

Examiners' Report June 2018

GCE Economics B 8EB0 02



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Introduction

This was the third paper for the new specification and overall candidates' performance showed a sound grasp of economic concepts. Answers suggested that candidates on the whole had been well prepared for this paper. There appeared to be better use of precise economic terminology throughout all sections of the paper. The more able candidates demonstrated excellent application of their knowledge to the precise question set, while less able candidates attempted questions from a 'common sense' approach rather than demonstrating any economic concepts.

The examination paper required candidates to apply their understanding; more able candidates did this well with clear development of points. Examination timing skills appeared to be very good as a whole.

Question 1 (a)

There are always two parts to the definition and examiners were looking for references to imports are from another country **AND** goods/services being bought/brought/transferred/received. Examiners also accepted that imports are a leakage/withdrawal as an alternative way of gaining a second mark. Overall, this question was well answered and the majority of candidates were able to score 2 marks for this question.

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(2)

1 (a) What is meant by the term 'imports'?



This example scored both marks and has that goods or services that are bought from another country (1 mark). The second mark was gained by stating it is a leakage in the circular flow of money.



Make sure your answer has two parts otherwise you will not be awarded both marks.

Question 1 (b)

Many candidates were able to calculate the correct answer and it is pleasing to see the improvement in the marks being achieved for these types of questions. Marks can be awarded for showing workings but these are not necessary if the correct answer is shown. There were some minor errors in that some candidates still did not include the percentage sign or their answer was not to two decimal places. Overall, most candidates were able to score at least 3 marks for this question.

In December 2016, *Nim's Fruit Crisps* produced 84,250 packets of fruit crisps. The production line can produce 125,500 packets per month.

(b) Calculate, to 2 decimal places, the capacity utilisation in December 2016. You are advised to show your working.

 $\frac{\text{Capacity}}{\text{vtillisation}} = \frac{\text{actual output}}{\text{maximum theoretical output}} \times 100$ $\frac{84250}{125500} \times 100 = 67.13.7.$



of 67.13% so scores 4 marks.



Make sure you include the appropriate units and that your answer is to two decimal places, otherwise you will lose marks. (4)

Question 1 (c)

This is marked using a points-based mark scheme. The knowledge mark is for giving one 'way' and examiners accepted any valid way which would improve capacity utilisation. Application marks were awarded for any use of relevant evidence such as the use of 84 250 or 67.13% from the previous question, references to dried fruit, different flavours and using locally grown fruit. There had to be two separate references to gain both application marks. Most candidates only gave one piece of application and many gave none at all. The analysis mark was awarded for how the stated 'way' could increase capacity utilisation. Unfortunately, many candidates misread the question and therefore performed poorly. Many candidates gave answers about how to increase productivity or efficiency rather than capacity utilisation and examiners were looking for ways to increase demand such as increased advertising rather than how to increase output per worker.



(4)

σ Ca more po u cosed de



This response scored all 4 marks and clearly shows how Nim's Fruit Crisps could improve its capacity utilisation by extending its product range. There are two separate application points and the analysis mark is gained by showing how extending the product range will use more of its existing resources thereby increasing capacity utilisation.



Application is usually the one area which is missing from the 4-mark questions or if it is present, there is only one piece of application. One tip is to write the application in separate sentences so that you know you definitely have two pieces. Application is NOT the name of the firm but it can be anything such as data, numbers or references to the products the firm makes.

Question 1 (d)

Overall, this was a popular question and candidates were able to use some of the information in the extract to write about the how lean production methods such as JIT, Kaizen, TQM may help *Nim's Fruit Crisps* achieve a competitive advantage. However, s ome candidates still only gave a one-sided response and focused on the benefits of lean production. Examiners did look for relevant evidence to Nim's Fruit Crisps rather than *KFC* or other firms. The command word is 'discuss' and this requires evaluation of the concept being examined so some responses were unable to fulfil all the requirements of a 'balanced awareness of competing arguments' in Level 3 descriptor in order to achieve full marks.

