

OCR GCSE IN ECONOMICS

1985

Key Features

- A clear progression route to the revised OCR AS/A Level Economics specifications.
- No coursework requirement.
- Case study paper based on pre-released scenario.
- Scenario covers key topics from subject content.
- List of web sites published to support investigation of the scenario.
- Scenario provides excellent vehicle for revision.
- Building on the successful current OCR GCSE in Economics.

Support and In-Service Training for Teachers


- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870-870-6622, fax 0870-870-6621).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870-870-6622, fax 0870-870-6621).
- A report on the examination, compiled by senior examining personnel after each examination session.

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Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

 Citizenship

 ICT

 Key Skills

SECTION A: SPECIFICATION SUMMARY

TIERS

Grades	Foundation Tier G to C	Higher Tier D to A*
A*	Candidates take components 1 and 2	Candidates take components 3 and 4
A		
B		
C		
D		
E		
F		
G		

COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1 - Foundation Tier	1 hour 30 minutes	50%
2	Paper 2 (Case Study Paper) Foundation Tier	1 hour 30 minutes	50%
3	Paper 3 - Higher Tier	1 hour 30 minutes	50%
4	Paper 4 (Case Study Paper) Higher Tier	1 hour 30 minutes	50%

QUESTION PAPERS

All candidates will enter for one tier and take two papers. There is no coursework component for this specification.

Papers 1 and 3 will consist of short answer and longer structured questions based on data. All questions will be compulsory.

Papers 2 and 4 will contain a series of compulsory questions (which again consist of short answer and longer structured questions) related to a common, pre-released case study.

There is no coursework component for this specification.

ENTRY OPTIONS

All candidates should be entered for 1985 with one of the following option codes:

Option Code	Title	Components
F	Foundation Tier	1, 2
H	Higher Tier	3, 4

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

This specification is consistent with the GCSE Criteria for Business Studies and Economics (QCA 2000).

The overall aim of this specification is to enable centres to develop a course which will encourage candidates to:

- think from an economic perspective;
- understand basic economic concepts and theories;
- apply these concepts and theories to a range of economic contexts;
- explain and evaluate the market economy and the economic role of government;
- explain and evaluate the influence of the European Union on UK economic activity.

The specification is also intended to provide candidates with:

- a knowledge of both micro-economics and macro-economics;
- the ability to understand a range of current economic issues and to study relevant data from local, national, European and international sources;
- the ability to look critically at the basic economic models relating to issues such as demand and supply analysis, the role of government and the influence of international factors.

The specification will provide a qualification which will be:

- an appropriate foundation for a GCE Advanced Subsidiary or GCE Advanced qualification in Economics, or related subjects;
- an appropriate entry qualification for a range of other courses available at the end of compulsory education;
- an appropriate entry qualification for employment and/or training at the end of compulsory education.

The specification assumes no previous knowledge or study of Economics.

OCR has taken great care in the preparation of this specification and assessment material to avoid bias of any kind.

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE in Economics.

1.3 LEVEL OF QUALIFICATION

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A* will have achieved an award at Intermediate Level.

Two GCSEs at grade G to D and two GCSEs at grade C to A* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A* are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

1.4 RECOMMENDED PRIOR LEARNING

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or a Distinction at Entry Level within the National Qualifications Framework.

1.5 PROGRESSION

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly grades G to D at GCSE could either strengthen their base through further study of qualifications at Foundation Level within the National Qualifications Framework or could proceed to Intermediate level. Candidates who are awarded mainly grades C to A* at GCSE would be well prepared for study at Advanced Level within the National Qualifications Framework.

1.6 OVERLAP WITH OTHER QUALIFICATIONS

There are some links between GCSE Economics and the GCSE Business Studies specifications offered by OCR. This is exemplified by Business Studies A, Business and Change option, section 5.2.1a (The Economic Environment) and Business Studies B, section 5.2.1 (Context of Business) and 5.2.2 (The Business and the Economy).

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any other GCSE specification with Economics in the title, in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 4410.

1.8 CODE OF PRACTICE REQUIREMENTS

These specifications will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998).

