

# PEARSON EDEXCEL INTERNATIONAL GCSE (9-1) Economics

Welcome to Pearson  
Module 2

Event code: 4EC1-20102

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First teaching in 2017, first assessment in 2019.

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# Agenda

In this training, delegates will:

- 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
- learn about the support provided by Pearson around assessment and exemplars.



# Assessment objectives

## Assessment objectives and weightings

		% in International GCSE
<b>A01</b>	Recall, select and communicate knowledge of economic terms, concepts and issues	14–15
<b>A02</b>	Demonstrate understanding and apply economic knowledge using appropriate terms, concepts, theories and calculations effectively in specific contexts	48–49
<b>A03</b>	Select, organise and interpret information from sources to investigate and analyse economic issues	23–24
<b>A04</b>	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%
<b>Total for International GCSE</b>	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)
- Describe (2)
- Calculate (2)
- Draw (3)
- Explain (3)



# Multiple choice questions

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

(1)

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



# 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

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.

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



# 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.

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



# Describe

## 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><b>A01 2 marks</b></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"> <li>The large number of vehicles competing means there is a lot of choice <b>(1)</b> therefore it is easier for passengers to hire an auto rickshaw <b>(1)</b></li> </ul> <p>Accept any other appropriate response</p>	<b>(2)</b>



# Calculate

Many candidates were able to calculate correctly the price elasticity of demand and it was to see the calculation shown to arrive at this answer. However, some candidates did not show the minus sign either in the calculation or the answer.

- (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)

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

Question number	Answer	Mark
2(c)	<p style="text-align: center;"><b>A02 2 marks</b></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

(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)

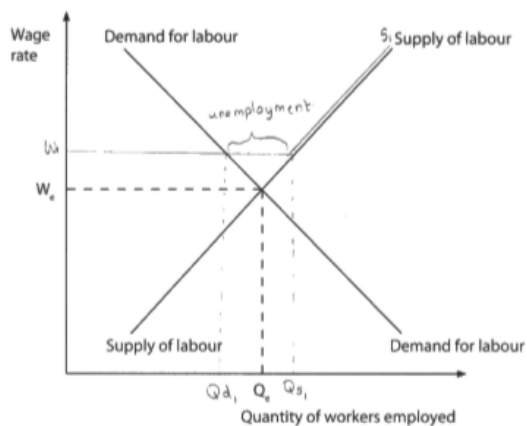


Figure 5

$Q_{s1}$  = new quantity of labour supplied  
 $Q_{d1}$  = new quantity of labour demanded  
 $W_1$  = minimum wage

Question number	Answer	M
3(c)	<p><b>A02 3 marks</b></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><b>A02 3 marks</b></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"><li>• 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)</li></ul> <p>Accept any other appropriate response</p>	(3)



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



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



- (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="784 179 1286 204"><b>AO2 (3 marks)/AO3 (3 marks)/AO4 (3 marks)</b></p> <p data-bbox="629 244 780 268"><b>AO2 and AO3</b></p> <ul data-bbox="629 308 1437 672" style="list-style-type: none"> <li>• Skills could be gained through education in schools and colleges leading to qualifications in technical areas relevant to business</li> <li>• Skills can also be gained through work place training by employers</li> <li>• Through education and training, workers will be more skilled and may therefore be more productive. This could lead to an increase in international competitiveness</li> <li>• Workers may be more motivated as a result of the training, leading to greater job satisfaction, lower labour turnover and improved productivity</li> <li>• Through improved human capital the quality of labour is greater and productivity can be increased. This could mean income per capita increases</li> </ul> <p data-bbox="629 711 683 735"><b>AO4</b></p> <ul data-bbox="629 775 1437 1236" style="list-style-type: none"> <li>• 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</li> <li>• The firm may be reluctant to invest in human capital if it pays to train workers but they then leave for alternative employment.</li> <li>• Increasing technological developments may be more financially viable.</li> <li>• To be effective the quality of the training needs to be of a high enough standard to meet the requirements of the work place</li> <li>• 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</li> <li>• It depends on the nature of the industry, some industries are better suited to having highly skilled workers e.g. service industries</li> <li>• Whereas some industries suit increased automation and use of technological advances rather than investing in human capital</li> </ul>



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





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 are trying different ways. (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 tech technology machinery as a firm uses more capital the labour. This training an increase in training of workers in a capital intensive production 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 know are educated it how to carry out the complex job. Thus an increase in education will increase productivity.

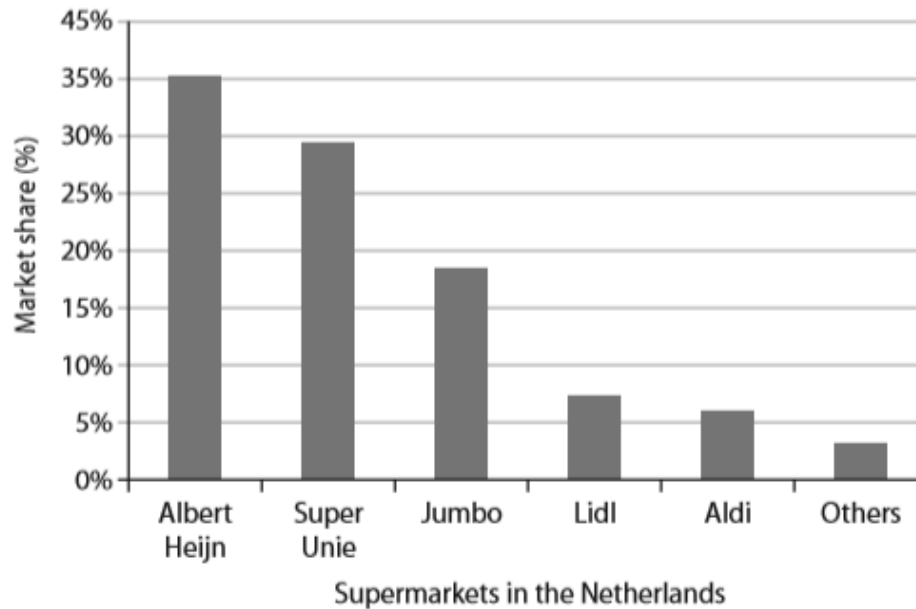
However, when increasing education, there is a long time lag when expecting improvements in productivity. (Total for Question 3 = 20 marks)

