June 2020 Grade Boundaries + Answers

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 11	12 - 23	24 - 37	38 - 50	51 - 62	63 - 75	76 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 10	11 - 21	22 - 34	35 - 46	47 - 57	58 - 69	70 - 100

SOURCE: MAY 2015

Section A

2.   (a) Explain the concepts of consumer surplus and producer surplus in the market for air travel.   **[10]**

Answers may include:
- definitions of consumer surplus and producer surplus
- theory to explain that consumer surplus is to be found above equilibrium price and below the demand curve, and that producer surplus is below equilibrium price but above the supply curve
- diagram to show consumer surplus and producer surplus in the market for air travel
- examples of consumer surplus and producer surplus in airline ticket pricing.

1

Assessment Criteria

Part (a) 10 marks

Level		Marks
0	The work does not reach a standard described by the descriptors below.	0
1	There is little understanding of the specific demands of the question. Relevant economic terms are not defined. There is very little knowledge of relevant economic theory. There are significant errors.	1–3
2	There is some understanding of the specific demands of the question. Some relevant economic terms are defined. There is some knowledge of relevant economic theory. There are some errors.	4–6
3	There is understanding of the specific demands of the question. Relevant economic terms are defined. Relevant economic theory is explained and applied. Where appropriate, diagrams are included and applied. Where appropriate, examples are used. There are few errors.	7–8
4	There is clear understanding of the specific demands of the question. Relevant economic terms are clearly defined. Relevant economic theory is clearly explained and applied. Where appropriate, diagrams are included and applied effectively. Where appropriate, examples are used effectively. There are no significant errors.	9–10

2

(b) Discuss the view that a free market at competitive market equilibrium leads to
     the most efficient allocation of resources from society's point of view.   **[15]**

   *Answers **may** include:*
   - definitions of competitive market equilibrium, community/social surplus,
     allocative efficiency
   - theory to explain that the demand curve represents benefits to society
     hence marginal social benefit and the supply curve costs to society hence
     marginal social cost. At equilibrium MSB = MSC so it is the optimum
     allocation of resources from society's point of view
   - diagram to show community/social surplus in a market at equilibrium
   - examples of markets in allocative efficiency
   - synthesis and evaluation (discuss).

   Candidates **may** argue that a market for a demerit good or in an unsustainable
   activity, even if in equilibrium, might not imply the most efficient allocation of
   resources for society. Candidates who challenge the quotation by presenting
   a convincing argument with examples that market failure undermines
   allocative efficiency should be fully rewarded. Market failure could be
   illustrated using externalities (production and consumption), lack of public
   goods or depletion of common access resources/threat to sustainability.

   *Examiners should be aware that candidates may take a different approach
   which, if appropriate, should be rewarded.*

   *Opinions or conclusions should be presented clearly and should be supported
   by appropriate examples.*

Assessment Criteria

Part (b) 15 marks

Level		Marks
0	The work does not reach a standard described by the descriptors below.	**0**
1	There is little understanding of the specific demands of the question. Relevant economic terms are not defined. There is very little knowledge of relevant economic theory. There are significant errors.	**1–5**
2	There is some understanding of the specific demands of the question. Some relevant economic terms are defined. There is some knowledge of relevant economic theory. There are some errors.	**6–9**
3	There is understanding of the specific demands of the question. Relevant economic terms are defined. Relevant economic theory is explained and applied. Where appropriate, diagrams are included and applied. Where appropriate, examples are used. There is an attempt at synthesis or evaluation. There are few errors.	**10–12**
4	There is clear understanding of the specific demands of the question. Relevant economic terms are clearly defined. Relevant economic theory is clearly explained and applied. Where appropriate, diagrams are included and applied effectively. Where appropriate, examples are used effectively. There is evidence of appropriate synthesis or evaluation. There are no significant errors.	**13–15**

3

Microeconomics

1. (a) Using a diagram, explain why demerit goods are considered to be an example of market failure. *[10 marks]*

Answers may include:
*   definitions of a demerit good, market failure and negative externality of consumption
*   explanation that a demerit good is a good that has negative externalities of consumption
*   explanation of why demerit goods would be over-provided in a free market
*   diagram of a negative consumption externality showing that a demerit good would be over-provided in a free market
*   examples of demerit goods.

