



Economics Questions By Topic:

Economic Growth (2.1.1 & 2.5) Mark Scheme

A-Level Edexcel Theme 2

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SECTION A

Question Number	Answer	Mark
1(a)	<p>The only correct answer is C</p> <p><i>A is not correct because we do not have any information on inflation</i></p> <p><i>B is not correct because Germany's GDP is larger than France's in every year shown</i></p> <p><i>D is not correct because the GDP of both countries grew between 2015 and 2016</i></p>	(1)

Question Number	Answer	Mark
1(b)	<p style="text-align: center;">Application 2</p> <p>1 mark for correct appropriate calculation, e.g.</p> <p>% change = change/original X 100 = 0.19/3.50 X 100 (1)</p> <p>Answer = 5.4% or 5.4</p> <p>Award 2 marks for correct answer</p> <p>Allow range 5-5.43</p>	(2)

Question Number	Answer	Mark
1 (c)	<p style="text-align: center;">Knowledge 1, Analysis 1</p> <p>Knowledge/understanding (1): Identification of one reason, e.g.</p> <ul style="list-style-type: none"> • To improve accuracy when comparing data between countries <p>Analysis: 1 mark for linked development, e.g.</p> <ul style="list-style-type: none"> • PPP compares cost of living/buying power between different countries • PPP is calculated by comparing the price of a basket of comparable goods and services in different countries 	(2)

Question Number	Answer	Mark
2(a)	<p style="text-align: center;">Application 2</p> <p>1.7% growth in 2017</p> <p>$\text{£}200\,000\text{m} \times 1.017 (1) = \text{£}203\,400\text{m} (1)$</p> <p>Award 2 marks for correct answer e.g. 203.4 billion</p>	(2)

Question Number	Answer	Mark
2(b)	<p style="text-align: center;">Knowledge 2</p> <p>Knowledge/understanding:</p> <p>1 mark for explaining 'real', e.g.</p> <ul style="list-style-type: none"> • Taking inflation into account • Adjusted for inflation • Removing the effects of inflation from the data • Constant prices <p>1 mark for explaining GDP, e.g.</p> <ul style="list-style-type: none"> • Total output of the economy • Total income of the country • Total expenditure of the country 	(2)

Question Number	Answer	Mark
2(c)	<p style="text-align: center;">Application 1</p> <p>The only correct answer is C</p> <p><i>A is not correct because we do not have any data on population</i></p> <p><i>B is not correct because we do not have any data on inflation</i></p> <p><i>D is not correct because economic growth is positive in 2015</i></p>	(1)

Question Number	Answer	Mark
3	The only correct answer is C <i>A is not correct because this would not solve the negative output gap</i> <i>B is not correct because this would not solve the negative output gap</i> <i>D is not correct because this would not solve the negative output gap</i>	(1)

Question Number	Answer	Mark
4(a)	Knowledge 1 Knowledge/understanding: 1 mark for definition, e.g. <ul style="list-style-type: none"> • It is GDP plus net income paid into the country by other countries for things such as dividends or interest (1) / • Measures income received by a country both domestically and from assets/activities/net property income abroad (1) 	(1)

Question Number	Answer	Mark
4(b)	<p>The only correct answer is C</p> <p>A is incorrect as it is the ratio of Gross National Income in 2014 to Gross National Income in 2015</p> <p>B is incorrect as it is the ratio of Gross National Income in 2016 to Gross National Income in 2017</p> <p>D is incorrect as it is the ratio of Gross National Income in 2014 to Gross National Income in 2017</p>	(1)

Question Number	Answer	Mark
4(c)	Application 2 Application: (1 920 116 / 1 806 468) x 100 (1) Answer = 106.3 (accept 106) Award 1 mark for partially correct calculation/ recognition that 2014 = 100 Award 2 marks for correct answer.	(2)

Question Number	Answer	Mark
5(a)	<p>The only correct answer is A</p> <p>B is not correct because an increase in house prices will lead to wealth effects and not an increase in income</p> <p>C is not correct because an increase in house prices will raise consumer confidence and increase consumption</p> <p>D is not correct because an increase in house prices will lead to positive wealth effects, which will lead to greater spending by existing homeowners</p>	(1)

Question Number	Answer	Mark
5(b)	<p style="text-align: center;">Application 2</p> <p>Application:</p> <ul style="list-style-type: none"> • 2015: $(200\ 141/189\ 709) \times 100 = 105.5$ or 106 (1) • 2016: $(215\ 127/189\ 709) \times 100 = 113.4$ or 113 (1) 	(2)

Question Number	Answer	Mark
5(c)	<p style="text-align: center;">Knowledge 1</p> <p>Knowledge/understanding: 1 mark for definition, e.g.</p> <ul style="list-style-type: none"> • An economic data figure that reflects price/quantity compared with the base year (1) • Shows percentage change (increase or decrease) in price/quantity from the base year (1) 	(1)

Question Number	Answer	Mark
6(a)	<p style="text-align: center;">Knowledge 1</p> <p>Knowledge/understanding 1 mark for definition, e.g.</p> <ul style="list-style-type: none"> GDP is the total value of goods and services produced in an economy (1) 	(1)

Question Number	Answer	Mark
6(b)	<p style="text-align: center;">Application 2</p> <p>Application 1 mark for appropriate calculation, e.g.</p> <p>1 872 714 / 65.1 (1)</p> <p>Answer = 28 766.73 (accept range between £28 766 to £28 767)</p> <p>Award 2 marks for correct answer</p>	(2)

Question Number	Answer	Mark
6(c)	<p>The only correct answer is A</p> <p>B is not correct because an increase in unemployment will reduce real GDP per capita (this is a cause and not an effect of an increase in real GDP per capita)</p> <p>C is not correct because with an increase real GDP per capita, consumer confidence increases and therefore consumption</p> <p>D is not correct because with an increase in real GDP per capita, consumers have greater purchasing power and would spend more</p>	(1)

