Examiners' Report
June 2022

International GCSE Economics 4EC1 02R

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Introduction

Overall candidates' performance showed a sound grasp of economic concepts. Answers suggested that candidates had been well prepared for this paper. There appeared to be use of precise economic terminology throughout all sections of the paper. The more-able candidates demonstrated excellent application of their knowledge to the precise question set, whilst the less-able candidates attempted questions from a 'common sense' approach rather than demonstrating any economic concepts. The examination paper required candidates to apply their understanding; more able candidates performed strongly, with clear development of points. Examination timing skills appeared to be very good.

Question 1 (c)

'What is meant by' questions always have 2 marks and require two parts to explain the term. No marks are awarded for examples. Many candidates were able to gain both marks for the definition of exports and could provide accurate definitions.

(c) What is meant by the term exports?

(2)

Exports are goods or services that are sold to another country and exit the country.

ResultsPlus
Examiner Comments

This response scored 2 marks. There is a clear understanding that goods or services are being sold to another country and which way the direction is going. Many candidates gave vague definitions that made it difficult to work out whether the definition was for exports or imports.

ResultsPlus
Examiner Tip

Double check you are providing the correct definition as many candidates misread the question and gave a definition of imports rather than exports. This is the case for definitions such as fiscal surplus and candidates often give definitions of current account surplus because they have not read the question carefully.

(c) What is meant by the term exports?

(2)

The goods and services selling in a foreign market. Goods are going out of the domestic country

ResultsPlus
Examiner Comments

This response scored 2 marks. There is clear understanding, particularly in the second sentence, that the candidate can accurately define the term exports.

ResultsPlus
Examiner Tip

Do not use examples for 'what is meant by' questions as marks cannot be given for these.

Question 1 (d)

For the 'Describe' question there are 2 marks available. There had to be a valid impact on inequality and poverty to gain the first mark. Many candidates correctly identified that education would reduce inequality and poverty and gave a detailed reason why this would be case. Some candidates did identify the impact but failed to explain why. Many candidates were able to fully explain how education could give vital skills and qualifications to help people gain employment and therefore lift them out of poverty with income from a job.

(d) Describe **one** impact that education may have on inequality and poverty.

(2)

Education will help decrease inequality and poverty in the future as ~~wont~~ the students will learn ~~more~~ the skills and qualifications required for a job and thus when they grow up, they are likely to be employed and payed wages.

ResultsPlus Examiner Comments

This response scored 2 marks for identifying that education will help to decrease inequality and poverty and the reason why this will occur in terms of skills and qualifications that will enable a person to be employed and paid wages.

ResultsPlus Examiner Tip

Only give one impact and make sure you fully explain this impact to be able to gain both marks.

Question 1 (e)

This was the first of the calculation questions which are always worth 2 marks. To get both marks the answer of 10.2% had to be shown. If the % sign was missing, then 1 mark could only be awarded for the working (if shown). Many candidates are still not showing working despite this being in the question. There were various ways to calculate the 10.2% and all were rewarded.

The consumer price index (CPI) was 110.2 in 2019 and the base year was 100 in 2015.

(e) Calculate how much **inflation** there has been between 2015 and 2019. You are advised to show your working.

(2)

$$\frac{110.2 - 100}{100} \times 100 = 10.2\% \text{ increase in inflation}$$

ResultsPlus
Examiner Comments

This response scored 2 marks for the correct answer of 10.2%. The candidate has shown the working which is something we always advise to do.

ResultsPlus
Examiner Tip

Always show your working and double check your final answer. All calculation questions must have the correct units to be worth 2 marks.

The consumer price index (CPI) was 110.2 in 2019 and the base year was 100 in 2015.

(e) Calculate how much **inflation** there has been between 2015 and 2019. You are advised to show your working.

(2)

~~inflation in 2019 = +~~

CPI = inflation in 2019 − inflation in 2015

CPI = 110.2 − 100

CPI = 10.2

ResultsPlus
Examiner Comments

This response scored 1 mark. The % sign has been omitted but because the candidate has shown their working, 1 mark can be awarded.

