

Pearson Edexcel International GCSE Economics

Getting Ready to Teach 4EC1





Agenda

In this training, delegates will:

- identify how the qualifications are devised
- review the content of the qualification
- explore how to plan the course and/or lessons
- understand the assessment objectives for the qualification
- understand the question types for the qualification
- understand the mark schemes for the qualification
- practise using the mark schemes using exemplar student work
- identify the support available from Pearson.



Welcome to Pearson

Welcome to Pearson Edexcel

- We are the world's leading learning company and as the **UK's largest awarding organisation**, best placed to provide qualifications aligned to the British educational system.
- Our international **heritage** stretches back over 150 years.
- Today, we partner with schools, universities and employers worldwide, offering world-class, globally-recognised qualifications to over **3.5 million** students a year.



Trusted and recognized qualifications partner to **6,500** schools, colleges and employers globally



We mark over **10 million** exam scripts on behalf of the UK Department for Education each year



We operate in **70** countries worldwide

Understanding the Assessment



The assessment model

This tells us how we assess candidates.

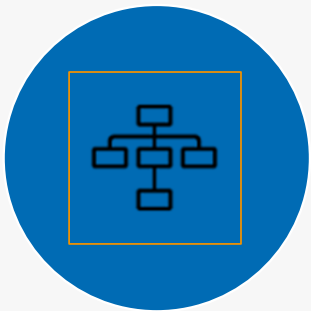
Key features:

- The choice of Linear or Modular examinations
- No separate practical exam – practical skills are assessed on the papers
- Papers have similar question styles but paper 2 has additional content
- No tiering of papers – both papers grade from 9–1

The two different routes of Assessment

If you're happy with the linear approach, there is no pressure to move to the modular route; our linear International GCSEs will continue to be offered and taken widely by students around the world.

Modular route



Unit assessments can be taken over multiple exam series.

Grades are calculated on raw marks which are then converted to a UMS (Uniform Mark Scale).

Students can re-sit individual units in any exam series.

Once a student has all their unit results, they can 'cash in' these results for their grade.

A modular route is only offered by Pearson Edexcel at International GCSE

Linear route



Assessments for all units are taken together in one exam series.

Grades are calculated on raw marks only.

Students can re-sit assessments for all units together in one exam series.

The grade students receive are calculated at the end of the exam series in which they sat their assessments.

Economics: a closer look

The modular and linear approach contain the same content, but the modular approach breaks the journey into two units with an exam at the end of each unit.

Linear	Modular
1-hour-30-minute written examination per paper, both papers sat in the same examination window (November or June).	1-hour-30-minute written examination per paper. Each paper can be sat in different examination windows, i.e. Paper 1 to be sat in November, Paper 2 to be sat in June.
The total number of marks is 80 per paper, each paper carries 50% of the total International GCSE.	The total number of marks is 80 per paper, each paper carries 50% of the total International GCSE.
Can be sat as a paper-based or onscreen assessment.	
<div><div><h3>Content summary</h3><h4>Unit 1: Microeconomics and Business economics</h4><ul style="list-style-type: none">• The market system<ul style="list-style-type: none">- The economic problem- Economic assumptions- Demand, supply and market equilibrium- Elasticity- The mixed economy- Externalities• Business economics<ul style="list-style-type: none">- Production</div><div><ul style="list-style-type: none">- Productivity and division of labour- Business costs, revenues and profit- Business competition- The labour market- Government intervention</div><div><h4>Unit 2: Macroeconomics and the Global Economy</h4><ul style="list-style-type: none">• Government and the economy<ul style="list-style-type: none">- Macroeconomic objectives- Government principles- Relationships between objectives and policies• The Global economy<ul style="list-style-type: none">- Globalisation- International trade- Exchange rates</div></div>	

What are specifications and SAMs?

The specification:

- Outlines the aims of the course.
- Outlines the content you must cover.
- Provides assessing information.

SAMs – Sample Assessment Materials:

- Examples of the question papers and mark schemes.
- Show the question types and how they are marked.
- Base all future papers and assessments on these SAMs.

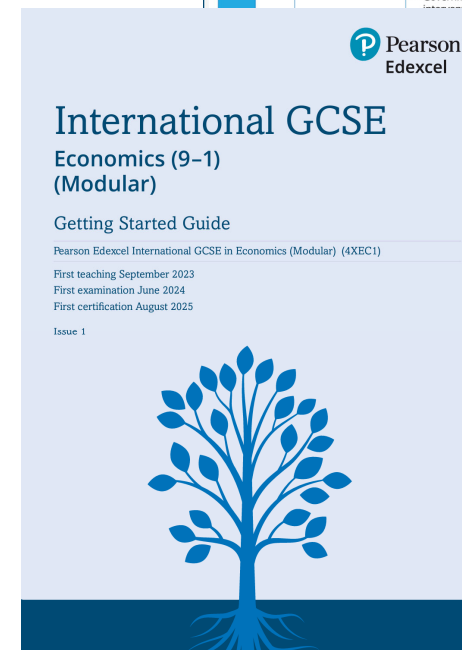


Teaching in a Modular Way

You may want to change the way you teach the International GCSE Biology Specification Content if you take the Modular route for assessment.

- To support your planning and teaching of the course, we have created [course planners](#), [editable schemes of work](#) and [Getting Started Guide](#).
- First teaching for International GCSE Economics (Modular) is September 2023
- First assessment of International GCSE Economics (Modular) is June 2024

Economics (4XEC1) 2-year course planner				
<p>This 2-year course planner is an example of one possible model to teach each of the units within the International GCSE Economics (modular) qualification. It follows the specification in topic order.</p> <p>The course planner summarises what can be covered in each term to enable completion of the content and preparation for assessment at the end of each year. It assumes that each year is split into 3 terms.</p> <p>This is only a suggested course planner with suggested timings, and it does not need to be followed.</p>				
Year	Term	Unit/Topic	Notes	GLH*
1	1	Unit 1: Microeconomics and Business Economics The market system	<ul style="list-style-type: none"> The economic problem Economic assumptions Demand, supply and market equilibrium Elasticity The mixed economy Externalities 	25
1	2	Unit 1: Microeconomics and Business Economics Business economics	<ul style="list-style-type: none"> Production Productivity and division of labour Business costs, revenues and profit Business competition The labour market Government 	20
			Topics and examination	10
			Topic	10





Re-sits for Modular International GCSE

- Learners can re-sit any unit irrespective of whether the qualification is to be cashed in.
- If a learner resits a unit more than once, only the better of the two most recent attempts of that unit will be available for aggregation to a qualification grade.
- Results of units will be held in Pearson Edexcel's unit bank for as many years as this specification remains available.
- Once International GCSE in Economics (Modular) has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level.

Content Overview



Unit 1

The market system

- The economic problem
- Economic assumptions
- Demand, supply and market equilibrium
- Elasticity
- The mixed economy
- Externalities



The economic problem

- Scarcity.
- Opportunity costs.
- Production possibility curves to illustrate opportunity costs.
- PPC to show fully employed/unemployment, obtainable and unobtainable.
- Shifting PPC to show positive or negative economic growth.
- Need to explain what might cause positive or negative economic growth.



Economic assumptions

- Economic models need underlying assumptions.
- Consumers aim to maximise their benefit.
- Businesses maximise profit.
- Examples of where consumers do not behave in this way.
- Consumers are not always good at calculating benefits.
- Consumers act habitually.
- Consumers may copy others.
- Managers sometimes maximise revenue or sales and not profit.
- Some businesses focus on quality and care and not profit.
- Charities maximise surplus not profit.



Demand, supply and market equilibrium

- Define demand and supply.
- Changes in price cause a movement along the supply or demand curve.
- Changes in other factors cause shift.
- The factors affecting demand.
- Factors affecting supply – natural disasters added.
- Diagram to show excess demand and excess supply – define and calculate each.
- How market forces remove excess demand or excess supply.

