Cambridge Assessment International Education

# Cambridge International AS & A Level

**ECONOMICS** **9708/22**

Paper 2 Data Response and Essay **October/November 2022**

MARK SCHEME

Maximum Mark: 40

**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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## Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

## Social Science-Specific Marking Principles (for point-based marking)

**1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

**a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
**b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct
**c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).
**d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
**e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
**f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
**g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

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**2 Presentation of mark scheme:**

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

**3 Calculation questions:**

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

**4 Annotation:**

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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## PREPARATION FOR MARKING

1 Make sure that you have completed the relevant training on http://training.cie.org.uk and have access to the RM Assessor Guide.
2 Make sure that you have read and understand the question paper, which you can download from https://support.rm.com/ca
3 Log in to RM Assessor then mark and submit the required number of practice and standardisation scripts once they are available.
   a The practice scripts are annotated by the senior examiners with comments (use the toggle comments button) and marking annotations to help you understand how the mark scheme is being applied.
   b The standardisation scripts test your application of the mark scheme. You need to mark them to the required accuracy in order to be approved for marking live scripts. You may be asked to re-mark them, or to mark a second sample, if you do not meet the standard on your first attempt.
4 Once approved, you can mark live scripts, and you will continue to receive feedback from your Team Leader (TL).

## MARKING PROCESS

1 Mark strictly to the FINAL mark scheme, applying the criteria consistently and the general marking principles outlined on the previous page.
2 If you are in doubt about applying the mark scheme, consult your TL.
3 Mark at a steady rate through the marking period. Do not rush, and also do not leave too much until the end. If you anticipate a problem in meeting the deadline, contact your TL and the Examiners' Helpdesk.
4 You will email a brief report on the performance of candidates to your TL by the end of the marking period. Please note particular strengths seen in answers and common errors or weaknesses. Constructive comments on the paper, mark scheme or procedures are also useful.

## MARKING SPECIFICS

1 How to deal with crossed out work and multiple answers:
   a If a candidate crosses out an answer and provides an alternative response to that same question, then mark the work which is not crossed out.
   b If a candidate crosses out an answer and does not make another attempt, you must attempt to mark the crossed out work and award marks appropriately. This must also be done even if the candidate has gone on to answer an alternative optional question in Section B.
   c For the avoidance of doubt, all of a candidate's answers, crossed out or not, optional or not, must be marked. The only work which is not to be marked is something that has been crossed out and replaced by new work for that exact same question.
2 There is 'no response' (NR) award, as well as a zero marks award. Only award NR if there is nothing at all written in answer to that question (which is often but not always the case for optional questions), OR if there is a comment which does not relate in any way to the question (e.g. 'can't do' or 'don't know' etc), OR if there is a mark such as a dash or question mark which isn't an attempt at the question. You can use the [#] or [/] key as a shortcut for NR. However, if there is any attempt at the question which does not score, including copying the question onto the Answer Booklet, then a mark of 0 must be awarded whether this work is crossed out or not.
3 Always check every page in every response, including additional objects. Every page requires some form of annotation to show you have seen it.

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4 Sometimes a candidate mislabels their answers. They may, for example, have written '3(a)' in the margin, but the answer given is clearly to question 4(a). In this case, use the mark scheme for 4(a) and award the mark against the mark box for 4(a). Then add a text box comment to the response and put something like: 'this is 4a'.

**ANNOTATIONS**

Any script you mark may be seen or reviewed by your TL, another TL, the Principal Examiner, Cambridge staff or the candidate's Centre. Annotation will make it clear how you arrived at the mark that you have awarded. The following annotations are used in marking this paper and should be used by examiners wherever appropriate.

