

## Switching to OCR from Edexcel

### Introduction

We are really excited about our GCE Economics qualification. Whether taking on the AS or the full A Level, this fantastic course is a great qualification for those with an interest in the subject. Why choose OCR Economics?

- The 'Big Ideas' of Economics are covered,
- The topics are selected and structured to underpin the knowledge and understanding needed for thinking like an Economist,
- Economics is enjoyable to teach and learn, giving students the essentials for related higher education courses as well as many transferable, marketable skills,
- There are many opportunities for including relevant real life economic issues,
- The topics are presented in a clear and logical linear order.

### Our offer

- Our A Level Economics team, Deborah and Elisabeth, are passionate about economics and education. With teaching and industry experience, they are fully committed to supporting centres' delivery of Economics.
- We have produced a wide range of [support materials](#) from teacher guides to delivery guides, lesson elements, practical activities, candidate exemplars and more.
- Join our conversation on the [OCR Community](#) and [@OCR\\_BusEcon](#) to talk about and share good practice.



## Key differences

OCR Economics	Edexcel Economics
Detailed specification to give teachers and learners clear information about the level of breadth and depth required. For example, market failure p14 (OCR A Level specification)	Two specifications, Economics B is the replacement for former 'Business and Economics' qualification. Brief specification with less detail. For example, market failure page 9 (Edexcel A Level Economics A specification)
Command words such as analyse, evaluate are included in the content of the specification to give teachers and learners clear information about the level of depth required.	Command words are not included with the content.
Total marks for AS 60 marks and assessment time 1.5 hours per exam. Total marks for A Level 80 marks and assessment time 2 hours per exam	Total marks for AS 80 marks and assessment time 1.5 hours per exam. Total marks for A Level 100 marks and assessment time 2 hours per exam.
30 multiple choice questions in both AS Level and A Level to allow breadth of coverage and consistency of format. Clear-cut MCQ section at the beginning of each paper.	10 multiple choice questions at AS Level and 10 at A Level interspersed in other questions.
Two extended response questions in each AS exam, 10 and 20 marks; one 4 mark and several 1 and 2 mark questions. In the A Level, four extended response questions in the first two exams and three in the third.	Three extended response questions in each AS exam, 10, 15 and 20 marks; 5 and 6 mark questions plus several 1-3 mark questions. In the A Level, five extended response questions in the first two exams and six in the third one.
Clear allocation of 25% of marks for each of the four Assessment Objectives.	Assessment objectives given in ranges, e.g. marks assessing AO1 22-24%



## Content

The content within the OCR Economics specification covers the ‘Big Ideas’ of economics and will be very familiar. We’ve laid it out in a logical progression to support co-teaching the AS level and teaching the A level in a linear way. If you are planning to co-teach the AS during year 1 then you may also wish to refer to our [co-teaching guide](#) and [sample scheme of work](#).

<b>Differences in content</b>	
<b>OCR Economics</b>	<b>Edexcel Economics</b>
<p><b>The basic economic problem</b></p> <ul style="list-style-type: none"> <li>• economic goods and free goods</li> <li>• factors of production as economic resources</li> <li>• rewards to the factors of production</li> </ul>	<p><b>1.1.1 Economics as a social science</b></p> <p>a) Thinking like an economist: the process of developing models in economics, including the need to make assumptions</p> <p>b) The use of the <i>ceteris paribus</i> assumption in building models</p> <p>c) The inability in economics to make scientific experiments</p> <p><b>1.1.2 Positive and normative economic statements</b></p> <p>b) The role of value judgements in influencing economic decision making and policy</p> <p><b>1.1.1 The economic problem</b></p> <p>b) The distinction between renewable and non-renewable resources</p>
<p><b>Opportunity cost</b></p> <ul style="list-style-type: none"> <li>• ‘trade-off’</li> </ul>	<p><b>1.1.4 Production possibility frontiers</b></p> <p>c) The distinction between capital and consumer goods</p> <p><b>1.1.5 Specialisation and the division of labour</b></p> <p>d) The functions of money (as a medium of exchange, a measure of value, a store of value, a method of deferred payment)</p> <p><b>1.1.6 Free market economies, mixed economy and command economy</b></p> <p>a) The distinction between free market, mixed and command economies: reference to Adam Smith, Friedrich Hayek and Karl Marx</p>