2 Specification Aims

The aims below set out the educational purposes of the GCSE specification for Economics. Many of these are reflected in the Assessment Criteria for the specification; others are reflected in the assessment of Key Skills. The specification provides candidates with opportunities to develop knowledge and understanding of market and non-market solutions to economic problems and an appreciation of the interdependence and dynamics of economic behaviour.

A course based on this specification should enable candidates to:

- make effective use of relevant terminology, concepts and methods and recognise the strengths and weaknesses of ideas used;
- apply knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts;
- distinguish between facts and opinions and evaluate quantitative and qualitative data in order to help build arguments and make informed judgements;
- appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise;
- develop key skills of numeracy, literacy, information and communication technology, working with others, improving own learning and performance and problem solving.

3 Assessment Objectives

Candidates should be able to:

- AO1 Demonstrate knowledge and understanding of the specified subject content.
- AO2 Apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues.
- AO3 Select, organise, interpret and use information from various sources to analyse problems and issues.
- AO4 Evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately.

4 Scheme of Assessment

4.1 TIERS

The scheme of assessment consists of two tiers: Foundation Tier and Higher Tier. Foundation Tier assesses grades G to C and Higher Tier assesses grades D to A*. Candidates will be entered for either the Foundation Tier or the Higher Tier.

Under no circumstances will a candidate entered for the Foundation Tier be awarded a grade higher than grade C. Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is however provision for those who narrowly fail to achieve this mark to be awarded a grade E.

Grades	Foundation Tier G to C	Higher Tier D to A*
A*	Candidates take components 1 and 2	Candidates take components 3 and 4
A		
B		
C		
D		
E		
F		
G		

4.2 COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1 - Foundation Tier	1 hour 30 minutes	50%
2	Paper 2 (Case Study Paper) Foundation Tier	1 hour 30 minutes	50%
3	Paper 3 - Higher Tier	1 hour 30 minutes	50%
4	Paper 4 (Case Study Paper) Higher Tier	1 hour 30 minutes	50%

4.3 QUESTION PAPERS

All candidates will enter for one tier and take two papers. There is no coursework component for this specification.

Papers 1 and 3 will consist of short answer and longer structured questions based on data provided in the paper. All questions will be compulsory.

Papers 2 and 4 will contain a series of compulsory questions (which again consist of short answer and longer structured questions) related to a common, pre-released case study.

Teachers are advised that the case study may be used as a vehicle for revising the entire specification.

Candidates will not be allowed to take notes or annotated versions of the Case Study into the examination room. A new copy of the Case Study will be issued with the questions.

4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

Foundation Tier

	AO1	AO2	AO3	AO4	Total
Paper 1	15	15	10	10	50
Paper 2	10	10	15	15	50
Overall	25	25	25	25	100

Higher Tier

	AO1	AO2	AO3	AO4	Total
Paper 1	15	15	10	10	50
Paper 2	10	10	15	15	50
Overall	25	25	25	25	100

4.5 ENTRY OPTIONS

All candidates should be entered for 1985 with one of the following option codes:

Option Code	Title	Components
F	Foundation Tier	1, 2
H	Higher Tier	3, 4

4.6 ASSESSMENT OF WRITTEN COMMUNICATION AND ICT

Candidates are expected to:

- Present relevant information in a form that suits its purpose.
- Ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

Each question paper will be marked out of 100 marks, four of which will be awarded for the Quality of Written Communication (QoWC). These marks will be attached to all four of the assessment objectives.

Candidates will be awarded marks on two separate occasions, within each question paper, for the quality of their written communication, according to the following criteria:

Ideas are expressed clearly, fluently, legibly and in an appropriate way. There are few errors in spelling, punctuation and grammar.	2 marks
Straightforward ideas are expressed relatively clearly, legibly and appropriately. There may be some errors of spelling, punctuation and grammar, but these do not obscure the meaning of the answer.	1 mark
Candidate fails to reach the threshold standard in all respects.	0 marks

The questions where QoWC marks are to be awarded will be marked with an asterisk. The criteria above will appear in the mark scheme for each of these questions.

