



# Examiners' Report Principal Examiner Feedback

January 2023

Pearson Edexcel International GCSE  
Economics  
(4EC1 01R)

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## Introduction

Overall, a good awareness of economics was shown by candidates taking this paper. In general, students appeared to be well prepared for most of the topic areas required by paper 1. Where applicable on the levels-based questions, the ability of the most able students was shown through relating their knowledge and understanding to the evidence presented, whereas those struggling with such concepts typically answered questions with a more generic approach.

### Question 1

#### 1c)

Candidates showed good understanding with accurate definitions of the term 'supply', referring to producers being 'willing and able to sell' and 'at a given time/price'. Partial definitions were given 1 mark.

Tip: 'What is meant by' questions have two marks and require two parts to the definition. No marks are awarded for examples.

#### 1d)

This question was well answered by students but a few stated an incorrect type or stated an internal economy of scale. It is important to be accurate when stating economics terminology in order to achieve the mark.

Tip: There is only 1 mark so it is either right or wrong, there is no need to go into further detail.

#### 1e)

Another encouraging set of responses was seen, showing good understanding of the term 'unique product' by many candidates.

Tip: Do not use examples for 'define' questions. We are only looking for a definition of the term.

#### 1f)

An excellent set of responses to correctly calculate the PES was seen. An answer of '1.3' achieved both marks but a correct calculation without the correct final answer secured one mark.

Tip: Remember not to put any units in the final answer when calculating elasticity

#### 1g)

Again, a very good understanding was shown of this part of the specification, along with pleasing (well-practiced) diagrams.

Tip: You must label the new shift and the new equilibrium points to gain marks. Do not shift both curves as this will not show understanding of the scenario in the question.

**1h)**

The first 3-mark 'explain' question on the paper allowed candidates to present a good range of disadvantages. Some of these were developed to secure a second and, in a number of cases, a third mark but some gave a list of disadvantages. There was only ONE mark available for ONE disadvantage.

Tip: There are NO marks for definitions on 'explain' questions. They require a reason/benefit/disadvantage etc, development and context.

**1i)**

Again, a range of responses were seen which accurately focused on the PPC. However, a number of these did not answer the question in relation to the impact on the economy after an increase in production of capital goods or were with limited development. Candidates sometimes struggled to show selectivity and/or thorough analysis which made access to level 3 unlikely.

Tip: Do not present a counter argument for analyse questions - there are no marks for doing this and it will mean you have less time to spend on other questions.

**Question 2****2c)**

The term 'trade union' was reasonably well understood by many candidates and marks were given for any appropriate response of the term.

Tip: There are two marks available for an accurate definition on 'what is meant by' questions.

**2d)**

Candidates showed a strong understanding by accurately calculating average cost per unit. Some candidates failed to show the \$ and so scored only 1 mark.

Tip: Units are an important part of the answer so make sure you use the right ones, e.g. % or \$ for currency (or none if appropriate, such as when calculating elasticity).

**2e)**

There was a good understanding of barrier to entry shown but some candidates gave a definition or a further example rather than answering the question. Neither of these resulted in any marks. Any appropriate way with either a cause or consequence, secured both marks.

Tip: There is only 1 mark for a disadvantage/reason/benefit etc. on 'describe' questions so do not give more than 1 disadvantage/reason/benefit etc. The second mark is for development of this.

**2f)**

Numerous disadvantages to consumers of an oligopoly were given and these were explained in order to access more than just a one mark. Some responses however, gave two or three disadvantages rather than developing/contextualising just one.

Tip: 'Explain' questions only ask for ONE reason/advantage/factor etc.

**2g)**

Candidates were usually able to offer a sound understanding of the benefits of division of labour. A main discriminator was in assessing the knowledge referred to in relation to Foxconn Technology or in developing points made. Responses were not always balanced or assessed using (an) alternative viewpoint(s).

Tip: Assess questions require a balanced two-sided argument which is applied. There is no requirement for a conclusion or judgement but the argument(s) and counter argument(s) presented should be developed and thorough.

**Question 3****3c)**

Candidates were able to show accurate understanding on the diagram. However, some failed to score all three marks, due to a lack of labelling or inaccuracies with one or two sectors.

Tip: Be very clear when drawing your lines. Ambiguity is likely to result in no marks.

**3d)**

A good understanding of external costs was shown by candidates' responses. However, it was sometimes a lack of development and analysis that led to lower attainment in the levels. Credit was given to answers that developed points made, showing the cause and or consequence of the external costs caused by building the residential tower to third parties, such as local people.

Tip: Only one-sided arguments are needed for analyse questions. Focus on developing applied points to present a strong analysis of the situation.

**3e)**

Knowledge of demand and supply of labour was pleasing in response to this question, with some good points raised regarding the positive impact of migrant labour on Dubai. This was often stronger than the alternative viewpoints offered concerning potential problems it may cause, where, although a statement may have been made, it was not developed or applied to the data presented. Some candidates were unable to present more than a basic understanding in attempts to answer this question.

Tip: Although no conclusion is needed, it is important to provide balance between the arguments in order to score high marks on 'assess' questions.

**Question 4****4a)**

Many candidates were able to show understanding of inelastic values and go on to correctly calculate the total revenue using the data in the table. There were also those who failed to show understanding, sometimes trying to use data for both the elastic and inelastic products, therefore scoring no marks.

Tip: It is advisable to show workings in 'calculate' questions.

**4b)**

Reasons why consumers do not always maximise their benefit appeared to be an area of the specification that has been studied in detail and students were, in part, able to use the evidence to support analysis of this. However, some failed to progress beyond stating the reasons and some did not relate responses to the data provided.

Tip: There is no set number of points required on any levels-based question but each point made needs to be developed to move up through the levels.

**4c)**

Understanding of business expansion and remaining small was apparent from many responses but there were frequent diversions which just copied the extract rather than develop points made in answer to the question. However, more successful responses, which did focus on evaluating whether the family should expand the business, were often able to present valid arguments about the advantages and disadvantages of remaining small or of expanding, in the context of the extract.

Tip: A supported conclusion/judgement is needed for evaluate questions.

## Summary

Based on their performance in this exam, candidates are offered the following advice:

- Be careful to read the whole of the question. Certain requirements are given which were not acted upon by some candidates in this series, e.g. when answers are required 'to two decimal places'.
- Candidates need to understand the requirements of the command words in the questions. This will allow them to access marks requiring each of the four assessment objectives.
- Quantitative Skills will be tested throughout the paper. These may be in the form of diagrams/graphs, calculations or using the data in the Extracts to provide the application in the questions.
- Application marks will not be awarded for simply repeating evidence in the extracts. The evidence needs to be used in the response.
- Analyse questions do not require evaluation but the command words 'assess' and 'evaluate' do require a two-sided argument in order to achieve full marks. The evaluate question also requires a judgement/conclusion.
- There may be more answer space provided than you need to write your responses. This is also indicated on the front cover of the question paper.
- The use of relevant evidence is required throughout and this can be from the Extracts provided and using examples provided by the candidates themselves. However, simply copying this material will not gain marks.
- As the descriptor tables for analyse, assess and evaluate questions do not change between questions with the same command word or exam series, it is advisable to practice writing responses using them.