Elasticity

Price and income elasticity:

- Define and offer formulas for price elasticity of demand, price elasticity of supply and income elasticity of demand.
- Diagrams to show price elastic and price inelastic demand, price elastic and price inelastic supply.
- For both PED and PES students need to be able to identify numerical values for:
- perfect price inelasticity, price inelasticity, unitary price elasticity, price elasticity, perfect price elasticity.
- Income elasticity – luxury, normal and inferior goods.
- Factors influencing the elasticity need exploring.
- Total revenue calculations to show whether demand is price elastic or price inelastic.
- The significance of price and income elasticities of demand.



Mixed economy

- Define the mixed economy.
- Define public and private sector.
- Market failure to explain why governments intervene.
- Public goods linked to the free rider effect.
- Role of the public sector and private sectors in the production of goods and services.
- The problems of what to produce, how to produce and for whom to produce are solved in the mixed economy.
- Privatisation.
- Effects of privatisation on consumers, workers, businesses and government.



Externalities

- External costs of production.
- External benefits of consumption.
- Define both external costs and benefits.
- Focus on the negative or positive impacts on third parties.
- External costs examples include pollution congestion and environmental damage.
- External benefits examples related to education and healthcare and vaccinations.
- Define and provide the formula for both social costs and social benefits.
- Diagrams are not required for externalities.



Activity

As a table take one of these areas and discuss the challenges of both teaching and learning,

Think about,

- Areas that are challenging for you to teach,
- Areas that are challenging for students to understand,

Then discuss any ideas or strategies you could use to help both yourselves and your students.



Unit 2

Business economics

- Production
- Productivity and division of labour
- Business costs, revenues and profit
- Business competition
- The labour market
- Government intervention



Production

- Factors of production: define and identify examples of each.
- Sectors of the economy: define and provide examples.
- How these sectors have changed in importance.



Productivity and division of labour

- Define productivity.
- Factors affecting productivity.
- Land.
- Labour.
- Capital.
- Define the division of labour.
- Advantages and disadvantages to workers and businesses.

Business costs, revenues and profit

Define and use formula FOR

- Total revenue.
 - Total costs.
 - Total fixed costs.
 - Total variable costs.
 - Average total costs.
 - Profit.
-
- Economies of scale, diseconomies of scale, internal and external economies of scale.
 - External economies.
 - Long run average cost (LRAC) curve diagram.



Business competition

- Competitive markets.
- Monopoly.
- Oligopoly.
- Advantages and disadvantages of competition/ small and large firms/monopoly/oligopolies.
- Factors influencing the growth of firms.
- Reasons firms stay small.
- Features of monopoly.
- Barriers of entry.



The labour market

- Factors affecting the demand for labour.
- Factors affecting the supply of labour.
- Factors that can affect quality of the supply.
- The importance of the quantity and quality of labour to business.
- The impact of education and training on human capital and quality of labour.
- Produce labour market diagrams.
- Impact of Trade Unions – improve working conditions and increase wages.



Government intervention

- Government policy to deal with externalities – taxation, subsidies, fines, government regulation and pollution permits.
- Advantages and disadvantages of each government policy.
- Government regulation of competition to promote competition, limit monopoly power, protect consumer interests and control mergers and takeovers.
- Minimum wages.
- Advantages and disadvantages of the minimum wage.
- Draw diagrams to show the impact of the introduction or increase in minimum wage.



Activity

As a table take one of these areas and discuss how you teach this content.

Think about,

- How you plan for differentiation,
- How you plan for formative & summative assessment,
- Do you have any creative ways in teaching this content?



Unit 3

Government and the economy

- Macroeconomic objectives
- Government policies
- Relationship between objectives and policies



Macroeconomic objectives

- Economic growth.
- Low and stable inflation.
- Low unemployment.
- Surplus or balance on the current account of the balance of payments.
- Protection of the environment.
- Redistribution of income.




Government policies – fiscal and monetary policy

- Fiscal policy – government revenue and government expenditure.
- Direct and indirect taxes.
- Main areas of focus of government expenditure.
- Fiscal deficits and fiscal surpluses and the impact.
- Impact of fiscal policy on macroeconomic objectives.



Government policies – fiscal and monetary policy

- Monetary policy.
- Central bank's role in setting interest rates.
- Impact of interest rates on consumers and firms.
- Mechanism by which a change in interest rates affects consumers and businesses.
- Impact of interest rates on macroeconomic objectives.
- Asset purchasing (quantitative easing).



Government policies – supply-side policies

- Supply-side policies – help with productivity and total output.
- Impact of supply-side policies on macroeconomic objectives.
- Privatisation, deregulation, education and training.
- Policies to boost regions with high unemployment.
- Infrastructure spending, lower business taxes to stimulate investment, lower income tax rates to encourage working.
- Government controls.
- Advantages and disadvantages of regulation, legislation, fines and pollution permits.



Relationship between objectives and policies

- Unemployment and inflation.
- Economic growth and inflation.
- Economic growth and environmental protection.
- Inflation and the current account on balance of payments.



Activity

As a table take one of these areas and discuss how you support your students when answering questions relating to these areas in the examinations.

Think about,

- How you would plan in your revision time,
- What you would plan to cover in revision,
- How would you use data from mock examinations?
- Do you have any strategies to support students in answering questions relating to these areas?



Unit 4

The global economy

- Globalisation
- International trade
- Exchange rates



Globalisation

- Define globalisation.
- Reasons for globalisation.
- Impacts of globalisation and global companies.
- Define multinational corporations (MNCs) and foreign direct investment (FDI).
- Reasons for the emergence of MNCs/FDI.
- Advantages and disadvantages of MNCs/FDI.



International trade

- Advantages and disadvantages of free trade.
- Reasons for protection.
- Methods of protection.
- Advantages and disadvantages of protection.
- Basic supply and demand diagrams.
- Impact of trading blocs on member and non-member countries.
- Examples of trading blocs.
- World Trade Organization (WTO).



Exchange rates

- Define exchange rates.
- Factors affecting supply and demand of currencies.
- Use supply and demand diagrams to show the determination of exchange rates.
- Define depreciation and devaluation.
- Define appreciation and revaluation.
- Impact of depreciation and appreciation of exchange rate.

Planning the course

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse-economics-2017/coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>

- Scheme of Work – provided by Edexcel.
- Plan is for 140 hours of work (120 GLH with 20 extra hours).
- Each lesson 1 hour.
- Clearly links to the content coverage.
- Exemplar activities and resources.
- Skills developed through exam and teaching.
- Document is editable to personalise.

International GCSE (9–1) Economics Scheme of Work

The following scheme of work is for a 140 hour course. If the course is run on 120 hours then either revision is reduced to 20 or the 100 hours course content needs working through more rapidly.

The assumption is made that each lesson is 1 hour so if it refers to lesson 1 it is referring to a 1 hour lesson and 2-3 is a 2 hour lesson. The scheme of work clearly refers to the content coverage and follows the order of the specification which was written in such a way as to develop learning step by step. Explicit reference is made to what course content needs covering in each lesson. The exemplar activities and resources give advice and tips on what to do with students to cover each section.

The final two columns look at the skills that are assessed through the examination and include specific examples of questions that do this in the exam. Also indicated are places where skills can be acquired through teaching and learning within lessons.

Why transferable skills?

In recent years, higher education institutions and global employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. To support the design of our qualifications, we have mapped them to a transferable skills framework. The framework includes cognitive, intrapersonal skills and interpersonal skills and each skill has been interpreted for each specification to ensure they are appropriate for the subject. Further information on transferable skills is available on the website. Pearson materials, including this scheme of work, will support you in identifying and developing these skills in students.