Assessment Criteria

Part (a) 10 marks

Level		Marks
0	The work does not reach a standard described by the descriptors below.	0
1	There is little understanding of the specific demands of the question. Relevant economic terms are not defined. There is very little knowledge of relevant economic theory. There are significant errors.	1–3
2	There is some understanding of the specific demands of the question. Some relevant economic terms are defined. There is some knowledge of relevant economic theory. There are some errors.	4–6
3	There is understanding of the specific demands of the question. Relevant economic terms are defined. Relevant economic theory is explained and applied. Where appropriate, diagrams are included and applied. Where appropriate, examples are used. There are few errors.	7–8
4	There is clear understanding of the specific demands of the question. Relevant economic terms are clearly defined. Relevant economic theory is clearly explained and applied. Where appropriate, diagrams are included and applied effectively. Where appropriate, examples are used effectively. There are no significant errors.	9–10

(b) Evaluate *two* possible government responses that could be used to address the problem of demerit goods.   *[15 marks]*

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.

Answers **may** include:
- definition of an indirect tax
- explanation of possible government responses such as taxation, legislation, outright ban, education or negative advertising
- diagrams to show the imposition of an indirect tax, the effects of negative advertising and education
- examples of government responses to negative externalities
- synthesis or evaluation.

If only one possible government response is evaluated, a maximum of level 2 (*[9 marks]*) may be awarded.

Evaluation **may** include: the relative difficulties of applying the policies to reduce the consumption of demerit goods.

Opinions or conclusions should be presented clearly and supported by appropriate examples.

Assessment Criteria

Part (b) 15 marks

Level		Marks
0	The work does not reach a standard described by the descriptors below.	0
1	There is little understanding of the specific demands of the question. Relevant economic terms are not defined. There is very little knowledge of relevant economic theory. There are significant errors.	1–5
2	There is some understanding of the specific demands of the question. Some relevant economic terms are defined. There is some knowledge of relevant economic theory. There are some errors.	6–9
3	There is understanding of the specific demands of the question. Relevant economic terms are defined. Relevant economic theory is explained and applied. Where appropriate, diagrams are included and applied. Where appropriate, examples are used. There is an attempt at synthesis or evaluation. There are few errors.	10–12
4	There is clear understanding of the specific demands of the question. Relevant economic terms are clearly defined. Relevant economic theory is clearly explained and applied. Where appropriate, diagrams are included and applied effectively. Where appropriate, examples are used effectively. There is evidence of appropriate synthesis or evaluation. There are no significant errors.	13–15

Section B

Answer one question from this section.

3. *Study the extract below and answer the questions that follow.*

China: Money to invest for a better future

Œ In 2005, Madam Xiao Jinqiu was barely making enough to feed her two sons. Now she earns a living by weaving traditional fabrics, bags and scarves for sale and rearing livestock – all with the help of an annual micro-loan given out by a local non-profit group.

By borrowing between 1000 yuan and 3000 yuan (US$152 and US$456 respectively) a year, she has been able to earn enough to invest in a better life for her family. She is among a growing number of poor villagers in China who have found a lifeline in **micro-credit**, which allows families the opportunity to escape from the **poverty trap**. Such schemes have existed in China for some years, but the number of borrowers remains low.

China's state banks are now trying to offer its 720 million rural residents more access to micro-credit, but two key barriers still stand in the way. Many remote areas remain inaccessible to banks and farmers often do not have belongings or assets that can be used as security for the loans. Almost 3000 rural townships in China – around 9 % of the country's total – do not have a bank. This is where private banks and non-profit groups can make a difference.

Almost half of the 170000 population of Yunnan Province lives under China's poverty line of 1196 yuan per capita annually. Almost 36 million of China's rural residents, or 3.6% of the population in the countryside, were living below the poverty line at the end of 2009, according to official data.

Micro-credit is still rare in China, but it is a very effective way to reduce poverty. The key is to find a way to establish trust between lender and farmer. China's farmers do not own the land they cultivate. They have only land-use rights, which means that they cannot use the land they farm as security for a loan.

' One solution to this problem is to group several farming families together and make them co-guarantors of one another's loans, spreading the risk. An official from one lending organization, which lends only to married women, said: "Women are less likely to default. They take charge of household finances. They have self-respect".