<b>Differences in content</b>	
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<p><b>Supply and demand and the interaction of markets</b></p> <ul style="list-style-type: none"> <li>• market and sub-markets</li> <li>• relationship between individual and market demand</li> <li>• joint, composite and competitive supply</li> </ul>	<p><b>2.7 Price mechanism</b></p> <p>a) Functions of the price mechanism to allocate resources:</p> <ul style="list-style-type: none"> <li>○ rationing</li> <li>○ incentive</li> <li>○ signalling</li> </ul> <p>b) The price mechanism in the context of different types of markets, including local, national and global markets</p> <p><b>2.10 Alternative views of consumer behaviour</b></p> <p>a) The reasons why consumers may not behave rationally:</p> <ul style="list-style-type: none"> <li>○ consideration of the influence</li> <li>○ of other people's behaviour</li> <li>○ the importance of habitual behaviour</li> <li>○ consumer weakness at computation</li> </ul>
<p><b>Business objectives</b></p> <ul style="list-style-type: none"> <li>• alternative maximisation objectives for businesses</li> <li>• non-maximising objectives for businesses, such as profit satisficing, social welfare, corporate social responsibility (CSR)</li> </ul>	<p><b>3.1.2 Business growth</b></p> <ul style="list-style-type: none"> <li>○ organic growth</li> </ul> <p><b>3.1.3 Demergers</b></p> <p>a) Reasons for demergers</p> <p>b) Impact of demergers on businesses, workers and consumers</p>
<p><b>Market structures and their implications for the way resources are allocated and the interdependence of firm</b></p> <ul style="list-style-type: none"> <li>• law of diminishing returns</li> <li>• accounting profit and economic profit</li> </ul>	<p><b>3.4.4 Oligopoly</b></p> <p>a) Reasons for collusive and non-collusive behaviour</p> <p>b) Overt and tacit collusion; cartels and price leadership</p> <p>c) Types of price competition:</p> <ul style="list-style-type: none"> <li>○ price wars</li> <li>○ predatory pricing</li> <li>○ limit pricing</li> </ul> <p><b>3.4.7 Contestability</b></p> <p>Sunk costs and the degree of contestability</p>
<p><b>Wage determination</b></p> <ul style="list-style-type: none"> <li>• marginal revenue product theory</li> </ul>	



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<p><b>Externalities</b></p> <ul style="list-style-type: none"> <li>• negative externalities of consumption</li> <li>• negative externalities of production</li> <li>• positive externalities of consumption</li> <li>• positive externalities of production</li> </ul>	
<p><b>Market power/ Information asymmetries</b></p> <ul style="list-style-type: none"> <li>• demerit goods</li> </ul>	
<p><b>Public goods</b></p> <ul style="list-style-type: none"> <li>• quasi-public good</li> </ul>	
<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• environmental Kuznets curve</li> </ul>	
<p><b>Alternative methods of government intervention</b></p> <ul style="list-style-type: none"> <li>○ public/private partnerships</li> <li>• Cost Benefit Analysis (CBA)</li> </ul>	<p><b>1.4.2 Government failure</b></p> <ul style="list-style-type: none"> <li>a) Understanding of government failure as intervention that results in a net welfare loss</li> <li>b) Causes of government failure:</li> <li>c) distortion of price signals                             <ul style="list-style-type: none"> <li>○ unintended consequences</li> <li>○ excessive administrative costs</li> <li>○ information gaps</li> <li>○ Government failure in various markets</li> </ul> </li> </ul> <p><b>3.6.1 Government intervention</b></p> <ul style="list-style-type: none"> <li>○ price regulation</li> <li>○ profit regulation</li> <li>○ quality standards</li> <li>○ performance targets</li> </ul> <p><b>3.6.2 The impact of government intervention</b></p> <ul style="list-style-type: none"> <li>○ regulatory capture</li> </ul>
<p><b>Economic growth and development</b></p> <ul style="list-style-type: none"> <li>○ primary, secondary and tertiary sectors</li> <li>• economic development and sustainable development</li> <li>• Overseas Development Assistance (ODA)</li> </ul>	<p><b>2.1.1 Economic growth</b></p> <ul style="list-style-type: none"> <li>○ Gross National Income (GNI)</li> <li>○ UK national wellbeing</li> </ul> <p><b>2.1.3 Employment and unemployment</b></p> <ul style="list-style-type: none"> <li>a) The distinction between unemployment and under-employment</li> </ul>



