsPlusProgress** | HOLBURN HIGH | Mark Jordan | Announcements (0 new) | My profile | Logout

Home | Assign tests | Mark book | Progress reports | Find students | Administration

Product/Test: GCSE Maths Foundation | Test 1: F - Number 1 | Group/Student: All Students | Attempt: Most Recent

Test analysis | Review test | Skills map Over 70% 35 - 70% Under 35% Not tested

Back to skills overview | Show skills: All skills tested | Mean score | Percentage | More details

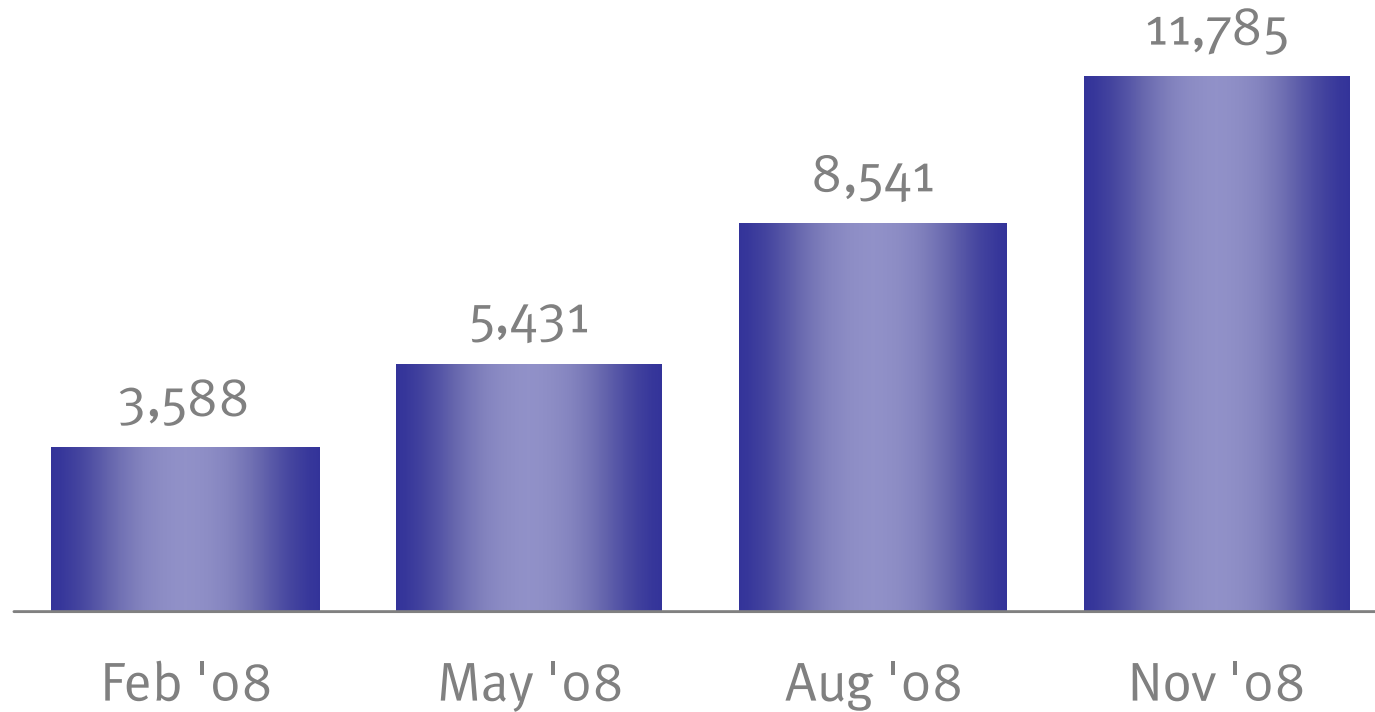
AO2.1 Numbers and algebra 48.48/125 39%

- AO2.1 Numbers and the number system; solving numerical problems; calculations 32.22/75 43%
- Number 6.42/13 49%
  - Read and write whole numbers in digits and in words 0.53/1 53%
  - Order whole numbers including negative numbers in context 0.53/1 53%
  - Arrange digits to make the largest or smallest number possible 0.59/1 59%
  - Understand the value of each digit in a number 0.59/1 59%
  - Round numbers to nearest 10, 100 or 1000 0.35/1 35%
  - Calculate differences in time using 24-hour clock notation 0.35/1 35%
  - Recognise odd, even and square numbers, factors and multiples 0.18/1 18%
  - Write down all the factors of a number 1.18/2 59%
  - Select a prime number from a list of numbers 0.67/1 67%
  - Use one calculation to work out the answer to another (e.g.  $\times$  or  $\div$  10, 100) 0.21/1 21%
- Calculations 3.27/7 47%
  - Add and subtract positive and negative numbers 0.60/1 60%

Print

# New opportunities: Diagnostics

No of teachers using ResultsPlus (ytd)



Source: Pearson

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 - MasteringPhysics Student

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Plot the ordered pair  $(2, -1)$ . State in which quadrant or on which axis the point lies.

Plot the ordered pair on the graph to the right.

Click the graph, then use the arrow keys to move the graph cursor, then click Check Answer.

1 part remaining

Clear All Check Answer

Help Me Solve This View an example Textbook Video Ask My Instructor Print

MasteringPHYSICS Edexcel, Advanced Physics

Assignment Display Mode

Add Items to Assignment 2

Topic: 2.5 Nature of Light Item Type(s):  Tutorial Search

11 items found

| Assign                   | Type | Title   | Time (Minutes) | Difficulty (easiest to hardest) |
|--------------------------|------|---|----------------|---------------------------------|
| <input type="checkbox"/> | STP  | Absorption and Emission in the Hydrogen Atom<br>Find the energies of various transitions in the hydrogen atom.  | 13m            | 2                               |
| <input type="checkbox"/> | STP  | Atomic Energy Levels: Experimental Evidence<br>Find the energy of the excited state of mercury atoms and the wavelength of the emitted radiation in a Franck-Hertz-like experiment, given the accelerating potential.   | 9m             | 1                               |
| <input type="checkbox"/> | STP  | Does the Photoelectric Effect Depend on the Properties of the Incident Light?<br>Short conceptual problem on the effect of increasing light intensity and frequency in an experiment on photoelectric effect. Based on Young/Celler Conceptual Analysis 28.1.   | 4m             | 2                               |
| <input type="checkbox"/> | STP  | Electron Transitions and Spectral Lines: Conceptual Question<br>Conceptual question on spectral lines corresponding to electron transitions.  | 5m             | 2                               |
| <input type="checkbox"/> | STP  | Photoelectric Effect<br>Use conservation of energy to analyze some photoelectric effect data.   | 10m            | 1                               |
| <input type="checkbox"/> | STP  | Photomultiplier Tubes<br>Find the total number of electrons collected at the anode in a photomultiplier tube, given the number of intermediate electrodes, the work function for the material used in the electrodes, the potential difference between electrodes, and the wavelength of the incident photon. | 11m            | 4                               |
| <input type="checkbox"/> | STP  | Cutoff Frequency Ranking Task<br>Ranking task on the cutoff frequencies of metals with different work functions. (ranking task)   | 7m             | 2                               |
| <input type="checkbox"/> | STP  | Photon Density Ranking Task<br>Ranking task on the number of photons in beams of different frequency EM radiation with the same energy. (ranking task)  | 4m             | 3                               |
| <input type="checkbox"/> | STP  | Exposure of a Photographic Film<br>Find the maximum wavelength to which a silver bromide (AgBr) emulsion is sensitive. Also, given the energy of a photon, determine its color.   | 8m             | 1                               |
| <input type="checkbox"/> | STP  | Wintergreen Mints: A Case of Triboluminescence<br>Find the energy jump corresponding to emission of a photon of given frequency by nitrogen. Then, find the wavelength of radiation emitted   | 9m             | 1                               |