This specification will allow candidates to develop their ability to use ICT. There are opportunities throughout the specification for candidates to research information, share information, analyse collected data, present information and to review, modify and evaluate their work. The specification provides, for example, such opportunities through a study of a business working within the competitive market; an examination of the impact of the Budget on government income and spending; and the trading patterns of the UK economy.

The Case Study papers (Papers 2 and 4) will be based on a pre-released case study, which will be available to candidates approximately six months before the examination. Candidates will be encouraged to use the internet and other electronic sources when conducting research to enhance their knowledge and understanding of the Case Study scenario. It is intended that a list of useful and relevant websites to support this research will be published at the same time as the case study is released to Centres.

ICT will not be specifically assessed in this specification, but opportunities to utilise ICT and opportunities for the assessment of the IT Key Skill will be signposted throughout the specification.

4.7 DIFFERENTIATION

Differentiation will be achieved through tiered question papers.

4.8 AWARDING OF GRADES

The written papers will have a total weighting of 100%.

A candidate's mark for each of the components taken will be combined in the appropriate weighting to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is however provision for those who narrowly fail to achieve this mark to be awarded a grade E.

4.9 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Section 5; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Grade F

Candidates demonstrate knowledge and understanding of some aspects of the specification content. They begin to apply this knowledge and understanding, using some terms, concepts, theories and methods to address problems and issues. They show some ability to select, organise, interpret and use simple information from a variety of sources to analyse problems and issues. They also make judgements and present simple conclusions that are sometimes supported by evidence.

Grade C

Candidates demonstrate knowledge and understanding of most aspects of the specification content. They apply this knowledge and understanding, using terms, concepts, theories and methods appropriately to address problems and issues. They select, organise, interpret and use information from a variety of sources to analyse problems and issues with some accuracy. They also make reasoned judgements and present conclusions that are supported by evidence.

Grade A

Candidates demonstrate in-depth knowledge and critical understanding of the full range of specification content. They apply this knowledge and critical understanding, using terms, concepts, theories and methods effectively to address problems and issues. They select and organise information from a wide variety of sources and interpret and use this information effectively to analyse problems and issues with a high degree of accuracy. They also evaluate evidence effectively, making reasoned judgements and presenting conclusions accurately and appropriately.

SECTION C: SPECIFICATION CONTENT

5 Specification Content

The content of this specification should be taught in the context of the assessment objectives and in particular of the requirement that candidates should be able to demonstrate specified knowledge and understanding of the basic economic problems and decisions which give rise to economics as a discipline. It is essential that the range of content given below be demonstrated in the context of the interdependent economic behaviour of individuals, groups, organisations and governments within local, national, European and international contexts.

The order in which the specification content is presented does not imply a proposed teaching order. Indeed, the integration of the different sections of this specification is essential.


Economics should not be taught in isolation from the real world and the community at large. Throughout the course, the dynamic nature of economic activity should be emphasised, with particular reference to the UK economy. Candidates must appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise.

The course aims and objectives should be understood by candidates, together with the setting of personal targets and the improvement of their own learning, and this should be encouraged.

Each of the following statements is pre-fixed by the stem 'Candidates should be able to....'. For each statement one key action verb is used (e.g. describe, identify, explain, evaluate), but others may also be important.

5.1 THE ECONOMIC PROBLEM

  C1.1-2.3; N1.1; IT1.1; WO1.1-2.3; LP1.1-2.3; PS1.1.

 1e, 1h, 1i, 1j, 2a, 3c

This section of the specification covers the major issues relating to different economic markets and the allocation of scarce resources between competing aims, as well as considering the role of money in the operation of these markets.

(a) Factors of Production

- Understand the nature of and identify examples of land, labour, capital and enterprise.

(b) Scarcity, choice and opportunity cost

- Show an appreciation of the basic economic problems of scarcity, choice and the allocation of resources.
- Apply the concept of opportunity cost to all economic decision makers.

- Interpret a linear production possibility curve, and assess its economic implications.



(c) Approaches to the economic problem


- Understand that every economic producer (individuals, firms and government) has to decide upon what to produce, how to produce and for whom to produce.
- Identify the key features of market and mixed economies.
- Identify the key differences between private and public sector enterprises.
- Appreciate the increasing role of public/private sector partnerships.
- Appreciate the role of shares in a market economy.
- Understand the economic factors which a producer has to consider when deciding upon business location both nationally and internationally.