ResultsPlus
Examiner Tip

Always show your working because this can still be awarded 1 mark if correct.

Question 1 (f)

This question required candidates to shift the supply curve to the right to indicate the introduction of a new subsidy, with 1 mark being awarded for a fully labelled supply curve, 1 mark for labelling the lower equilibrium price and 1 mark for labelling the higher equilibrium quantity. Arrows are not rewarded and there has to be new labels to gain the marks. Many candidates scored 3 marks for this question.

In 2020, the UK Government introduced subsidies for firms that provide renewable energy.

(f) Using the diagram below, draw the effects of the introduction of a subsidy on the equilibrium price and quantity of renewable energy. Label the new curve, the new equilibrium price and new equilibrium quantity.
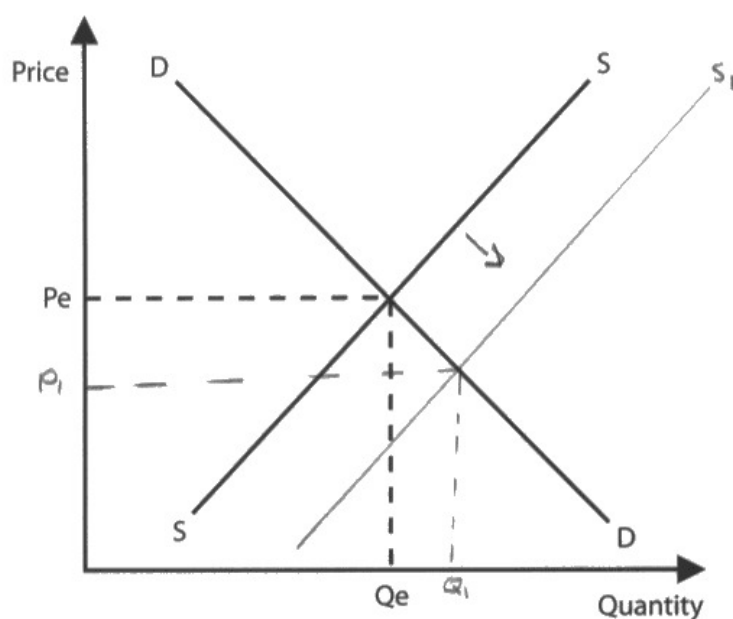
(3)

Figure 1

ResultsPlus
Examiner Comments

This response scored 3 marks for a correctly labelled diagram.

ResultsPlus
Examiner Tip

Do not use arrows to indicate the shift and there must be a new labelled curve. Make sure the new price and quantity are labelled on the x and y-axis. You will only be asked to move one curve so do not shift multiple curves.

Question 1 (g)

As with all 'Explain' questions, only one impact, reason or way can be credited. No marks are available for definitions of the economic concept. The other marks are awarded for either the response being in context with another development point or for two development points. This means that candidates can score all three marks for a response that is generic in nature but does demonstrate accurate application of economic concepts. This question proved to be a challenge for many candidates who misread the question and wrote about the level of borrowing and saving made rather than the impact on the currency.

In March 2020, the Bank of England reduced interest rates from 0.75% to 0.10%.
This decision affected the UK pound (£).

(g) Explain the likely impact of a decrease in UK interest rates on the UK pound (£).

(3)

The UK's reward for saving falls. Thus, less foreign firms deposit money into the Bank of England. So quantity demanded for the coffe pound falls and the pound depreciates.

ResultsPlus
Examiner Comments

This response scored 3 marks. The candidate identifies an impact in terms of the pound depreciating, and this comes at the end of the response rather than the beginning and it does not matter where in the response the impact comes, so long as there is an impact identified. The rest of the response gives two development points in terms of why the pound depreciates so does score all 3 marks.

ResultsPlus
Examiner Tip

No marks are available for definitions on the Explain questions. The marks are for the impact or the reason and then the development of why this occurs.