[Source: *The Straits Times*, 15 November 2010]

(a)   (i) Define the term *micro-credit* indicated in bold in the text *(paragraph   ). [2 marks]*

(ii) Define the term *poverty trap* indicated in bold in the text *(paragraph   ). [2 marks]*

(b) Using a diagram, explain how the use of micro-credit might affect the distribution of income in rural areas of China. *[4 marks]*

(c) Using a production possibility curve (PPC) diagram, explain how micro-credit schemes can affect the actual output and the production possibilities of an economy. *[4 marks]*

(d) Using information from the text/data and your knowledge of economics, evaluate the use of micro-credit in promoting economic development in economically less-developed countries. *[8 marks]*

(a) (i) Define the term *micro-credit* indicated in bold in the text *(paragraph ❷). [2 marks]*

Level Marks

0 *The work does not reach a standard described by the descriptors below.* **0**

1 *Vague definition.* **1**

The idea that it is a small loan.

2 *Accurate definition.* **2**

An explanation that it is loan, plus **one** further descriptor, such as:
• _micro-credit allows poor people to set up a small scale business
• _micro-credit is loaned to borrowers who do not have security/collateral
• _micro-credit contributes to the empowerment of women.

(ii) Define the term *poverty trap* indicated in bold in the text *(paragraph ❷). [2 marks]*

Level Marks

0 *The work does not reach a standard described by the descriptors below.* **0**

1 *Vague definition.* **1**

The idea that people cannot escape from poverty.

2 *Accurate definition.* **2**

An explanation that it is any **one** of the following:
• _any linked combination of factors which causes poverty to be self-perpetuating with low income as the cause
• _low incomes lead to low saving which leads to low investment which leads to low growth which leads to low income
• _low incomes leads to low levels of human capital that leads to low productivity that leads to low incomes.

(b) Using a diagram, explain how the use of micro-credit might affect the distribution of income in rural areas of China. *[4 marks]*

Level Marks

0 *The work does not reach a standard described by the descriptors below.* **0**

1 *There is a correct diagram **or** an accurate written response.* **1–2**

For drawing an accurate, labelled Lorenz Curve diagram showing two Lorenz curves with an indication that there is a movement towards the line of perfect equality **or** for explaining that the use of micro-credit might increase the income of lower-income Chinese people, thus leading to a more equal (less unequal) distribution of income.

2 *There is a correct diagram **and** an accurate written response.* **3–4**

For drawing an accurate, labelled Lorenz Curve diagram showing two Lorenz curves with an indication that there is a movement towards the line of perfect **and** for explaining that the use of micro-credit might increase the income of lower-income Chinese people, thus leading to a more equal (less unequal) distribution of income.

The question does not identify a specific diagram. Alternative diagrams may be drawn and, as long as a plausible link to income distribution is explained, may be fully awarded.

Candidates who incorrectly label diagrams can be rewarded with a maximum of *[3 marks]*. The *y*-axis should be labelled "cumulative % of income" or "% of income" and *x*-axis should be "cumulative % of population" or "% of population". The diagonal line should be "(line of) perfect equality" or "(line of) absolute equality".

(c) Using a production possibility curve (PPC) diagram, explain how micro-credit schemes can affect the actual output and the production possibilities of an economy. *[4 marks]*

Level Marks

0 *The work does not reach a standard described by the descriptors below.* **0**

1 *There is a correct diagram **or** an accurate written response.* **1–2**

For drawing an accurate, labelled PPC diagram showing an increase in production possibilities (outward shift of the PPC) or an increase in actual output (movement of a point towards the curve) **or** for an explanation that micro-credit may allow for an increase in the actual output of the economy or an increase in the quality and/or the quantity of the factors of production thus leading to an increase in the production possibilities (potential output) of an economy.

2 *There is a correct diagram **and** an accurate written response.* **3–4**

For drawing an accurate, labelled PPC diagram showing an increase in production possibilities (outward shift of the PPC) or an increase in actual output (movement of a point towards the curve) **and** an explanation that micro-credit may allow for an increase in the actual output of the economy or an increase in the quality and/or the quantity of the factors of production thus leading to an increase in the production possibilities (potential output) of an economy.

For full marks, candidates are not required to show **both** a movement towards the curve and a shift in the curve. One change, correctly explained is sufficient for full marks.

