

GCSE

Economics

J205/02: National and international economics

General Certificate of Secondary Education

Mark Scheme for June 2025

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

5. **Crossed-Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response: Not applicable in F501

To determine the level – start at the highest level and work down until you reach the level that matches the answer

To determine the mark within the level, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Tick
	Cross
	Unclear
BOD	Benefit of the doubt
IR	Irrelevant
L1	Level one
L2	Level two
L3	Level three
NAQ	Not answered question
OFR	Own figure rule
SEEN	Noted but no credit given.
TV	Too vague
	Omission mark
BP	Blank page

Highlighting is also available to highlight any points on the script.

BP to be inserted on every blank page.

SEEN to be inserted in every question space where NR is the mark.

12. Subject Specific Marking Instructions

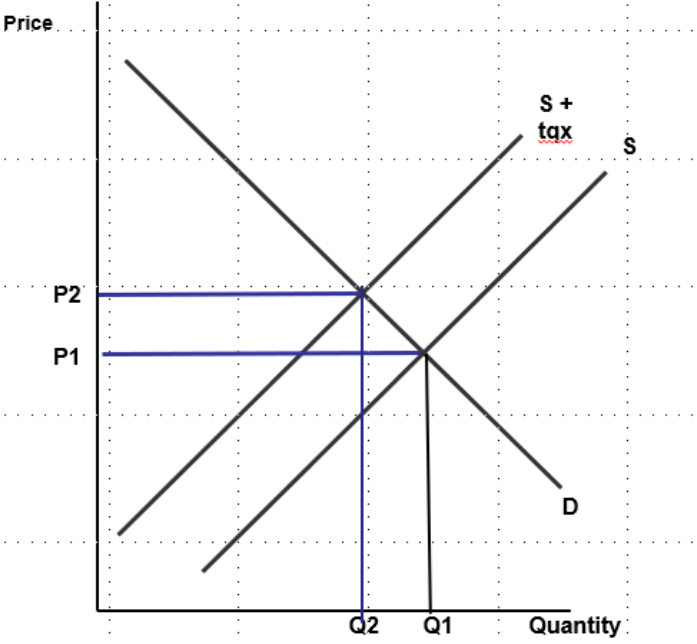
Levels of response / Level descriptors	Knowledge and understanding	Application	Analysis	Evaluation
Good	Good knowledge and understanding of the theory stated or referred to in the question. All the terms/theoretical concepts are explicitly or implicitly understood.	Good application of knowledge to a given scenario. The terms/theoretical concepts are used/adapted/changed in the context of the given scenario. There is good understanding of all the relevant elements of the scenario.	Good analysis of the effect of xxxx . There is correct analysis in the form of developed links. These links are developed through a chain of reasoning which addresses the question. Any relevant diagram(s) are predominantly correct and linked to the analysis.	Good evaluation with a fully supported judgement that is developed from a weighing up arguments/both sides/comparing other reasonable answers.
Reasonable	Reasonable knowledge and understanding of the theory stated or referred to in the question. Most of the terms/theoretical concepts are explicitly or implicitly understood.	Reasonable application of knowledge to a given scenario. The terms/theoretical concepts are used/adapted/changed in the context of the given scenario. There is understanding of some the relevant elements of the scenario.	Reasonable analysis of the effect on xxxx . There is correct analysis largely in the form of single effects. These address the question but are not developed into a clear chain of reasoning. The relevant diagram(s), if present, may be improperly labelled or not linked to the analysis.	Reasonable evaluation of xxx considering arguments/both sides/comparing other reasonable responses. There may be a judgement, but this will not be fully supported.
Limited	Limited knowledge and understanding of the theory stated or referred to in the question. Some of the terms/theoretical concepts are explicitly or implicitly understood.	Limited application of knowledge to a given scenario. There is an attempt to use/adapt/change the terms/theoretical concepts in the context.	Limited analysis of the effect on xxxx . There is an attempt at analysis which may include a single effect that has some link to the question. Diagrams (if present) are unlikely to be correct and not linked to the analysis.	Limited evaluation of xxx that may include an incomplete consideration of arguments/both sides/comparing other reasonable responses with unsupported statements.