Plot the ordered pair  $(-2, -4)$ . State in which quadrant or on which axis the point lies.

Plot the ordered pair on the graph to the right.

Click the graph, then use the arrow keys to move the graph cursor, then click Check Answer.

1 part remaining

Close

Help Me Solve This View an Example

Plot the ordered pair  $(-3, -2)$ . State in which quadrant or on which axis the point lies.

The x-coordinate is  $-3$  and the y-coordinate is  $-2$ .

To plot the point corresponding to the ordered pair, start at the origin.

The x-coordinate,  $-3$ , is negative, so move 3 units left.

From there, since the y-coordinate,  $-2$ , is negative, move 2 units down.

The point is shown on the graph.

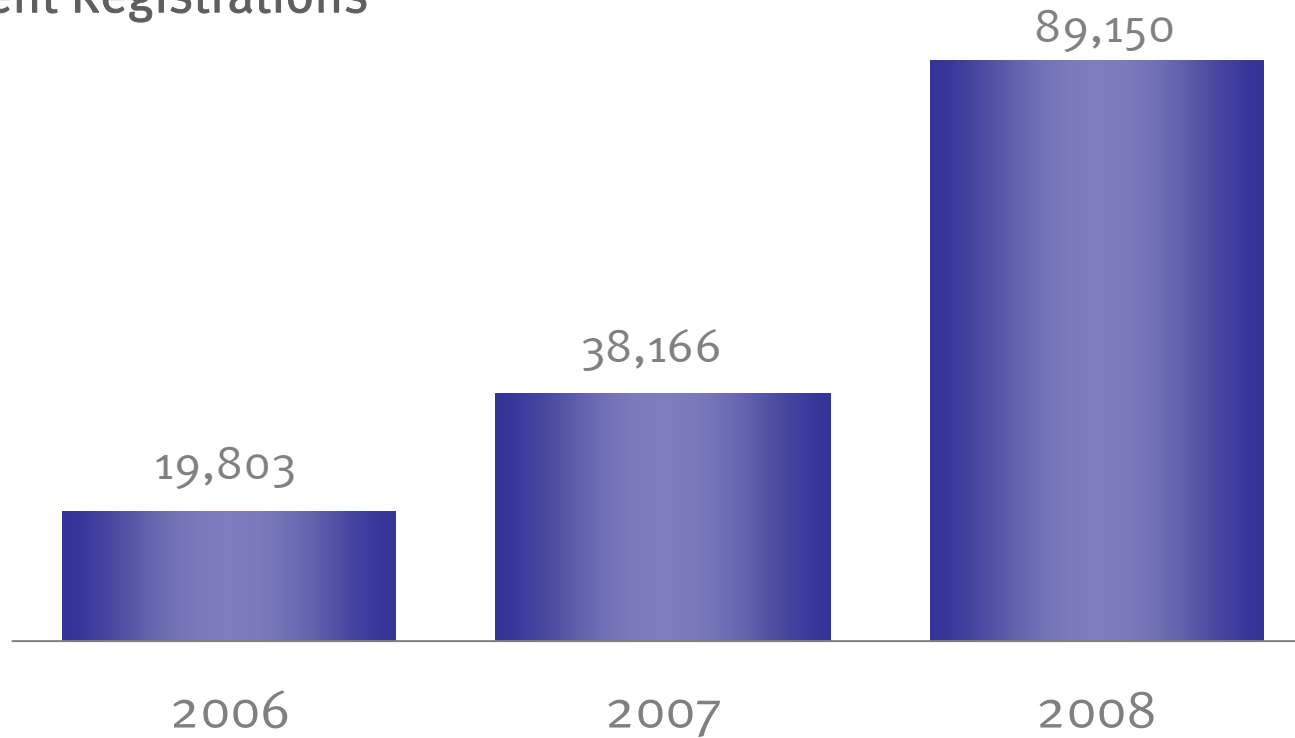
From the labeled graph on the right, it can be seen that the point lies in quadrant III.

Question is complete.

All parts showing

# New opportunities: Assessment for Learning

Student Registrations



Source: Pearson

# The UK's leading education company

UK is a leader in education technology; highly focussed on learning outcomes

Our business transformed through acquisitions of Edexcel and Heinemann UK

Unique opportunity to improve attainment across school, further and higher education