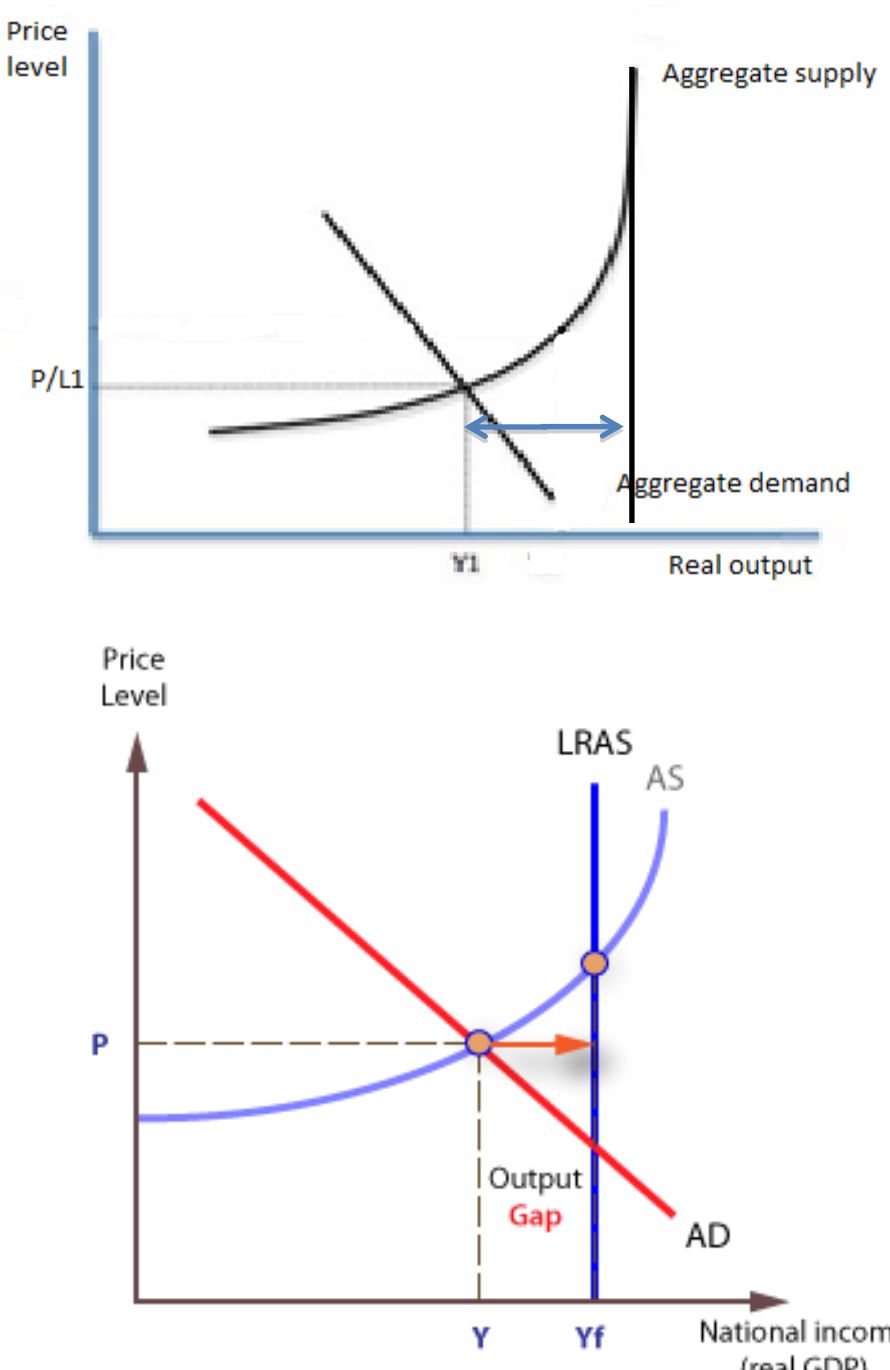
Question Number	Answer	Mark
7(a)	<p style="text-align: center;">Knowledge 1</p> <p>Knowledge/understanding 1 mark for definition, e.g.</p> <ul style="list-style-type: none"> • Recession is negative economic growth/falling GDP for two successive/consecutive quarters (1) 	(1)

Question Number	Answer	Mark
7(b)	<p style="text-align: center;">Knowledge 2</p> <p>Knowledge/understanding 1 mark for each characteristic and 1 mark for development, e.g.</p> <ul style="list-style-type: none"> • Falling inflation (1) due to reduction in consumer expenditure (1) • Rising unemployment (1) due to less demand for workers caused by falling real output (1) • Falling profits/investment of firms (1) possibly leading to high level of business failures (1) • Increase in budget deficit/worsening of the fiscal position (1) due to a rise in government spending on benefits/a fall in tax revenues (1) 	(2)

Question Number	Answer	Mark
7(c)	<p>The only correct answer is B</p> <p>A is not correct because it shows actual GDP growth on trend GDP growth, therefore no output gap</p> <p>C is not correct because it shows actual GDP growth above trend GDP growth, therefore positive output gap</p> <p>D is not correct because it shows actual GDP growth on trend GDP growth, therefore no output gap</p>	(1)

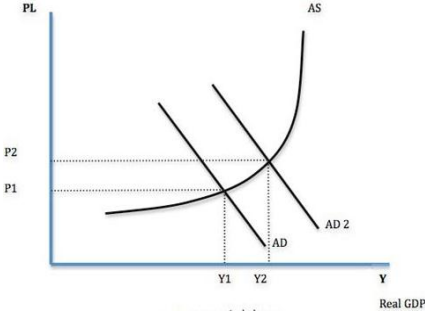
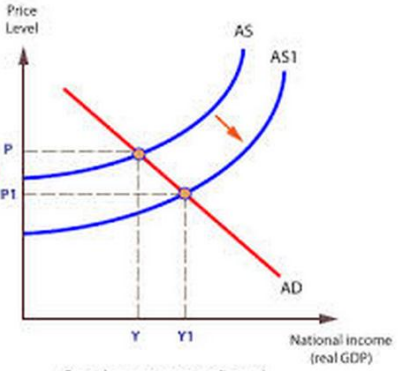
Question Number	Answer	Mark
8(a)	B	(1)

Question Number	Answer	Mark
8(b)	<p style="text-align: center;">Knowledge 2</p> <p>Knowledge/understanding</p> <p>1 mark for definition of GDP e.g.</p> <ul style="list-style-type: none"> • Value of the total output (1) • Accept amount of final goods and services (1) • Total income / total expenditure (1) <p>1 mark for definition of real e.g.</p> <ul style="list-style-type: none"> • Taking inflation into account (1) • Adjusted for changes in the price level (1) 	(2)

Question Number	Answer	Mark
<p>8(c)</p>	<p style="text-align: center;">Knowledge 1 Output Gap</p> <p>Identification of a negative output gap on the diagram, either of those illustrated by the annotations below are acceptable (N.B. only ONE is required)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Copyright: www.economicsonline.co.uk</p>	<p>(1)</p>

Question Number	Answer	Mark
9 (a)	<p style="text-align: center;">Knowledge 2</p> <p>Knowledge/understanding</p> <p>1 mark for partial definition, e.g.</p> <ul style="list-style-type: none"> • Making a comparison between countries. <p>2 marks for full and accurate definition, e.g.</p> <ul style="list-style-type: none"> • The rate at which the currency of one country would have to be converted into that of another country to buy the same amount of goods and services in each country • Comparison between countries, taking into account different cost of living. 	(2)

Question Number	Answer	Mark
9 (b)	A	(1)

Question Number	Answer	Mark
<p>9 (c)</p>	<p style="text-align: center;">Knowledge 1</p> <p>New AD curve (shifts to the right) and a new equilibrium at Y2 (1)</p>  <p>OR</p> <p>New AS curve (shifts to the right) and a new equilibrium is found at Y1 (1)</p> 	<p>(1)</p>

END OF SECTION A

SECTION B

Question Number	Indicative content	Mark
10	<p style="text-align: center;">Knowledge 3, Application 3, Analysis 3</p> <p>Understanding of long-term trend rate of growth</p> <p>Possible factors include:</p> <ul style="list-style-type: none"> • Fall in relative productivity, “the fall in the level of productivity is a long-term issue” – costs per unit rise and export prices increase; exports fall • Lower technological advances will reduce efficiency and raise the cost of supplying goods and services; lack of innovation due to less R&D spending • Slow growth in the level of UK’s investment into capital goods since the “financial crisis” – due to lack of business confidence • Lack of government spending on education and training – has a negative impact on the skills of the workforce, thereby reducing human capital • Slower rate of immigration – fewer workers coming into the country as a result of the UK’s decision to leave the EU; this decreases growth of the active labour force and hence lower rate of output produced • Stricter government regulations – markets are less flexible and reduces competition in industries • External factors, e.g. slow global growth rates • Accept demand side factors if linked to growth 	(9)
Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1–3	Displays isolated or imprecise knowledge and understanding of terms, concepts, theories and models. Use of generic or irrelevant information or examples. Descriptive approach which has no chains of reasoning or links between causes and consequences.
Level 2	4–6	Displays elements of knowledge and understanding of economic principles, concepts and theories. Applies economic ideas and relates them to economic problems in context, although does not focus on the broad elements of the question. A narrow response; chains of reasoning are developed but the answer may lack balance.