Section A

Question	Key	AO	Quantitative skills
1	A	1b	
2	B	1a	
3	B	1b	
4	B	1b	
5	C	2	Yes
6	A	1b	
7	C	1b	
8	C	1a	
9	A	1b	
10	A	2	Yes
11	B	2	
12	D	1b	
13	B	2	
14	D	1b	
15	D	1b	
16	D	1a	
17	A	2	
18	C	2	Yes
19	C	1b	
20	B	2	

Section B

Question		Answer	Mark	Guidance
21	(a)	Using Extract 1, explain which country's CO₂ emissions fell most between 2000 and 2020. Answers might include: Denmark [1] because: [1] • Trendline for Denmark is steeper • In 2000 Denmark's emissions were higher than the UK's (9.9 > 9) but by 2020, they were almost the same (4.5 metric tons per capita).	2 AO2	1 mark for stating Denmark 1 additional mark for one of the bullet points.
21	(b)	Using Extract 1, calculate the UK's total CO₂ emissions in 2000, when the population was 58.89 million. Show your working. $58.89 \times 9 = 530.01$ Answer: 530.01 million metric tons OR 530 million metric tons	2 AO2	2 marks for the correct answer (working not required) 1 mark for correct working, but incorrect answer 1 mark only if million metric tons is omitted 1 mark for OFR (if graph is misread)
21	(c)	Using a diagram, analyse how a UK tax on petrol might have led to a change in CO₂ emissions in the UK between 2000 and 2020. Answers must include: A correctly labelled diagram:	1 AO1a 2 AO2 3 AO3a	<i>All level descriptors describe the TOP of the level – please read guidance at the beginning of the mark scheme regarding best fit approach.</i> <u>Level 3 (5-6 marks)</u> (AO1a – 1, AO2 – 2 marks, AO3a – 3 marks = 6 marks) Reasonable knowledge and understanding. All of the terms/theoretical concepts are explicitly or implicitly understood.

Question	Answer	Mark	Guidance
	 KU for an initial equilibrium AN for a shift of S to the left APP: • a label on second S of “S + tax” or “S1 or S2” • showing a vertical distance of 52.95p • Showing quantity of petrol on horizontal axis 2nd App for reference to Extract: • tax is 52.95p per litre • use of petrol causes CO₂ emissions		Reasonable application of information about an indirect tax. The terms/theoretical concepts are used/adapted/changed in the context of the given scenario. There is understanding of some the relevant elements of the scenario. Good analysis of the impact of an indirect tax. There is correct analysis in the form of developed links. These links are developed through a chain of reasoning which addresses the question. Any relevant diagram(s) are predominantly correct and linked to the analysis. <u>Level 2 (3-4 marks)</u> (AO1a – 1 mark, AO2 – 1 mark, AO3a – 2 marks = 4 marks) Reasonable knowledge and understanding. Most of the terms/theoretical concepts are explicitly or implicitly understood. Limited application of knowledge about an indirect tax. There is an attempt to use/adapt/change the terms/theoretical concepts in the context. Reasonable analysis of the impact of an indirect tax. There is correct analysis largely in the form of single effects. These address the question but are not developed into a clear chain of reasoning. The relevant diagram(s), if present, may be imperfectly labelled or not linked to the analysis. <u>Level 1 (1-2 marks)</u> (AO1a – 1 mark, AO2 – 0 marks, AO3a – 1 mark = 2 marks)