(d) Money and interest rates

- Understand what is meant by money.
- Appreciate the use of money as a means of deferred payment, a store of value, a unit of account and a medium of exchange.
- Explain what is meant by rates of interest.

5.2 THE COMPETITIVE MARKET

  C1.1-2.3; N1.1-2.3; IT1.1-2.2; WO1.1-2.3; LP1.1-1.3; PS1.1-2.3.

 1e, 1h, 1j, 2b, 2c, 3a

This section of the specification considers the role of demand and supply in the determination of price in competitive markets and it looks at the impact of price elasticity on revenue. This section also looks at issues such as costs, revenue, productivity and resource rewards. It considers the impact that such issues have upon a business operating within a competitive market, and in turn, how the profitability of such a business is likely to be affected.

(a) Competitive markets

- Explain what is meant by a competitive market.
- Understand the implications for business of operating in competitive markets.

(b) The demand curve

- Explain what is meant by demand.
- Construct an individual demand curve and a market demand curve from consumer data.
- Explain shifts of, and movements along, the demand curve.

(c) The supply curve

- Explain what is meant by supply.
- Construct an individual firm's supply curve and a market supply curve from production data.
- Explain shifts of, and movements along, the supply curve.

(d) Price elasticity

- Understand the meaning of price elasticity.
- Complete simple calculations of price elasticity of demand and price elasticity of supply.
- Understand and construct graphs to illustrate price elasticity.
- Understand the effects of price elasticity on businesses operating in competitive markets.
- Understand the implications of price elasticity of demand for revenue.

(e) Determination of price in competitive markets

- Understand how the inter-relationship between market forces determines equilibrium price.
- Understand the impact of competition on price.
- Explain the role of consumer sovereignty, and the role of advertising and product differentiation in price determination.
- Explain the effects of taxes and subsidies on price and quantity in competitive markets.
- Explain the effects of maximum and minimum prices.

(f) Costs

- Identify and calculate total and average, fixed and variable costs.
- Construct and interpret total fixed, variable and average cost curves.

(g) Revenue

- Identify and calculate total and average revenues.
- Construct and interpret total and average revenue curves.

(h) Profits

- Identify and calculate profit.
- Construct and interpret a break-even chart.
- Identify business objectives, including profit.
- Explain the impact of competitive pressures on price and profit.
- Understand the relationship between business objectives and stakeholder interests.



(i) Productivity


- Understand what is meant by productivity.
- Explain the difference between production and productivity.
- Explain how productivity may be increased by the specialisation of labour, the substitution of capital for labour and worker involvement.
- Appreciate the impact of competitive forces on the need for increased productivity.
- Explain internal and external economies and diseconomies of scale.
- Understand the implications and effects of internal and external economies and diseconomies of scale.

(j) Rewards for labour

- Identify the differences between gross and net, and real and nominal income.
- Understand wage determination using simple demand and supply analysis.
- Understand wage differentials within and between occupations.
- Appreciate the advantages and disadvantages of a national minimum wage.
- Understand the implications and effects of non-monetary rewards for labour.

5.3 THE ECONOMIC ROLE OF GOVERNMENT WITHIN THE UK

  C1.1-2.3; N1.1-1.3; IT1.1-2.3; WO1.1-2.3; LP1.1-2.3; PS1.1-1.3.

 1e, 1h, 1i, 1j, 2a, 2b, 2c, 3a

This section of the specification considers the macro-economic role of the government within the UK economy. It looks at variables such as economic growth, unemployment and price stability, and the potential conflicts which exist between the achievement of macro-economic objectives. It also considers the role and impact of government fiscal policy.

(a) The role of government within the UK economy

- Understand the role of the government budget, and the effects that government policy can have upon macro-economic variables such as growth, unemployment, price stability and inflation and market failure.