The final two columns of this scheme of work indicate which transferable skills are explicitly assessed, and where there are opportunities for them to be developed through teaching. Our intention is that teachers can use these columns to increase the opportunities for skill development through teaching.

Lesson(s)	Content coverage	Course content	Exemplar activities and resources	Which skills acquired in this lesson are explicitly assessed through examination	Which skills could be acquired through teaching and delivery in this lesson
1	1.1.1 The economic problem	a) The problem of scarcity – where there are unlimited	a) Show images or list a range of scarce and more abundant goods-get them to consider how rare or not they are. Relate these products to being scarce or abundant. Some		



Activity

Think about how you plan to teach the International GCSE Economics course,

As a table discuss,

- The documents you use when planning,
- What other resources you use to plan,
- How you plan (do you work as department/alone) and benefits of your way of working,
- Are there any other areas you'd like support with?

The Assessment

Summary of the International GCSE Economics

	Content overview	Assessment overview
Paper 1: Microeconomics and Business Economics	<ul style="list-style-type: none">• This paper will draw on Topics 1 & 2 Topic 1 – The Market System Topic 2 – Business Economics• 4 compulsory questions – 20 marks each	Written examination: <ul style="list-style-type: none">• 90 minutes• 80 marks• 50% of the qualification
Paper 2: Macroeconomics and the Global Economy	<ul style="list-style-type: none">• This paper will draw on Topics 3 & 4 Topic 3 – Government and the Economy Topic 4 – The Global Economy• 4 compulsory questions – 20 marks each	Written examination: <ul style="list-style-type: none">• 90 minutes• 80 marks• 50% of the qualification

Assessment objectives

Assessment objectives and weightings

		% in International GCSE
A01	Recall, select and communicate knowledge of economic terms, concepts and issues	14–15
A02	Demonstrate understanding and apply economic knowledge using appropriate terms, concepts, theories and calculations effectively in specific contexts	48–49
A03	Select, organise and interpret information from sources to investigate and analyse economic issues	23–24
A04	Evaluate economic information to make reasoned judgements and draw conclusions	12–13

Relationship of assessment objectives to units

Unit number	Assessment objective			
	A01	A02	A03	A04
Paper 1	7.5%	24.4%	11.8%	6.3%
Paper 2	7.5%	24.4%	11.8%	6.3%
Total for International GCSE	14–15%	48–49%	23–24%	12–13%

Command words

Each clearly defined.

Command Word	Mark Tariff	Assessment Objective	This type of question will require students to:
(Multiple-choice question – MCQ)	1	AO1	Candidates are required to select the correct answer(s) from a list of possible answers. These questions test recall of knowledge from the specification content and may require a calculation to reach the correct answer.
Define	1	AO1	Candidates are required to define a term from the specification content.
State	1	AO2	Candidates should give an answer, no longer a sentence, referring to a piece of information from the specification content.
What is meant by	2	AO1	Candidates are required to define the term x where x is a term from the specification content. There must be two separate parts to the definition.
Describe	2	AO1	Requires candidates to identify and briefly develop a consequence of an economic event.
Calculate	2	AO2	Candidates are required to use mathematical skills to reach an answer, based on given data. Calculators can be used and workings should be given.
Draw	3	AO2	Candidates are required to draw a diagram containing two/three separate awardable points.
Explain	3	AO2	Candidates should provide a statement of fact, with two further expansion points. These may expand on each other, or both from the same fact. The answer will be placed in context by the question.
Analyse	6	AO2 – 3 marks AO3 – 3 marks	Candidates are required to write an extended answer, requiring the expansion and exploration of an economic concept or issue. The answer will be placed in context by the question.
Assess	9	AO2 – 3 marks AO3 – 3 marks AO4 – 3 marks	Candidates should write an extended answer, using given information to weigh up factors and compare them in an economics context.
Evaluate	12	AO2 – 4 marks AO3 – 4 marks AO4 – 4 marks	Candidates are required to write an extended answer, applying knowledge of specification content, to reach a supported conclusion about an economic situation.



Points-based marking

- Multiple choice (1 mark)
- Define (1)
- State (1)
- What is meant by... (2)
- Calculate (2)
- Draw (3)
- Explain (3)



Levels-based marking

- Analyse (6 marks)
- Assess (9)
- Evaluate (12)

Quantitative skills

+ - ÷ × € ¥ £ = %

Calculations

- Calculation of percentages and percentage changes, interest on savings.
- Calculation of averages, including costs.
- Calculation of total revenue, costs and profit.
- Construction of graphs and diagrams.
- Construction of graphs from data.
- Diagrams including supply and demand.
- Interpretation and use of quantitative data to support and justify economic decisions.
- Interpretation and use of information from graphs and charts.
- Interpretation and use of economic data.

Multiple choice questions

1 (a) Which **one** of the following is a factor of production?

(1)

- ☐ A Land
- ☐ B Profit
- ☐ C Wages
- ☐ D Manufacturing

Activity

1. What AO is being tested here?

Multiple choice question

1 (a) Which **one** of the following is a factor of production?

(1)

- ☐ A Land
- ☐ B Profit
- ☐ C Wages
- ☐ D Manufacturing

Question number	Answer	Mark
1(a)	AO1 1 mark	
	A Land	(1)

Define

(e) Define the term tertiary sector. (1)

It is the sector in the economy that
focused on the provision of services

Activity

1. What mark would you give this response?

Question number	Answer	Mark
1(e)	<p>A01 1 mark</p> <p>Award 1 mark for reference to the relevant sector of the economy</p> <p>The provision of services in the economy</p>	(1)

State

(e) State **one** factor that will cause a demand curve to shift to the left.

(1)

Decrease in the incomes of citizens.

Activity

1. Why did this answer obtain the 1 mark?

Question number	Answer	Mark
2(e)	<p>A01 1 mark</p> <p>Award 1 mark for one correct factor:</p> <ul style="list-style-type: none"> • a decrease in advertising • a decrease in income • an adverse change in taste and fashion • a decrease in price of substitute goods • an increase in price of complementary goods • a decrease in population <p>Accept any other appropriate response</p>	(1)

What is meant by...

(c) What is meant by the term demand?

(2)

Demand is the ability and the willingness of the consumers to buy a good or service at a given price at a time.

Activity

1. What AO is being tested here?

Question number	Answer	Mark
1(c)	A01 2 marks Award 1 mark for reference to amount willing to be purchased and 1 mark for reference to price The quantity of goods/services consumers are willing and able to buy (1) at a given price (1)	(2)

Describe

Activity

1. What mark would you give this response?

Beating the congestion in Dhaka

Nearly 17 million people live in Dhaka, the capital of Bangladesh. The majority of people live in the city centre and traffic congestion is a problem. However, there are many auto rickshaws (a small, three-wheeled vehicle, driven by a motorcycle engine) competing in the city centre to take passengers to their destinations. Fares tend to be cheaper in the city centre than they are outside the city centre and are usually agreed between passengers and drivers.

Dhaka has a large number of auto rickshaws competing for fares.

(f) Apart from price, describe **one** advantage for passengers of this competition.

(2)

The autorickshaw drivers may provide their customers with a better quality of service and improving the conditions of the rickshaws to hold their competitive edge in the market. They may also adopt to using shortcuts and alternative routes

Question number	Answer	Mark
2(f)	<p>A01 2 marks</p> <p>Award 1 mark for reference to the advantage and 1 mark for development of the advantage</p> <ul style="list-style-type: none">• The large number of vehicles competing means there is a lot of choice (1) therefore it is easier for passengers to hire an auto rickshaw (1) <p>Accept any other appropriate response</p>	(2)

Calculate

(c) Calculate the price elasticity of demand for a product when price increases by 15% and quantity demanded falls by 12%. You are advised to show your working.