loner costs less wasta experion (d) Discuss whether using lean production will help Nim's Fruit Crisps achieve a competitive advantage. production 5 mat 0 wasta rce a he costs TERES ne min's thut wastage, hkel Lar p. be may advan th tage In Hen \sim give brexit in Import uch le of marpries E mese COIH are Welly my existin pnc the reduction mer propt margins. Maintaing price Nimis thut chisps a competitive adva price leader, eg espe a a raise prices their rival

production is mat it to lean disadvar tage may make it harder casps' respond « NIM'S Ь Ъ or meir products As shown Cexport der exnau . Howers Nim However,

uses strategies like JIT men her ability to meet these new orders quickly null be dimished as she to have excell stock, of This may watemelon . The saavar business he h their nivals are able to Incre production and neet mese order at a fast rate



This response scored 8 marks and did fulfil all the requirement in the level descriptor box to achieve this. There is plenty of relevant evidence used throughout the response and the argument is balanced and evaluated.



Discuss questions require evaluation. There does not need to be a conclusion but there does need to be a balanced awareness of competing arguments.

Question 1 (e)

For a 12-mark 'assess' question there are four levels and examiners read the whole response and then decide which level best fits the response. Many candidates gave a simplistic view of the impact of the depreciation of the pound sterling – explaining the impact on imports and exports with some relevant evidence to *Nim's Fruit Crisps* and using the data from the extract. A one-sided response with relevant evidence was *unlikely* to enter Level 4 as the bulk of the descriptors require evaluation and a full and balanced awareness. More able responses attempted to assess the extent of the impact or how this may affect *Nim's Fruit Crisps* in terms of investment, revenue, profit margins and uncertainty rather than just a simplistic view that imports are more expensive and exports become competitive.

(e) Using the data in Extract B, assess the extent to which the depreciation of the pound sterling (£) will have an impact on UK manufacturers such as Nim's Fruit Crisps.

(12)The pound could have Leprevation of a significal vel produces tile NFC ay ative impat cald ar Fell 50 Since ne pound in valu \$0.20 St by 2016, and fren Ja Jm - Odr (6 has all currences eres hal utto bun 100 resses the good od puelua most out Ma trues wp signifianty hi average U levas popul sighten for 50 Hore frenerdougl me ∧ e apat such yusings upont Fron -Guns cast rse ay see 50 sure puelasn inputs From Cow Duclase Evope, hig 4 aste ral rse 0y have Filler tar agant 50 00 æ The esta devere mating two pourt al repulat depreciation at SIGNU positive upad α as O ne rores de de

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This response scored Level 4 and 11 marks. This went beyond the simplistic 'imports dear, exports cheap' evaluation and really looked at the extent of the depreciation on the firm. This response also had a conclusion which tried to say what the overall impact would be.



Give a full and balanced answer with an awareness of the validity and significance of competing arguments. You can use your own examples and always try to contextualise both sides of the argument. Often it is the quality not the quantity of your argument which will get you into Level 4.

Question 2 (a)

As with Q1(a), there are two parts to the definition and examiners were looking for references to: 'measurement of inflation/weighted index' **AND** it being 'a basket of goods'. Examiners did not accept examples of what is or isn't included in the basket of goods. Many candidates were able to score at least 1 mark for a partial definition.

2 (a) What is meant by the term 'Consumer Price Index'?

(2) Consiner Rice lidex is the way in which inflation reasured gir as an average price of a baske bought buy the consumer. in the consume



This scored 2 marks for the measure of inflation and reference to a basket of goods.



Question 2 (b)

This question was poorly done with many candidates not able to calculate the change in average earnings despite this being a very simple calculation. Many candidates instead calculated the change in real savings rate and many did not understand the difference between nominal and real. Marks were available for the correct formula and for showing the calculation. As in previous years, 1 mark was deducted for not showing the percentage sign.

(b) Using Extract C, calculate the change in average real earnings for November 2016. You are advised to show your working.

(4) averag





This candidate gives the correct answer (1.6%) as well as showing the formula and workings.



Read the question carefully so that you know exactly what you are calculating. Check the units are included in your answer.