(b) Government income and expenditure

- Understand the reasons for the budget and the meaning of a budget surplus and a budget deficit.
- Understand the implications of a budget surplus and a budget deficit.
- Be aware of the sources of central government income and local government income.
- Understand the reasons for taxation.
- Appreciate the qualities of a 'good' tax.
- Identify the differences between direct and indirect taxation, and the implications of changes in direct and indirect taxation.

- Understand the differences between progressive, regressive and proportional taxation.
- Identify the main areas of central government spending and local government spending.
- Appreciate the effects of the redistribution of income through government taxation and spending.
- Evaluate the impact of government income and spending on the economy.

(c) Recent trends in the UK economy and government economic policy with regard to:

(i) Economic growth

- Understand what is meant by economic growth.
- Show how economic growth can be measured by reference to GDP.
- Identify the causes of economic growth.
- Evaluate the advantages and disadvantages of economic growth.

(ii) Unemployment and training

- Understand what is meant by unemployment and how it is measured.
- Identify the types and causes of unemployment.
- Understand the consequences of unemployment.
- Understand what is meant by training.
- Appreciate how training can reduce unemployment.
- Explain the demand-side and supply-side solutions for unemployment.
- Appreciate the impact of demand-side and supply-side solutions for unemployment.

(iii) Price stability and inflation

- Understand the importance of price stability.
- Understand what is meant by inflation.
- Be aware that inflation is measured by the RPI.
- Explain the causes of inflation.
- Explain the economic consequences of inflation.
- Understand government demand-side and supply-side policies to achieve price stability.
- Understand the role of the Bank of England monetary policy committee in setting interest rates.



(iv) Potential conflicts between policy objectives


- Understand that attempts to achieve one macro-economic policy objective (such as price stability) might have adverse effects on one (or more) other policy objective.

(d) Market failure and government policy

- Understand what is meant by market failure.
- Identify external costs and benefits in competitive markets.
- Explain how governments may control external costs.
- Explain what is meant by monopoly power.
- Describe the causes and consequences of monopoly power.
- Explain the role of government in promoting competition.
- Identify public and merit goods.
- Identify and appreciate the reasons for the provision of public and merit goods.

5.4 THE EUROPEAN AND INTERNATIONAL SETTING

  C1.1-1.3; N1.1-1.3; IT1.1, 1.2; WO1.1-2.3; LP1.1-2.3; PS1.1-1.3.

 1e, 1i, 1j, 2a, 2b, 2c, 3a

This section of the specification introduces the European and international influences on the UK economy. It looks at international trade, the balance of payments, exchange rates and the role and influence of the European Union, as well as considering the impact of economic activity on living standards.

(a) International specialisation and trade

- Understand the meaning of specialisation.
- Understand the principles of absolute advantage.
- Explain the advantages of trade and the consequences of global interdependence.
- Identify the methods of, and the reasons for, protection.
- Evaluate the methods of protection.

(b) European Union

- Explain and evaluate the advantages and disadvantages of the single market.
- Explain and evaluate the advantages and disadvantages of the single currency.
- Understand the interdependency of the UK economy and EU economies.

(c) Balance of payments

- Identify the main items of Britain's EU and international trade.
- Identify Britain's major EU and international trading partners.
- Understand the continuing impact of EU membership on Britain's international trading patterns.
- Identify the components of the current account.
- Calculate the balance of trade in goods, the balance of trade in services and the current account balance.
- Understand the reasons for, and the methods of, rectifying a balance of payments deficit.

- Understand the impact of EU membership on Britain's ability to rectify a balance of payments deficit.

(d) Exchange rates

- Understand how exchange rates are determined through the interaction of demand and supply.
- Understand how the government could influence the exchange rate.
- Understand why the government might want to influence the exchange rate.
- Explain the relationship between the exchange rate and international competitiveness.

(e) Standard of living

- Identify the different indicators of standards of living both within and between countries.
- Understand the meaning and the limitations of GDP per head as a measure of living standards both within and between countries.
- Appreciate how living standards can be improved through economic growth.

SECTION D: COURSEWORK



Not applicable to this course.

SECTION E: FURTHER INFORMATION

6 Opportunities for Teaching

6.1 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Economics.