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 <sup>productivity</sup> 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 style="text-align: center;"><b>AO2 (4 marks)/AO3 (4 marks)/AO4 (4 marks)</b></p> <p><b>AO2 and AO3</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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</li> <li>• High profits may be enjoyed by the dominant firms such as Albert Heijn, Super Unie and Jumbo because of these barriers to entry</li> <li>• 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)</li> <li>• Small firms can still compete and survive by specialising and/or catering for niche markets, which are not served by the dominant firms</li> </ul> <p><b>AO4</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The market is constantly changing and so dominance may only continue if the firms continue to develop new ways of attracting custom</li> <li>• Successful small firms run the risk of being taken over or crowded out by dominant supermarkets</li> <li>• It may depend upon how market trends change with regards to use of technology and online grocery shopping.</li> <li>• If the supermarkets in the oligopoly cannot keep up, they may lose dominance or be pushed from the market altogether</li> </ul>



Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of relevant knowledge and understanding; may lack development of relevant points. Limited application of economic terms, concepts, theories and calculations (AO2).</li> <li>• 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).</li> <li>• 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).</li> </ul>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• Demonstrates partial selectivity and some accurate knowledge and understanding by developing some relevant points. Partial application of economic terms, concepts, theories and calculations (AO2).</li> <li>• 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).</li> <li>• 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).</li> </ul>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• Demonstrates specific and accurate knowledge and understanding by developing relevant points. Appropriate application of economic terms, concepts, theories and calculations (AO2).</li> <li>• 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).</li> <li>• 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).</li> </ul>



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.

1. In the Netherlands, six large supermarkets occupy the majority of the markets. (2)

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, when 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 not 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. ~~As~~ <sup>though</sup> 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~~ <sup>penalised</sup> for as cartel is illegal, ~~as~~ 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.



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#### Specification



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### June 2019



Question paper - Paper 01 - June 2019

Paper 01

| PDF 993.9 KB | 02 Jul 2019



Modified papers - 4EC1 - June 2019

Modified papers to help candidates with varying needs to access past examination materials

| ZIP 4.7 MB | 26 Sep 2019



Mark scheme - Paper 01 - June 2019

Paper 01

| PDF 289.6 KB | 22 Jul 2019



Examiner report - Paper 01 - June 2019

Paper 01

| PDF 3.1 MB | 22 Aug 2019



Question paper - Paper 1R - June 2019

Paper 1R

| PDF 656.9 KB | 02 Jul 2019



Mark scheme - Paper 1R - June 2019

Paper 1R

| PDF 243.2 KB | 22 Jul 2019



Examiner report - Paper 1R - June 2019

Paper 1R

| PDF 158.3 KB | 22 Aug 2019





### Question 1 (f)

Calculate questions require appropriate units to be used in the answer and so some candidates received only 1 mark for the correct calculation of  $\$12\,100 / 2\,000$  but not the second mark missed the \$ form \$6.05.

Figure 1 shows the costs of production per month for a firm making 2,000 units.

Quantity	Total fixed costs	Total variable costs
2,000	\$7 340	\$4 760

Figure 1

- (f) Calculate the average cost per unit for the firm when it makes 2,000 units. You are advised to show your working.

(2)

$$\begin{aligned}\text{Total cost} &= 7340 + 4760 \\ &= \$12100 \\ \text{Average cost} &= \frac{12100}{2000} \\ &= \$6.05 \text{ per unit.}\end{aligned}$$



Credit is awarded for \$6.05.

The response also shows the calculation, which could earn one mark if there was an error in the correct answer.

2 marks



Make sure you **always** use the correct units for 'calculate' questions



## Paper 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 were given that 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 question. The question will allow them to access marks relating to 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 questions
- Application marks will not be awarded simply for 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' 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 needed for 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 or using examples provided by the candidates themselves. The extracts are there for a purpose, please use them
- The descriptor tables for analyse, assess and evaluate questions do not change between exam questions with the same command word or exam series. Candidates are advised to prepare their writing responses using these tables





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<b>A</b>	<b>Getting started for teachers</b>	<b>2</b>
	<u>1. Key features of the qualification</u>	3
	<u>2. Content &amp; assessment overview</u>	4
	<u>3. Changes to content</u>	7
	<u>4. Changes to assessment</u>	19
	a. Command word taxonomy	
	b. Changes to Assessment Objectives	
	c. Changes to assessment structure	
	<u>5. Assessment guidance</u>	22
	a. Understanding the question types	
	b. Understanding the Assessment Objectives	
	<u>6. Delivery of transferable skills</u>	48
	<u>7. Suggested resources</u>	49
	<u>8. Course planner</u>	52
	a. 2-Year Course Plan	
	b. 3-Year Course Plan	
<b>B</b>	<b>Getting started for students</b>	<b>54</b>
	<u>1. Why study the Pearson Edexcel International GCSE in Economics?</u>	54



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