| Annotation | Use or meaning |
|---|---|
| KU | Relevant economic knowledge and understanding used to help answer the question here (see AO1). |
| APP | Relevant application of economic concepts to the given question or context is shown here (see AO2) |
| AN | Relevant economic analysis of the situation in the question is demonstrated (see AO3). |
| EE | Relevant, effective evaluation of the issues in the question is given here (see AO4). |
| ✓ | Correct and relevant point made in answering the question. |
| BOD | Benefit of the doubt given. The point has not been made quite correctly, completely or precisely, but is nearly there and the intention is clear. |
| ^ | Omission mark. A term, a label, a line on a graph, an example, etc, required to make the point correctly has been missed out of the response. |
| × | Incorrect point or error made. |
| TV | Too vague. This part of the response is not precise enough to be worth any credit. |
| ? | The point being made is unclear or confused. |
| IR | Irrelevant response – this work is not helping the candidate to answer the given question. |
| SEEN | This work has been noted by the examiner, but there is nothing of any credit here. |
| highlighter | Used to indicate something of significance, or referred to by another annotation or comment. |

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| | |
|---|---|
| [T] (text box) | A catch-all, when you need to give more detail or explanation. Please note that teachers who request a script can read your comments. For the Essay there may be a requirement to show part marks in a text box – see the detailed mark scheme. |

## ASSESSMENT OBJECTIVES

The skills listed below are what we expect candidates to be able to do. The marks in the mark scheme reward candidates who demonstrate these skills, so they are helpful to keep in mind if you have any doubts as to whether or not something is worthy of credit.

| | |
|---|---|
| AO1 Knowledge and understanding | Demonstrate knowledge and understanding. |
| AO2 Application | Interpret and apply knowledge and understanding to information presented in written, numerical or graphical form. |
| AO3 Analysis | Analyse economic issues and arguments, using relevant economic concepts, theories and information, and communicate conclusions in a clear, reasoned manner. |
| AO4 Evaluation | Critically evaluate economic information, arguments, proposals and policies, taking into consideration relevant information and economic principles and distinguishing facts from hypothetical statements and value judgements. |

## SECTION B

Examiners please note: for the essays there are **two** marks to be entered in RM Assessor for **2(b)**, **3(b)** and **4(b)** rather than one. You will be required to enter

- a mark out of **8** for **analysis** in a mark box labelled **AN**, and
- a mark out of **4** for **evaluation** in a mark box labelled **EV**.

This will make it clearer how you have arrived at the marks awarded, and also means that RM Assessor will do the addition rather than examiners needing to do it themselves.

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| Question | Answer | Marks | Guidance |
|---|---|---|---|
| 1(a) | **Identify one possible cause of the decline in world export prices of maize.**<br><br>For the identification of one possible cause **(1 mark)** | **1** | Extract 1 contains possible causes. These include supply factors such as large global supplies and good harvest prospects from South America and demand factors such as lower demand for maize from the biofuel and animal feed industries.<br><br>**The cause identified does <u>not</u> have to be confined to the data. Any valid demand or supply factor is acceptable provided it identifies why demand or supply may change.** |
| 1(b) | **Explain one change in a factor of demand that would lead to maize prices rising in Malawi despite the increase in domestic production.**<br><br>For identification of any appropriate demand factor **(1 mark)**<br><br>And for an explanation of why this could lead to a rise in maize prices in Malawi**,** i.e., this may lead to demand (shifting to the right and therefore) exceeding supply / a shortage. **(1 mark)** | **2** | Any appropriate demand factor can be accepted. Change in tastes, rise in income, rise in the price of a substitute etc.<br><br>The explanation may be supported by a diagram but do not reward an unexplained diagram for the second mark. |
| 1(c) | **With reference to extract 2 explain two reasons why maize prices are rising in Zimbabwe despite the fall in the world export price of maize.**<br><br>For identification of a reason **(1 mark)** and for explanation of how this will cause prices of maize to rise **(1 mark)** | **4** | Extract 2 states that the two reasons are 'sustained weakness in Zimbabwe's currency' and the 'sharply reduced harvest'. These need to be identified and explained.<br>**Only accept valid reasons contained in extract 2 that explicitly refer to Zimbabwe. The explanation should develop into why this reason will cause the price of maize to rise in Zimbabwe.**<br><br>**Relevant diagrams should only be rewarded if used as part of the explanation.** |