Question			Answer	Mark	Guidance
			2nd AN for explaining that tax: • increases cost of production • decreases supply • increases (equilibrium) price of petrol 3rd AN for explaining that: • (equilibrium) quantity of petrol falls, which leads to lower CO₂ emissions • fall in Q depends upon PED A maximum of 4 marks if no correct diagram NB APP can only be rewarded when there is an AN (i.e.L2)		Reasonable knowledge and understanding. Some of the terms/theoretical concepts are explicitly or implicitly understood. No application of knowledge about the indirect tax. There is an attempt to use/adapt/change the terms/theoretical concepts in the context. Limited analysis of the impact of an indirect tax. There is an attempt at analysis which may include a single effect that has some link to the question. Diagrams (if present) are unlikely to be correct and not linked to the analysis. <u>0 marks</u> Response is not worthy of credit. N.B. Any other relevant points and/or evidence of learners' understanding of the connections between the various topics of both components to be credited.
21	(d)	(i)	State two other goods or services with positive externalities. Answers might include: • Education/schools • Lighting • Parks and gardens • Gym membership • Libraries • Healthcare • Perfume ARA	2 AO1a	1 mark for each correct answer up to a total of 2 marks. The terminology may be different, but if knowledge is evident, then the mark should be awarded.

21	(d)	(ii)	Explain why governments often give subsidies for the public provision of vaccinations. Answers might include: • Encourage producers to increase output of expensive vaccinations • Encourage consumers to take up the vaccinations which could be too expensive otherwise • Vaccinations are seen as a positive externality • Lower costs to producers to make it cheaper/more widely consumed	2 AO1b	Give 2 marks for one point well explained Give 1 mark if the candidate just lists points without any real explanation
21	(d)	(iii)*	Evaluate the benefits of a government policy to subsidise vaccinations. APP • Subsidies are provided for measles vaccinations • With vaccinations, cases of measles have significantly fallen since the 1960s • Vaccinations provide positive externalities. NB Each benefit (AO3a) should be analysed and matched with an evaluation point (AO3b) • Vaccinations lead to fewer cases of illness, so health care costs are less However: there is an opportunity cost in terms of less government spending on services such as hospitals and education • Vaccinations lead to fewer cases of illness among adults, so workforce productivity rises However: adults may be reluctant to be vaccinated because of fake news/conspiracy theories	1 AO2 2 AO3a 3 AO3b	<i>All level descriptors describe the TOP of the level – please read guidance at the beginning of the mark scheme regarding best fit approach.</i> <u>Level 3 (5-6 marks)</u> (AO2 – 1, AO3a – 2 marks, AO3b – 3 marks = 6 marks) Good application of knowledge about subsidies. The terms/theoretical concepts are used/adapted/changed in the context of the given scenario. There is good understanding of all the relevant elements of the scenario. Reasonable analysis of subsidies. There is correct analysis largely in the form of single effects. These address the question but are not developed into a clear chain of reasoning. The relevant diagram(s), if present, may be imperfectly labelled or not linked to the analysis. Good evaluation of subsidies with a fully supported judgement that is developed from weighing up arguments/both sides/comparing other reasonable responses. <i>There is a well-developed and detailed line of reasoning which is coherent and logically structured. The</i>

