

Edexcel (A) Economics A-level

Exam technique: AS-level Papers

AS-level Economics consists of two papers with exactly the same format: Section A, a multiple choice and short answer section, and Section B, a data response question that ends with a 20 mark question. Paper 1 tests Theme 1 knowledge whilst Paper 2 tests Theme 2 knowledge. Each paper is worth 80 marks and is an hour and a half.

Section A: (20 marks, 15 minutes)

- 5 questions worth 4 marks each
- Includes calculations, multiple choice and short answer questions
- Use the data/text in your answer
- Look out for keywords, such as explain, calculate and define
- Be careful with units

Section B: (60 marks, 75 minutes)

Questions in this section are marked using KAAE (Knowledge, Application, Analysis and Evaluation), with a certain number of marks allocated to each skill. Higher level questions also rely on marking grids.

4 mark question- Explain/calculate:

- KA- 2 marks for each, with no analysis or evaluation needed

5 mark question- Explain:

- KAA- 1,2 and 2
- Use chains of analysis to explain
- Use a diagram if possible

6 mark question- Explain

- KAA- 2,2 and 2
- Likely to be an explain two factors/causes/effects
- Two separate paragraphs- each with knowledge, application and analysis

10 mark question- Assess:

- KAAE- 2,2,2 and 4
- Two KAA points with evaluation
- Depth of evaluation- two detailed points
- This is the first question marked by levels shown below:

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1–2	Displays isolated or imprecise knowledge and understanding of terms, concepts, theories and models. Use of generic or irrelevant information or examples. Descriptive approach which has no link between causes and consequences.
Level 2	3–4	Displays elements of knowledge and understanding of economic principles, concepts and theories. Applies economic ideas and relates them to economic problems in context, although does not focus on the broad elements of the question. A narrow response or the answer may lack balance.
Level 3	5–6	Demonstrates accurate knowledge and understanding of the concepts, principles and models. Ability to link knowledge and understanding in context using relevant and focused examples which are fully integrated. Economic ideas are applied appropriately to the broad elements of the question.

Level	Mark	Descriptor
	0	No evaluative comments.
Level 1	1–2	Identification of generic evaluative comments without supporting evidence/ reference to context. No evidence of a logical chain of reasoning.
Level 2	3–4	Evaluative comments supported by chains of reasoning and appropriate reference to context. Evaluation is balanced and considers the broad elements of the question.

15 mark question- Discuss:

- KAAE- 3,3,3 and 6
- Three KAA points with evaluation- the same as a 10 marker but with an extra point

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1–3	Displays isolated or imprecise knowledge and understanding of terms, concepts, theories and models. Use of generic or irrelevant information or examples. Descriptive approach which has no chains of reasoning or links between causes and consequences.
Level 2	4–6	Displays elements of knowledge and understanding of economic principles, concepts and theories. Applies economic ideas and relates them to economic problems in context, although does not focus on the broad elements of the question. A narrow response; chains of reasoning are developed but the answer may lack balance.
Level 3	7–9	Demonstrates accurate knowledge and understanding of the concepts, principles and models. Ability to link knowledge and understanding in context using relevant and focused examples which are fully integrated. Economic ideas are carefully selected and applied appropriately to economic issues and problems. The answer demonstrates logical and coherent chains of reasoning.

Level	Mark	Descriptor
	0	No evaluative comments.
Level 1	1–2	Identification of generic evaluative comments without supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level 2	3–4	Evidence of evaluation of alternative approaches which is unbalanced. Evaluative comments with supporting evidence/reference to context and a partially developed chain of reasoning.
Level 3	5–6	Evaluative comments supported by relevant chain of reasoning and appropriate reference to context. Evaluation is balanced and considers the broad elements of the question.

20 mark question- Evaluate:

- Choice of two questions
- Spend 25 minutes on this question
- KAAE- 4,4, 6 and 6
- Write three paragraphs with depth of evaluation and analysis
- Make a judgement at the end- answer the question!

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1–3	Displays isolated or imprecise knowledge and understanding of terms, concepts, theories and models. Use of generic or irrelevant information or examples. Descriptive approach which has no chains of reasoning or links between causes and consequences.
Level 2	4–6	Displays elements of knowledge and understanding of economic principles, concepts and theories. Applies economic ideas and relates them to economic problems in context, although does not focus on the broad elements of the question. A narrow response or superficial, two stage chains of reasoning only.
Level 3	7–10	Demonstrates accurate knowledge and understanding of the concepts, principles and models. Ability to apply economic concepts and relate them directly to the broad elements of the question with evidence integrated into the answer. Analysis is clear and coherent, although it may lack balance. Chains of reasoning are developed but the answer may lack balance.
Level 4	11–14	Demonstrates precise knowledge and understanding of the concepts, principles and models. Ability to link knowledge and understanding in context using appropriate examples. Analysis is relevant and focused with evidence fully and reliably integrated. Economic ideas are carefully selected and applied appropriately to economic issues and problems. The answer demonstrates logical and coherent chains of reasoning.

Level	Mark	Descriptor
	0	No evaluative comments.
Level 1	1–2	Identification of generic evaluative comments without supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level 2	3–4	Evidence of evaluation of alternative approaches which is unbalanced leading to unsubstantiated judgements. Evaluative comments with supporting evidence/reference to context and a partially developed chain of reasoning.
Level 3	5–6	Evaluative comments supported by relevant reasoning and appropriate reference to context. Evaluation is balanced and considers the broad elements of the question, leading to a substantiated judgement.