Level 3	7-9	Demonstrates accurate knowledge and understanding of the concepts, principles and models. Ability to link knowledge and understanding in context using relevant and focused examples which are fully integrated. Economic ideas are carefully selected and applied appropriately to economic issues and problems. The answer demonstrates logical and coherent chains of reasoning.
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Question Number	Indicative content	Mark
10 continued	Evaluation 6	
	<p>Points may include:</p> <ul style="list-style-type: none"> • Significance of the most important factor affecting growth; “productivity is a long-term issue” • Depends on the size of the fall in UK productivity and on the productivity of the UK’s main trading partners, such as the US and EU • Uncertainty over the UK’s decision to leave the EU is more important than the financial crisis as this was over 10 years ago; effects of the lower investment may not yet be seen • Inaccuracies/inadequacies of data may mean that the UK’s long-term growth might not be low as it has been estimated • Uncertainty of world economy 	(6)

Level	Mark	Descriptor
	0	No evaluative comments.
Level 1	1–2	Identification of generic evaluative comments without supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level 2	3–4	Evidence of evaluation of alternative approaches which is unbalanced. Evaluative comments with supporting evidence/reference to context and a partially developed chain of reasoning.
Level 3	5–6	Evaluative comments supported by relevant chain of reasoning and appropriate reference to context. Evaluation is balanced and considers the broad elements of the question.

Question Number	Indicative content		Mark
11	<p>Knowledge 2, Application 2, Analysis 2,</p> <p>Likely impacts on subjective happiness:</p> <ul style="list-style-type: none"> • Consumers have less real income to spend on goods/services that affect their happiness • Consumers may worry more about the state of their personal finances • Consumers may worry about ability to continue paying mortgages/other debts <p>NB For a level 3 answer there must be context from last paragraph of Extract C e.g. reference to credit cards and personal loan repayments</p>		(6)
Level	Mark	Descriptor	
	0	A completely inaccurate response.	
Level 1	1–2	Displays isolated or imprecise knowledge and understanding of terms, concepts, theories and models. Use of generic or irrelevant information or examples. Descriptive approach which has no link between causes and consequences.	
Level 2	3–4	Displays elements of knowledge and understanding of economic principles, concepts and theories. Applies economic ideas and relates them to economic problems in context, although does not focus on the broad elements of the question. A narrow response or the answer may lack balance.	
Level 3	5–6	Demonstrates accurate knowledge and understanding of the concepts, principles and models. Ability to link knowledge and understanding in context using relevant and focused examples which are fully integrated. Economic ideas are applied appropriately to the broad elements of the question.	

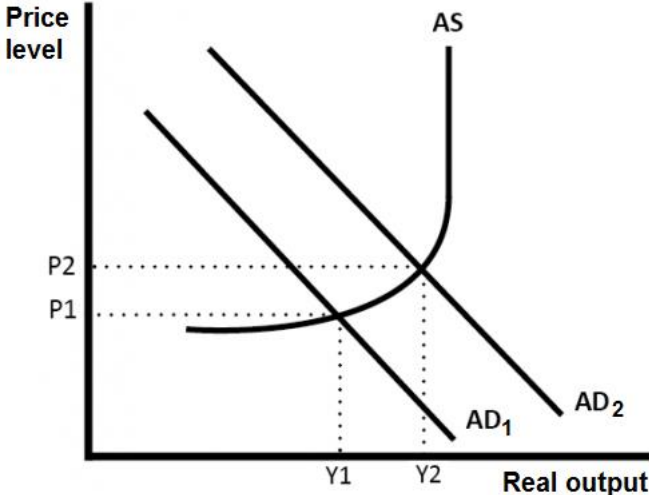
Question Number	Indicative content		Mark
11 continued	<p style="text-align: center;">Evaluation 4</p> <ul style="list-style-type: none"> • Other factors affect happiness beside real income, e.g. leisure time, environment, etc. • Record low unemployment likely to lead to rising real incomes in future • Rises in real income may have a different effect on happiness than falls in real income • May be increased borrowing to make up for falling real incomes 		(4)
Level	Mark	Descriptor	
	0	No evaluative comments.	
Level 1	1-2	Identification of generic evaluative comments without supporting evidence/ reference to context. No evidence of a logical chain of reasoning.	
Level 2	3-4	Evaluative comments supported by relevant reasoning and appropriate reference to context. Evaluation recognises different viewpoints and/or is critical of the evidence.	

Question Number	Indicative content		Mark
12	<p style="text-align: center;">Knowledge 3, Application 3, Analysis 3</p> <p>Understanding of the term GDP / living standards</p> <p>Limitations of comparison may include:</p> <ul style="list-style-type: none"> • Percentage changes are misleading without any reference to total GDP • Presence of an informal and unpaid economy will imply that some output is unrecorded as it is not bought or sold and there is no resulting income – “size of informal economy of developing countries was nearly five times more than that of the UK” • Differences in distribution of income – “growth varies across the country with jobs and wages distributed unevenly” • Quality of life issues such as spending on health and education – impact is difficult to measure • Subsistence, barter and the hidden economy will undervalue the real output and national income shall not reflect true living standards • Currency values do not effectively calculate an accurate purchasing power parity / exchange rates might not accurately reflect differences in purchasing power of currencies • Population growth in developing countries may account for most growth in GDP • Spending on investment goods may raise future living standards at the expense of the current • Methods of calculation and reliability of data • Size of the public sector spending which may or may not improve the standard of living <p>Reference to Figure 4 – UK economic growth is lower than developing countries throughout the years / “the quality of economic growth needs to be measured”</p>		(9)
Level	Mark	Descriptor	
	0	A completely inaccurate response.	
Level 1	1–3	Displays isolated or imprecise knowledge and understanding of terms, concepts, theories and models. Use of generic or irrelevant information or examples. Descriptive approach which has no chains of reasoning or links between causes and consequences.	
Level 2	4–6	Displays elements of knowledge and understanding of economic principles, concepts and theories. Applies economic ideas and relates them to economic problems in context, although does not focus on the broad elements of the question. A narrow response; chains of reasoning are developed but the answer may lack balance.	

Level 3	7–9	Demonstrates accurate knowledge and understanding of the concepts, principles and models. Ability to link knowledge and understanding in context using relevant and focused examples which are fully integrated. Economic ideas are carefully selected and applied appropriately to economic issues and problems. The answer demonstrates logical and coherent chains of reasoning.
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Question Number	Indicative content	Mark
12 continued	<p style="text-align: center;">Evaluation 6</p> <p>Points may include:</p> <ul style="list-style-type: none"> • Ease of using GDP data for comparison over time • Benefits of using GDP for comparison – standard measure and well understood • GDP is internationally recognised and still possibly the best measure available for comparison • Other measures might be better, e.g. GDP per capita gives an indication of average incomes, which is a key determinant of living standards • Standard of living is subjective and it cannot be measured effectively and accurately 	(6)

Level	Mark	Descriptor
	0	No evaluative comments.
Level 1	1–2	Identification of generic evaluative comments without supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level 2	3–4	Evidence of evaluation of alternative approaches which is unbalanced. Evaluative comments with supporting evidence/reference to context and a partially developed chain of reasoning.
Level 3	5–6	Evaluative comments supported by relevant chain of reasoning and appropriate reference to context. Evaluation is balanced and considers the broad elements of the question.