		• Vaccinations lead to fewer cases of illness among children, so school attendance is improved However: some families may not take their children to be vaccinated because of a lack of information so there could be inequity in provision. • Vaccinations lead to a healthier & more productive workforce However: the degree to which this happens depends upon take-up/effectiveness of the vaccination • Vaccinations lead to less pressure on the NHS/health service and thus frees up resources/saves money However: the financial cost of the subsidy may outweigh the savings to the NHS • Subsidies will lower the price and increase availability, improving the quality of life of households as they are healthier/live longer However: firms may become reliant/inefficient/not pass on the lower prices Final judgement (expressed clearly): as to whether the benefits are likely to outweigh the costs (depending on their significance or duration.) N.B. 1. If there is no analysis/evaluation, then application (AO2) cannot be rewarded.	<i>information presented is entirely relevant and substantiated.</i> <u>Level 2 (3-4 marks)</u> <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i> (AO2 – 1, AO3a – 1 mark, AO3b – 2 marks = 4 marks) Good application of knowledge about subsidies. The terms/theoretical concepts are used/adapted/changed in the context of the given scenario. There is good understanding of all the relevant elements of the scenario. Limited analysis of subsidies. There is an attempt at an analysis largely in the form of a single effect. These address the question but are not developed into a clear chain of reasoning. The relevant diagram(s), if present, are unlikely to be correct and not linked to the analysis. Reasonable evaluation of subsidies, considering arguments/both sides/comparing other reasonable responses. There may be a judgement, but this will not be fully supported. <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i> <u>Level 1 (1-2 marks)</u> (AO2 – 0 marks, AO3a – 1 mark, AO3b – 1 mark = 2 marks) No application of knowledge about subsidies. There is an attempt to use/adapt/change the terms/theoretical concepts in the context.
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		2. In order to reach Level 2, there must be Application (AO2), Analysis (AO3a) and Evaluation (AO3b) ARA	Limited analysis of subsidies. There is an attempt at analysis which may include a single effect that has some link to the question. Diagrams (if present) are unlikely to be correct and not linked to the analysis. Limited evaluation of subsidies that may include an incomplete consideration of arguments/both sides/comparing other reasonable responses with unsupported statements. <i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i> <u>0 marks</u> Response is not worthy of credit. N.B. Any other relevant points and/or evidence of learners' understanding of the connections between the various topics of both components to be credited.
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	Question		Answer	Mark	Guidance
22	(a)		Using Extract 2, calculate the current-account balance in 2022. Show your working. $-219\,291 + 151\,339 + 151\,339 - 23\,026 = -78\,296$ Answer: £ -78 296 million pounds OR deficit of £78,296 million	2 AO2	2 marks for a correct answer (working not required) 1 mark for correct working, but incorrect answer Only 1 mark if minus sign (or deficit) missing OR if units (£ million) omitted.
22	(b)		Using Extract 2, state the differences in the trends in the trade in goods and the trade in services between 2012 and 2022. Answers might include: - The trade in goods has shown a growing deficit - The trade in services has shown a growing surplus	2 AO2	1 mark for stating trend in goods trade 1 mark for stating trend in services trade
22	(c)		Using Extract 2, analyse how changes in the UK economy have led to an increasing current account deficit. KU- Knowledge and understanding: Shows an understanding about the links between the changing economy and the trade in goods and the trade in services which may include increased migration. May be demonstrated with a definition of the current account (deficit) APP - Reference to the extract: - Reference to the actual data in the extract (text and table) - Comparative reference to Germany/Japan or USA - Reference to services or manufacturing	1 AO1a 2 AO2 3 AO3a	<i>All level descriptors describe the TOP of the level – please read guidance at the beginning of the mark scheme regarding best fit approach.</i> <u>Level 3 (5-6 marks)</u> (AO1a – 1, AO2 – 2 marks, AO3a – 3 marks = 6 marks) Reasonable knowledge and understanding of trade. All of the terms/theoretical concepts are explicitly or implicitly understood. Reasonable application of knowledge to trade. The terms/theoretical concepts are used/adapted/changed in the context of the given scenario. There is understanding of some the relevant elements of the scenario. Good analysis of trade patterns. There is correct analysis in the form of developed links. These links are

	Question	Answer	Mark	Guidance
		AN - Development of linking changes in the UK economy to changes increased deficit Since the UK economy now has resources that are more appropriate for services (tourism, IT etc) • Therefore there are fewer resources allocated to goods which are... • More expensive/lower quality than other countries • Increased migration may increase transfers as people send money home • Increased consumption may lead to a rise in imports. • Increase in the value of the pound may lead to fewer exports/more imports due to relative changes in price • There may be increased protectionism elsewhere in the world that has reduced UK exports Any other relevant points are to be credited. N.B. 1. In order to reach Level 2, there must be reference to information in the Extract or context. 2. If there is no analysis (AO3a), then application (AO2) cannot be rewarded.		developed through a chain of reasoning which addresses the question. Any relevant diagram(s) are predominantly correct and linked to the analysis. <u>Level 2 (3-4 marks)</u> (AO1a – 1 mark, AO2 – 1 mark, AO3a – 2 marks = 4 marks) Reasonable knowledge and understanding. Most of the terms/theoretical concepts are explicitly or implicitly understood. Limited application of knowledge about trade. There is an attempt to use/adapt/change the terms/theoretical concepts in the context. Reasonable analysis of trade patterns. There is correct analysis largely in the form of single effects. These address the question but are not developed into a clear chain of reasoning. The relevant diagram(s), if present, may be imperfectly labelled or not linked to the analysis. <u>Level 1 (1-2 marks)</u> (AO1a – 1 mark, AO2 – 0 marks, AO3a – 1 mark = 2 marks) Reasonable knowledge and understanding. Some of the terms/theoretical concepts are explicitly or implicitly understood. No application of knowledge about trade Limited analysis of trade. There is an attempt at analysis which may include a single effect that has