Question 2 (c)

This like Q1(c) is marked using a points-based mark scheme. The knowledge mark could be awarded for stating there might be a negative impact, savings lose value or money is worth less. Application marks could be awarded for two separate references to the data in the extract. The analysis mark was awarded for candidates showing that savings can buy fewer goods.

(c) Using Extract C, explain one impact of rising inflation on individuals with savings.

(4) Individuals who have the bank Saurrer off wh beione worse the rate lover thank the For exangle have 2016 saver a mad interest rate 1.2%. Therefore ruses. as power of the nere CL. Q les the vidual nll worse become off oney is a worth less. This is also the case in July, August, September altobe 1 but May not and



This response scored 4 marks and clearly shows the impact of rising inflation on individuals with savings. They have used the data from the table (0.25% and 1.2%) and have shown the consequence of this on the purchasing power of savings.



Try and link your knowledge point to your analysis point - show how they are linked or the reason, cause or consequence. Always have two separate data references to gain both application marks.

Question 2 (d)

For an 8-mark 'discuss' question there are three levels and examiners read the whole response and then decide which level best fits the response. Many candidates gave a simplistic evaluation of the impact on revenue so were able to access Level 2. Some candidates were able to link the impact on revenue to the type of ticket, the type of traveller and whether there are any substitutes to train travel.

(d) Discuss how price elasticity of demand might affect train operators' revenues following an increase in the price of rail tickets. (8)Price elasticity of demand shows that if the price of a product charges, the demand also does to, beat is dependent on the elashicity of the product or service. Price clashicity of demand new cause or durease in train operators revenues pollowing an inercase a price because Gois of Fichet are baught are enregulated Jures such as appeal lisere Likets. Thismy PED May lead to a loss in revenue with an increase in the Price of rail Fichets, because Hesse 60% of Lichets ased for leisure hips that are not recession, which means that anchonge awarder increase of 2.3% may dere denard and therefore decrease revenue because there is are less consumes willing to par the board when their chaper substitutes such as bus, coach w car However the mpart may be linited be because the austones ar able see that the nerease in price leads to & Sobr with of Imposement on the roilways which may are all increase the customer satisfication of the service. On the other hand, price elasticity of demand mary not expect train operations revenue following on increase, bereuse peak rate season lickets are capped at an increase at means that for commutes, train hitely are often a necessity erence more price inelastic because it is the norst comenient way to get to work, which deregoe means that sevenue ney rol

decrease significently becere 40% of another need be willing to still puy, as well as the peech-rate seesan lichely ogening a lower prie in compinion inregulated lichets which very seeguest reverse Therease slightly due to a higher devend of the more expensive likets. However, private trains as substitutes new limit that because they never attract more arstims with love prices and more reliability

to change in QD To change in price



This response achieved Level 3 and 6 marks. There is a clear understanding of the impact of PED on the revenue and the candidate has tried to look at the type of traveller and ticket type as to the impact on the overall revenue of train operators.



balanced awareness of competing arguments. A conclusion is not required for a 'discuss' question.

Question 2 (e)

This is a levels-based question and there are four levels for this question. Many candidates provided ways in which increased investment in the UK rail network would lead to economic benefits and candidates were able to discuss the potential economic benefits in terms of reducing unemployment, increasing productivity and reducing traffic congestion. The counter argument focused around the opportunity cost of the investment and whether there would be any economic benefits. Again, a one-sided response with relevant evidence is *unlikely* to enter Level 4 as the bulk of the descriptors are to do with the candidate providing evaluation and a full and balanced awareness. For a high Level 4 response, examiners were looking for arguments which are fully developed and evaluated and are supported throughout with relevant evidence as well as a full and balanced awareness of the validity and significance of competing arguments.

(e) Assess the economic benefits of increased investment in the UK rail network (12)

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This response was a clear Level 4 answer and scored 11 marks overall. There was plenty of relevant evidence used throughout the response and the counter argument was very well developed. The conclusion was good and did push this to the mid-point in Level 4.



Use a conclusion in the 'assess' questions. Do not just repeat what you have already said in the response but consider a 'full and balanced awareness of the validity and significance of competing arguments'. What does it depend on? Are there any arguments which are stronger than others? Consider the short term and long term impact.