Question Number	Indicative content	Mark
13	<p style="text-align: center;">Knowledge 2, Application 2, Analysis 2</p> <ul style="list-style-type: none"> • Rise in value of houses will lead to wealth effect • An increase in householder’s confidence • Encourage households to consume more (and/or save less) • Aggregate demand (AD) will increase • Lead to an increase in real output or a faster rate of economic growth • Credit for discussion of other effects besides wealth effect, e.g. impact on: <ul style="list-style-type: none"> • Balance of Payments • Unemployment • Budget deficit • Price level • Increase in investment from the construction industry • Diagram e.g. <div style="text-align: center;">  <p>The diagram is an AD/AS model. The vertical axis is labeled 'Price level' and has two points, P1 and P2, marked. The horizontal axis is labeled 'Real output' and has two points, Y1 and Y2, marked. There is a single upward-sloping curve labeled 'AS'. There are two downward-sloping curves labeled 'AD1' and 'AD2', with AD2 being to the right of AD1. Dotted lines connect the intersection of AS and AD1 to P1 and Y1. Dotted lines connect the intersection of AS and AD2 to P2 and Y2.</p> </div> <p>“£24 000 more than it was” / “annual growth increased from 5.2% in July 2016 to 5.6% in August 2016” / Data reference to Figure 1 data</p> <p>NB Candidates have to show impacts with accurate AD/AS diagram presenting a relevant change in AD to access Level 3</p> <p>NB Benefits to rising house prices can be seen as KAA and negative effect as Evaluation, or vice versa</p>	(6)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1-2	Displays isolated or imprecise knowledge and understanding of terms, concepts, theories and models. Use of generic or irrelevant information or examples. Descriptive approach which has no link between causes and consequences.
Level 2	3-4	Displays elements of knowledge and understanding of economic principles, concepts and theories. Applies economic ideas and relates them to economic problems in context, although does not focus on the broad elements of the question. A narrow response or the answer may lack balance.
Level 3	5-6	Demonstrates accurate knowledge and understanding of the concepts, principles and models. Ability to link knowledge and understanding in context using relevant and focused examples which are fully integrated. Economic ideas are applied appropriately to the broad elements of the question.

Question Number	Indicative content	Mark
13 continued	<p style="text-align: center;">Evaluation 4</p> <ul style="list-style-type: none"> • Houses are a significant component of consumers' wealth and effect large proportion of households (65% owner occupied) in the UK, which will have a major effect on AD • SR vs LR – "house prices will fall 1% across the UK in 2017" / wealth effects take time to trigger spending changes • Regional differences in impact – "House price growth was strongest in London" • "home ownership has risen to 78.6% among those aged 65-to-74" – it may not raise AD / consumption • Discussion of the significance of falling real wages • Significance of the elasticity of the AS curve • Consumption is approximately 2/3 of aggregate demand which implies a strong inter-relationship • Lower confidence for areas where it will be harder to move to find jobs, because of price differentials • Effect on first-time buyers – may lead to their consumption falling (discussion of real wages and home ownership) 	(4)

Level	Mark	Descriptor
	0	No evaluative comments.
Level 1	1-2	Identification of generic evaluative comments without supporting evidence/ reference to context. No evidence of a logical chain of reasoning.
Level 2	3-4	Evaluative comments supported by chains of reasoning and appropriate reference to context. Evaluation is balanced and considers the broad elements of the question.

Question Number	Answer	Mark
14(a)	<p style="text-align: center;">Knowledge 2, Application 2, Analysis 2</p> <p>Knowledge/understanding Identification of two reasons (1+1)</p> <ul style="list-style-type: none"> • Rising UK population relative to Germany's • Falling productivity in UK • Lack of exports in UK • Increased imports in UK (largely due to increased domestic consumption) • Change in relative cost of living • Different inflation rates in UK and Germany • Changes to PPP method of calculation, e.g. items in basket of goods • Change in value of US Dollar used for PPP calculations <p>Application 2 marks for two data references from Figure 2 and/or extract A, or application of a diagram (1+1), e.g.</p> <ul style="list-style-type: none"> • UK current account deficit 6% of GDP in third quarter 2014 (1) • Identify difference in growth of GDP per capita in Figure 2 e.g. 7 percentage points between 2010 and 2013 for the UK (1) <p>Analysis Linked development of reasons (1+1). e.g.</p> <ul style="list-style-type: none"> • falling UK productivity increases average cost of UK exports, making them more expensive relative to Germany's 	(6)

Question Number	Indicative content	Mark
14(b)	<p style="text-align: center;">Knowledge 4, Application 4, Analysis 6</p> <ul style="list-style-type: none"> • Explicit or implicit understanding of economic growth – a measure of the increase in either real GDP or real GDP per head or potential GDP • Relevant diagram e.g. AD/AS diagram showing rightward shift in AD and/or AS curve • Increased tax revenues for the government which may be used to improve public services or redistribute incomes • Higher profits for companies which may be used to improve quality products or to produce new products • Consumers’ living standards improve e.g. can afford to buy more goods and services and/or have more leisure time • More employment opportunities/lower unemployment • If there is export-led growth, then the current account of the Balance of Payments would improve • Real economic growth increases LRAS and could lower inflation • An increase in business confidence which may lead to increase in investment • Investment in sustainable technology can have environmental benefits <p>NB the benefits of growth can be seen as KAA or evaluation and the costs of growth vice versa. NB For a level 4 response there must be explicit reference to “a number of concerns” which include:</p> <ul style="list-style-type: none"> • current account deficit • decline in rate of return on UK investments • low export growth • growth lower than target • struggling goods industries • output falling in construction/manufacturing • growing household debt • imbalance of consumer driven growth • low productivity • skills shortage • house shortages • burdens on UK manufacturers 	(14)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1–3	Displays isolated or imprecise knowledge and understanding of terms, concepts, theories and models. Use of generic or irrelevant information or examples. Descriptive approach which has no chains of reasoning or links between causes and consequences.
Level 2	4–6	Displays elements of knowledge and understanding of economic principles, concepts and theories. Applies economic ideas and relates them to economic problems in context, although does not focus on the broad elements of the question. A narrow response or superficial, two-stage chain of reasoning only.
Level 3	7–10	Demonstrates accurate knowledge and understanding of the concepts, principles and models. Ability to apply economic concepts and relate them directly to the broad elements of the question with evidence integrated into the answer. Analysis is clear and coherent, although it may lack balance. Chains of reasoning are developed but the answer may lack balance.
Level 4	11–14	Demonstrates precise knowledge and understanding of the concepts, principles and models. Ability to link knowledge and understanding in context using appropriate examples. Analysis is relevant and focused with evidence fully and reliably integrated. Economic ideas are carefully selected and applied appropriately to economic issues and problems. The answer demonstrates logical and coherent chains of reasoning.

