

# **Markscheme**

## **Specimen paper**

### **Economics**











#### **Higher level**






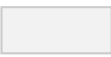

##### **Paper 1**

This markscheme is **confidential** and for the exclusive use of examiners in this examination session.



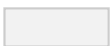




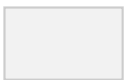

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The following are the annotations available to use when marking responses.


Annotation	Explanation
	Attempts Evaluation
	Answers the Question
	Benefit of Doubt
	Clear Knowledge Shown
	Cross — Incorrect Point
	Effective Evaluation
	Good Analysis
	Good Definition
	Good Diagram
	Good Example

	Good Explanation
	Highlight tool
	Incorrect Labelling
	Irrelevant
	Inappropriate Use
	Lacks Depth
	Lacks Logical Structure
L0	Level 0
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4

– 4 – SPEC/3/ECONO/HP1/ENG/TZ0/XX/M

	Not Answered Question
	No Definition
	No Examples
	On-page comment text box (for adding specific comments)
	Poor Diagram
	Poorly Expressed
	Question mark — Unclear
	Apply to blank pages
	Theory is Clearly Explained

	Theory is Not Clearly Explained
	Tick — Correct Point (colourable)
	Too Vague
	Underline tool
	Unbalanced Response

You **must** make sure you have looked at all pages. Please put the  annotation on any blank page, to indicate that you have seen it.

– 5 – SPEC/3/ECONO/HP1/ENG/TZ0/XX/M

***Use the question-specific markscheme together with the markbands. Award up to the maximum marks as indicated.***

1. (a) Explain **two** ways a government might respond to the existence of asymmetric information in a market. **[10]**

*Answers may include:*

- Definition: asymmetric information.
- Explanation: of adverse selection, moral hazard, and government responses such as regulation, legislation or the provision of information.
- Diagram: not needed for this question.

## Assessment Criteria

### Part (a) 10 marks

Marks	Level descriptor
0	<ul style="list-style-type: none"> <li>• The work does not reach a standard described by the descriptors below.</li> </ul>
1–2	<ul style="list-style-type: none"> <li>• The response indicates little understanding of the specific demands of the question.</li> <li>• Economic theory is stated but it is not relevant.</li> <li>• Economic terms are stated but they are not relevant.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• The response indicates some understanding of the specific demands of the question.</li> <li>• Relevant economic theory is described.</li> <li>• Some relevant economic terms are included.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• The response indicates understanding of the specific demands of the question, but these demands are only partially addressed.</li> <li>• Relevant economic theory is partly explained.</li> <li>• Some relevant economic terms are used appropriately.</li> <li>• Where appropriate, relevant diagram(s) are included.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• The specific demands of the question are understood and addressed.</li> <li>• Relevant economic theory is explained.</li> <li>• Relevant economic terms are used mostly appropriately.</li> <li>• Where appropriate, relevant diagram(s) are included and explained.</li> </ul>
9–10	<ul style="list-style-type: none"> <li>• The specific demands of the question are understood and addressed.</li> <li>• Relevant economic theory is fully explained.</li> <li>• Relevant economic terms are used appropriately throughout the response.</li> <li>• Where appropriate, relevant diagram(s) are included and fully explained.</li> </ul>

– 6 – SPEC/3/ECONO/HP1/ENG/TZ0/XX/M

(b) Using real-world examples, evaluate different approaches to managing common access resources.  
**[15]**

*Answers may include:*

- Definition: common access resources.
- Explanation: of different government approaches to this problem, legislation and regulation, collective self-governance, tradable permits, carbon taxes and international agreements.
- Diagram: showing negative production externalities.
- Synthesis (evaluate): the strengths and limitations of the above policies in addressing the problems of managing common access resources.
- Examples: a real-world common access resource and policies used by governments eg Antarctic Treaty System, Nile Agreement etc.

***N.B.*** It should be noted that definitions, theory and examples that have already been

given in part (a), and then referred to in part (b), should be rewarded.