Leader in work-related training; opportunities for international expansion

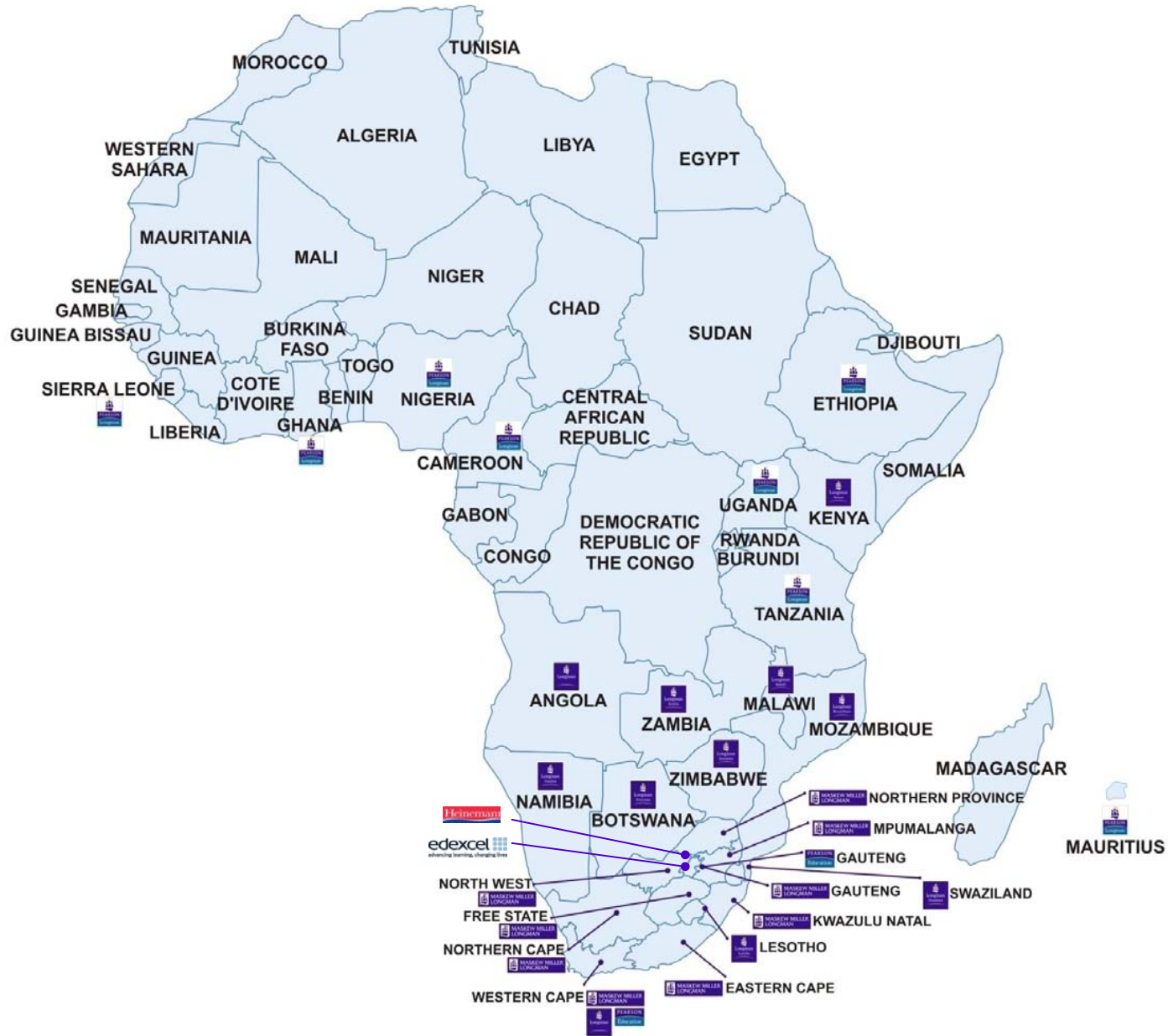
PEARSON

**Southern Africa**

Fathima Dada

President

Maskew Miller Longman, South Africa



Morocco, Algeria, Tunisia, Libya, Egypt are part of Pearson's Middle East Division

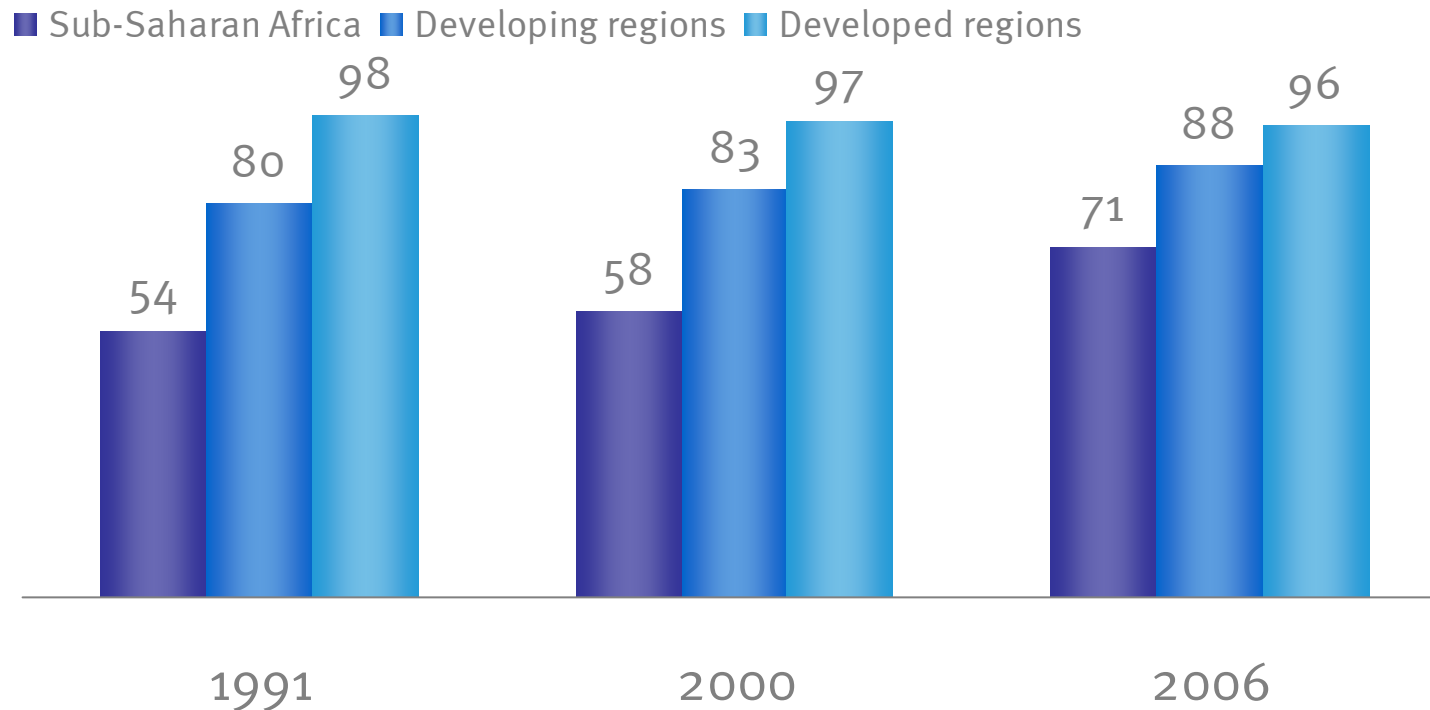


# Southern Africa's leading education company

|   | <b>Pearson<br/>SA</b> | <b>Competitors</b> |
|---|-----------------------|--------------------|
| School textbooks                              | ●                     | ●                  |
| School elearning product                      | ●                     |                    |
| Home learning                                 | ●                     |                    |
| Vocational textbooks                          | ●                     | ●                  |
| Vocational qualifications                     | ●                     |                    |
| Academic textbooks                            | ●                     | ●                  |
| Assessment and testing                        | ●                     |                    |
| Teacher training and professional development | ●                     | ●                  |
| Full solutions and support                    | ●                     |                    |