Question 1 (h)

This is the first levels-based question on the examination paper and is marked holistically rather than looking for specific points. Marks were awarded for some understanding of how free trade might negatively impact on domestic businesses within the free trade area due to increased competition from cheaper imports without any tariffs or quotas to protect these domestic firms. As usual, some candidates evaluated when this was not required. Better responses provided developed reasons rather than a list of disadvantages.

In March 2020, the European Union (EU) and Vietnam reached a free trade agreement.

(h) With reference to the data above and your knowledge of economics, analyse the disadvantages of free trade for domestic businesses located within this free trade area.

(6)

Free trade is when ~~the~~ the import and exports of goods are uncontrolled and not taxed. As seen in the case study, a free trade was reached between Vietnam and the EU. This will negatively impact domestic producers as there will be more competition in the domestic market, giving them a smaller share of the market and less revenue. If they recieve less revenue, they may ~~by~~ have to fire some employees, to maintain their profit margins, decreasing their productivity as they and their revenue can now produce less?. Further, the domestic producers will be forced to decrease their prices to compete, which will only further harm their revenue, especially if they face pressure to innovate to stay in the competition. Lastly, business confidence will also decrease as they will be more cautious due to the competitiveness of the market, causing them to invest less and possibly harming the

(Total for Question 1 = 20 marks)

This response scored 6 marks. This response demonstrates clear knowledge and understanding by developing relevant points with appropriate application of economic terms and theories. It has a thorough analysis and does show several developed disadvantages of free trade for domestic businesses within the free trade area.

Analyse questions are always only one-sided, and evaluation is not required. Do not waste time evaluating as this cannot be rewarded on the 6 mark questions.

Question 2 (c)

There is only 1 mark available for 'State' questions. Examiners do **not** expect candidates to write extensively. There are 2 types of inflation listed in the specification, but other appropriate examples were also accepted such as hyperinflation. Many candidates were able to identify a type of inflation which is very pleasing.

(c) State **one** type of inflation.

(1)

Demand-pull inflation.

ResultsPlus
Examiner Comments

This response scored 1 mark for correctly identifying demand-pull inflation as a type of inflation.

ResultsPlus
Examiner Tip

You do not need to fully explain your answer for the State question so do not waste time doing this.

Question 2 (d)

As in previous 'What is meant by' questions, there are 2 marks available, and candidates are required to give two parts to explain the economic term. No marks are awarded for examples. Many candidates gave good explanations of the term fiscal surplus and there has been an improvement in the quality of responses given for these types of questions. Unfortunately, some candidates misread the question and gave definitions of current account surplus so scored 0 marks.

(d) What is meant by the term fiscal surplus?

(2)

Fiscal surplus is when government revenue exceeds government spending.

ResultsPlus
Examiner Comments

This response scored 2 marks for an accurate definition of fiscal surplus.

ResultsPlus
Examiner Tip

Precise definitions with two parts will always score highly. Ensure your answer does have enough development to gain both marks.

Question 2 (e)

This question was very popular with many candidates being able to give a disadvantage of deregulating the mining industry. Many candidates were able to show the impact of mining by damaging the environment or how mining would result in an increase in pollution for local residents. The development was often very detailed and context was provided in terms of showing an understanding of how mining can cause air and noise pollution.

Indonesia is one of the largest exporters of coal in the world. In 2020, the Indonesian Government started to deregulate the mining industry by removing some environmental controls.

(e) Explain **one** disadvantage of deregulation for a country such as Indonesia.

(3)

One disadvantage is the external cost to the environment. Mining produces lots of harmful things to the environment such as radioactive elements and metallic dust. These cause pollution in the environment. Regulations are there to limit this pollution and hence protect the environment, so if deregulation takes place, the environment is made vulnerable. The pollution has negative effects on human health as it can cause diseases and even lead to death

ResultsPlus
Examiner Comments

This is a very detailed response that gives more than it needs for all 3 marks but does show a great use of context with references to radioactive elements and metallic dust.