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	<p><b>4.3.2 Factors influencing growth and development</b></p> <ul style="list-style-type: none"> <li>○ foreign currency gap</li> <li>○ capital flight</li> </ul> <p><b>4.3.3 Strategies influencing growth and development</b></p> <ul style="list-style-type: none"> <li>○ managed exchange rates</li> <li>○ industrialisation: the Lewis model</li> <li>○ development of tourism</li> <li>○ Fairtrade schemes</li> </ul>
<p><b>Aggregate demand (AD)</b></p> <ul style="list-style-type: none"> <li>• accelerator theory</li> </ul>	
<p><b>Fiscal policy</b></p> <ul style="list-style-type: none"> <li>• flat rate tax system</li> </ul>	
<p><b>Monetary policy</b></p> <ul style="list-style-type: none"> <li>• symmetric and asymmetric inflation targeting</li> </ul>	
<p><b>Approaches to policy and macroeconomic context</b></p> <ul style="list-style-type: none"> <li>○ Keynesian demand management in the 1970s</li> <li>○ the monetarist approach in the 1980s</li> </ul>	
<p><b>International trade</b></p> <ul style="list-style-type: none"> <li>• opportunity cost ratios</li> </ul>	<p><b>4.1.8 Exchange rates</b></p> <ul style="list-style-type: none"> <li>a) managed exchange rates</li> <li>b) Competitive devaluation/depreciation and its consequences</li> </ul>
<p><b>The role of the financial sector in the real economy</b></p> <ul style="list-style-type: none"> <li>• narrow and broad</li> <li>• liquidity preference theory and loanable funds theory</li> <li>• quantity theory of money</li> </ul>	<p><b>4.4.1 Role of financial markets</b></p> <ul style="list-style-type: none"> <li>a) To provide forward markets in currencies and commodities</li> </ul>
<p><b>The financial sector in developing and emerging economies</b></p> <ul style="list-style-type: none"> <li>• remittances</li> </ul>	<p><b>4.4.2 Market failure in the financial sector</b></p> <ul style="list-style-type: none"> <li>○ market rigging</li> </ul>
<p><b>The role of the central bank</b></p> <ul style="list-style-type: none"> <li>• primary and secondary objectives</li> </ul>	



<b>Differences in content</b>	
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<ul style="list-style-type: none"> <li>• lender of last resort</li> </ul>	
<b>Financial regulation</b> <ul style="list-style-type: none"> <li>• Financial crises, such as in 2007–08</li> </ul>	

<b>Quantitative skills</b>	
<ul style="list-style-type: none"> <li>• calculate, use and understand ratios and fractions</li> <li>• calculate, use and understand percentages and percentage changes</li> <li>• understand and use the terms mean, median and relevant quantiles</li> <li>• construct and interpret a range of standard graphical forms</li> <li>• calculate and interpret index numbers</li> <li>• calculate cost, revenue and profit (marginal, average, totals)</li> <li>• make calculations to convert from money to real terms</li> <li>• make calculations of elasticity and interpret the result</li> <li>• interpret, apply and analyse information in written, graphical and numerical forms</li> </ul>	<ul style="list-style-type: none"> <li>○ calculate, use and understand ratios and fractions</li> <li>○ calculate, use and understand percentages, percentage changes and percentage point changes</li> <li>○ understand and use the terms mean, median and relevant quantiles</li> <li>○ construct and interpret a range of standard graphical forms</li> <li>○ calculate and interpret index numbers</li> <li>○ calculate cost, revenue and profit (marginal, average, totals)</li> <li>○ make calculations to convert from money to real terms</li> <li>○ 8 make calculations of elasticity and interpret the result</li> <li>○ 9 interpret, apply and analyse information in written, graphical tabular and numerical forms</li> <li>○ distinguish between changes in the level of a variable, and the rate of change</li> <li>○ understand composite indicators</li> <li>○ understand the meaning of seasonally adjusted figures</li> </ul>