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| 1(d) | **Explain, with the help of a diagram, how a rise in the minimum price of maize in Malawi will encourage production.**<br><br>For a fully accurate S and D diagram that clearly shows a **rise** in the minimum price of maize **and** the increase in supply **(2 marks)**<br><br>**OR**<br><br>For a fully accurate S and D diagram that clearly shows the **introduction** of a minimum price of maize **and** the increase in supply **(1 mark max)**<br><br>For an accompanying explanation that clearly explains that there has been a **rise** in the minimum price of maize and that this should increase its production because it will encourage farmers to produce more maize. **(1 mark)** | **3** | Two marks are available for an accurate diagram showing a movement upward (rise) of the guaranteed price and the extension in supply. The diagram must be accurately labelled.<br><br>There must be an explanation that accompanies the diagram that clearly explains this is a rise in the minimum price rather than the introduction of a minimum price for full marks.<br><br>If the diagram does not make it clear that this is a rise in the minimum price then a **maximum** of one mark should be awarded overall. |

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| Question | Answer | Marks | Guidance |
|---|---|---|---|
| 1(e) | **Discuss, with the help of a diagram, whether a subsidy on maize production will always benefit both the producers of maize and poorer households in Zimbabwe equally.**<br><br>For an accurately labelled diagram that shows the shift to the right of the supply curve and the fall in equilibrium price that benefits the consumer **(1 mark)**<br><br>**and** the rise in price received by the producer **(plus 1 mark)**<br><br>**and** for an evaluative comment that refers to and accurately explains the significance of at least one measure of elasticity on the benefit to the producer and / or the consumer. **(1 mark)**<br><br>**and** reaches a justified conclusion that benefit may / may not be enjoyed equally. **(1 mark)** | **4** | The diagram should show a shift to the right of the supply curve and a fall in price-benefitting consumers and the payment to producers shown as the vertical distance between the new supply curve and the old supply curve at the new price.<br>For both marks for the diagram, the impact on the price paid by the consumer and the effective price received by the producer must be clearly shown.<br><br>The answer just requires a brief explanation that the extent of the benefit to producers and consumers depends mainly on PED e.g. if it is elastic then producers will gain more and if inelastic, consumers will. May also depend on PES and consumers gain more when PES is more elastic and vice versa.<br><br>Justified conclusion needed for final mark |

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| Question | Answer | Marks | Guidance |
|---|---|---|---|
| 1(f) | **Discuss whether maximum prices on staple foods such as maize are likely to be effective in providing food for poorer households in Zimbabwe.**<br><br>For an explanation that a maximum price on the market for maize is intended to keep the price low / affordable for poorer households **(1 mark)**<br><br>For an explanation of the problems/ consequences caused in the market by the introduction of a maximum price for maize **(up to 3 marks)**<br><br>For an evaluation as to whether such problems/ consequences can be overcome leading to a reasoned conclusion **(reserve 1 mark for the conclusion)** **(up to 2 marks)** | **6** | The imposition of the maximum price will lead to a shortage of maize in the market. In the absence of equilibrium price another method of distributing maize will need to be found. This might lead to queuing, first come first served or illegal markets. A rationing system might alleviate the problems.<br><br>**Although a diagram is likely to be used, this is not a requirement of the question and marks cannot be allocated specifically. The use of a diagram if accurate <u>and</u> correctly explained may be used in the explanation and rewarded accordingly.** |