ResultsPlus
Examiner Tip

Do not define key terms and try to identify the impact or disadvantage at the start of your response and then develop the reasons why this is the case afterwards.

Question 2 (f)

This was a popular question with many candidates being able to score all 3 marks by correctly labelling phases of the economic cycle. Depression and slump was accepted in place of recession.

(f) Using the diagram below label the remaining three stages of the economic cycle in the boxes on the diagram.
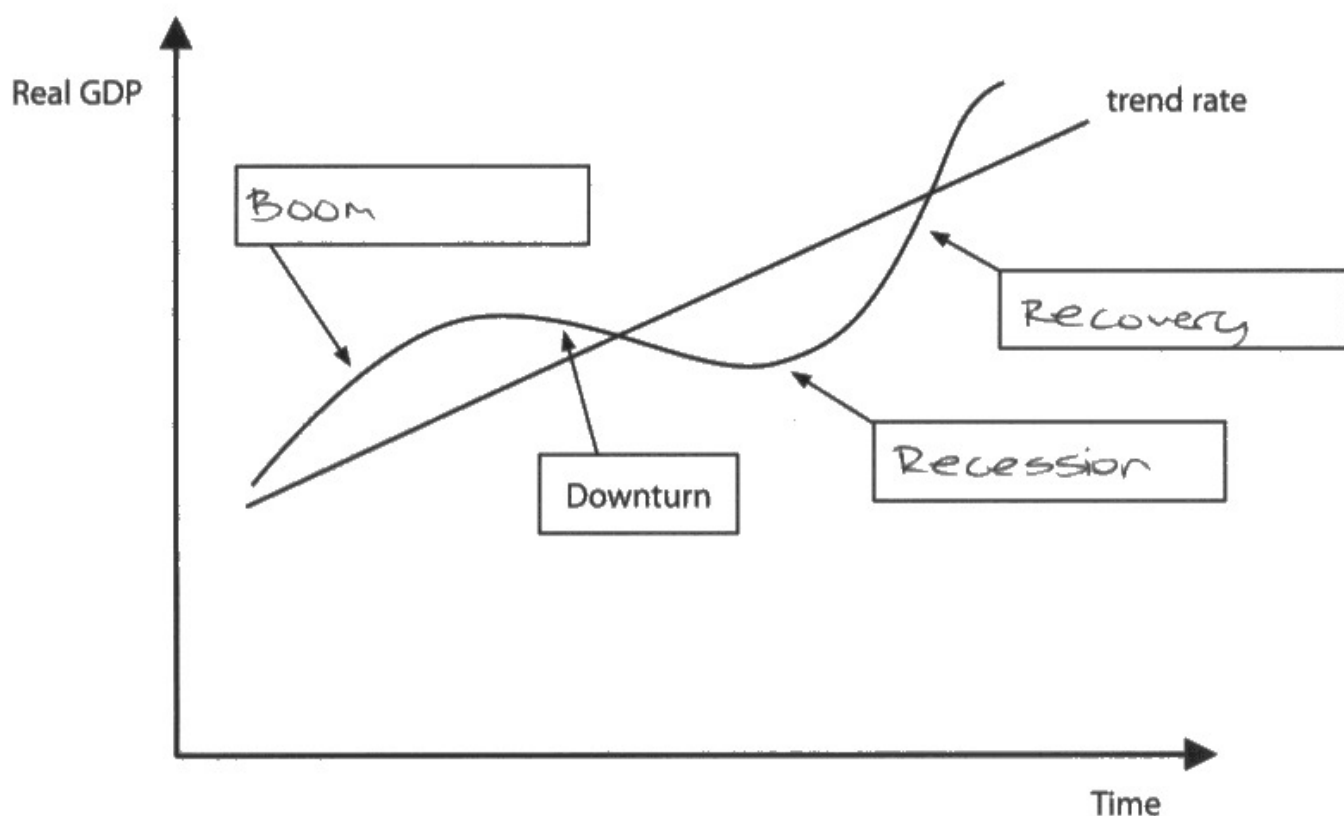
(3)