Question 3

This is the largest mark question on the paper, worth 20 marks and has four levels. Examiners were looking for relevant evidence in terms of using the information in the extract but many responses tended to be generic in nature with little relevant data so these types of responses were likely to be in Level 2 or Level 3 band. Many responses focused on the negatives rather than the likely impact of unemployment on the Spanish economy. Some candidates saw high levels of unemployment as an opportunity for business start-ups, larger pool of workers to choose from, lower wage demands, lower inflation and used these ideas as counter arguments. Overall, examiners commented that some responses were very generic in nature and did not use the extract to support the evaluation. Some candidates incorrectly focused on how to reduce unemployment through the use of government policies rather than the question set.

3 Using Extract E, evaluate the likely impact of unemployment on the Spanish economy.

(20)to the % of the population who are refers in formal work. Spains unemployment tract shows Chat 2013 6 18.1% from still drastically howeve Korgge unemployment comparison 1-bel 13 Jeneral SUCCESS economy that entire spain incomes across people not a celiade \sim 1: hel 3 economy resulting lower Somish spending consumer expenditure will schion MA further dama M outputs also decrease due 11'w now consumer Spending bringing \mathcal{M} down likely innia result in Hims not be met and slowing down of bers unem SHI numbers hibely to cause the SCOL oł

to reduce, due to the fact that output from Spanish firms is likely to fall causing spinish GDP to be damaged. However on the other hand, there may be some benefit's for the Spanish economy caused by the high unenployment Unemployed people are classified as seeking work but not corrently in employment. And due to the 9% in unemployment between 2013 and 2016 it shows that those people are looking for to be back in employment. These factors suggest that Spain has a large quailable and willing labour market. This large pool of eager workers may cause firms to be more confident in terms of expanding their businesses or aiming to grow as they an be confident that any new jobs created will be filled and they will have a large selection of employees to choose from, with a wide range of stails. The large labour market may do encourage FDI into spain as other multimationals will see spain is a opportunity for investment due to the availability of labour (an important factor of production) who may be willing to work for chapper notes due to the lack of other jobs.

Conversity the high unendayment may have long lastring offects due to the fall in expenditure, mentioned previously. This may be because of the negative multiplier effect caused by high unemployment firms may wish to scale back their operations further adding to the already large problem mentioned in the extract of long term unemployment. Although unemployment fell h those 3 years the Extract suggest long herm unemployment did not fall implying that this has been an ongoing CONCERN within Spains economy and may not be fixed easily. This is also shown to negatively impact the Spanish the Spanish economy as it is government has been forced to must E515 m plan to tackle long-term unemployment. This is happyons money which could have been used describere to promote growth and innovation but cannot as it needs to be used to tackle the inenployment problem.

In Conclusion Spains unemployment figures, although falling, aging to damage the economy due to the reduction are still min gending and output, which will likely make the problem sorse. The only positive lebot may be drawn from it is that Spain may be hopefully of altracting future FDI.



This response scored 15 marks and was placed at the top of Level 3. It used the data from the extract and had good used of economic concepts rather than a 'common sense' approach which is often seen.



Make sure you spend the correct amount of time on this question as it is worth 25% of the marks. Some candidates do this question first but so long as you give the appropriate amount of time to this question, you should score highly. Make sure you have a good conclusion which doesn't just repeat earlier points.

Paper Summary

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

- 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.
- Q1(a) and Q2(a) require two parts to the explanation and examples are not rewarded.
- Quantitative skills will be tested throughout the paper and these may be in the form of calculations or using the data from the extracts to provide the application in the 4-mark questions.
- The 4-mark 'explain' questions will always have two Application marks so ensure that there is enough application to gain both marks.
- The command word 'discuss' is an evaluative command word so candidates must provide both sides of an economic argument in order to achieve full marks.
- Use of relevant evidence 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.
- Use economic concepts rather than generic 'common sense' answers.
- Examination timings make sure there is enough time to answer the 20-mark question in Section C.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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