This section gives examples of opportunities for using ICT during the course. This list is by no means exhaustive and there are other opportunities within the specification. The opportunities are also indicated within the content of Section C by a  symbol. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills. Where such opportunities do contribute, they are identified by the use of the symbol .

ICT Application/Development	Opportunities for Using ICT During the Course
Word Processing/DTP	There are many opportunities within this specification for producing word processed documents. For example, writing a short essay outlining the factors which a producer has to consider when deciding upon a business location (C1.3).
Spreadsheets and Graphs	There are opportunities within this specification for candidates to devise graphs and spreadsheets. Spreadsheets could be used, for example, when looking at demand and supply schedules (5.2a, b, c), calculations of price elasticity (5.2d), calculations of costs, revenue, profit and break even (5.2e, f, g), calculations of the balance of payments on current account (5.4c). Graphs could be constructed to show production possibility boundaries (5.1b) and demand and supply curves (5.2a, b, c). Diagrams could be produced to show government income and revenue (5.3a) and international trading patterns (5.4c). These could, of course, be devised through spreadsheet figures.
Databases	Opportunities include, for example, using a database to collect and analyse information about individual demand and supply schedules (5.2a, b), government income and expenditure (5.3a) and changes in the full range of macro-economic variables (5.3a, b, c, 5.4c).

Graphics	Candidates can use 'clipart' (and similar) packages to add appropriate symbols/graphics to any written work which is produced using information technology.
Internet/Web Sites	There are many opportunities within this specification for candidates to obtain information from web sites. All candidates should, in fact, be encouraged to obtain the most up to date information on macro-economic variables from government (e.g. ONS, the Treasury) and commercial web sites. There are also a number of specific economic/business related web sites which have been created to help and develop own learning (e.g. BizEd.ac.uk). See Section 8 (Reading list) for a list of useful web sites.
Combining Information	Candidates could combine information from different sources, for example, by writing a report to illustrate government income and expenditure, using figures obtained from a web site. This could include tables/pie charts to illustrate sources of income and areas of spending, a bar chart to show the difference between total income and total expenditure, and a list of bullet points to show the reasons for taxation (IT 2.3).

6.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Section 5 by a  symbol.

Citizenship Programme of Study	Opportunities for Teaching Citizenship Issues during the Course
1e – How the economy functions, including the role of business and financial services.	The entire specification comes within this element of the programme of study. Any study of Economics must cover this element of the programme of study. The process of teaching and learning about The Economic Problem (5.1a, b, c), The Competitive Market (5.2), The Economic Role of Government within the UK (5.3) and the European and International Setting (5.4) will provide excellent coverage of this element of the programme of study.

1h - The rights and responsibilities of consumers, employers and employees.	Opportunities to cover this element of the programme of study within the specification can be found in The Economic Problem (5.1a, b, c), The Competitive Market (5.2g, h, i), and The Economic Role of Government within the UK (5.4b).
1i - The UK's relations with the European Union, and relations with the Commonwealth and the UN.	Opportunities to cover this element of the programme of study within the specification can be found in The Economic Problem (5.1b, c), The Economic Role of Government within the UK (5.3c), and The European and International Setting (5.4).
1j - The wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.	Opportunities to cover this element of the programme of study within the specification can be found in The Economic Problem (5.1a, b, c), The Competitive Market (5.2d), The Economic Role of Government within the UK (5.3b(i), c) and The European and International Setting (5.4).
2a - Research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics.	There are opportunities for candidates to research a problem within an economic context throughout this specification. There are opportunities to analyse information from a range of sources (including ICT) when studying, for example, The Economic Problem (5.1c), The Economic Role of Government within the UK (5.3) and The European and International Setting (5.4). It is important that candidates are taught to understand the extent to which any statistics and data obtained during this research are valid and/or useful.
2b - Express, justify and defend orally and in writing a personal opinion about such issues, problems or events.	There are opportunities for group discussion and the presentation of written reports within a number of aspects of this specification. Such opportunities include The Competitive Market (5.2g), The Economic Role of Government within the UK (5.3b(i, ii, iii, iv), c) and The European and International Setting (5.4a, b, e).
2c - Contribute to group and exploratory class discussion, and take part in formal debates.	There are similar opportunities to those identified in 2b above for candidates to take part in a group or exploratory class discussion and/or formal debate.