(2)

$$PED = \frac{\% \Delta Q_d}{\% \Delta P} = \frac{-12}{15} = -0.8$$

Activity

1. What mark would you give this response?

Question number	Answer	Mark
2(c)	<p>A02 2 marks</p> <p>Award 1 mark for showing correct calculation. -12 ÷ 15 (1)</p> <p>Award 1 mark for correct price elasticity of demand (PED). = -0.8 (1)</p> <p>Award 1 mark if students show calculation and put 0.8 without the minus sign</p> <p>Award 2 marks if PED is correctly calculated, even if no calculations are shown</p> <p>Do not award marks for the formula</p>	(2)

Draw

Activity

- What mark would you give this response?

(c) Using the diagram below, draw the effects of a minimum wage (W_1) being set above the equilibrium wage (W_e). Label the new quantity of labour demanded and the new quantity of labour supplied.

(3)

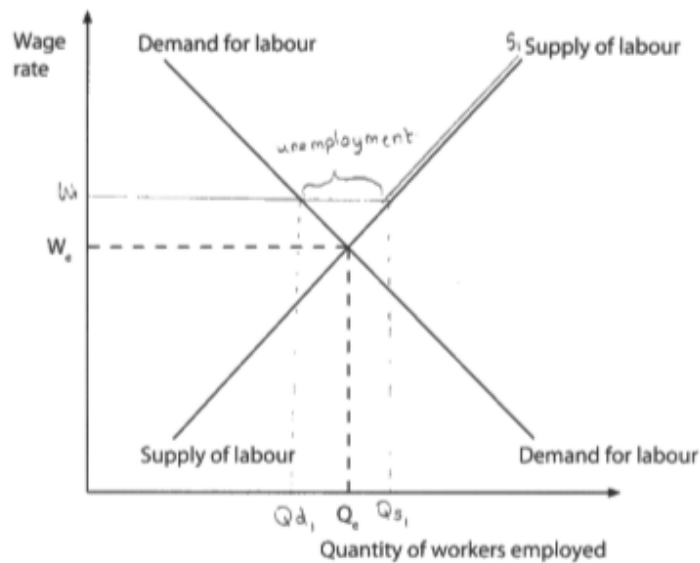


Figure 5

Q_{s1} = new quantity of labour s
 Q_{d1} = new quantity of labour d
 W_1 = minimum wage

Question number	Answer	M
3(c)	<p>A02 3 marks</p> <p>Award 1 mark for drawing equilibrium wage rate, labelled Award 1 mark for new quantity demanded, labelled Award 1 mark for new quantity supplied, labelled</p>	(3)

Explain

Concert tickets to see the most popular music artists can sell for very high prices.

(h) Explain **one** reason why the demand for these tickets might be price inelastic.

(3)

Because regardless of price there will always be dedicated fans of these artists who will want to see him. Also because there are his fans his music is unique so there are very little if any substitutes.

Question number	Answer	Mark
1(h)	<p>A02 3 marks</p> <p>Award 1 mark for identifying a relevant reason Award 1 mark for developing the reason Award 1 mark for the response being in the context of music concerts</p> <ul style="list-style-type: none">One reason is that there are no substitutes (1) if they want to see the artist performing live (1) the consumer will have no choice but to pay a high amount (1) <p>Accept any other appropriate response</p>	(3)

Activity

- Why does this response obtain full marks?



Levels-based marking

- Analyse (6 marks)
- Assess (9)
- Evaluate (12)

Analyse

Introduced in 1935, Inca Kola is a yellow-gold coloured, fizzy, soft drink that is popular all over Peru. By 1995, Inca Kola had grown to become a strong competitor of Coca-Cola. Inca Kola had a 32.9% market share compared to Coca-Cola's 32.0% in Peru.

competitor

By 2014, Coca-Cola owned 48.5% of Inca Kola shares.

(Source: adapted from Peru's 'improbable' Inca Kola wins out over Coke by Andres Schipani © Financial Times September 2014)

- (i) With reference to the data above and your knowledge of economics, analyse the possible reasons for Coca-Cola purchasing shares in Inca Kola.

(6)

Question number	Indicative content
1(i)	<p style="text-align: center;">AO2 (3 marks)/AO3 (3 marks)</p> <p>AO2 and AO3</p> <ul style="list-style-type: none"> • Inca Kola was a major competitor of Coca-Cola and the market leader • Coca-Cola had a slightly lower share of the market than Inca Kola, with 32.0% compared to 32.9% • Inca Kola was well established in Peru (since 1935) • Buying a share of the company was a way to benefit from the success rather than struggle to compete • The purchase meant Coca-Cola no longer needed to compete with Inca Kola for market share • Coca-Cola's purchase means they have much more control over the Peruvian fizzy soft drinks market • Coca-Cola also gets a share of Inca Kola's profits

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates basic knowledge and understanding by developing relevant points. Limited application of economic terms, concepts, theories and calculations (AO2). • Information presented will lack selectivity and organisation. Interpretation of economic information will be limited, with a lack of analysis of issues (AO3).
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates partial knowledge and understanding by developing relevant points. Partial application of economic terms, concepts, theories and calculations (AO2). • Information presented will demonstrate some selectivity and organisation. Interpretation of economic information will be good, with some analysis of issues (AO3).
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates clear knowledge and understanding by developing relevant points. Appropriate application of economic terms, concepts, theories and calculations (AO2). • Information presented will demonstrate excellent selectivity and organisation. Interpretation of economic information will be excellent, with a thorough analysis of issues (AO3).

- (i) With reference to the data above and your knowledge of economics, analyse the possible reasons for Coca-Cola purchasing shares in Inca Kola.

(6)

There are many reasons as to why large firms such as Coca-Cola decide to do so. It is seen how in a 60 year period Inca Kola grew to become a large competitor of Coca-Cola with a 32.9% market share. Coca-Cola would have found it difficult to compete with Inca Kola, in terms of both non-price and price competition because Coca-Cola had a lower market share than Inca Kola at 32%. Therefore they would have decided to purchase Inca Kola shares in order to gain insight and control of Inca Kola as shareholders, while also earning dividends. Thus giving Coca-Cola both market knowledge and money.

Another reason they would have chose to do so is to partake in the profits that Inca Kola has managed to receive, and thus manage to dominate the market of soft drinks.

Assess

Productivity is a measure of how efficiently goods and services are produced and is the single most important determinant of a country's per capita income. Canada's labour productivity growth has been lower than that of other leading economies for many decades, reducing its international competitiveness. Since 2011 however, Canada's labour productivity has greatly improved and it is now the 3rd most productive of the 16 leading economies.

(Source: adapted from <http://www.conferenceboard.ca/hcp/>)

(e) With reference to the data above and your knowledge of economics, assess the extent to which an increase in education and training is the best way to increase productivity.