## Assessment

OCR Economics	Edexcel Economics
<p><b>AS Paper 1: Microeconomics</b> 50% of AS 1 hour 30 minutes written paper 60 marks</p> <p>Section A multiple choice questions, 15 marks. Section B short and medium data response questions (typically 1 to 10 marks), 25 marks Section C one essay from a choice of two (20 marks), 20 marks.</p>	<p><b>AS Paper 1: Introduction to markets and market failure</b> 50% of AS 1 hour 30 minutes 80 marks available</p> <p>Section A five multiple-choice and several short-answer questions (1-3 marks), 20 marks Section B one data response question including several medium and extended response questions (4-20 marks), 60marks</p>
<p><b>AS Paper 2: Macroeconomics</b> 50% of AS 1 hour 30 minutes written paper 60 marks</p> <p>Section A multiple choice questions, 15 marks. Section B short and medium data response questions (typically 1 to 10 marks), 25 marks Section C one essay from a choice of two (20 marks), 20 marks.</p>	<p><b>AS Paper 2: The UK economy – performance and policies</b> 50% of AS 1 hour 30 minutes 80 marks available</p> <p>Section A five multiple-choice and several short-answer questions (1-3 marks), 20 marks Section B one data response question including several medium and extended response questions (4-20 marks), 60marks</p>
<p><b>A Level Paper 1: Microeconomics</b> 33.3% of A Level 2 hour written paper 80 marks</p> <p>Section A short and medium data response questions (typically 1-12 marks), 30 marks. Section B one essay from a choice of two 25 marks.</p>	<p><b>A Level Paper 1: Markets and business behaviour</b> 35% of A Level 2 hour written paper 100 marks</p> <p>Section A five multiple-choice and several short-answer questions (typically 1-2 marks), 25 marks</p>



<b>OCR Economics</b>	<b>Edexcel Economics</b>
<p>Section C one essay from a choice of two 25 marks.</p>	<p>Section B one data response question including several medium and extended response questions (5-15 marks), 50 marks Section C one essay from a choice of two 25 marks.</p>
<p><b>A Level Paper 2: Macroeconomics</b> 33.3% of A Level 2 hour written paper 80 marks</p> <p>Section A short and medium data response questions (typically 1-12 marks), 30 marks. Section B one essay from a choice of two 25 marks. Section C one essay from a choice of two 25 marks.</p>	<p><b>A Level Paper 2: The national and global economy</b> 35% of A Level 2 hour written paper 100 marks</p> <p>Section A five multiple-choice and several short-answer questions (typically 1-2 marks), 25 marks Section B one data response question including several medium and extended response questions (5-15 marks), 50 marks Section C one essay from a choice of two 25 marks.</p>
<p><b>A Level Paper 3: Themes in Economics</b> 33.3% of A Level 2 hour written paper 80 marks</p> <p>Section A multiple choice questions, 30 marks. Section B short, medium and extended data response questions (typically 2 to 15 marks).</p>	<p><b>A Level Paper 3: Microeconomics and macroeconomics</b> 30% of A Level 2 hour written paper 100 marks</p> <p>Section A Long data extracts with medium to extended response questions, including an essay from a choice of two (5-25 marks), 50 marks. Section B Long data extracts with medium to extended response questions, including an essay from a choice of two (5-25 marks), 50 marks.</p>