Figure 2

Question 2 (g)

This is the first of the 9 mark questions on the examination paper and like the 6 mark questions, it is marked holistically by applying the levels in the mark scheme. This was a popular question with candidates being able to assess the effectiveness of infrastructure spending to reduce unemployment in Canada. The focus tended to be on being able to create jobs for unemployed workers as well as to improve the geographical mobility of unemployed workers who could not access jobs because of poor infrastructure. Simplistic evaluation scored level 1 or low level 2 with more developed chains of reasoning with a balanced assessment accessing level 3. Some responses were generic and not applied to Canada or were one-sided so struggled to access all the marks available. The counter argument was often not as strong and centred on the opportunity cost to the Canadian Government or alternatives to infrastructure spending that might be more effective. It is essential that the counter argument is focused on the economic concept in the question before considering alternative methods.

The local government in Alberta, Canada, is doubling its infrastructure budget for 2020–2021 to Canadian $1.9 bn to try to prevent job losses. Alberta had lost 117,000 jobs in March 2020, bringing the unemployment rate to 8.7%.

The additional funding will go towards repairing roads, bridges and upgrading technology in schools and universities.

(Source: https://edmontonjournal.com/news/politics/covid-19-jason-kenney-announces-infrastructure-spending-to-counter-job-losses/)

(g) With reference to the data above and your knowledge of economics, assess the effectiveness of infrastructure spending to reduce unemployment in a country such as Canada.

(9)

Infrastructure spending is an example of a supply-side policy that seeks to improve the long-term productive potential of an economy. Canada may be suffering from structural unemployment since 117,000 jobs were lost in 2020. Improving roads and bridges will increase mobility in Canada and make it easier for people to commute for their jobs. Thus, they are not only limited to jobs in their area so employment could increase. Better technology in education will increase the quality of education and make people more employable with modern skills. Consequently, employment in Canada could rise and the unemployment rate of 8.7% will fall. Infrastructure spending will also create more jobs since ↓more people are needed to build the roads and install technology in schools so unemployment will fall.

However, the government faces an opportunity cost since the CAD $1.9bn could be spent spent on other areas of the economy. Moreover, Canada may not be suffering from only structural unemployment since the global recession due to the pandemic in 2020 may have caused cyclical unemployment. Thus, fiscal or monetary policy may be more effective in reducing cyclical unemployment.

The effectiveness of infrastructure spending depends on the type of unemployment in Canada. If there is structural and cyclical unemployment, a range of policies may be most effective in reducing unemployment in Canada.

9 mark questions do not need a conclusion so do not waste time writing one. Focus on the arguments for and against and try to use the information provided to support your assessment rather than just copying large chunks of it.

Question 3 (c)

This question performed well with many candidates able to score all 3 marks. As with the other 3 mark questions, there was 1 mark available for giving a valid reason and then 2 marks for developing this reason, either with context or by giving two further development points. Many candidates gave the reason of protecting domestic wheat and flour producers or to stop dumping as the reason for the introduction of the quota. The responses developed this reason, and many candidates were able to show how the quota might encourage more people to purchase from domestic firms rather than from imports.

In 2020, the Kazakhstan Government introduced quotas of 200,000 tonnes on imported wheat and 70,000 tonnes on imported flour.

(c) Explain **one** possible reason why the Kazakhstan Government introduced quotas on imports of wheat and flour.

(3)

Because foreign countries may have been dumping on Kazakhstan, driving domestic businesses out of business due to too much competition. A quota controls the amount of imports that can be brought in, in this case wheat and flour, and this is implemented to protect the domestic firms by providing less choice for the consumers. The price of imports is also likely to increase as supply decreases, which would decrease demand and increase demand for domestic goods.
wheat & flour.

ResultsPlus
Examiner Comments

This response scored 3 marks. It gives the reason as dumping and how this has negatively affected domestic businesses. It then fully explains how the quota would stop this and how demand would increase for domestic wheat and flour producers.