Question Number	Indicative content	Mark
14(b) continued	<p style="text-align: center;">Evaluation 6</p> <ul style="list-style-type: none"> • Demand pull inflation – may be shown by a rightward/upward shift in AD curve • Greater inequality e.g. companies may not invest but distribute profits to shareholders • Growth might involve depletion of natural resources • External costs of growth • Lack of sustainability • Short run/long run effects e.g. technological unemployment • Growth could cause a deterioration in the Balance of payments since Britain has a high marginal propensity to import • Growth from supply side improvements may reduce inflationary pressure • Social impact of increased economic activity e.g. work-life balance 	(6)

Level	Mark	Descriptor
	0	No evaluative comments.
Level 1	1–2	Identification of generic evaluative comments without supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level 2	3–4	Evidence of evaluation of alternative approaches which is unbalanced leading to unsubstantiated judgements. Evaluative comments with supporting evidence/reference to context and a partially developed chain of reasoning.
Level 3	5–6	Evaluative comments supported by relevant reasoning and appropriate reference to context. Evaluation is balanced and considers the broad elements of the question, leading to a substantiated judgement.

Question Number	Indicative content	Mark
14(c)	<p style="text-align: center;">Knowledge 4, Application 4, Analysis 6</p> <ul style="list-style-type: none"> • High percentage of consumption in UK's aggregate demand in contrast to other countries in Figure 1 • Lack of export-led growth, resulting from the state of the global economy so the UK government's £1 trillion target is unrealistic • Falling rate of return on investments abroad • Rising consumer indebtedness • Dependence of consumer confidence on rising house prices which may not be sustainable • Size of UK government budget deficit/national debt may create problems as interest rates start to rise • Relevant diagram e.g. trade cycle • Fall in real incomes <p>NB One side of this argument should count as KAA and the opposing argument as Evaluation</p>	(14)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1-3	Displays isolated or imprecise knowledge and understanding of terms, concepts, theories and models. Use of generic or irrelevant information or examples. Descriptive approach which has no chains of reasoning or links between causes and consequences.
Level 2	4-6	Displays elements of knowledge and understanding of economic principles, concepts and theories. Applies economic ideas and relates them to economic problems in context, although does not focus on the broad elements of the question. A narrow response or superficial, two stage chains of reasoning only.
Level 3	7-10	Demonstrates accurate knowledge and understanding of the concepts, principles and models. Ability to apply economic concepts and relate them directly to the broad elements of the question with evidence integrated into the answer. Analysis is clear and coherent, although it may lack balance. Chains of reasoning are developed but the answer may lack balance.
Level 4	11-14	Demonstrates precise knowledge and understanding of the concepts, principles and models. Ability to link knowledge and understanding in context using appropriate examples. Analysis is relevant and focused with evidence fully and reliably integrated.

		Economic ideas are carefully selected and applied appropriately to economic issues and problems. The answer demonstrates logical and coherent chains of reasoning.
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Question Number	Indicative content	Mark
14(c) continued	<p style="text-align: center;">Evaluation 6</p> <ul style="list-style-type: none"> • UK has generally been a very consumer-driven economy • UK has persistently had a current account deficit/trade deficit and the economy has continued to grow • Financial reforms and increased oversight by the Bank of England have made a financial crisis less likely in the future • Falling commodity prices/low inflation generally benefits the UK economy as it is a net importer • Government is committed to a plan to get government debt under control in the long-term. This also increases confidence of UK government's lenders. • Macro policies, well timed, could prevent recession • Investment increasing 5% could counteract any recessionary pressures • Impact of Brexit / fall in the pound since 2016 • Global growth would have positive impact on UK especially service sector exports 	(6)

Level	Mark	Descriptor
	0	No evaluative comments.
Level 1	1–2	Identification of generic evaluative comments without supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level 2	3–4	Evidence of evaluation of alternative approaches which is unbalanced leading to unsubstantiated judgements. Evaluative comments with supporting evidence/reference to context and a partially developed chain of reasoning.
Level 3	5–6	Evaluative comments supported by relevant reasoning and appropriate reference to context. Evaluation is balanced and considers the broad elements of the question, leading to a substantiated judgement.

Question Number	Answer	Mark
15(a)	<p style="text-align: center;">Knowledge 1, Application 2, Analysis 2</p> <p>Knowledge/understanding: 1 mark for:</p> <ul style="list-style-type: none"> • GDP per capita = $\text{GDP} \div \text{population}$/GDP per person (1). <p>Application: 2 marks for:</p> <ul style="list-style-type: none"> • GDP per capita for Burundi = $2.47 \text{ bn} / 16.14 \text{ mn} = \\153 (1) • GDP per capita for Kenya = $37.23 \text{ bn} / 62.78 \text{ mn} = \\593 (1) <p>Analysis: 2 marks for:</p> <ul style="list-style-type: none"> • Ratio of Burundi's GDP per capita: Kenya's GDP per capita = $153:593$ (1) <p style="padding-left: 40px;">= $1:3.9$ (1)</p> <p>[Accept 1:3.8 to 1:4]</p>	(5)

Question Number	Indicative content	Mark
15(b)	<p align="center">Knowledge 2, Application 2, Analysis 4</p> <p>GDP is the best way to compare living standards:</p> <ul style="list-style-type: none"> • it is an internationally comparable measure • it is a fairly simple measure, meaning a low opportunity cost to the governments of these developing countries • it requires less data than some more sophisticated measures, reducing the chance of data inaccuracy • there is GDP data for all five countries, whereas there is no IHDI data for Burundi • can be refined into per capita / PPP measures to make more representative • the rank orders of the five countries are the same using GDP as using GDP per capita and HDI 	(8)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1–2	Displays isolated or imprecise knowledge and understanding of terms, concepts, theories and models. Use of generic or irrelevant information or examples. Descriptive approach which has no chains of reasoning or links between causes and consequences.
Level 2	3–5	Displays elements of knowledge and understanding of economic principles, concepts and theories. Applies economic ideas and relates them to economic problems in context, although does not focus on the broad elements of the question. A narrow response; chains of reasoning are developed but the answer may lack balance.
Level 3	6–8	Demonstrates accurate knowledge and understanding of the concepts, principles and models. Ability to link knowledge and understanding in context using relevant and focused examples which are fully integrated. Economic ideas are carefully selected and applied appropriately to economic issues and problems. The answer demonstrates logical and coherent chains of reasoning.

Question Number	Indicative content	Mark
15(b) continued	<p style="text-align: center;">Evaluation 4</p> <ul style="list-style-type: none"> • it does not include much of what is important in determining standard of living, e.g. education, healthcare • it does not show how income is distributed among the population • it does not take account of any unpaid/illegal/'cash in hand' work, particularly a problem in developing countries like these, with a large subsistence agriculture sector • GDP doesn't take into account different costs of living (without a PPP adjustment) – compare Rwanda and Uganda 	(4)

Level	Mark	Descriptor
	0	No evaluative comments.
Level 1	1–2	Identification of generic evaluative comments without supporting evidence/ reference to context. No evidence of a logical chain of reasoning.
Level 2	3–4	Evaluative comments supported by relevant reasoning and appropriate reference to context. Evaluation recognises different viewpoints and/or is critical of the evidence.