Candidates who incorrectly label diagrams can be rewarded with a maximum of *[3 marks]*. For a PPC, the axis could be two alternative products, one for each axis, *eg* Good A and Good B; or two groups of products, *eg* consumer goods and capital goods. A title is not necessary.

(d) Using information from the text/data and your knowledge of economics, evaluate the use of micro-credit in promoting economic development in economically less-developed countries. *[8 marks]*

Examiners should be aware that candidates may take a different approach, which, if appropriate, should be rewarded.

Do not award beyond Level 2 if the answer does not contain reference to the information provided.

Level Marks

0 *The work does not reach a standard described by the descriptors below.* **0**

1 *Few relevant concepts are recognized.* **1–2**
There is basic knowledge/understanding.

2 *Relevant concepts are recognized and developed in reasonable depth.* **3–5**
There is clear knowledge/understanding.
There is some attempt at application/analysis.

3 *Relevant concepts are recognized and developed in reasonable depth.* **6–8**
There is clear knowledge/understanding.
There is some effective application/analysis.
There is synthesis/evaluation, supported by appropriate theory and evidence.

Command term
"Evaluate" requires candidates to make an appraisal by weighing up the strengths and limitations.

Responses **may** include:
• _a definition of economic development.

Strengths of micro-credit:
• _micro-credit provides a means of escaping the poverty trap *(paragraph ❷)*
• _micro-credit given to women allows them to improve their physical and social well-being, and gives them the opportunity to raise the standards of living for their children
• _increased employment opportunities
• _micro-credit gives access to people are unable to obtain loans from financial institutions as a result of having no security to offer
• _micro-credit allows people to obtain a loan at a lower rate than if they borrowed from "loan sharks"
• _micro-credit fosters self-reliance and the use of entrepreneurial skills through self-employment
• _micro-credit is often accompanied by provision of basic skills that enable the borrowers to make better use of the loans
• _micro-credit gives borrowers the opportunity to earn more income from their land *(paragraphs ❺ and ❻)*
• _China's state banks are now also trying to offer more access to micro-credit *(paragraph ❸)*.

Limitations:
• _micro-credit may cause the government to feel that it no longer needs to invest in poverty-reducing programmes
• _there may be insufficient regulation of the growing informal sector, resulting in new avenues for "loan sharks" to take advantage of impoverished borrowers.
• _Many people who take micro-credit loans are not natural entrepreneurs and do not have appropriate business experience. This makes it quite possible that they will be unable to pay back the loans.
• _businesses started with micro-credit loans are likely to remain small; while they might help individual borrowers out of poverty, this might not make a significant dent in overall poverty
• _no guarantee that the use of micro-credit will lift citizens in rural China above the poverty line *(paragraph ❹)*
• _many remote areas remain inaccessible so it is unlikely that micro-credit will be able to be used *(paragraph ❸)*.

Any reasonable evaluation that assesses the relative strengths and limitations of micro-credit in contributing to economic development.

4. *Study the extract below and answer the questions that follow.*

Democratic Republic of Congo – development affected by conflict

(1) The Democratic Republic of the Congo (DRC) is a nation with many natural resources. It is slowly recovering after decades of decline. Corruption since independence in 1960, combined with political instability and con ict that began in the mid 1990s, has dramatically affected national output and government revenue.

(2) Much economic activity occurs in the **informal sector**. However, activity in the mining sector, the source of most export income, has boosted the government's scal position and **gross domestic product (GDP)** growth in recent years. Mining companies are exploiting the large reserves of copper, diamonds and gold, in particular Chinese companies. In 2012, 53 % of DRC exports went to China.

(3) The greatest challenge confronting the DRC is con ict. The con ict is due to rival groups ghting to control the country's resources. Five million people have died. More than 90 % of those who died were indirect victims of violence – in other words these were people made homeless by violence who then died due to diarrhoea, malaria and pneumonia. The Human Development Index (HDI) value for the DRC was 0.304 in 2012, which was the lowest ranking in the world.

(4) However, there is hope. The DRC provides 80 % of the minerals used to make satellites and mobile phones (cell phones) and it has the agricultural potential to feed the rest of Africa. It has also averaged more than 6 % annual growth in GDP since 2004 and the World Bank has forecast economic growth of 9.6 % in 2012, with even higher growth in 2013.