	Question		Answer	Mark	Guidance
					some link to the question. Diagrams (if present) are unlikely to be correct and not linked to the analysis. <u>0 marks</u> Response is not worthy of credit. N.B. Any other relevant points and/or evidence of learners' understanding of the connections between the various topics of both components to be credited.
22	(d)	(i)	State two kinds of services that the UK exports. Answers might include: • Tourism • Insurance • Information technology • Financial services/banking • Education at UK schools and colleges AOR	2 AO1a	1 mark for each correct answer up to a maximum of 2 marks
22	(d)	(ii)	Explain one reason why there is significant investment from overseas into the UK. Answers might include: • Investment from overseas is needed because total UK spending is greater than its national income • Investment from overseas is needed to finance the current account deficit • Overseas investors favour the UK because of its educated workforce • Overseas investors favour the UK because English is an international language. • The UK may have lower corporation/business tax • Belief the UK economy will grow	2 AO1b	Award 1 mark for a statement that is not explained. Award 1 more mark for the explanation.

	Question		Answer	Mark	Guidance
			- Higher interest rates/returns - Relatively stable/developed economy ARA		
22	(d)	(iii)	Evaluate the importance of the balance of payments on the current account to the UK economy. APP - Reference to actual data in Extract table - Distinguishing between trade balance and current account balance - Reference to income/transfer accounts - Reference to countries with which the UK trades (Germany, Japan, USA) - Reference to the UK NB Each aspect (AO3a) should be analysed and matched with an evaluation point (AO3b) - UK consumers highly value products from Germany, the USA and Japan, so imports have been growing rapidly. However: UK exports of tourism, education and other services also have a good reputation overseas. But the growth in exports of services is not sufficient to outweigh the imports. - The deficit on the current account is matched by a surplus on the other accounts (financial and capital), which shows inward investment from overseas. This investment often brings new technologies to the UK. However: As a result of these investments, the UK's income account is often in deficit, because the	1 AO2 2 AO3a 3 AO3b	<i>All level descriptors describe the TOP of the level – please read guidance at the beginning of the mark scheme regarding best fit approach.</i> <u>Level 3 (5-6 marks)</u> (AO2 – 1, AO3a – 2 marks, AO3b – 3 marks = 6 marks) Good application of knowledge about the current account. The terms/theoretical concepts are used/adapted/changed in the context of the given scenario. There is good understanding of all the relevant elements of the scenario. Reasonable analysis of the current account. There is correct analysis largely in the form of single effects. These address the question but are not developed into a clear chain of reasoning. The relevant diagram(s), if present, may be imperfectly labelled or not linked to the analysis. Good evaluation of the current account with a fully supported judgement that is developed from weighing up arguments/both sides/comparing other reasonable responses. <i>There is a well-developed and detailed line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i> <u>Level 2 (3-4 marks)</u> (AO2 – 1, AO3a – 1 mark, AO3b – 2 marks = 4 marks)