(9)

Question number	Indicative content
3(e)	<p data-bbox="913 292 1413 316">AO2 (3 marks)/AO3 (3 marks)/AO4 (3 marks)</p> <p data-bbox="757 355 904 379">AO2 and AO3</p> <ul data-bbox="757 419 1556 786" style="list-style-type: none"> • Skills could be gained through education in schools and colleges leading to qualifications in technical areas relevant to business • Skills can also be gained through work place training by employers • Through education and training, workers will be more skilled and may therefore be more productive. This could lead to an increase in international competitiveness • Workers may be more motivated as a result of the training, leading to greater job satisfaction, lower labour turnover and improved productivity • Through improved human capital the quality of labour is greater and productivity can be increased. This could mean income per capita increases <p data-bbox="757 826 808 850">AO4</p> <ul data-bbox="757 890 1556 1361" style="list-style-type: none"> • However, the cost to the firm of staff training/the Canadian Government of providing education may be too great compared to investing in technological advances • The firm may be reluctant to invest in human capital if it pays to train workers but they then leave for alternative employment. • Increasing technological developments may be more financially viable. • To be effective the quality of the training needs to be of a high enough standard to meet the requirements of the work place • It takes a long time for the benefits of education to lead to increased productivity. This could explain why Canada's labour productivity growth took time to become the 3rd most productive of the leading economies • It depends on the nature of the industry, some industries are better suited to having highly skilled workers e.g. service industries • Whereas some industries suit increased automation and use of technological advances rather than investing in human capital

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates basic knowledge and understanding by developing relevant points. Limited application of economic terms, concepts, theories and calculations (AO2). • Information presented will lack selectivity and organisation. Interpretation of economic information will be limited, with a lack of analysis of issues (AO3). • Only offers one viewpoint, meaning there is an unbalanced and incomplete evaluation, showing limited understanding and awareness (AO4).
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates partial knowledge and understanding by developing relevant points. Partial application of economic terms, concepts, theories and calculations (AO2). • Information presented will demonstrate some selectivity and organisation. Interpretation of economic information will be good, with some analysis of issues (AO3). • Offers more than one viewpoint but the argument may lack balance, leading to an evaluation that may not demonstrate full understanding and awareness (AO4).
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates clear knowledge and understanding by developing relevant points. Appropriate application of economic terms, concepts, theories and calculations (AO2). • Information presented will demonstrate excellent selectivity and organisation. Interpretation of economic information will be excellent, with a thorough analysis of issues (AO3). • Offers more than one viewpoint. The argument is well balanced and coherent, leading to an evaluation that demonstrates full understanding and awareness (AO4).

Productivity is a measure of how efficiently goods and services are produced and is the single most important determinant of a country's per capita income. Canada's labour productivity growth has been lower than that of other leading economies for many decades, reducing its international competitiveness. Since 2011 however, Canada's labour productivity has greatly improved and it is now the 3rd most productive of the 16 leading economies.

Many education institutions have high operational costs. (Source: adapted from <http://www.conferenceboard.ca/hcp/>)

- (e) With reference to the data above and your knowledge of economics, assess the extent to which an increase in education and training is the best way to increase productivity.

(9)

By an increase in training, workers are able to get more skilled in their jobs and hence work more efficiently and make less mistakes when working, since they have been trained to do their jobs. This is a very important method in increasing Canada's productivity as Canada's labour productivity has greatly improved and it is now the 3rd most productive economy as mentioned in the extract. Therefore training plays an important extent in increasing the productivity of Canada.

However, training of workers in Capital Intensive firms will be of no use as it would be better to invest in high technology machinery, as a firm uses more capital than labour. Thus training an increase in training of workers in a capital intensive product or company will not improve productivity significantly.

An increase in education will also help improve productivity. This is because people will gain more knowledge and hence be able to work more complex jobs and perform complex calculations as they are more educated it how to carry out the complex job. Thus an increase in education will increase productivity.

However, when increasing education, there is a long time lag when expecting improvements in productivity. (Total for Question 3 = 20 marks)

This is because it takes time to educate workers and hence by increasing education more people will be stuck at school for longer. This can be seen in the extract as it mentions that Canada's productivity has only greatly improved after decades. This states that it took a long time to increase the productivity of Canada due to education.

Evaluate

Figure 7 shows the market share of supermarkets in the Netherlands in 2017.

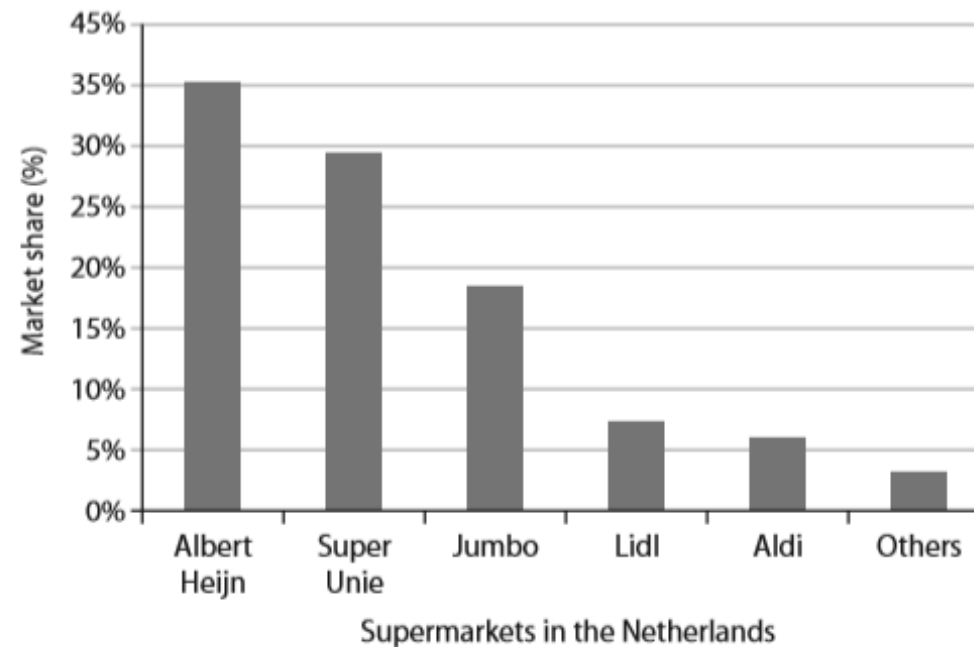


Figure 7

- (c) With reference to the data above and your knowledge of economics, evaluate how firms might be influenced by competing in an oligopoly, such as supermarkets in the Netherlands.

(12)

Question number	Indicative content
4(c)	<p data-bbox="949 316 1431 341">AO2 (4 marks)/AO3 (4 marks)/AO4 (4 marks)</p> <p data-bbox="801 379 949 405">AO2 and AO3</p> <ul data-bbox="801 443 1572 801" style="list-style-type: none"> • An oligopolistic market is one where there are a few dominant firms, such as Albert Heijn, Super Unie and Jumbo (which have 83.5% of the market between them) • Due to brand names and advertising, set up costs are likely to be high, therefore creating barriers to entry for any new firms trying to compete • High profits may be enjoyed by the dominant firms such as Albert Heijn, Super Unie and Jumbo because of these barriers to entry • The dominant firms can benefit from economies of scale because they are large scale producers. As output rises, average costs decrease, further increasing profits (and dominance) • Small firms can still compete and survive by specialising and/or catering for niche markets, which are not served by the dominant firms <p data-bbox="801 839 855 865">AO4</p> <ul data-bbox="801 903 1572 1340" style="list-style-type: none"> • However the supermarkets may have to compete via non price competition such as advertising, loyalty schemes, customer service and longer opening hours as they are likely to want to avoid price wars, which can be expensive • As the providers are interdependent, if one heavily invests in a major advertising campaign, it is likely to have an impact on the others' market share • The market is constantly changing and so dominance may only continue if the firms continue to develop new ways of attracting custom • Successful small firms run the risk of being taken over or crowded out by dominant supermarkets • It may depend upon how market trends change with regards to use of technology and online grocery shopping. • If the supermarkets in the oligopoly cannot keep up, they may lose dominance or be pushed from the market altogether

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates isolated elements of relevant knowledge and understanding; may lack development of relevant points. Limited application of economic terms, concepts, theories and calculations (AO2). • Information presented will lack selectivity and organisation. Chain of reasoning may be attempted. Interpretation of economic information will be limited, with a lack of analysis of issues (AO3). • Only offers one viewpoint, meaning there is an unbalanced and incomplete evaluation, showing limited understanding and awareness. A judgement or conclusion is unlikely to be attempted (AO4).
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates partial selectivity and some accurate knowledge and understanding by developing some relevant points. Partial application of economic terms, concepts, theories and calculations (AO2). • Information presented will demonstrate some selectivity and organisation. Chain of reasoning will be present but may be limited. Interpretation of economic information will be good, with some analysis of issues (AO3). • Offers more than one viewpoint but the argument may lack balance, leading to an evaluation that may not demonstrate full understanding and awareness. A judgement or conclusion is attempted, but may not be fully supported (AO4).
Level 3	9–12	<ul style="list-style-type: none"> • Demonstrates specific and accurate knowledge and understanding by developing relevant points. Appropriate application of economic terms, concepts, theories and calculations (AO2). • Information presented will demonstrate excellent selectivity and organisation. Chain of reasoning will be coherent and logical. Interpretation of economic information will be excellent with a thorough analysis of issues (AO3). • Offers more than one viewpoint. The argument is well balanced and coherent, leading to an evaluation that demonstrates full understanding and awareness. A supported judgement or conclusion is present (AO4).