Question Number	Answer	Mark
16	KAA: 4 marks <ul style="list-style-type: none"> • An increase (1) in the total value of goods and services produced in an economy/GDP • adjusted for inflation (1) <p>2 marks for data reference - Only 1 mark if no/inaccurate figures used from Figure 1</p>	(4)

Question Number	Indicative content	Mark
17(a)	<p>KAA 6 marks Reward up to 4marks</p> <ul style="list-style-type: none"> Although real (or potential) output in 3rd quarter of 2012 increased at the highest rate since the start of the recession (2), the fall in the economy's real output was so large in 2008-9 that even with the increase in the third quarter output was yet to reach the level of 2007 (2) Up to 2 marks for any one reason why growth was high in 2012 Reward an illustrative graph of real output that is well explained e.g. output gap diagram (2) <p>Up to 2 marks for correct use of any one piece of data</p> <ul style="list-style-type: none"> 1% in Q3 of 2012 Q3 2012 is still 3% below 2007 levels 	(6)

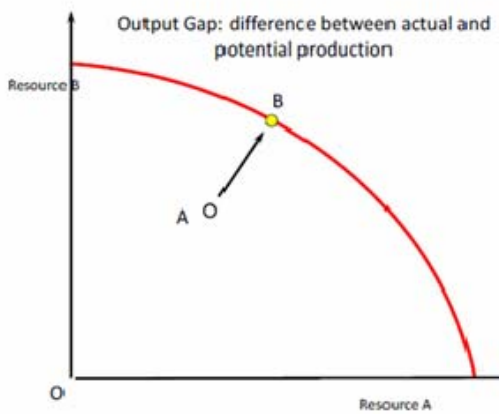
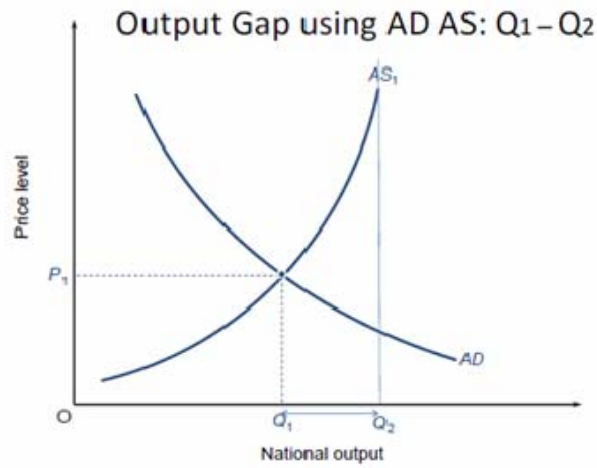
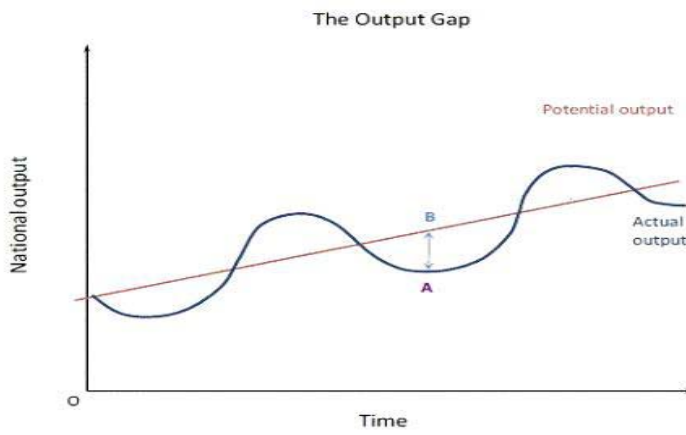
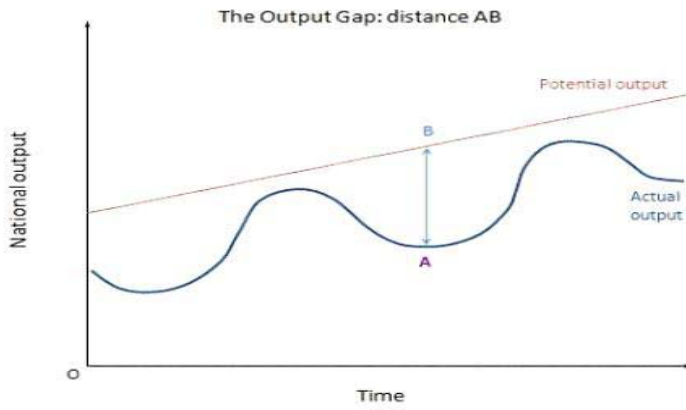
Question Number	Indicative content	Mark
17(b)	<p>KAA 8 marks 2 x 4 marks for identifying a benefit (2) and explaining it (2). Award 2 benefits only.</p> <ul style="list-style-type: none"> More employment opportunities/lower unemployment Increase in real disposable income. Therefore, consumers can afford to buy more goods and services and/or have more leisure time – i.e. an increase in living standards Retail sales increasing. Therefore, higher profits for companies which may be used to improve the quality of products or to produce new products Increased tax revenues for the government which may be used to improve public services or redistribute incomes and/or reduce budget deficit Higher profits may lead to higher share prices leading to the wealth effect and/or higher dividends leading to more consumption If there is export-led growth, then the current account of the Balance of Payments would improve Real economic growth increases LRAS and could lower inflation 	(8)

Question Number	Indicative content	Mark
18	<p>KAA 4 marks (maximum of 2 marks for KAA if no reference to data)</p> <p>Data reference: output was lower than initially estimated OR that the growth estimate was revised from -0.2% to -0.3% OR other relevant data use (2)</p> <p>Up to 2 marks:</p> <ul style="list-style-type: none"> • to reflect new or improved data (e.g. final official data rather than estimated data) (2) • to reflect greater accuracy (e.g. better estimates of unreported activity) (2) • to give a more accurate reflection of the underlying state of the economy for policy purposes (2) 	(4)

Question Number	Answer	Mark
19	<p>KAA 8 Award two difficulties only</p> <p>Two difficulties identified (2 marks each) and explained (2 marks each)</p> <p>Difficulties may include:</p> <ul style="list-style-type: none"> • Which index to use, e.g. GDP per capita, HDI etc. • Inaccuracies/problems in information gathering / use of population samples/estimates etc. • Differences in rankings between the two indices given in Figure 2 (e.g. Spain and UK) • Problems of accuracy of measuring output due to shadow or underground economy • The value of non-marketed output including work done in the home • Inequality in the distribution of income and wealth • Regional variation in income, health and education • Leisure and working hours • Variation between current and future standards of living caused by imbalances between consumption and investment • Improvements in life expectancy/education aren't accounted for in some measures (such as GDP per capita) • Innovation and the development of new products • Environmental considerations • Defence expenditure • Limitations of the purchasing power parity adjustment • Local indirect taxes and tariffs cause differences in the cost of living <p>Reference to data (2)</p> <p>NB Do not award references to differences in population size or costs of living.</p>	(8)

Question Number	Indicative Content	Mark
20(a)	<p>KAA 6 marks</p> <p>Definition up to 4 marks A recession is two consecutive quarters or 6 months (2) of negative growth or reduction in output (2)</p> <p>Use of data up to 2 marks e.g.: Q2 2008 to Q3 2009 six quarters of negative growth</p>	(6)

Question Number	Indicative Content	Mark
20(b)	<p>KAA 8: 2 marks for diagram; 2 marks for data; 4 for explanation</p> <p>Explanation of reasons for a negative output gap up to a maximum of 4 marks</p> <ul style="list-style-type: none"> • The actual/current output (or GDP) is lower (2) than the UK's potential/trend output. (2) • Reward also the level of expenditure is lower (2) than the capacity of the economy to produce. (2) • It is characterised by a significant amount of unemployment (2) and idle capital (2) • N.B. Award 2 marks for a general definition of output gap: e.g. difference between actual output and potential output. <p>Use of data up to 2 marks: real actual output fell significantly or fell for most of the period during 2008-9 (2)</p> <p>2marks for correctly labelled diagram:</p>	



(8)