(5) To add to the DRC's challenges there has been more forest clearance in the Congo Basin since 2010, much of it for palm-oil plantations. Annual rates of deforestation in the Congo Basin have doubled since 1990, according to a new study. This study lists population growth, migration, economic development and global demand for natural resources as the major pressures on the forests.

[Source: adapted from https://cia.gov/library/publications, accessed 28 July 2013; http://cifor.org/mediamultimedia, accessed 28 July 2013; http://newscientist.com, accessed 28 July 2013 and http://www.spyghana.com, accessed 28 July 2013]

(a)   (i) Define the term *informal sector [black market]* indicated in bold in the text (paragraph 2). *[2 marks]*

3.   (a)   (i)   Define the term *informal sector* indicated in bold in the text (paragraph ❷).   **[2]**

Level		Marks
0	*The work does not reach a standard described by the descriptors below.*	**0**
1	*Vague definition.* The idea that it is unrecorded (illegal/not taxed) economic activity.	**1**
2	*Accurate definition.* For explaining that it is economic activity that is unrecorded (illegal/not taxed) plus any **one** of the following: • in national income accounts • by the government (authorities) • a suitable example, *eg* moonlighting.	**2**

(ii) Define the term *gross domestic product (GDP)* indicated in bold in the text (paragraph 2). *[2 marks]*

(ii)   Define the term *gross domestic product (GDP)* indicated in bold in the text (paragraph ❷).   **[2]**

Level		Marks
0	*The work does not reach a standard described by the descriptors below.*	**0**
1	*Vague definition.* The idea that it is the output produced in an economy.	**1**
2	*Accurate definition.* An explanation that it is the total value of all goods and services produced in an economy (in a given time period). **OR** An explanation that it is the sum of consumption, investment, government spending and net exports.	**2**

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(b) Explain why the Human Development Index (HDI) is considered to be a useful indicator of economic development (paragraph 3). *[4 marks]*

(b) Explain why the Human Development Index (HDI) is considered to be a useful indicator of economic development (paragraph ❸). **[4]**

Level		Marks
0	*The work does not reach a standard described by the descriptors below.*	**0**
1	*The written response is limited.* Gives all elements of the HDI: • life expectancy (at birth) • mean years of schooling **and/or** expected years of schooling • GNI per capita (PPP US$) **or** explains that the HDI is a composite index and includes indicators of health, education and income that shows development and so is considered to be a useful indicator of economic development.	**1–2**
2	*The written response is accurate.* Gives all elements of the HDI: • life expectancy (at birth) • mean years of schooling **and/or** expected years of schooling • GNI per capita (PPP US$) **and** explains that the HDI is a composite index and includes indicators of health, education and income that shows development and so is considered to be a useful indicator of economic development.	**3–4**

*Candidates who correctly describe one element of the HDI should be awarded **[0]** out of **[2]**.*

*Candidates who correctly describe two elements of the HDI should be awarded **[1]** out of **[2]**.*

(c)   Using an externalities diagram, explain how the establishment of palm-oil plantations could lead to market failure in the Democratic Republic of the Congo (DRC) (paragraph 5). *[4 marks]*

(c)   Using an externalities diagram, explain how the establishment of palm-oil plantations could lead to market failure in the Democratic Republic of the Congo (DRC) (paragraph ❺).   [4]

| Level		Marks
0	*The work does not reach a standard described by the descriptors below.*	0
1	*There is a correct diagram **or** an accurate written response.* For drawing a correctly labelled diagram showing a negative externality of production with MSC above MPC **or** for explaining that the production of more palm-oil creates external costs (or negative externalities) resulting in any one of the following: • a misallocation of resources • a situation where the market is operating at a level where MSC>MSB (the product is being over-supplied) • a situation where the market is operating at a level that is not socially efficient (MSC≠MSB) • a situation where there is a welfare loss to society.	1–2
2	*There is a correct diagram **and** an accurate written response.* For drawing a correctly labelled diagram showing a negative externality of production with MSC above MPC **and** for explaining that the production of more palm-oil creates external costs (or negative externalities) resulting in any one of the following: • a misallocation of resources • a situation where the market is operating at a level where MSC>MSB (the product is being over-supplied) • a situation where the market is operating at a level that is not socially efficient (MSC≠MSB) • a situation where there is a welfare loss to society.	3–4

Welfare loss does not need to be mentioned. However, if the candidate mentions welfare loss and shades an area that is not correct then full marks cannot be awarded.