Figure 7

- (c) With reference to the data above and your knowledge of economics, evaluate how firms might be influenced by competing in an oligopoly, such as supermarkets in the Netherlands.

In the Netherlands, six large supermarkets occupy the majority of the markets. (12)

Oligopoly is when a few large firms dominate the market. In an oligopoly, there are more non-price competitions ~~between~~ where different supermarkets try to provide better services and shopping experiences to attract customers and compete with rivals. They will try to improve the quality of goods that they provide, such as fresher fruits and a wider range of choice. They are afraid of price war, where one supermarket starts to cut the price causing others to do the same so the price gets lower and lower and the firms cannot make good profits. The products they sell are close substitutes to

each other, such as food and clothes but they will try to differentiate their product by advertising and innovating so as to attract demand. The barrier to entry is relatively high because the big supermarkets ~~can~~ make a lot of advertising and to enhance brand loyalty. But some small supermarkets might survive by serving niche markets such as for different demographic groups like Korean supermarket. In an oligopoly, firms have no control over price, they usually provide better service. They should be able to exploit economies of scale because they are all quite large. They can have enjoy cost benefits such as bulk buying and risk-bearing or managerial and financial economies. They might be tempted to collude and agree on pricing or output level to gain a better profit but one discovered they will be penalised for as cartel is illegal, in most countries. Firms will attempt to takeover each other or merge to reduce competition but this is controlled and monitored by government watchdog to prevent monopoly. There is also a free flow of information in the market for firms to adjust price level.

In conclusion, companies are encouraged to improve quality of services and goods and the competition level is really high in oligopoly. Consumers are likely to benefit as long as there is no cartel.

Pearson Edexcel International GCSE Economics

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GCSE Economics Exam Insights
May/June 2024



Grade Boundaries and Percentages – 4EC1

%	9	8	7	6	5	4	3	2	1	U
2024	71	64	58	53	48	43	36	29	23	0
2019	66	61	56	51	47	43	36	29	23	0

Boundaries		9	8	7	6	5	4	3	2	1	U
2024	160	113	102	92	84	76	69	58	47	36	0
2019	160	106	98	90	82	75	68	57	46	36	0

4EC101 – Paper 1 – Question 2g

With reference to the data above and your knowledge of economics, assess the effectiveness of government regulation when dealing with externalities such as pollution. (9)

Mark scheme Extract: Responses are likely to include:
A02/A03

- Negative externalities are spillover effects on third parties due to consumption/production
- Pollution is an example of a negative externality because its effects are felt by those not producing or using the plastic bags

A04

- However, the regulation has not solved the problem of pollution in Kenya
- It costs money and takes time to monitor any illegal activity, causing an opportunity cost

See Mark scheme for full version

Furthermore, though banning products which produce negative externalities such as single-use plastic bags. It ^{might} ~~will~~ encourage firms to produce substitutes such as re-usable paper bags due to them losing profit in not being able to sell the plastic bags. This ^{might} ~~will~~ cause more people to buy the cleaner alternative which does not cause any pollution as they are biodegradable and able to be reused. Hence the regulation not only prevents the use of plastic bags which cause pollution but it might encourage the production and use of alternatives which are better for the environment, reducing externalities.

Score	0	1	2	3	4	5	6	7	8	9
%ge achieved	10.4	6.1	10	15.2	21.5	19.8	9.3	5.2	2	0.5

4EC101 – Paper 1 – Question 3c

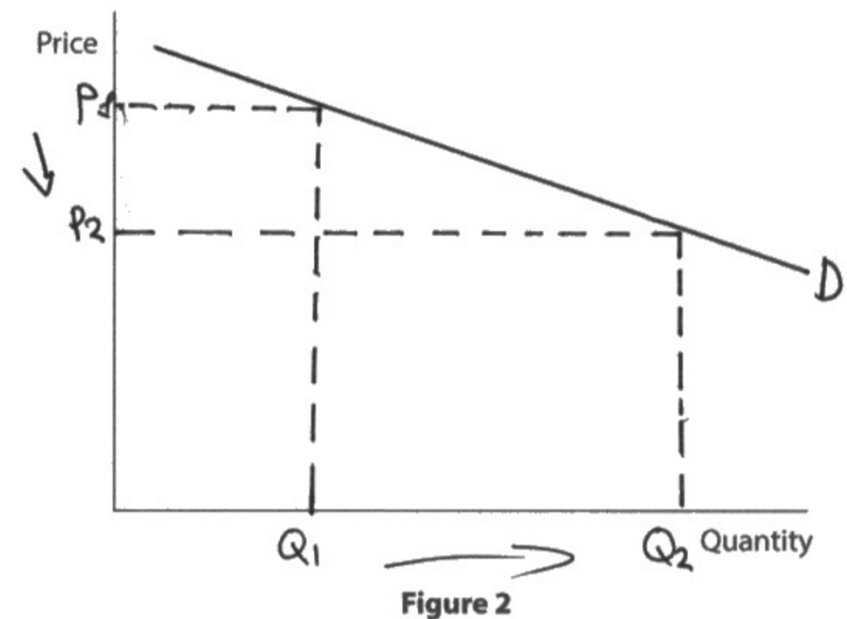
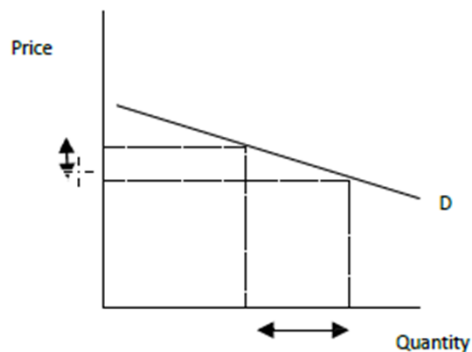
Using the diagram below, draw a price elastic demand (PED) curve. Label the curve and show the impact on both axes from a change in price. (3)

Mark scheme Extract:

Award 1 mark for drawing elastic demand curve, labelled

Award 1 mark for showing smaller price change on the axis

Award 1 mark for showing a greater change in the quantity on the axis



Score	0	1	2	3
%ge achieved	55.6	3.1	8.2	33.2

4EC101 – Paper 1 – Question 3e

With reference to the data above and your knowledge of economics, assess whether supply is likely to be more price elastic for textiles than for agricultural products. (9)

Mark scheme Extract: Responses are likely to include:

A02/A03

- Price elasticity of supply (PES) measures the responsiveness of supply to a change in price
- PES is affected by how quickly and easily supply can change when price changes

A04

- However, if operating at full capacity, it takes time and a range of machinery to produce textiles, making it more difficult to change production to respond to a change in price
- The cost involved when producing textiles means firms may not be able to afford to produce them to store.
This may make the supply of textiles less price elastic

See Mark scheme for full version

Supply of
↑ textiles can be more price elastic as it's a manufactured
good where the producer can control the quantity
supplied more than agricultural goods.
The producer can open the factories for more hours
and force the workers to work for more working hours
to increase the productivity and the quantity
supplied if the price increased, while this can't
happen for agricultural goods as their production
depends on the weather and crops season also the
soil fertility and many other factors that cannot
be controlled also agricultural products have a
specific production time so if the price for
them increased, the producer won't be able to
increase quantity supplied till the crops are
ready to be harvested, so supply of these crops is inelastic.