Question Number	Indicative Content	Mark
20(c)	<p>KAA 18 marks</p> <p>Up to 6 marks</p> <ul style="list-style-type: none"> • Explicit or implicit understanding of economic growth – a measure of the increase in either real GDP or real GDP per head or potential GDP(2) • Use of data(2) • Identification of economic growth as a government objective (2) • AD/AS diagram showing rightward shift in AD and/or AS curve or equivalent verbal analysis of how price level and real output are affected (4 marks). Diagram showing AD and/or AS shifts to the right; axes labelled (1), equilibria labelled (1), AD/AS lines labelled (1), correct shift (1). No marks for diagram if shift in wrong direction. • PPF diagram showing rightward shift in PPF and/or a movement towards PPF (4 marks). Marks awarded for showing axes labelled (1), equilibria labelled (1), PPF lines labelled (1), correct shift/movement (1). No marks for diagram if shift/movement in wrong direction. <p>Explanation of how growth might benefit the economy 12 marks (3 x 4 marks);</p> <ul style="list-style-type: none"> • Increased tax revenues for the government which may be used to improve public services or redistribute incomes • Higher profits for companies which may be used to improve quality products or to produce new products • Consumers can afford to buy more goods and services and/or have more leisure time • More employment opportunities/lower unemployment • If there is export –led growth, then the current account of the Balance of Payments would improve • Real economic growth increases LRAS and could lower inflation <p>Evaluation 12 marks (3 x 4 marks, OR 2 x 6 marks, OR 6 + 4 + 2 marks);</p> <p>Comments might include reference to</p> <ul style="list-style-type: none"> • Companies may not invest but distribute profits to shareholders • Consumers might spend extra income on imports 	

	<ul style="list-style-type: none"> • Growth might involve depletion of natural resources • External costs of growth • Greater inequality • Lack of sustainability • Technological unemployment • Short run/Long run effects • Growth could cause a deterioration in the Balance of payments since Britain has a high marginal propensity to import • Growth from supply side improvements may reduce inflation <p>Quality of written communications will be assessed in this question based on the candidate's ability:</p> <ul style="list-style-type: none"> • To present an argument and conclude on the basis of that argument • To organise information clearly and coherently • To use economic vocabulary appropriately • To use grammar, spelling and punctuation appropriately 	(30)
Level	Mark	Descriptor
Level 4	25-30	3 convincing benefits with at least 2 evaluative points (an evaluation points is worth up to a maximum of 6 marks)
Level 3	19-24	2 or 3 convincing benefits with at least one evaluative point (mark cap to 18 if no evaluation)
Level 2	7-18	2 or 3 convincing benefits with no evaluative point; 1 or 2 less-convincing benefits with some evaluation
Level 1	1-6	Identification of relevant points with or without brief evaluative keywords

Question Number	Answer	Mark
21(a)	<p>KAA 6 marks Maximum 4 out of 6 marks if no data reference. Use of data: e.g. 60% of UK exports to euro zone or direct reference to Extract 1 (2)</p> <p>Up to 4 marks for Fall in Aggregate Demand (2) from a reduction in exports (2) of British goods and services causing a fall in UK growth</p> <p>AD/AS diagram correctly labelled showing AD moving left (2).</p> <p>Allow: 'Need to replace domestic 'credit-fuelled' consumption' (2) and public expenditure (2).</p> <p>Accept also a fall in investment (2).</p> <p>Reward further analysis of falling confidence as a result of negative economic growth in UK (2)</p>	(6)

Question Number	Answer	Mark
21(b)	<p>KAA 8 marks</p> <p>Up to 2 marks for use of data reference from Figure 2 showing positive correlation between investment and growth</p> <p>Up to 4 marks for diagram</p> <p>If investment increases growth then: Diagram AD and/or AS shifts to the right; correct movement (1), lines labelled (1), axes labelled (1), equilibria labelled (1). Note diagrams where the movement is incorrect receive no marks.</p> <p>N.B. Accept diagram and analysis based on a fall in investment</p> <p>Up to 2 marks for the transmission mechanism explained</p> <ul style="list-style-type: none"> o AD: investment as an injection into circular flow (2). Multiplier (2) o AS: Significance of investment for productive capacity. This may include an explanation of an outward shift of the PPF. <p>Evaluation 4 marks (1 x 4 or 2 x 2)</p> <ul style="list-style-type: none"> • Depends on the effects of other factors in the economy (consumer confidence and consumer debt) • Knowledge that investment is small but significant component of AD (about 15%) • New machinery can give a competitive edge if old stock is replaced • Enables development of new companies and even industries • Britain needs high-technology industry to compete • Suggests long term commitment to the growth of the firm and the economy • Correlation might be caused by other factors/ data might be coincidental <p>Quality of written communications will be assessed in this question based on the candidate's ability:</p> <ul style="list-style-type: none"> • To present an argument and conclude on the basis of that argument • To organise information clearly and coherently • To use economic vocabulary appropriately • To use grammar, spelling and punctuation appropriately 	(12)

Level	Mark	Descriptor
Level 3	9-12	2 convincing points with at least one evaluative point
Level 2	5-8	2 convincing points with no further analysis or explanation, or 1 convincing point with some good analysis but no evaluative point; 1 or 2 less-convincing point with some evaluation
Level 1	1-4	Identification of relevant points with or without brief evaluative keywords

Question Number	Answer	Mark
22	<p>KAA 8 marks Data reference to Figure 4 (2 marks)</p> <p>Maximum of 6 KAA if no reference to data</p> <p>Two factors identified and explained (4 + 2 or 3 + 3);</p> <ul style="list-style-type: none"> • Government policy (2 policies could be 2 factors) • Higher investment (both foreign direct investment and domestic investment) • High levels of savings should lead to a fall in the cost of borrowing for industry • Innovation and/or the importing of new technology • Increase in human capital • Acceleration of migration from low value added sectors (such as agriculture) to high value added sectors (manufacturing) • Increase in efficiency and productivity • Inflation kept low • Export led growth • Weak or low valued currency encourages demand for exports • Availability of a cheap source of skilled labour • Access to cheap raw materials <p>Reward use of diagrams in explanations; AD/AS or circular flow of income</p> <p>Also reward definition of economic growth (2 marks) e.g. an increase in either real and/or potential output (GDP)</p> <p>Evaluation 4 marks (1 x 4 marks or 2 x 2 marks). Factors might include:</p> <ul style="list-style-type: none"> • consider time lag involved in investment • the problem of rapidly rising wages in China • prioritisation of factors • the effect on the price level and output is determined by the relative elasticity of the AD and AS curves • the state of the global economy and the Chinese government's drive to increase domestic consumption to replace faltering export demand • Scale of each factor • Rise of competitor nations 	(12)

Question Number	Answer	Mark
23(a)	<p>Up to 2 marks for definition</p> <p>A contraction, decrease, or reduction (accept recession) (1 mark) in the volume or after discounting the effect of inflation (1 mark) of output or goods and services produced in a country (1 mark). Allow potential output.</p> <p>Up to 2 marks for use of data for example Germany -5.0%, U.K. -4.9%, or US - 2.4% in 2009</p>	(4)