– 7 – SPEC/3/ECONO/HP1/ENG/TZ0/XX/M

### Assessment Criteria

#### Part (b) 15 marks

Marks	Level descriptor
0	<ul style="list-style-type: none"> <li>• The work does not reach a standard described by the descriptors below.</li> </ul>
1–3	<ul style="list-style-type: none"> <li>• The response indicates little understanding of the specific demands of the question.</li> <li>• Economic theory is stated but it is not relevant.</li> <li>• Economic terms are stated but they are not relevant.</li> <li>• The response contains no evidence of synthesis or evaluation.</li> <li>• A real-world example(s) is identified but it is irrelevant.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• The response indicates some understanding of the specific demands of the question.</li> <li>• Relevant economic theory is described.</li> <li>• Some relevant economic terms are included.</li> <li>• The response contains evidence of superficial synthesis or evaluation.</li> <li>• A relevant real-world example(s) is identified.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• The response indicates understanding of the specific demands of the question, but these demands are only partially addressed.</li> <li>• Relevant economic theory is partly explained.</li> <li>• Some relevant economic terms are used appropriately.</li> <li>• Where appropriate, relevant diagram(s) are included.</li> <li>• The response contains evidence of appropriate synthesis or evaluation but lacks balance.</li> <li>• A relevant real-world example(s) is identified and partly developed in the context of the question.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• The specific demands of the question are understood and addressed.</li> <li>• Relevant economic theory is explained.</li> <li>• Relevant economic terms are used mostly appropriately.</li> <li>• Where appropriate, relevant diagram(s) are included and explained.</li> <li>• The response contains evidence of appropriate synthesis or evaluation that is mostly balanced.</li> <li>• A relevant real-world example(s) is identified and developed in the context of the question.</li> </ul>
13–15	<ul style="list-style-type: none"> <li>• The specific demands of the question are understood and addressed.</li> <li>• Relevant economic theory is fully explained.</li> <li>• Relevant economic terms are used appropriately throughout the response.</li> <li>• Where appropriate, relevant diagram(s) are included and fully explained.</li> <li>• The response contains evidence of effective and balanced synthesis or evaluation.</li> <li>• A relevant real-world example(s) is identified and fully developed to support the argument.</li> </ul>

– 8 – SPEC/3/ECONO/HP1/ENG/TZ0/XX/M

2. (a) Explain **two** tools open to a central bank to conduct expansionary monetary policy. **[10]**

Answers **may** include:

- Definition: expansionary monetary policy.
- Explanation: of any **two** of the following instruments—open market operations, minimum reserve requirement, base rate changes and quantitative easing.
- Diagram: money market diagram to show interest rates falling or AD/AS diagram.

### Assessment Criteria

**Part (a) 10 marks**

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<b>0</b>	<ul style="list-style-type: none"> <li>• The work does not reach a standard described by the descriptors below.</li> </ul>
<b>1–2</b>	<ul style="list-style-type: none"> <li>• The response indicates little understanding of the specific demands of the question.</li> <li>• Economic theory is stated but it is not relevant.</li> <li>• Economic terms are stated but they are not relevant.</li> </ul>
<b>3–4</b>	<ul style="list-style-type: none"> <li>• The response indicates some understanding of the specific demands of the question.</li> <li>• Relevant theory is described.</li> <li>• Some relevant economic terms are included.</li> </ul>
<b>5–6</b>	<ul style="list-style-type: none"> <li>• The response indicates understanding of the specific demands of the question, but these demands are only partially addressed.</li> <li>• Relevant economic theory is partly explained.</li> <li>• Some relevant economic terms are used appropriately.</li> <li>• Where appropriate, relevant diagram(s) are included.</li> </ul>
<b>7–8</b>	<ul style="list-style-type: none"> <li>• The specific demands of the question are understood and addressed.</li> <li>• Relevant economic theory is explained.</li> <li>• Relevant economic terms are used mostly appropriately.</li> <li>• Where appropriate, relevant diagram(s) are included and explained.</li> </ul>
<b>9–10</b>	<ul style="list-style-type: none"> <li>• The specific demands of the question are understood and addressed.</li> <li>• Relevant economic theory is fully explained.</li> <li>• Relevant economic terms are used appropriately throughout the response.</li> <li>• Where appropriate, relevant diagram(s) are included and fully explained.</li> </ul>

(b) Using real-world examples, evaluate the effectiveness of monetary policy to achieve low unemployment. **[15]**

Answers **may** include:

- Definition: monetary policy, low unemployment.
- Explanation: of the impacts that might occur on the economy as a result of its use on

- employment, growth, inflation and trade.
- Diagram: AD/AS diagram.
- Synthesis (evaluate): strengths and limitations of monetary policy in achieving low unemployment. Monetary policy is incremental, easily changed, flexible, fast to implement, does not burden the government's budget; it is less effective with close to zero interest rates, and ineffective when business/consumer confidence is low; effectiveness may depend on the type of unemployment.
- Examples: real-world examples where governments have attempted to lower unemployment using monetary policy.

***N.B.*** It should be noted that definitions, theory and examples that have already been given in part (a), and then referred to in part (b), should be rewarded.