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| Question | Answer | Marks | Guidance |
|---|---|---|---|
| 2(a) | **In many economies, the use of cash is declining as people use contactless payments that transfer funds directly between bank deposits.**<br><br>**Explain what represents money in a modern economy and how the use of contactless payments without the use of cash will affect the functions of money.**<br><br>For **knowledge and understanding** of what represents money in a modern economy: narrow measure/ cash **(1 mark)** and broad measure/ bank deposits/ savings **(1 mark)** **up to 2 marks**<br><br>For application to explain how contactless payments may be included within in the definition of money e.g. it is just another method of moving bank deposits and / or replaces cash in exchange for goods / services (1) and relies on e.g. mobile phone technology / apps /use of debit / credit cards without use of a personal identification number (PIN) (1) **up to 2 marks**<br><br>For further application of how this affects the functions of a minimum of **two** functions of money (maximum of 3 marks per function discussed). **up to 4 marks** | **8** | Money is made up of cash and the deposits of various types in financial institutions. Whether these deposits can fulfil all of the functions of money depends upon the extent of the liquidity of the deposit.<br><br>Candidates need to identify at least two of the functions of money from means of exchange, store of value, unit of account and standard of deferred payment.<br><br>The application must discuss whether or not the functions are affected by the use of contactless payments and why. For example, the means of exchange function may be affected by access to technology, the store of value function may be affected if people need to keep more money on deposit, the standard of deferred payments function may be affected by credit cards and the use of bank overdrafts. Accept any reasonably well-argued response. |

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| Question | Answer | Marks | Guidance |
|---|---|---|---|
| 2(b) | **Discuss whether an expansionary monetary policy will be successful in correcting deflation**<br><br>For **analysis** of how expansionary monetary policy may be used to stimulate the components of aggregate demand to correct deflation / increase the price level. **N.B** if only **one** component of AD is addressed then **maximum** mark of **3** **(Up to 4 marks)**<br><br>For **analysis** of the reasons why expansionary monetary policy may not be successful in correcting deflation / increasing the price level. **N.B** if only **one** reason is explained then **maximum** mark of **3** **(Up to 4 marks)**<br><br>For evaluation that clearly considers whether or not expansionary monetary policy will be successful in correcting deflation by taking into account how it may be used and the circumstances in which it may not be successful **(up to 3 marks)** that leads to a reasoned conclusion on whether such a policy is likely to be successful **(1 mark)** **(Up to 4 marks)** | **12** | Candidates need to refer to appropriate expansionary monetary policies such as reducing the rate of interest, increasing the money supply and may also refer to a devaluation of the exchange rate. The impact on any one or more components of aggregate demand should also be referred to.<br><br>Problems may include a lack of consumer and business confidence, the overall situation of the economy including the existing level of interest rates etc.<br><br>Evaluation could take into account the PED of exports and imports.<br><br>**There are no KU marks awarded in part (b) for merely explaining / defining terms or phrases within the question.** |

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| Question | Answer | Marks | Guidance |
|---|---|---|---|
| 3(a) | **Explain how a production possibility curve can be used to demonstrate scarcity, choice and opportunity cost.**<br><br>For **knowledge and understanding** of a production possibility curve **(Up to 2 marks)**<br>e.g. a curve that shows the maximum level of output that an economy can achieve (1) given its current level of resources / technology (1)<br>For application that demonstrates a clear understanding of what is meant by scarcity (1) and explains how this would be shown on a PPC (1)<br><br>For application that demonstrates a clear understanding of what is meant by choice (1) and explains how this would be shown on a PPC (1)<br>For application that demonstrates a clear understanding of what is meant by opportunity cost (1) and explains how this would be shown on a PPC (1) | **8** | Candidates are likely to provide a diagram **although this is not essential** if it is clear that the basis of a PPC is understood.<br><br>If a diagram is used to demonstrate knowledge and understanding without an accompanying explanation then this is acceptable BUT it must be correctly labelled as 2 different goods (i.e., not X and Y or P and Q) and the curve itself must touch both axes for both marks.<br><br>Scarcity is shown through the PPC as a production frontier and not a position outside the curve.<br><br>Choice must be shown as a **movement along the curve.**<br><br>Opportunity cost is shown as the next best alternative foregone as one product is sacrificed to produce the alternative.<br><br>A diagram may be used to demonstrate scarcity, choice and opportunity cost but **must** be accompanied by appropriate explanation to gain marks. However, a diagram is **not** essential.<br><br>The application for scarcity, choice and opportunity cost must be clearly separated. |