Score	0	1	2	3	4	5	6	7	8	9
%ge achieved	35.2	11.7	9.4	8.9	10	10.2	7.3	4.5	1.9	0.9

4EC101 – Paper 1 – Question 4b

With reference to the data above and your knowledge of economics, analyse how internal economies of scale may lead to benefits for MAS Supermarkets. (6)

Mark scheme Extract: Responses are likely to include:

A02/A03

- Internal economies of scale, such as purchasing, marketing, technical, financial, managerial or risk bearing, occur when average costs fall as a firm expands
- MAS Supermarkets has a large number of shops across Cyprus, meaning the marketing costs can be shared by multiple shops
- MAS Supermarkets may benefit from purchasing economies of scale, by buying inventory in large quantities to obtain discount

See Mark scheme for full version

purchasing, financial, marketing, risk-bearing and technical. MAS Supermarkets may have benefited from purchasing economies of scale, meaning they could ~~buy~~ buy in bulk from their suppliers. This would mean each individual ~~shop~~ unit they ~~are~~ were to buy would cost less on average. This lower cost would allow MAS Supermarkets to offer lower prices as they could lower the prices of their groceries, encouraging more consumers to ~~buy~~ buy their groceries from them leading to greater revenue and profit.

Score	0	1	2	3	4	5	6
%ge achieved	19.1	10.1	11.5	16	23.4	13.7	6.2

4EC101 – Paper 1 – Question 4c

With reference to the data above and your knowledge of economics, evaluate whether consumers are likely to benefit from the privatisation of Lagos Airport. (12)

Mark scheme Extract: Responses are likely to include:

A02/A03

- Privatisation involves the sale of state-owned resources to the private sector
- The Nigerian Government wants to sell Lagos airport (and three other main airports in Nigeria) to private investors

A04

- However, the focus of the new owners may not change as improving safety and airport facilities to meet customer needs may be seen as ways to attract more demand and therefore increase revenue
- In order to make a profit, greater efficiency is likely to be a focus for owners of Lagos Airport, meaning the delivery of services may be better, not worse

See Mark scheme for full version

flights to and from Lagos as to whether it would be effective. If supply demand for flights to and from Lagos. Secondly consumers benefit from privatisation due to lower prices. This is because producers are wanting to increase their profits by increasing supply so they will lower their prices so that demand will increase. However this depends upon the PED for flights because if flights to and from Lagos are inelastic, then the airport won't lower their prices as they know that it will only result in a small change in quantity demanded, so consumers are not likely to benefit from lower prices. Furthermore consumers may

Score	0	1	2	3	4	5	6	7	8	9	10	11	12
%ge achieved	5.5	4.6	7.3	10.1	11.7	15.2	15.3	13.3	8.4	4.8	2.4	0.7	0.7

4EC102 – Paper 2 – Question 1e

Calculate the total amount of revenue in £bn raised by direct taxes in February 2023. You are advised to show your working. (2)

Mark scheme Extract:

Award 1 mark for selecting direct taxes from the table

£20bn + £7.6bn (1)

Award 1 mark for the correct answer

= £27.6bn (1)

Award 2 marks if the correct answer is £27.6bn even if no calculations are shown

Award 1 mark if £bn is missing i.e. 27.6 with or without calculations shown

Do not award marks for the formula

Score	0	1	2
%ge achieved	59.9	8.3	31.8

Figure 1 shows selected UK Government receipts from taxation in February 2023.

	£bn	
Income tax	20.0	✓
Sales tax (VAT/GST)	14.3	✓
Business tax	7.6	✓
Excise duties	3.7	✓
Customs duties	0.4	✓

Figure 1

(e) Calculate the **total amount of revenue** in £bn raised by direct taxes in February 2023. You are advised to show your working.

(2)

$$20.0 + 7.6 = \text{£}27.6 \text{ bn}$$

4EC102 – Paper 2 – Question 1h

With reference to the data above and your knowledge of economics, analyse the disadvantages to firms in South Africa of being a member of the AfCFTA.(6)

Mark scheme Extract: Responses are likely to include:
A02/A03

- Trading blocs are usually groups of countries in specific regions that negotiate preferential trading agreements between themselves with reduced trade barriers
- As more firms from different countries in the AfCFTA enter the South African market, domestic firms may face increased competition
- Foreign firms may have advantages such as lower costs of production, better technology or greater access to resources which can give them an advantage over domestic firms

See Mark scheme for full version

Score	0	1	2	3	4	5	6
%ge achieved	27.8	13.7	21.1	16.9	13	5.4	2.1

the most significant disadvantage to firms from this is the competition that they will face, because there are no trade barriers other than the SS. Firms in other countries can export goods to South Africa free of charge, meaning that this makes it more attractive for foreign firms to sell into South African markets as they don't have to pay extra. Consumers are also persuaded to buy foreign for the same reason, this increases competition for firms in SA, especially if the imports are competitively priced. This means that they would have to also lower their prices or invest and innovate in product development to be able to compete with these foreign firms. Either way their profits will be reduced as whether production costs

4EC102 – Paper 2– Question 3e

With reference to the data above and your knowledge of economics, assess how a recession may affect inflation in a country such as Germany. (9)

Mark scheme Extract: Responses are likely to include:

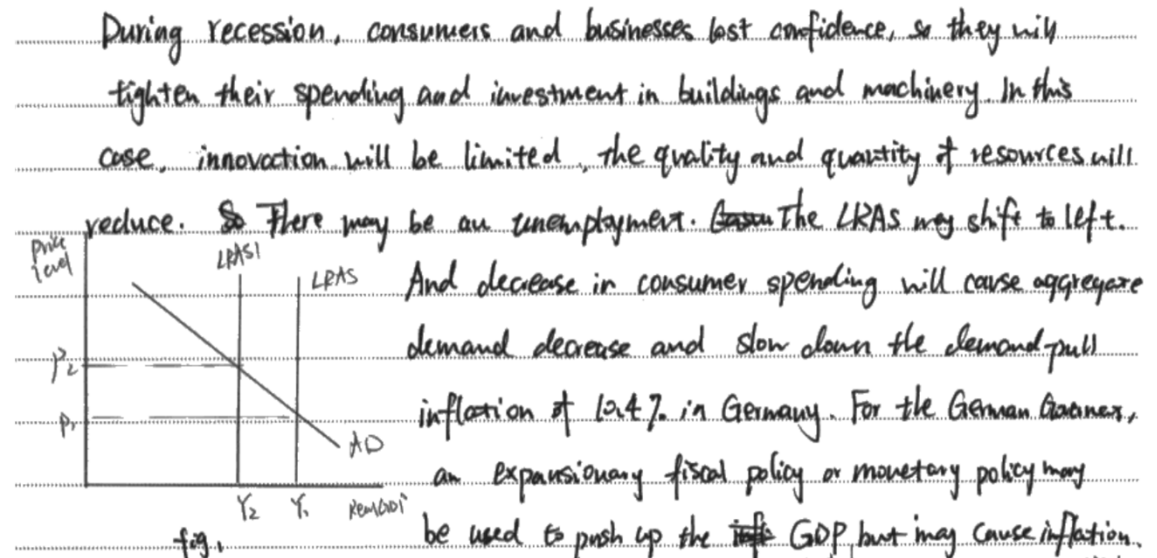
A02/A03

- During a recession households and firms tend to reduce their spending which results in lower demand for goods and services
- This decrease in (aggregate) demand can lead to lower prices for goods and services
- This could help to reduce Germany's 10.4% rate of inflation