Often there simply is not enough development or use of economic concepts for the 3 mark questions so try to use economic concepts in your answer rather than just copying out the information given. Marks cannot be awarded for repeating the information in the stem or in the question and do apply economic concepts to gain the context mark.

Question 3 (d)

This question focused on the impact on consumer confidence from a period of deflation in Singapore. Some candidates misread the question and gave responses about why there could have been deflation rather than the impact of changing prices on consumer confidence. Better responses were able to consider the impact of changing prices on uncertainty and whether some consumers would wait for prices to fall before purchasing big ticket items and some candidates thought consumer confidence might improve due to falling prices. Both view points were rewarded and the focus was on consumer confidence from changing prices.

In February 2020, Singapore experienced <u>deflation</u> for the first time since January 2010. This was mainly caused by a <u>decline in the price of airfares and</u> holidays due to the government lockdown.

(d) With reference to the data above and your knowledge of economics, analyse the impact of deflation <u>on consumer confidence</u> in a country such as Singapore.

(6)

Consumer confidence may ~~increase~~ decrease due to deflation. ~~As average pri~~ Deflation is a sustained decrease in average prices of goods and services over time. Confidence may decrease as consumers aim to maximise value by minimising prices. If prices are constantly decreasing, consumers may be unsure of whether they should buy a product, or wait for the prices to fall. To accomodate for this deflation, firms may lower ~~the~~ wages to compensate for the ~~increased~~ increasing purchasing power. This means that average income and disposable income decreases, so consumers are more cautious and less confident when spending. This ~~dec~~ lowered consumer confidence may also ~~promote~~ encourage saving money as $ consumers are unsure of the value of there money in future. As Singaporean people are experiencing deflation for the first time since January 2010, many consumers may lose confidence due to the unfamiliar nature of the situation, so they would be more cautious. The ~~rate of which~~ $ magnitude of the impact on consumer confidence ~~will~~ would be determined by how high the rate of deflation is.

https://xtremepape.rs/

This response scored 6 marks and analysed how consumer confidence might fall during a period of deflation. Rather than a long list, the analysis is thorough and uses economic concepts throughout.

All the 6, 9 and 12 mark questions are marked holistically. This means that the quality of the response is more important than the number of impacts given. A response with one really detailed impact could score all 6 marks whereas a response that lists a series of impacts might only score 1 or 2 marks depending on the quality.

Question 3 (e)

This was the last 9 mark question on the examination paper and was marked by using the levels in the mark scheme. Marks were awarded for some assessment of how benefit payments might help to redistribute income in the UK. Some candidates were able to give detailed analysis of the advantages of benefit payments and could link this to giving vital money to help pay for basic needs to low-income families. The counter argument centred on the opportunity cost of using benefit payments to help redistribute income and considered alternative methods used as progressive taxation or education as more long term solutions. Again, it is important that the economic concept in the question is evaluated **BEFORE** considering alternative methods. Although the mark scheme does allow for alternatives to be discussed, for high quality evaluation, the focus must be about the disadvantages of benefit payments rather than a list of alternatives. Unfortunately, many candidates just copied out the information provided rather than answering the question so scored 0 marks.

(e) With reference to the data above and your knowledge of economics, assess the advantages of using benefit payments to redistribute income in a country such as the UK.

(9)

Benefit payments are payments given to to help with living costs of an unemployed or low income person living in poverty. Benefit payments help redistribute income to the poor, this helps increase their income which increases their disposable income which increases demand for goods and services which increases output which ultimately increases GDP and leads to more employment opportunities. This helps increase standard of living of UK. However spending on UK benefit programs has high opputunity cost as that money can be used to spend on providing public sector services like building schools, hospitals will increase employment. Benefit programmes also often leave out some groups so it might not help all people.