Question Number	Answer	Mark
23(b)	<p>Award two problems only Two problems identified (1 mark each) and explained (1 mark each) and applied (2 marks each)</p> <p>Problems of comparison may include:</p> <ul style="list-style-type: none"> • Subsistence, barter and the black economy undervaluing the real output • Currency values and effectively calculating an accurate purchasing power parity • Spending on investment may increase future welfare at the expense of current welfare • Size of the public sector which might or might not improve welfare • Quality of life issues such as spending on education or health which is difficult to measure the impact • Population growth in developing countries may account for most growth in GDP <p>Evaluation (1 x 4 marks or 2 x 2 marks). Factors might include:</p> <ul style="list-style-type: none"> • Prioritisation with justification • Problems of comparison over time • Other measures might be better e.g. HDI, real, per capita (each method is a different point) • GDP per capita may not grow • Benefits of using GDP for comparison - standard measure, well understood 	(12)

Question Number	Answer	Mark
23(c)	<p>2 implications x 4 marks</p> <p>2 marks for each problem or outcome and explanation of the consequence. Up to 2 marks for policy affected</p> <p>If growth data are inaccurate and real growth lower than data measured, output gap could be larger and unemployment may rise faster than expected (2 mark)</p> <ul style="list-style-type: none"> • this could lead to financial crowding out (a larger budget deficit) and fiscal policy could be tighter in the future (2 marks) • supply side policy may also need to be increased to increase retraining of workforce (2 marks) <p>If growth data are inaccurate and real growth higher than data measured, the output gap could be smaller and output could be closer to full employment. (2 marks)</p> <ul style="list-style-type: none"> • the government could adopt an excessive expansionary fiscal policy which leads to fiscal policy being tighter in the future (2 marks) • supply side policy may also need to be expanded to maintain growth (ie full employment) if capacity has been reached (2 marks) • the MPC might need to increase interest rates (2 marks) <p>Do not award the same point in reverse</p> <p>Additional use of data (2 marks)</p>	(8)

Question Number	Answer	Mark
23(d)	<p>Reward identification that income is less equal (2 marks).</p> <p>Maximum marks could be obtained for 2 implications done well or 3 implications less well.</p> <p>For each likely cause (2 x 4 marks or 3 x 2 marks); Identify each possible cause (2 marks each, or 1 mark if not fully convincing) and a further 2 marks for the explanation of the connection:</p> <ul style="list-style-type: none"> • Increased unemployment of low income workers • High income workers are more likely to have higher unearned income from wealth • Change in tax revenue (direct and indirect) • Credit that different groups are affected in different ways • Depends on the top rate of income tax or corporation tax • Depends on size of benefits of pensioners or low income households 	(8)

Question Number	Answer	Mark
24	<p>KAA 18 marks Identification of falling GDP (might be implicit) (2 marks)</p> <p>Diagram or equivalent verbal analysis showing AD and/or AS shift to left/down. Axes labelled (1), Lines labelled (1), correct movement (1), Equilibrium labelled (1) (4 marks)</p> <p>Effects. Award three effects 3 x 4 marks, or two well-argued, 2 x 6 marks. Include positive and negative effects but allow negative/positive effects as evaluation. Factors might include:</p> <ul style="list-style-type: none"> • Unemployment • Lower incomes • Less government revenue, so there may be lower government spending in future on health, education • Fall in investment so innovation suffers and R&D • Less investment by domestic and foreign firms in UK so job security is lost • Lower external costs of growth • Less inflationary pressure • Trade deficit narrows • Exchange rate changes • Regional effects • Inequality • Social factors, e.g. crime rate, poor health • House prices depressed • Labour market impacts <p>Evaluation 12 marks as 4 x 3 marks or 2 x 6 marks Accept benefits if costs given above or vice versa Factors might include:</p> <ul style="list-style-type: none"> • Counter-arguments - there are benefits despite costs or vice versa • Changes over time - or other short run/long run issues • Other things are not equal, e.g. depends on government policy or redistribution of income • Falling inflation • environmental damage lessens although jobs fall, as fewer people travel by air • Falling house prices make houses affordable to non-homeowners 	(30)

Question Number	Answer	Mark
25(a)	<p>Increase (1 mark) in actual or real (1 mark) GDP or income or output (1 mark). Allow potential (1 mark) output.</p> <p>Further valid explanation. (1 mark) Use of data for example France 2.0%, Germany 2%, Spain 2.7%, or UK 2.3%. (1 mark)</p>	(4)

Question Number	Answer	Mark
25(b)	<p>Award two factors only, up to 4 marks each: For identification of each factor (1 mark) each and development of the factor (3 marks each). Factors might include:</p> <ul style="list-style-type: none"> • ignores distribution of income • population changes (per capita discussion) • real versus nominal • quality versus quantity • factors that GDP ignores such as self produced goods. <p>Evaluation (4 marks). Award (2 x 2 marks or 1 x 4):</p> <ul style="list-style-type: none"> • GDP is very useful in the wider context of a composite indicator • living standards are not quantifiable • prioritisation of measures of living standards, with justification • best method we have? 	(12)

END OF SECTION B

SECTION C

Question Number	Indicative content	Mark
26	<p style="text-align: center;">Knowledge 4, Application 4, Analysis 8, Evaluation 9</p> <p>Arguments that cutting taxes will positively impact the economy:</p> <ul style="list-style-type: none"> • Firms will have more profit to reinvest into their companies, therefore increasing investment, aggregate demand, and therefore output • Consumers have higher disposable income so consumption will increase • Greater injections into the circular flow of income • Less withdrawals form the circular flow of income • Relevant AD/AS diagram illustrating an increase in AD • Increase in size of multiplier • Less incentive for tax evasion/avoidance <p>Arguments that cutting taxes will negatively impact the economy:</p> <ul style="list-style-type: none"> • Firms may not reinvest money, many other factors affect investment decisions- e.g. confidence • Consumers may save any extra disposable income, thus withdrawing it from the circular flow of income • Likely to result in higher government debt leading to increased crowding out • Government will have less money to spend on infrastructure/education etc. that may negatively affect economic growth <p>One side of the argument should count as KAA and the other as EV.</p>	(25)

Knowledge, application and analysis		
Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1-4	Displays isolated or imprecise knowledge and understanding of terms, concepts, theories and models. Use of generic or irrelevant information or examples. Descriptive approach which has no chains of reasoning or links between causes and consequences.
Level 2	5-8	Displays elements of knowledge and understanding of economic principles, concepts and theories. Applies economic ideas and relates them to economic problems in context, although does not focus on the broad elements of the question. A narrow response or superficial, two stage chains of reasoning only.
Level 3	9-12	Demonstrates accurate knowledge and understanding of the concepts, principles and models. Ability to apply economic concepts and relate them directly to the broad elements of the question with evidence integrated into the answer. Analysis is clear and coherent, although it may lack balance. Chains of reasoning are developed but the answer may lack balance.
Level 4	13-16	Demonstrates precise knowledge and understanding of the concepts, principles and models. Ability to link knowledge and understanding in context using appropriate examples. Analysis is relevant and focused with evidence fully and reliably integrated. Economic ideas are carefully selected and applied appropriately to economic issues and problems. The answer demonstrates logical and coherent chains of reasoning.

Evaluation		
Level	Mark	Descriptor
	0	No evaluative comments.
Level 1	1-3	Identification of generic evaluative comments without supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level 2	4-6	Evidence of evaluation of alternative approaches which is unbalanced leading to unsubstantiated judgements. Evaluative comments with supporting evidence/reference to context and a partially-developed chain of reasoning.
Level 3	7-9	Evaluative comments supported by relevant reasoning and appropriate reference to context. Evaluation recognises different viewpoints and is critical of the evidence provided and/or the assumptions underlying the analysis enabling informed judgements to be made.

END OF SECTION C