A04

- However, the effects of a recession on inflation may depend on the type of inflation Germany is suffering
- Inflation can be caused by cost-push factors rather than demand-pull factors

See Mark scheme for full version



Score	0	1	2	3	4	5	6	7	8	9
%ge achieved	30.6	14.1	15.8	12.6	11	8.6	4.6	2.1	0.6	0.2

4EC102 – Paper 2 – Question 4b

With reference to the data above and your knowledge of economics, analyse the relationship between inflation and interest rates for a country such as Canada.(6)

Mark scheme Extract: Responses are likely to include:
A02/A03

- Inflation is the rate at which prices are rising in an economy
- Interest rates refer to the cost of borrowing or the return on savings
- Higher inflation can lead to a decrease in the purchasing power of a currency
- To combat inflation central banks such as the Bank of Canada may increase interest rates to encourage saving and reduce borrowing
- This can slow down spending in the economy and decrease demand-pull inflation

See Mark scheme for full version

money. If interest rates decrease in an economy
more people AD rises aggregate demand rises. this is
because more consumers will be willing to take out loans as
now they cost less. they will then spend this extra money
increasing consumer consumption and demand in the economy.
people with mortgages will also benefit because they now have
to pay less and have a higher disposable income. people
will also be inclined to save as the return for saving
is lower and will rather spend the money they have.
all of this contributes to increasing aggregate demand.

Score	0	1	2	3	4	5	6
%ge achieved	21.9	12.1	18.8	20.1	18.7	6.6	1.8

4EC102 – Paper 2 – Question 4c

With reference to the data above and your knowledge of economics, evaluate the possible advantages of using education and training to reduce structural unemployment for a country such as Canada. (12)

Mark scheme Extract: Responses are likely to include:
A02/A03

- Education and training are examples of supply-side policies designed to improve the productive potential of an economy
- Education and training can help individuals acquire the skills they need to fill the one million job vacancies

A04

- It can be costly for the Canadian Government with the financial support for adult scheme costing \$815m alone
- It may take time to complete education and training courses which could be a disadvantage for those who need to start earning income immediately

There are other methods which could reduce structural unemployment, by using demand-side policies like fiscal and monetary policies to increase aggregate demand, thereby decrease unemployment rate. The overall decrease in the unemployment rate depends on the effectiveness of the entire economy and the policies, and the amount of education and training needed. The government can use more than one type of policies to improve unemployment in the economy.

See Mark scheme for full version

Score	0	1	2	3	4	5	6	7	8	9	10	11	12
%ge achieved	4.8	3.3	7.7	12.8	16.9	17.7	14.1	10.5	6.8	3.4	1.6	0.3	0.1

Key Points from the Examiners – Paper 1

- Be careful to read the whole of the question
- Certain requirements were stated which were not acted upon by some candidates taking the paper this series, e.g. where answers are required to two decimal places
- Candidates need to understand the requirements of the command words in the questions
- Quantitative skills will be tested throughout the paper. These may be in the form of diagrams/graphs, calculations or by using the data in the extracts
- Application marks will not be rewarded simply for repeating the 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 conclusion/judgement
- There may be more answer space than is needed for each response. This is also indicated on the front cover of the question paper
- The descriptor tables for 'evaluate', 'assess' and 'analyse' questions do not change between questions with the same command word or exam series. Candidates are advised to practise writing responses using these tables.

Key Points from the Examiners - Paper 2

- 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.
- 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.
- 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.

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- ☐ PDF (3)
- ☐ ZIP (1)

Specification and sample assessments (4)

SORT BY: Latest

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Specification

Notice

Sample assessment material

Support for Exam preparation and post results



- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps:
<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>

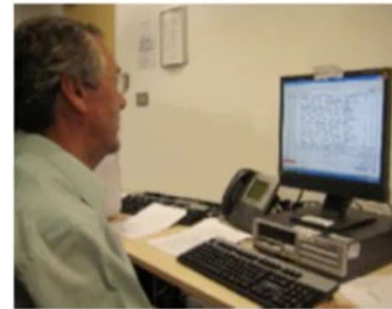
ResultsPlus



1.
Student
takes exam
on paper



2.
Exam papers
scanned



3.
Examiners
mark papers
online



4.
Performance
reports
shared



- A free tool for teachers which helps you make quick homework assignments, topic tests and mock exams.
- Questions tagged against unit, topic and assessment objective or simply choose a whole past paper.
- Use existing mark schemes for accurate marking.
- Use examiner report for insight.
- Most recent exam content available sooner.
- Use the results to understand where students need more support, informing teaching strategies.

Access to Script (ATS) Online Portal

Access to Scripts (ATS) is a free online portal which allows teachers to immediately access electronically marked exam papers

Provides enhanced transparency and

- Offers transparent approach to marking process
- Provides better understanding of marking before requests for enquiries about results are made
- Provides excellent aid for teaching and preparing other cohorts for examinations by helping you to evaluate a student's performance on particular questions in relation to what they have been taught.

Available instantly from results day for all our examination series, for a defined window, you can view and download scripts which have been marked online free of charge from our Self-Service Portal.



For more information on ATS, and the post results windows, visit our post-results pages.

Additional Paid Resource

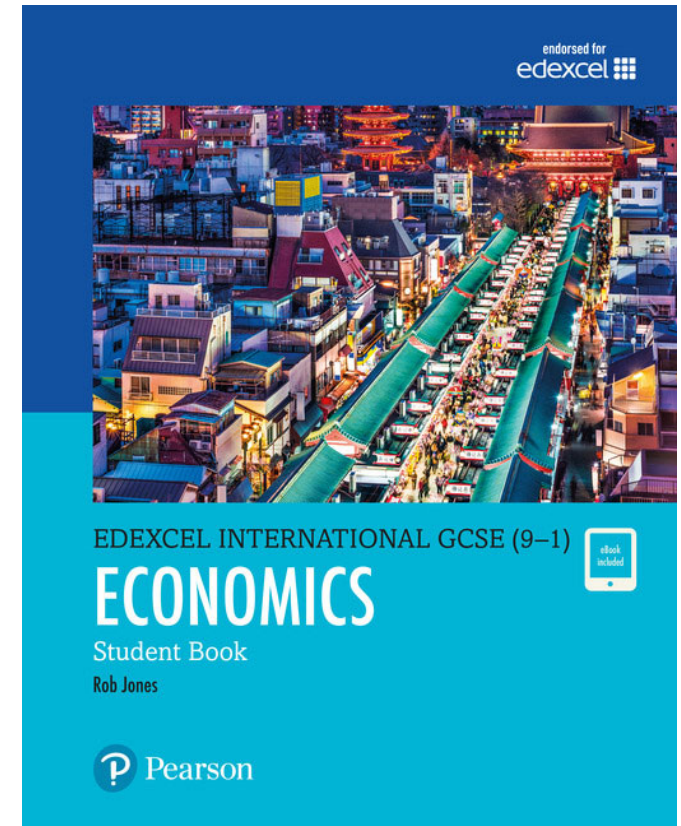
Resource	Planning, teaching and learning	Exam preparation and assessment	Results support
Curriculum-matched Student Books with ActiveBooks	✓	✓	
Teacher Resource Packs	✓	✓	

Pearson Publishing

Student book

These resources are designed for anyone following the latest Pearson Edexcel International GCSE (9–1), teachers and learners, who want the best preparation for exam success and progression to A Level, International A Level, International Baccalaureate Diploma and BTEC.

Online Teacher Resource Packs provides further planning, teaching and assessment support the qualification. The embedded transferable skills, needed for progression to higher education and employment, are signposted so students understand, and can engage with, the skills they're gaining. Reviewed by a language specialist to ensure the book is written in a clear and accessible style and including glossaries of specialist vocabulary.



Contact your dedicated Subject Advisor

Subject Advisor details

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Questions



Pearson