– 10 – SPEC/3/ECONO/HP1/ENG/TZ0/XX/M

### Assessment Criteria

#### Part (b) 15 marks

Marks	Level descriptor
0	<ul style="list-style-type: none"> <li>• The work does not reach a standard described by the descriptors below.</li> </ul>
1–3	<ul style="list-style-type: none"> <li>• The response indicates little understanding of the specific demands of the question.</li> <li>• Economic theory is stated but it is not relevant.</li> <li>• Economic terms are stated but they are not relevant.</li> <li>• The response contains no evidence of synthesis or evaluation.</li> <li>• A real-world example(s) is identified but it is irrelevant.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• The response indicates some understanding of the specific demands of the question.</li> <li>• Relevant economic theory is described.</li> <li>• Some relevant economic terms are included.</li> <li>• The response contains evidence of superficial synthesis or evaluation.</li> <li>• A relevant real-world example(s) is identified.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• The response indicates understanding of the specific demands of the question, but these demands are only partially addressed.</li> <li>• Relevant economic theory is partly explained.</li> <li>• Some relevant economic terms are used appropriately.</li> <li>• Where appropriate, relevant diagram(s) are included.</li> <li>• The response contains evidence of appropriate synthesis or evaluation but lacks balance.</li> <li>• A relevant real-world example(s) is identified and partly developed in the context of the question.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• The specific demands of the question are understood and addressed.</li> <li>• Relevant economic theory is explained.</li> <li>• Relevant economic terms are used mostly appropriately.</li> <li>• Where appropriate, relevant diagram(s) are included and explained.</li> <li>• The response contains evidence of appropriate synthesis or evaluation that is mostly balanced.</li> <li>• A relevant real-world example(s) is identified and developed in the context of the question.</li> </ul>



<b>13–15</b>	<ul style="list-style-type: none"> <li>• The specific demands of the question are understood and addressed.</li> <li>• Relevant economic theory is fully explained</li> <li>• Relevant economic terms are used appropriately throughout the response.</li> <li>• Where appropriate, relevant diagram(s) are included and fully explained.</li> <li>• The response contains evidence of effective and balanced synthesis or evaluation.</li> <li>• A relevant real-world example(s) is identified and fully developed to support the argument.</li> </ul>
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3. (a) Explain how currency depreciation might affect a country's current account balance. **[10]**

*Answers may include:*

- Definition: depreciation, current account balance.
- Explanation: that a depreciation will make imports more expensive and exports cheaper but relative elasticities of demand will determine changes to volumes and thus influence the current account, Marshall-Lerner.
- Diagram: exchange rate, J-curve or AD/AS diagram.

#### Assessment Criteria

**Part (a) 10 marks**

Marks	Level descriptor
<b>0</b>	<ul style="list-style-type: none"> <li>• The work does not reach a standard described by the descriptors below.</li> </ul>
<b>1–2</b>	<ul style="list-style-type: none"> <li>• The response indicates little understanding of the specific demands of the question.</li> <li>• Economic theory is stated but it is not relevant.</li> <li>• Economic terms are stated but they are not relevant.</li> </ul>
<b>3–4</b>	<ul style="list-style-type: none"> <li>• The response indicates some understanding of the specific demands of the question.</li> <li>• Relevant theory is described.</li> <li>• Some relevant economic terms are included.</li> </ul>
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<b>9–10</b>	<ul style="list-style-type: none"> <li>• The specific demands of the question are understood and addressed.</li> <li>• Relevant economic theory is fully explained.</li> <li>• Relevant economic terms are used appropriately throughout the response.</li> <li>• Where appropriate, relevant diagram(s) are included and fully explained.</li> </ul>
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– 12 – SPEC/3/ECONO/HP1/ENG/TZ0/XX/M

(b) Using real-world examples, discuss the possible implications of a persistent current account deficit.  
**[15]**

*Answers may include:*

- Definition: current account deficit.
- Explanation: that exchange rates may depreciate, interest rates may rise to attract financial capital to help pay for the deficit. Foreign ownership of domestic assets may increase, debt may increase, credit ratings may be adversely affected, economic growth may be lowered, government policy responses may include use of fiscal and monetary policy.
- Diagram: AD/AS or exchange rate diagram depending on the implications chosen.
- Synthesis (discuss): the magnitude of the deficit, the proportion of national income it represents, whether borrowing is necessary to finance it, the composition of the deficit (capital or consumer goods), the impact on the currency, etc.
- Examples: real-world examples of countries which have experienced persistent current account deficits.

***N.B.** It should be noted that definitions, theory, and examples that have already been given in part (a), and then referred to in part (b), should be rewarded.*

– 13 – SPEC/3/ECONO/HP1/ENG/TZ0/XX/M

### Assessment Criteria

**Part (b) 15 marks**

Marks	Level descriptor
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<b>4–6</b>	<ul style="list-style-type: none"> <li>• The response indicates some understanding of the specific demands of the question.</li> <li>• Relevant economic theory is described.</li> <li>• Some relevant economic terms are included.</li> <li>• The response contains evidence of superficial synthesis or evaluation.</li> <li>• A relevant real-world example(s) is identified.</li> </ul>

<p><b>7–9</b></p>	<ul style="list-style-type: none"> <li>• The response indicates understanding of the specific demands of the question, but these demands are only partially addressed.</li> <li>• Relevant economic theory is partly explained.</li> <li>• Some relevant economic terms are used appropriately.</li> <li>• Where appropriate, relevant diagram(s) are included.</li> <li>• The response contains evidence of appropriate synthesis or evaluation but lacks balance.</li> <li>• A relevant real-world example(s) is identified and partly developed in the context of the question.</li> </ul>
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