# Africa trends: Millennium development goals

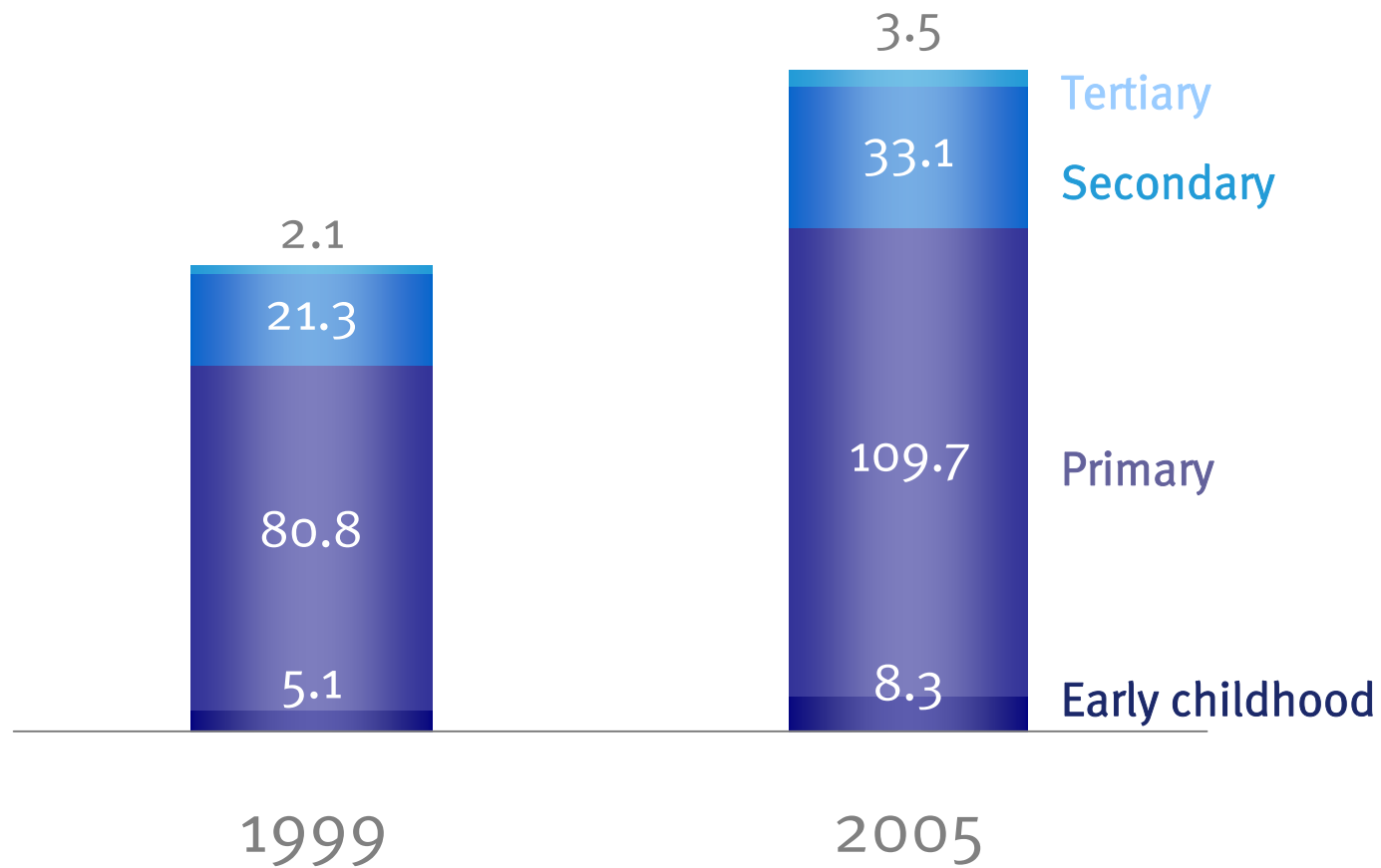
Total net enrolment ratio in primary education \*  
1990/91, 1999/2000, 2000/06 (%)



Source:UNESCO

# Africa trends: Participation

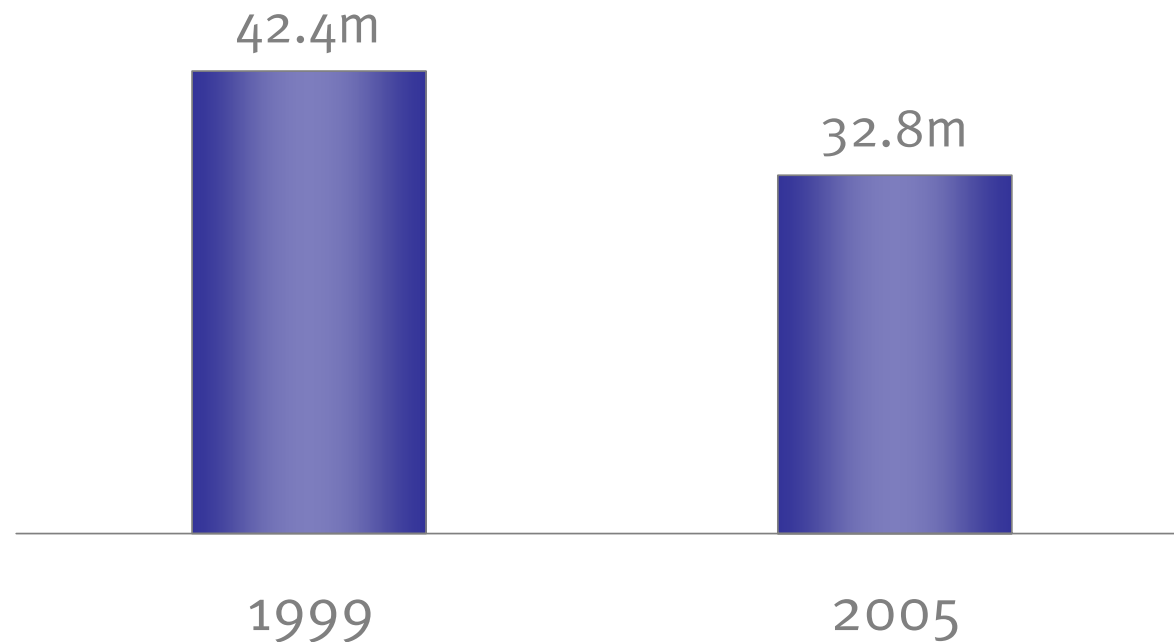
Enrolments in Sub Saharan Africa (m)