	Question	Answer	Mark	Guidance
		investments in the UK by foreign companies earn more than the investments the British have made in other countries. - A rising current account deficit may be due to UK incomes growing at a higher pace than in the UK's trading partners. However: Growth in GDP in the USA and some EU countries seems to be at a faster or at least equivalent pace to growth in the UK's income - A rising current account deficit may keep inflation in the UK at a lower rate, because of lower priced imports However: Growth in GDP in the USA and some EU countries seems to be at a faster or at least equivalent pace to growth in the UK's income - The current account deficit reflects falling demand for domestic goods, which could lead to increased unemployment. However: The UK unemployment rate is relatively low at present, though it may grow if the current account deficit persists over time. - The deficit is putting downward pressure on the exchange rate as consumers exchange their domestic currency for foreign currency to buy imports, leading to higher prices for imports. However: A lower exchange rate should make UK exports more competitive		Good application of knowledge to the current account. The terms/theoretical concepts are used/adapted/changed in the context of the given scenario. There is good understanding of all the relevant elements of the scenario. Limited analysis of the current account. There is an attempt at an analysis largely in the form of a single effect. These address the question but are not developed into a clear chain of reasoning. The relevant diagram(s), if present, are unlikely to be correct and not linked to the analysis. Reasonable evaluation of the current account, considering arguments/both sides/comparing other reasonable responses. There may be a judgement, but this will not be fully supported. <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i> <u>Level 1 (1-2 marks)</u> (AO2 – 0 marks, AO3a – 1 mark, AO3b – 1 mark = 2 marks) No application of knowledge about the current account. There is an attempt to use/adapt/change the terms/theoretical concepts in the context. Limited analysis of the current account. There is an attempt at analysis which may include a single effect that has some link to the question. Diagrams (if present) are unlikely to be correct and not linked to the analysis.

	Question	Answer	Mark	Guidance
		- The deficit may reflect low productivity in the UK compared to its trading partners. However: If its trading partners invest in UK factories and bring new technologies, productivity should improve. - If (net) exports can increase, then it may fuel future economic growth Howevr: given the evidence this is unlikely Final judgement (expressed clearly): as to whether the current account will persist or whether it reflects a weak UK economy or to what extent it is problematic N.B. 1. If there is no analysis/evaluation, then application (AO2) cannot be rewarded. 2. In order to reach Level 2, there must be Application (AO2), Analysis (AO3a) and Evaluation (AO3b)		Limited evaluation of the current account that may include an incomplete consideration of arguments/both sides/comparing other reasonable responses with unsupported statements. <i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i> <u>0 marks</u> Response is not worthy of credit. N.B. Any other relevant points and/or evidence of learners' understanding of the connections between the various topics of both components to be credited.

	Question		Answer	Mark	Guidance
23	(a)		Using Extract 3, calculate the average GDP per capita in US dollars during the period 1990 to 2010. $\frac{539 + 552 + 794}{3} = 628.33$ Answer: 628 (or \$628.33)	2 AO2	2 marks for a correct answer (working not required) 1 mark for correct working, but incorrect answer N.B. No mark lost if \$ sign omitted, since the question asked: "in US dollars".
23	(b)		Using Extract 3, explain two measurements of education for economic development Answers might include: - Adult literacy rate increased from 68 % to 82% - Total number of children attending (primary)school/(HE). Primary attendance increased from 52.84% to 92.2%	2 AO2	Give 2 marks if there are clear references to the Extract e.g. figures Give 1 mark if there are 2 statements, but no explanation or 1 statement with explanation No mark for just 1 statement.
23	(c)		Using the information in Extract 3, analyse how an increase in the number of children attending primary school affects the GDP of a country. Knowledge and understanding AO1: - GDP is the total value added of goods and services produced in a country in a year. Reference to the extract AO2: - Increase in GDP per capita	1 AO1a 2 AO2 3 AO3a	<i>All level descriptors describe the TOP of the level – please read guidance at the beginning of the mark scheme regarding best fit approach.</i> <u>Level 3 (5-6 marks)</u> (AO1a – 1 mark, AO2 – 2 marks, AO3a – 3 marks = 6 marks)