Providing benefits help increase income of people however some people argue that amount of benefit given is not alot and hardly help an individual. Increase in unemployment in UK can also increase the amount of welfare benefit needed to be given out, this ~~still~~ can be better spent on paying off national debt. Progressive taxation helps redistribute income more fairly as burden of taxation is more on ~~poor~~. This amount of tax levied increases as your proportion of income increases. This can help redistribute income more fairly and reduce poverty. it also protects taxpayer if his incomes reduce. However people argue that it reduces buisness investment as profits are now taxed. ~~welfare~~ The Universal Credit benefit programme may help unemployed people however some argue that it provides unemployed people with less incentive to not be motivated or not find a job as they become dependent. While redistributing income through benefits payments help unemployed people, ~~some~~ there are better ways like investing in healthcare and education and using progressive taxation.

This response scored 9 marks. This response does assess the advantages of benefit payments as well as considering alternative ways to redistribute income.

For evaluation, always evaluate the economic concept in the question first **BEFORE** considering alternative methods otherwise you are not really evaluating and will not be able to access the full range of marks available.

Question 4 (a)

This question was very well done with the majority of candidates able to give the correct answer of 4.83% for 2 marks. If the percentage sign was missing, only 1 mark could be awarded for the working (if shown). The same applies if the answer was not given to two decimal places. If no working is shown, no marks can be awarded so it is essential candidates do show their working and this is stated in the question itself.

4   Figure 4 shows the change in gross domestic product (GDP) per capita for Vietnam.

	2018	2019
GDP per capita US$	2590	2715

Figure 4

(Source adapted from: https://www.ceicdata.com/en/indicator/vietnam/gdp-per-capita)

(a) Calculate, to two decimal places, the **percentage increase in GDP per capita** between 2018 and 2019. You are advised to show your working.

(2)

$$\frac{2715 - 2590}{2590} \times 100 = 4.83\%$$

4.83% increase in GDP per capita

ResultsPlus
Examiner Comments

This response scored 2 marks for the correct answer of 4.83%. Working is shown and the answer is to two decimal places with the % sign.

ResultsPlus
Examiner Tip

Always show your working and double check your answer is given to two decimal places and has the correct units.

Question 4 (b)

This 6 mark question proved to be a challenge for some candidates with many not attempting the question or simply describing the data in Figure 5. Marks were awarded for some understanding that government tax revenues would increase from more people being in employment and therefore paying income tax. Some candidates also linked to an increase in indirect taxation from more people being able to buy goods and services now that unemployment levels were at a low of 2.15%.

(b) With reference to the data above and your knowledge of economics, analyse the impact of falling unemployment rates on tax revenues for a country such as Vietnam. ↑growth ↑SoL ↑disposable income ↓poverty maintains consumption

(6)

Unemployment can be defined as the number of people that are willing to work but are unable to find a job at a specifi certain time. There are many benefits to falling unemployment rates in Vietnam, especially for government tax revenues. Firstly, reduced unemployment means that more individuals would have jobs and so enough th would have some disposable income. This could be used to buy more goods and maintain consumption. These goods could be heavily taxed, this which is a form of indirect taxes. Indirect taxes are goods taxes imposed on goods, usually demerit goods. This purchasing of such goods would increase the Vietnam government's tax revenue. Also, as more people are or are employed, there would be an increased level of output in Vietnam which leads to greater economic growth.

ResultsPlus
Examiner Comments

This response scored 6 marks and accessed level 3 for detailed analysis and use of the data from Figure 5. There are developed chains of reasoning with plenty of economic concepts included.

Try to use the data provided to support your analysis. Figure 5 showed a decrease in unemployment in a two year period and therefore consider the impact income tax, aggregate demand and spending on goods and services had.

Question 4 (c)

This question has the most marks on the examination paper and always discriminates between the candidates that can accurately use economic concepts to evaluate a course of action and those that approach the question from a 'common sense' approach and simply copy out the extract. Many candidates focused on the effectiveness of increasing taxation on petrol and diesel cars in terms of encouraging the use of public transport, switching to electric vehicles and reducing the number of car journeys made which could all help to reduce carbon emissions and therefore protect the environment. There was some very good analysis as to the benefits of taxation with some candidates considering the use of the additional tax revenue to spend on pollution reduction methods. The counter argument was often not as well developed and was centred on the elasticity of petrol and diesel cars and the impact on the economy of increasing taxation by 33%. Alternative methods were often considered such as subsidies for public transport or for electric vehicles. Developed evaluation was more likely to achieve level 2 or level 3 and simplistic evaluation was awarded level 1. A conclusion is required for this question and often this was lacking or was a repetition of earlier points rather than making a final judgement.