Source: UNESCO

# Africa trends: Participation

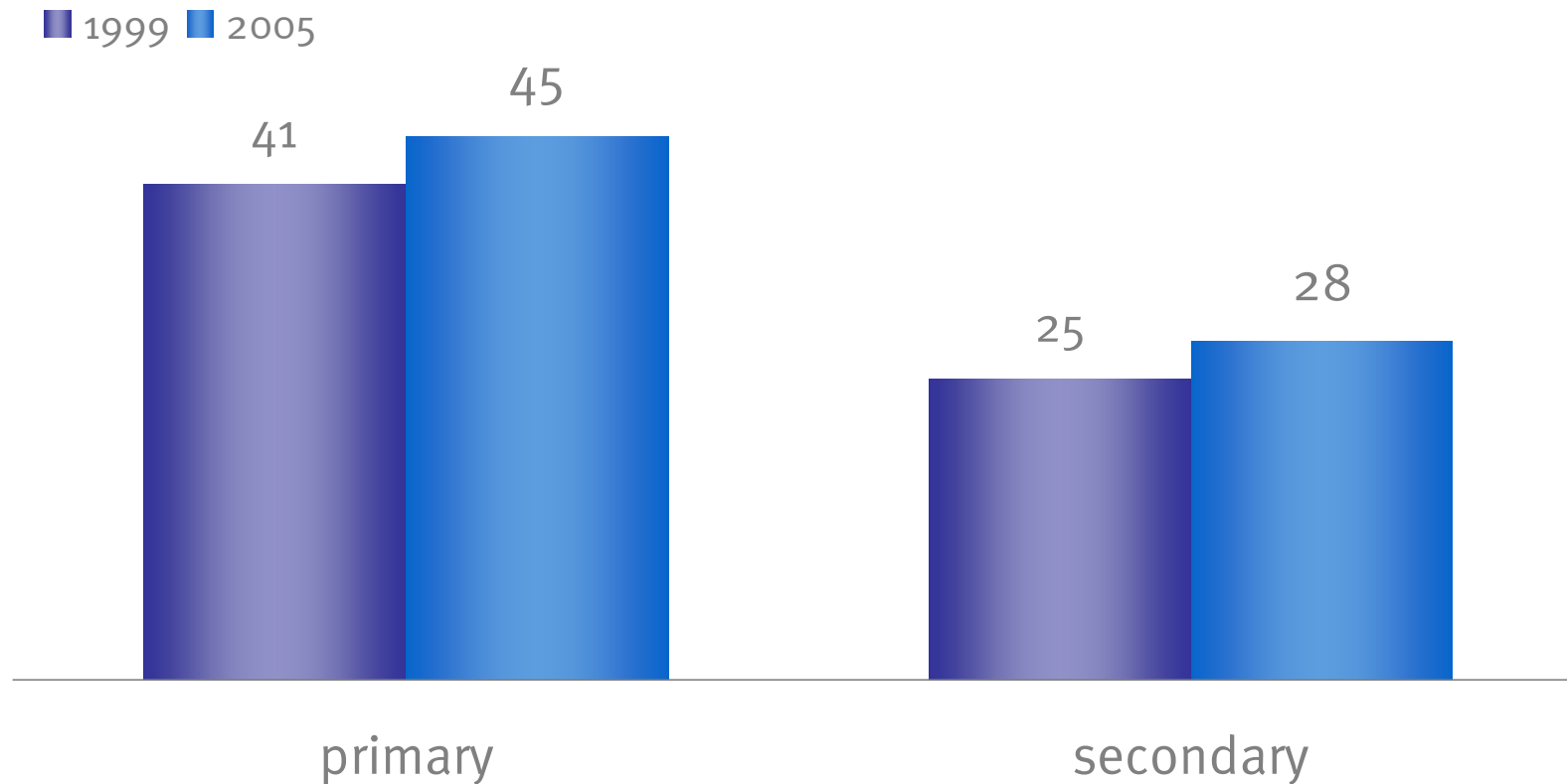
Out-of-school children (primary), Sub Saharan Africa



Source: UNESCO

# Africa trends: Class sizes

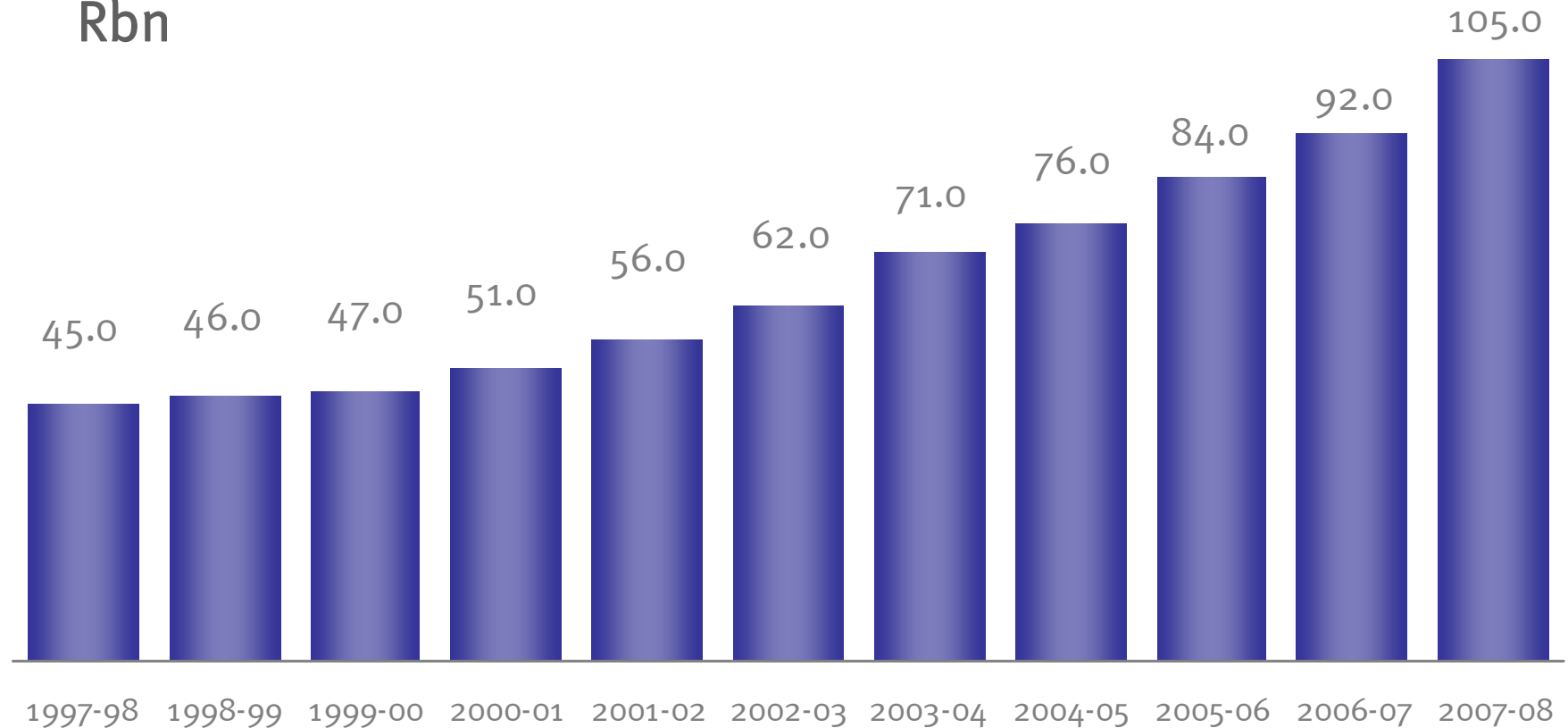
## Teacher/student ratio in Sub Saharan Africa