	Question		Answer	Mark	Guidance
			• More productive workforce • Attracts investment • Increase in job opportunities • Quoting statistics e.g. increase to 4.54% of GDP Development of reasoning linking education to GDP AO3: • Higher literacy rates increases opportunities for employment in manufacturing and service industries which are likely to pay higher wages • More productive workforce will increase output per worker thus increasing GDP • Productive workers attract foreign investment generating more jobs etc • More job opportunities reduce unemployment thus increasing GDP • More people employed in education • Greater government spending will increase total demand/economic activity in an economy N.B. 1. In order to reach Level 2, there must be reference to information in the Extract or context. 2. If there is no analysis (AO3a), then application (AO2) cannot be rewarded.		Reasonable knowledge and understanding. All of the terms/theoretical concepts are explicitly or implicitly understood. Reasonable application of knowledge to understanding impact of education. The terms/theoretical concepts are used/adapted/changed in the context of the given scenario. There is understanding of some the relevant elements of the scenario. Good analysis of the impact of education. There is correct analysis in the form of developed links. These links are developed through a chain of reasoning which addresses the question. Any relevant diagram(s) are predominantly correct and linked to the analysis. <i>There is a well-developed and detailed line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i> <u>Level 2 (3-4 marks)</u> (AO1a – 1 mark, AO2 – 1 mark, AO3a – 2 marks = 4 marks) Reasonable knowledge and understanding. Most of the terms/theoretical concepts are explicitly or implicitly understood. Limited application of knowledge to understanding impact of education. There is an attempt to use/adapt/change the terms/theoretical concepts in the context. Reasonable analysis of the impact of education. There is correct analysis largely in the form of single effects.

	Question		Answer	Mark	Guidance
					These address the question but are not developed into a clear chain of reasoning. Any relevant diagram(s) may be imperfectly labelled or not linked to the analysis. <u>Level 1 (1-2 marks)</u> (AO1a – 1 mark, AO2 – 0 marks, AO3a – 1 mark = 2 marks) Reasonable knowledge and understanding. Some of the terms/theoretical concepts are explicitly or implicitly understood. No application of knowledge about the impact of education. There is an attempt to use/adapt/change the terms/theoretical concepts in the context. Limited analysis of the impact of education. There is an attempt at analysis which may include a single effect that has some link to the question. Diagrams (if present) are unlikely to be correct and not linked to the analysis. <u>0 marks</u> Response is not worthy of credit. N.B. Any other relevant points and/or evidence of learners' understanding of the connections between the various topics of both components to be credited.
23	(d)	(i)	Explain why GDP per capita is used to measure development in a less developed country. Answer might include: GDP per capita is the total GDP divided by the population	2 AO1b	Give 1 mark for an explanation of GDP +_ 1 mark for some development.

	Question		Answer	Mark	Guidance
			- It is a measure of the standard of living or wellbeing for the average/typical person??? - It can indicate the degree of poverty among the population??? - Comparisons may be made over time and between countries to measure whether development goals have been reached - It can indicate the purchasing power of a typical person		Or: give 2 marks for a statement with further development
23	(d)	(ii)	State two benefits of globalisation for Tanzanian producers. Answers might include: - Technology transfer - Wider markets/ability to export more - Access to cheaper resources - Opportunities for diversification - Opportunities to exploit raw materials AOR	2 AO1a	1 mark for each correct answer up to a total of 2 marks. The terminology may be different, but if knowledge is evident, then the mark should be awarded.
23	(d)	(iii)	Evaluate the benefits of globalisation for workers in Tanzania. Reference to Extract 3 or context (AO2): - Tanzania and/or Chinese multinationals - Data on manufactured imports from Table - Data on per capita GDP growth Benefits (AO3a) for workers vs economic sustainability costs evaluated (AO3b): - Greater possibility of employment in factories set up by multinationals (such as from China)	1 AO2 2 AO3a 3 AO3b	<i>All level descriptors describe the TOP of the level – please read guidance at the beginning of the mark scheme regarding best fit approach.</i> <u>Level 3 (5-6 marks)</u> (AO2 – 1, AO3a – 2 marks, AO3b – 3 marks = 6 marks) Good application of knowledge about globalisation. The terms/theoretical concepts are used/adapted/changed in the context of the given scenario. There is good understanding of all the relevant elements of the scenario.