Increasing taxation on petrol and diesel to protect the environment is effective to a certain extent. As an environmental tax on petrol and diesel is increased by 33%, the price of petrol and diesel will significantly increase. This will cause a decrease in demand and therefore in sales. Less petrol and diesel will be bought and therefore the level of pollution will fall. This is important as the and heart pollution poses health threats such as strokes, disease causing up to 60,000 deaths due to pollution in 2018. This is detrimental to the nation as the economic impact of the death rate is massive due to the decrease in the labour also shown force, economic growth and GDP, as seen by the decrease 5% decrease in GDP per

year due to poor air quality caused by pollution from transportation. A decrease in the usage of transportation relying on petrol & diesel would decrease pollution levels. However, this may not always be as effective. The price increase may not affect some people as much as it affects others, due to income inequality. Therefore a large portion of the population may continue to purchase the same amounts of petrol and diesel. It may also be that public transportation and other forms of getting around are lacking, causing the demand for petrol and diesel to be inelastic as it may be necessary for people to transport. Additionally, in the long term, the consumers might get used to the higher price by adjusting their budgets, causing little change in the amounts of petrol and diesel used. One thing the government might do to ~~be~~ decrease pollution more effectively is providing subsidies to more environmentally friendly options, such as electric cars. e.g. Tesla This would cause the price of these alternatives to decrease and therefore demand to increase, allowing for more sales and usage. These subsidies may be used alongside taxation, and ~~the~~ the tax revenue may be used to provide subsidies. Additionally, the government can also implement other protection methods such as

regulation, pollution permits and quotas. These would all work to limit the pollution as it would limit the amount of harmful substances used, as well as promote environmentally friendly methods since for example pollution permits are tradeable, firms may come up with innovative ways to reduce their pollution and sell their pollution permit.

ResultsPlus
Examiner Comments

This response scored 12 marks and is an excellent response. There are plenty of economic concepts used and context was present on both sides of the evaluation. The evaluation is balanced and does look at the effectiveness of increasing taxation to protect the environment.

ResultsPlus
Examiner Tip

The 12 mark question is important and often candidates leave this until the end and consequently rush it or do not spend enough time on it. Each question is independent of each other so candidates could tackle this question first or at least not leave it to the very end of the paper.

Paper Summary

There are several points which could raise performance in future sittings. Based on their performance on this paper candidates are offered the following advice:

- Read the questions carefully in terms of the command words. It was clear that some candidates were not aware of the demands of the question or how to structure their responses.
- 'What is meant' questions will always require two parts to the explanation and examples are not rewarded.
- Quantitative Skills will be tested throughout the paper and these may be in the form of calculations, diagrams or using the data from the Extracts.
- For calculation questions, it is essential that the answer has the correct units and is to two decimal places if specified.
- Diagrams need accurate labels and arrows to indicate the shift of the curve will not be rewarded.
- The 'Explain' questions do not require definitions so do not waste time giving a definition of the key economic term.
- Analyse – this question only requires a one – sided argument and evaluation is not required for a 6-mark Analyse question.
- The command words 'Assess' and 'Evaluate' are evaluative command words so candidates must provide both sides of an economic argument in order to achieve full marks.
- Use of relevant application is required throughout and this can be from the Extracts provided or using examples provided by the candidate themselves.
- The Extracts are there for a reason – so use them to support your answer but do not copy out large chunks as this cannot be rewarded.
- Use economic concepts rather than generic 'common sense' answers.
- Examination timings – make sure there is enough time to answer the 12-mark question.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html