There must be two output levels shown for full marks, but there does not need to be two prices shown.

Candidates who incorrectly label diagrams can be rewarded with a maximum of [3].

The y axis may be labelled price but could be costs or benefits and the x axis labelled quantity.
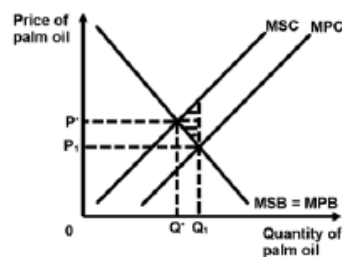
(d) Using information from the text/data and your knowledge of economics, discuss the extent to which economic growth has led to economic development in the Democratic Republic of the Congo (DRC). *[8 marks]* (Nov 2015 SL)

(d) Using information from the text/data and your knowledge of economics, discuss the extent to which economic growth has led to economic development in the Democratic Republic of the Congo (DRC). [8]

Examiners should be aware that candidates may take a different approach which, if appropriate, should be rewarded.

Do not award beyond Level 2 if the answer does not contain reference to the information provided.

Level		Marks
0	*The work does not reach a standard described by the descriptors below.*	0
1	*Few relevant concepts are recognized.* There is basic knowledge/understanding.	1–2
2	*Relevant concepts are recognized and developed in reasonable depth.* There is clear knowledge/understanding. There is some attempt at application/analysis.	3–5
3	*Relevant concepts are recognized and developed in reasonable depth.* There is clear knowledge/understanding. There is effective application/analysis. There is synthesis/evaluation, supported by appropriate theory and evidence.	6–8

Command term
"Discuss" requires candidates to offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

Responses may include:
- definitions of economic growth and economic development
- explanation of how growth can lead to development
- discussion of how growth may not lead to development
- recognition that growth has not led to development or has led to minimal development in DRC
  - DRC's HDI value remains the lowest
  - corruption as a barrier to development (paragraph ❶)
  - informal sector reduces capacity for government to collect tax (paragraph ❷)
  - role of conflict in undermining economic development (paragraph ❸)
  - potential for GDP to exceed GNI/GNP meaning profits repatriated by MNCs in mining industry rather than reinvested back into the DRC economy
  - impact of negative externalities of mining and deforestation on development (paragraph ❺)
- growth has not resulted in sufficient government revenue to improve health care for those displaced by "violence who then died due to diarrhoea, malaria and pneumonia" (paragraph ❸)
- increased activity in the mining sector may increase government revenues and improve the opportunity for development in the future (paragraph ❷).

Any reasonable discussion.

Examiner Comments (Note that this question was numbered '3' on the IBO paper)

Question 3

(a) (i) This question was surprisingly poorly answered, with many candidates clearly not familiar with the term at all. However, most candidates gained a mark by a vague response stating that it was related to unrecorded / illegal / untaxed economic activity.

(ii) A well answered question, with most candidates explaining that it is the total value of all goods and services produced in an economy in a given time period. Lower achieving responses excluded the term "value", or failed to mention that it was goods and services.

(b) Higher achieving candidates defined economic development, stressing the importance of economic and non-economic factors, including health and education, and then went on to explain that the HDI is a composite index covering a range of development

indicators and so is a useful gauge of development. A surprising number of candidates were unable to give the most recent educational components of the HDI, *ie* mean years of schooling and expected years of schooling, and supplied dated and so incorrect components.

(c) This was generally well answered. Higher achieving candidates produced a diagram showing negative externalities of production and explained that the over-production of palm-oil would result in a socially inefficient level of output, where MSC>MSB. Lower achieving responses were confused in drawing the diagram and there was much incorrect labelling relating to the MSC, MPC and MSB curves. The area of welfare loss was often shown incorrectly.

(d) Higher achieving candidates defined economic growth and economic development at the outset and then identified parts of the text that suggested that economic growth was being achieved, such as the mining sector exports, agricultural potential, and forecast growth rates. They then discussed the likelihood of this growth leading to development in the DRC, considering barriers to development from the text, such as corruption, political instability, conflict, and other problems resulting from these.

The main weakness, as usual, was that some candidates tended not to focus on the specific question, but wrote in a general way about ways to achieve economic development through government growth, or not. This led to very theoretical responses, which only achieved level 2 in the markscheme at best.