	Question	Answer	Mark	Guidance
		However such factories increase competition for local small-scale producers, so workers may lose access to jobs in local villages, which provide economic sustainability locally - Access to higher skilled jobs using technology brought by multinationals However such technology may reduce opportunities for unskilled workers, so the Tanzanian economy suffers from higher levels of unemployment - Workers in Tanzania may find opportunities to migrate to jobs overseas However social and political factors may place considerable limits on the movement of labour, so migrating workers suffer from poor conditions and discrimination - Working households may benefit from lower inflation because of cheaper imports However there could also be downward pressure on wages; cheaper imports also could displace locally produced goods, which affects economic sustainability Final judgement expressed clearly: whether workers in Tanzania enjoy a net benefit from globalisation N.B. 1. If there is no analysis/evaluation, then application (AO2) cannot be rewarded.		Reasonable analysis about globalisation. There is correct analysis largely in the form of single effects. These address the question but are not developed into a clear chain of reasoning. The relevant diagram(s), if present, may be imperfectly labelled or not linked to the analysis. Good evaluation about globalisation with a fully supported judgement that is developed from weighing up arguments/both sides/comparing other reasonable responses. <i>There is a well-developed and detailed line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i> <u>Level 2 (3-4 marks)</u> (AO2 – 1, AO3a – 1 mark, AO3b – 2 marks = 4 marks) Good application of knowledge about globalisation. The terms/theoretical concepts are used/adapted/changed in the context of the given scenario. There is good understanding of all the relevant elements of the scenario. Limited analysis of globalisation. There is an attempt at an analysis largely in the form of a single effect. These address the question but are not developed into a clear chain of reasoning. The relevant diagram(s), if present, are unlikely to be correct and not linked to the analysis. Reasonable evaluation about globalisation, considering arguments/both sides/comparing other reasonable responses. There may be a judgement, but this will not be fully supported.

	Question		Answer	Mark	Guidance
			2. In order to reach Level 2, there must be Application (AO2), Analysis (AO3a) and Evaluation (AO3b)		<i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i> <u>Level 1 (1-2 marks)</u> (AO2 – 0 marks, AO3a – 1 mark, AO3b – 1 mark = 2 marks) No application of knowledge globalisation. There is an attempt to use/adapt/change the terms/theoretical concepts in the context. Limited analysis about globalisation. There is an attempt at analysis which may include a single effect that has some link to the question. Diagrams (if present) are unlikely to be correct and not linked to the analysis. Limited evaluation of globalisation that may include an incomplete consideration of arguments/both sides/comparing other reasonable responses with unsupported statements. <i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i> <u>0 marks</u> Response is not worthy of credit. N.B. Any other relevant points and/or evidence of learners' understanding of the connections between the various topics of both components to be credited.

ASSESSMENT OBJECTIVE GRID

Question	AO1a	AO1b	AO2	AO3a	AO3b	Total	Quantitative skills
Questions 1–20	3	10	7	-	-	20	3

Q21 Marks:	AO1a	AO1b	AO2	AO3a	AO3b	Total	Quantitative Skills
(a)			2			2	2
(b)			2			2	2
(c)	1		2	3		6	
(d) (i)	2					2	
(d) (ii)		2				2	
(d) (iii)			1	2	3	6	
Total	3	2	7	5	3	20	

Q22 Marks:	AO1a	AO1b	AO2	AO3a	AO3b	Total	Quantitative Skills
(a)			2			2	2
(b)			2			2	2
(c)	1		2	3		6	
(d) (i)	2					2	
(d) (ii)		2				2	
(d) (iii)			1	2	3	6	
Total:	3	2	7	5	3	20	

Q23 Marks:	AO1a	AO1b	AO2	AO3a	AO3b	Total	Quantitative Skills
(a)			2			2	2
(b)			2			2	
(c)	1		2	3		6	
(d) (i)		2				2	
(d) (ii)	2					2	
(d) (iii)			1	2	3	6	
Total:	3	2	7	5	3	20	
Section B total:	9	6	21	15	9	60	12
PAPER TOTAL	12	16	28	15	9	80	15

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