Source: UNESCO

# Africa trends: Investment

Expenditure on education & training in South Africa  
Rbn

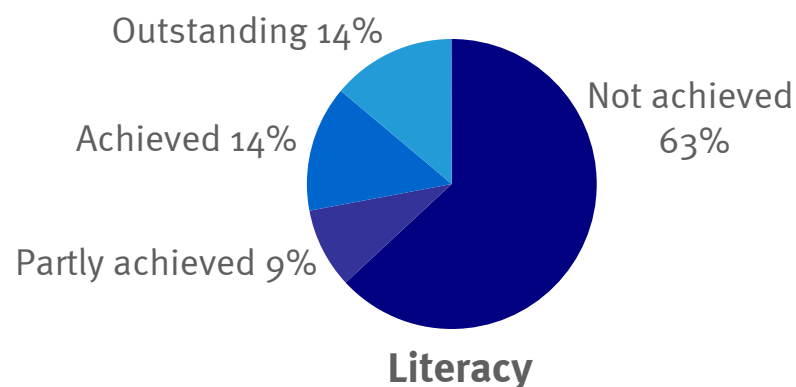
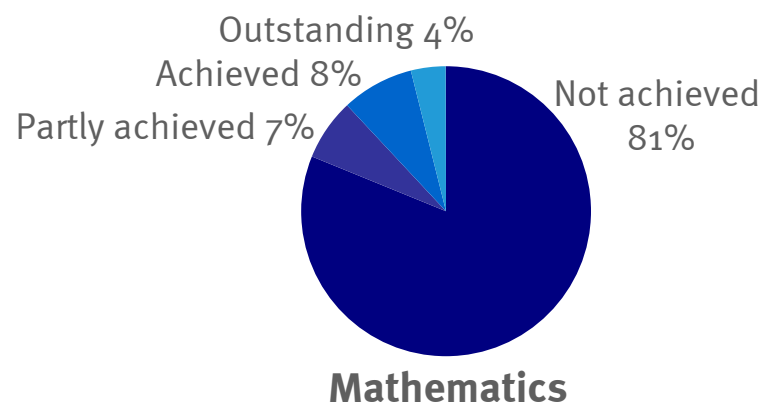


Source: Stats SA

# Africa trends: Effective education

## International TIMSS and PIRLS study

| Results                   | Numeracy  |            | Literacy  |            |
|---------------------------|-----------|------------|-----------|------------|
|                           | Rank      | %          | Rank      | %          |
| Country                   |           |            |           |            |
| Singapore                 | 1         | 93%        | 3         | 86%        |
| Korea, Republic           | 2         | 91%        | -         | -          |
| Hong Kong                 | 3         | 90%        | 2         | 87%        |
| Russian Fed               | 12        | 78%        | 1         | 87%        |
| United States             | 15        | 78%        | 11        | 83%        |
| England                   | 18        | 77%        | 12        | 83%        |
| New Zealand               | 20        | 76%        | 17        | 83%        |
| International AV          |           | 72%        |           | 77%        |
| Indonesia                 | 34        | 63%        | 36        | 62%        |
| Morocco                   | 40        | 60%        | 39        | 50%        |
| <b>South Africa</b>       | <b>45</b> | <b>41%</b> | <b>40</b> | <b>46%</b> |
| <b>Total Participants</b> | <b>45</b> |            | <b>40</b> |            |