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| Question | Answer | Marks | Guidance |
|---|---|---|---|
| 3(b) | **Discuss the difficulties that might be encountered when adopting supply side policies to expand the productive capacity of an economy and consider whether these difficulties can be overcome.**<br><br>For an **analysis** of how supply side policies may be used to expand the productive capacity of an economy and the difficulties encountered in adopting them. N.B. if only **one** policy and **one** difficulty is discussed then **maximum** of **3** marks. **(up to 4 marks)**<br><br>For an **analysis** of possible methods of overcoming these difficulties in adopting supply side policies to expand the productive capacity of an economy N.B. if only **one** method is discussed then **maximum** of **3 marks.** **(up to 4 marks)**<br><br>For an **evaluation** of the likely success of adopting supply side policies to expand the productive capacity of an economy taking into account the difficulties encountered **(up to 3 marks)** that leads to a reasoned conclusion **(1 mark)** **(up to 4 marks)** | **12** | Candidates need to show good understanding of a range of supply side policies that may expand the productive capacity of an economy and specifically, they should be aware of the difficulties associated with such policies including the cost and the potentially long time period before they come into effect.<br><br>It is essential that candidates consider whether these difficulties can be overcome. For example, in developing economies there may be a shortage of funds that might be overcome through inward investment from abroad.<br><br>**There are no KU marks awarded in part (b) for merely explaining / defining terms or phrases within the question.** |

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| Question | Answer | Marks | Guidance |
|---|---|---|---|
| 4(a) | **An economy adopts a freely floating exchange rate.**<br><br>**Explain how this economy's exchange rate is likely to be affected when its inflation rate is much higher than inflation rates in its trading partners.**<br><br>For **knowledge and understanding** of the meaning an exchange rate i.e., the price of one currency in terms of another currency **(1) and** of a freely floating exchange rate i.e. it is determined by market forces of demand and supply for the currency **(1)**, is not fixed by the government **(1)**.<br>**(Maximum of 2 marks)**<br><br>For **application** that explains the effect of the lower overseas inflation rates as a rise in demand for imports **(1)** which will increase the supply of the domestic currency **(1 )** and will lead to a fall / depreciation in the exchange rate **(1)** **(Up to 3 marks)**<br><br>For **application** that explains the effect of the lower overseas inflation rates as a fall in demand for exports **(1)** which will reduce the demand for the domestic currency **(1)** and will also lead to a fall/ depreciation in the exchange rate **(1).** **(Up to 3 marks)** | **8** | Candidates need to demonstrate knowledge of the impact of varying inflation on exports and imports and the effect on the foreign exchange market.<br><br>Allow the first KU mark if the answer gives an example of the price of one currency quoted against another one |

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| Question | Answer | Marks | Guidance |
|---|---|---|---|
| 4(b) | **Discuss the advantages and disadvantages that result from a rise in an economy's terms of trade and consider whether a rise is likely to be of overall benefit to an economy.**<br><br>For **analysis** that explains the advantages of a rise in the terms of trade **N.B** if only **one** advantage is discussed then **maximum** mark of **3** **(Up to 4 marks)**<br><br>For **analysis** that explains the disadvantages of a rise in the terms of trade **N.B.** if only **one** disadvantage is discussed then **maximum** mark of **3** **(Up to 4 marks)**<br><br>For **evaluative comment** on whether the advantages are likely to overcome the disadvantages and be of overall benefit to an economy **(Up to 3 marks)** that leads to a reasoned conclusion on whether the rise is likely to be of overall benefit. **(1 mark).** | **12** | Candidates will need to provide sound analysis of the impact of a rise in the terms of trade.<br><br>Advantages include the fall in the relative price of imports means that the standard of living will rise. Also, the lower price of imports mean that imported raw materials will fall in price and this will result in lower input costs.<br><br>Disadvantages include a loss of competitiveness in international trade that might lead to unemployment in the domestic economy both from a fall in the demand for exports but also as a result in the increased demand for imports. Evaluative comment might refer to the significance of elasticities in determining the outcome.<br><br>If the candidate is clearly confusing the terms of trade with the balance of trade or the budget balance throughout the answer, then 0 marks must be awarded.<br><br>**There are no KU marks awarded in part (b) for merely explaining / defining terms or phrases within the question.** |

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