3a - Use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own.	An opportunity to consider other people's experiences and to be able to review the views of others might arise within this specification, for example, when studying The European and International Setting (5.4e).
3c - Reflect on the process of thinking.	Opportunities exist within this specification to reflect on candidates' participation in, for example, discussions and debates, or in those areas of study identified in 2a, 2b and 2c above.

6.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

This specification has been designed in such a way as to include, where appropriate, the spiritual, moral, ethical, social and cultural dimensions of Economics.

The strengths and weaknesses of the market economy are considered in sections in 5.2 The Competitive Market and 5.3 The Economic Role of Government within the UK. The quality of life and the distribution of wealth and/or income between groups within a society are considered in sections 5.1 The Economic Problem (5.1a, b, c), 5.2 The Competitive Market (5.2i), 5.3 The Economic Role of Government within the UK (5.3a, b(i), b(ii), b(iv), c) and 5.4 The European and International Setting (5.4a, b, e). Reference is made to the fairness of the rewards paid to labour in Section 5.2 The Competitive Market (5.2i) and to the relationship between developed and less developed countries in Section 5.4 The European and International Setting (5.4e).

6.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the report Environmental Responsibility: An Agenda for Further and Higher Education, 1993 in preparing this specification and associated specimen assessments.

This specification does not specifically address health and safety issues, but reference might be made to such issues when considering Section 5.2 The Competitive Market (5.2g, h, i). The environmental issue is addressed when considering Sections 5.1 The Economic Problem (5.1a, b, c) and 5.4 The Economic Role of Government within the UK (5.4c).

6.5 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

This specification is intended to support the European Dimension in Economics. Material relevant to the European economy may be utilised throughout the specification to aid the development of knowledge and understanding, and specific reference is made to the European Union in Section 5.4 The European and International Setting (5.4b, c, d, e).

7 Key Skills

Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content.

Opportunities for developing the generic Key Skills of Communication, Application of Number and Information Technology are indicated through the use of a 'key symbol' in Section 5. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities to produce evidence exist.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓	✓	✓	✓	✓	✓
Level 2	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

8 Reading List

The following list of suggested titles is not intended to be exhaustive, nor does inclusion on the list constitute a recommendation of the suitability of the book for the specification. The list details the texts available at the time of the preparation of the specification (May 2000). The possibility exists that more up to date texts which have been prepared for the revised GCSE specifications in Economics may become available.

Teachers will need to use their professional judgement in assessing the suitability of the material contained in this list.

B. Harrison and R. Nutter	GCSE Economics, Longman Study Guide 2nd Edition	Longman ISBN 0582315395
Anderton	Economics for GCSE	Collins ISBN 000327865
Barnes et al	Business and Economics for GCSE	Collins ISBN 0003280136

Web Sites

www.bized.ac.uk – General Business Studies and Economics information.

www.ebea.org.uk – Economics and Business Education Association.

www.ftse.com – Stock market information.

www.open.gov.uk – Government information service.

www.telegraph.co.uk – Daily Telegraph-current affairs.

www.sundaytimes.co.uk – Sunday Times-current affairs.

www.tutor2u.com – Tutor 2u Economics by Geoff Riley.

Further Reading

Borrington and Stimpson	Business Studies now! for G.C.S.E.	John Murray ISBN 0-7195-7222-3.
D.Butler	G.C.S.E. Business Studies	Oxford ISBN 0-19-832797-8.
Bamford et al	Economics for A.S.	Cambridge University Press ISBN 0-521-77728-3

9 Arrangements for Candidates with Special Needs

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (telephone 01223 552505) as early as possible during the course.

10 Support and In-service Training for Teachers

To support teachers using this specification, OCR will make the following materials and services available:

- a full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950);
- specimen question papers and mark schemes, available from the Publications department (telephone 0870-870-6622, fax 0870-870-6621);
- past question papers and mark schemes, available from the Publications department (telephone 0870-870-6622, fax 0870-870-6621);
- a report on the examination, compiled by senior examining personnel after each examination session.