Source: Department of Education findings : RSA

# Pearson Southern Africa

Majority ownership of SA's leading education company

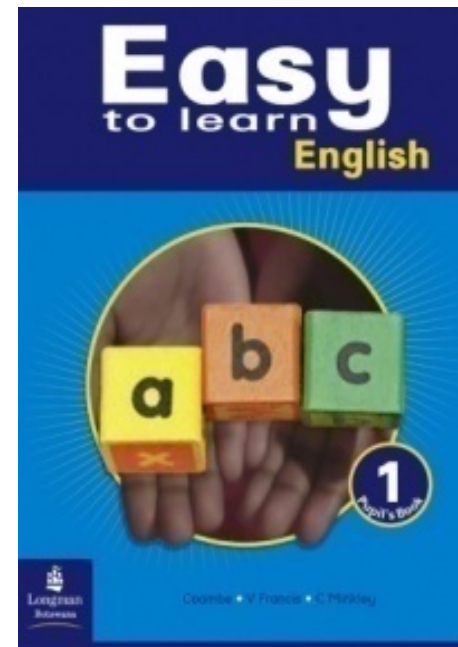
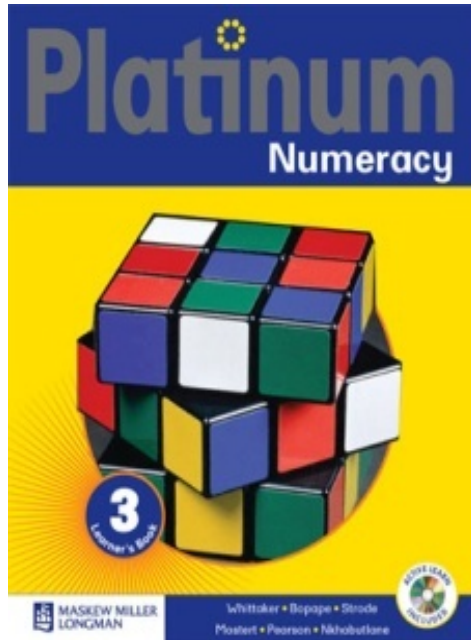
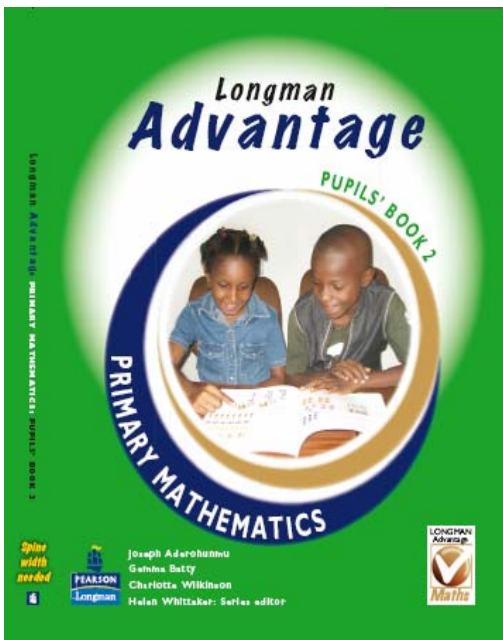
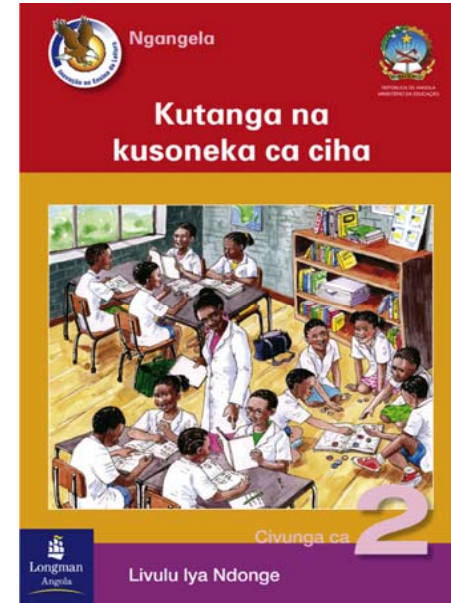
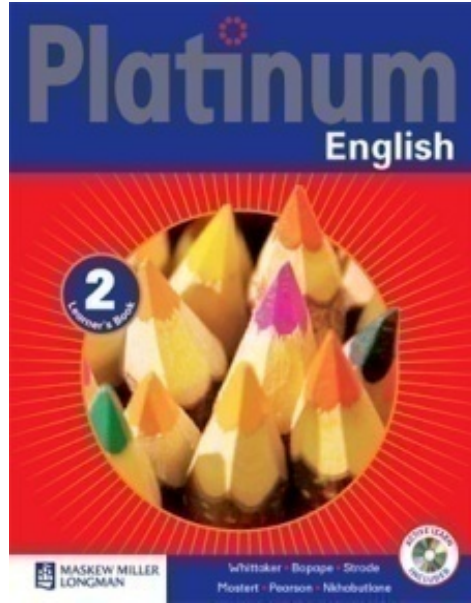
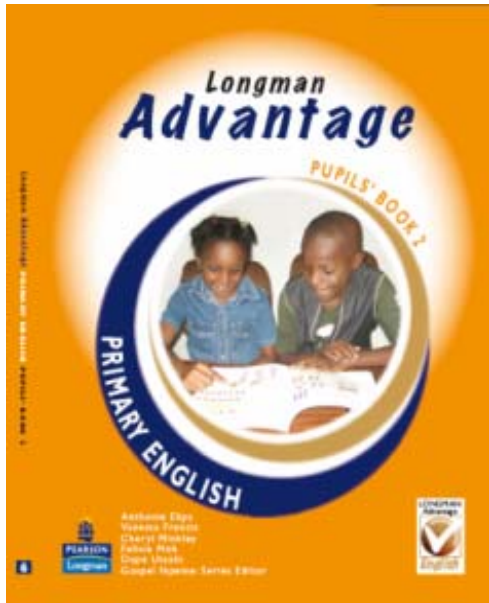
Integrate Maskew Miller Longman, Heinemann & Edexcel

Integrate Higher Ed, Vocational Publishing and back office

Maintain two distinct School publishing operations

Invest in assessment and school improvement

Create continental Centre of Excellence for educational services and solutions



SEVENTH EDITION

# ECONOMICS

PARKIN POWELL MATTHEWS



ADDISON  
WESLEY

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Prentice  
Hall  
South Africa



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fresh perspectives



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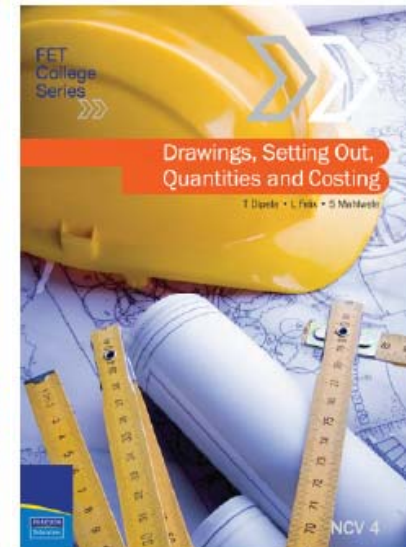
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8  
+  
20  
9 G

# New opportunities: Job creation and vocational education





# **Southern Africa's leading education company**

Significant growth in enrolments and investment; urgent need for more effective education

Successful record of growth in publishing

Transformed by acquisitions of Heinemann SA & MML minority; launch of Edexcel

Creation of regional hub for assessment, technology, teacher development, solutions

Model for Pearson's emerging market strategy

PEARSON



# Driving profitability and cash

## Improving the gross margin

- Share global platforms / content / best practice
- Publish more for less, more quickly
- Instil greater rigour in our pricing
- Use our scale in purchasing

