

GCSE Economics

Link to specification	https://filestore.aqa.org.uk/resources/economics/specifications/AQA-8136-SP-2017.PDF
Link to past papers and mark schemes	https://www.aqa.org.uk/subjects/economics/gcse/economics-8136/assessment-resources
Links to YouTube videos of exemplars	https://www.youtube.com/results?search_query=aqa+gcse+economics+9-1
Any additional links	https://www.tutor2u.net/economics/store/selections/gcse-economics-teaching-resources <u>Blogs & Websites</u> <ul style="list-style-type: none">• Undercover economist• Adam Smith Institute• LSE have podcasts of their public events• The Enlightenment Economics• Freakonomics Podcast• Planet Money• BLOOMBERG BENCHMARK• MONTANA ECONOMIC MINUTE• IMF PODCASTS

Revision and study in preparation for exams

- Start off with self-assessing your knowledge and confidence with the specification.
- Go through each section of the specification and read over all of your class notes. Research shows that it is good practice to read over your notes and condense these down into smaller notes (maybe using flashcards).
- Use the YouTube videos to help supplement any further revision. There may be a topic that you are unsure of and are currently struggling with.
- Once you are confident with the theory, have a go at attempting a few past paper questions. It is good practice to use the mark scheme to help you prepare your answers.
- Practice as many multiple choice questions as possible. Mark your answers against the mark scheme and for those you got wrong sit down and study the answer again – ask yourself why you got it wrong and have a look at the other alternatives.
- Use Fronter for additional resources (PowerPoint slides etc).

***All resources are uploaded onto Fronter, this include the following:**

- AQA training resources
- Chapter 1 Economic Activity
- Chapter 2 Resource Allocation
- Chapter 3 Price determination
- Chapter 4 Production, costs, revenue and...
- Chapter 5 Competitive markets
- Chapter 6 Market Failure

General Advice:

Ensure that your responses contain the following:

- **A justified conclusion with sustained evaluation, which is coherent and relevant, with judgements fully supported by evidence.**
- **Analysis of a relevant selection of the economic evidence, with a well-developed logical chain of reasoning.**
- **Comprehensive application of knowledge and understanding of pertinent concepts/issues relevant to the context; effective use of specialist language maintained throughout**

Written Technique:

6 mark

A full and precise explanation applying economic concepts and issues. Clear evidence of economic concept, key vocabulary and terminology used throughout. Students cannot gain marks for a generic answer that does not explain an impact of the economic theory/concept being discussed.

9 mark

AO1 – A range of key points identified which are coherent and relevant to the question.

AO2 – Well developed analysis with use of a range of connector words which explains and develops the economic consequences of the points being discussed. A detailed explanation of the economic consequences and the impacts on the wider economy investigated.

AO3 – Analysis is embedded throughout with key evidence and use of the context. This may be through the use of the case study provided, quantitative data given and/or the hook aspect of the question. A detailed evaluation will investigate the wider impact of the question which may be linked to the economic agents and or the economic objectives.

Main points:

1. 9m questions require two points and often have two elements to focus on within the question, it is advisable to use paragraphs to structure this section. The question may be specific in the two elements or it may lead itself to a “positive/negative” aspect.

For example:

Assess whether the decision to install machinery will be beneficial to the business and its workers. [9m]

Here one point would focus on the impact of the decision making on the firm and the second would focus on the business.

2. In order to achieve the maximum marks students will have to analyse their points, connector words must be used in order to create a “logical” chain of argument. Think about the impact and consequences of your point in an economic context.
3. Throughout the response, the context will have to be used (eg figure 1). Application marks are required to achieve L3 therefore students will have to support their analysis with either quantitative or qualitative skills from the small case study provided.
4. Ensure that specialist economic terminology is used throughout the written response.

15 mark

Main points:

1. *15m questions require two points and often have two elements to focus on within the question, it is advisable to use paragraphs to structure this section. The question may be specific in the two elements or it may lead itself to a “positive/negative” aspect.*
2. *In order to achieve the maximum marks students will have to analyse their points, connector words must be used in order to create a “logical” chain of argument. Think about the impact and consequences of your point in an economic context. You need to consider the use of economics diagrams in this section. They can be used to evidence your “economic evidence” and your “specialist language”.*
3. *Throughout the response, the context will have to be used (eg figure 6). Application marks are required to achieve L3 therefore students will have to support their analysis with either quantitative or qualitative skills from the small case study provided. Often in this section there are two contexts which can be used within your response to demonstrate your application skills. It is vital that a wide range of AP is demonstrated in the written response.*
4. *Ensure that specialist economic terminology is used throughout the written response.*

Judgement/Evaluation-What does this involve?

Judgements need not be complicated but should be a genuine attempt to come to a decision backed up or supported with justification. Answers might tackle this by:

- ✓ *Including a clear judgement / decision that has been based on the relative arguments. The judgement is not just stated as an opinion, but is justified in terms of the analysis developed in the answer*
- ✓ *Highlighting a key factor in making the decision and justifying why this is the key factor. There may be two of three different arguments identified that are significant in forming a judgement. A student might opt for a particular judgement purely on the strength of the most significant point identified and explained*
- ✓ *Identifying any difficulties or limitations involved in reaching a clear decision.*
- ✓ *Considering the time period involved (short / long term) in reaching the solution or experiencing its effects. A student might identify that in the short term the benefits outweigh the costs, but then the opposite occurs in the longer run. Government investment in say a new motorway involves very high initial costs with the cost savings being received several years later*

- ✓ *Looking at the arguments from different viewpoints – identifying winners and losers – referring especially to the characters in the Item and their circumstances. The implementation of government policy usually has those who benefit and others who lose out. Making an overall judgement could involve considering the strength of the competing effects on different people*
- ✓ *Using relevant economic terms (as part of QWC). Examiners are not looking for perfectly written English, but answers that are easy to read and to understand, where students have incorporated economic and other technical terms to enhance their arguments.*