## Managing overheads

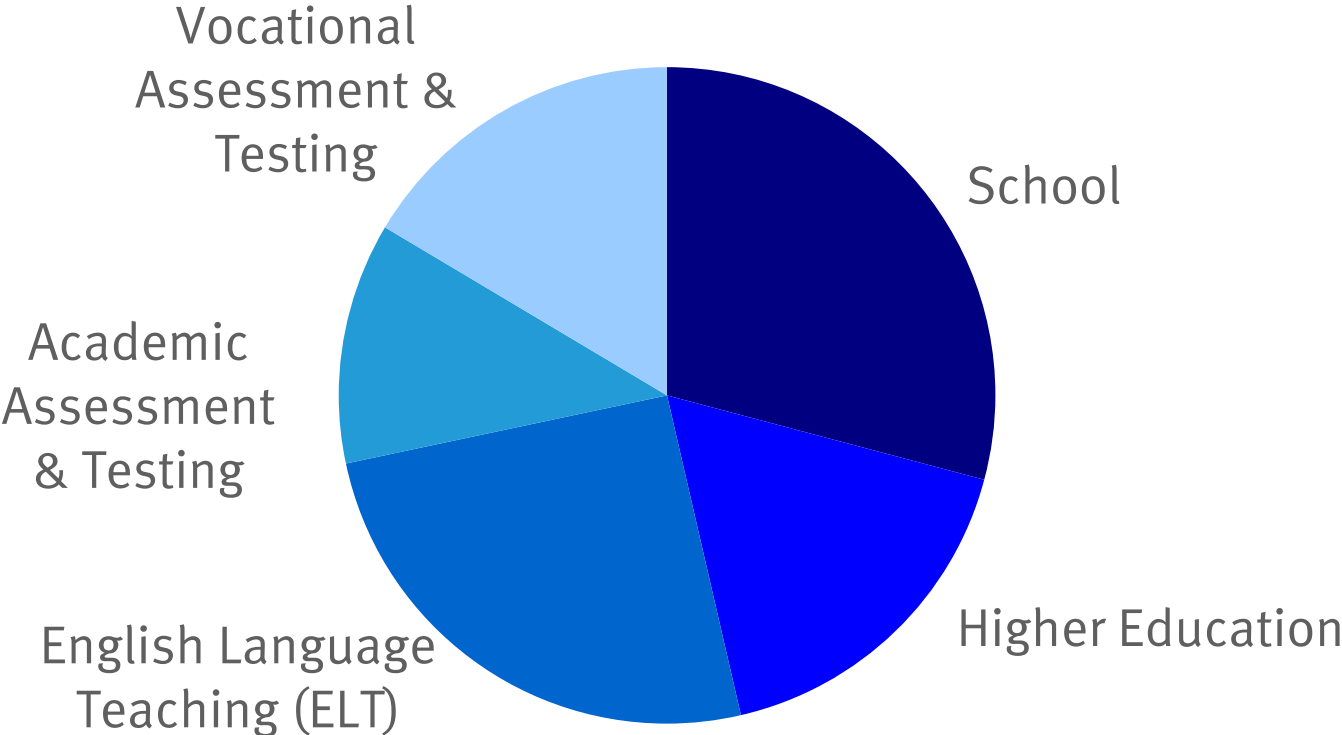
- Streamline management and organisation
- Centralise back office functions
- Benchmark key activities

## Maximising cash generation

- Grow subscription/registration activities
- Engage more directly with customers
- Modernise distribution/customer service
- Manage plant and inventory more tightly

# Diverse product mix

## Revenue by channel

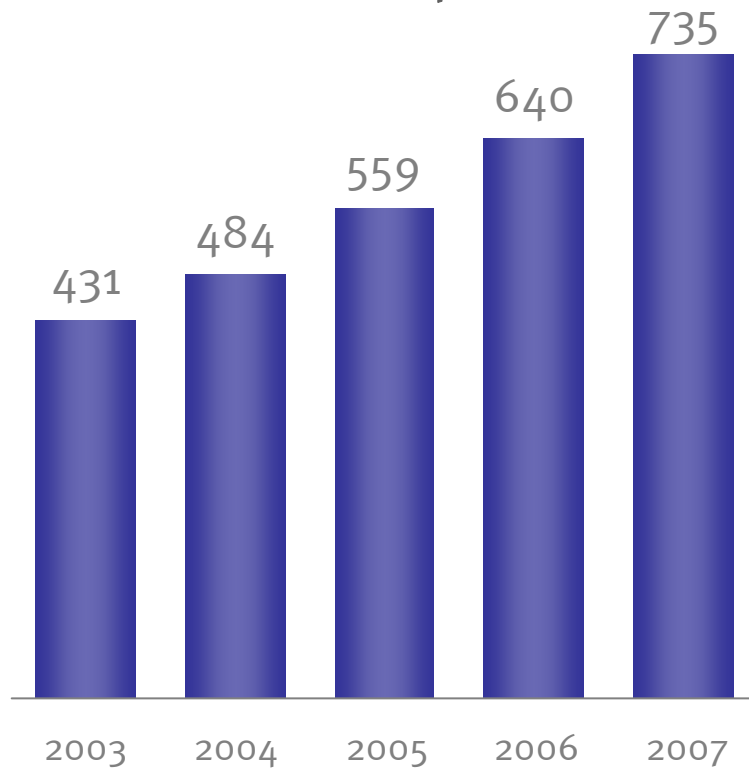


Source: Pearson  
Pro forma sales including full year impact of 2008 transactions

# Our financial goals

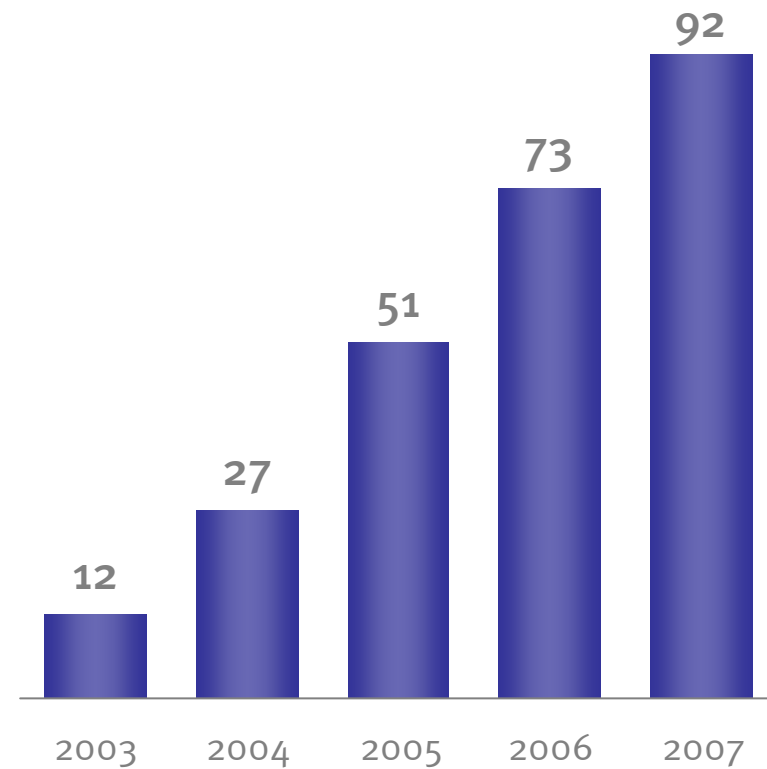
## Sales (£m)

CAGR: 14%



## Operating profit (£m)

CAGR: 66%



| Year   | 2003 | 2004 | 2005 | 2006  | 2007  |
|--------|------|------|------|-------|-------|
| Margin | 2.8% | 5.6% | 9.1% | 11.4% | 12.5% |



*“Every country that sustained high growth for long periods put substantial effort into schooling its citizens and deepening its human capital.”*

Commission on Growth  
& Development

PEARSON



**International Education:  
A world of opportunity**