

A-level Economics

Specimen Assessment Material
Mark scheme

A-level Paper 1

7136/1
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Version/Stage: Specimen material

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation, each associate analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised, they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows a description of the response at the middle of the level. There are marks in each level based on the division of the total number of marks for the question.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme, you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level, you need to decide on the mark. The descriptors on how to allocate marks will help with this. The exemplar materials used during standardisation will illustrate the performance needed to achieve a specific mark. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Below is the levels of response marking grid to be used when marking the 25 mark questions.

Level of response	Response	Max 25 marks
5	<p>Sound, focused analysis and well-supported evaluation that:</p> <ul style="list-style-type: none"> is well organised, showing sound knowledge and understanding of economic terminology, concepts and principles with few, if any, errors includes good application of relevant economic principles to the given context and, where appropriate, good use of data to support the response includes well-focused analysis with clear, logical chains of reasoning includes supported evaluation throughout the response and in a final conclusion. 	21–25 marks
4	<p>Sound, focused analysis and some supported evaluation that:</p> <ul style="list-style-type: none"> is well organised, showing sound knowledge and understanding of economic terminology, concepts and principles with few, if any, errors includes some good application of relevant economic principles to the given context and, where appropriate, some good use of data to support the response includes some well-focused analysis with clear, logical chains of reasoning includes some reasonable, supported evaluation. 	16–20 marks
3	<p>Some reasonable analysis but generally unsupported evaluation that:</p> <ul style="list-style-type: none"> focuses on issues that are relevant to the question, showing satisfactory knowledge and understanding of economic terminology, concepts and principles but some weaknesses may be present includes reasonable application of relevant economic principles to the given context and, where appropriate, some use of data to support the response includes some reasonable analysis but which might not be adequately developed or becomes confused in places includes fairly superficial evaluation; there is likely to be some attempt to make relevant judgements but these aren't well-supported by arguments and/or data. 	11–15 marks
2	<p>A fairly weak response with some understanding that:</p> <ul style="list-style-type: none"> includes some limited knowledge and understanding of economic terminology, concepts and principles but some errors are likely includes some limited application of relevant economic principles to the given context and/or data to the question includes some limited analysis but it may lack focus and/or become confused includes some evaluation which is weak and unsupported. 	6–10 marks
1	<p>A very weak response that:</p> <ul style="list-style-type: none"> includes little relevant knowledge and understanding of economic terminology, concepts and principles includes application to the given context which is, at best, very weak includes attempted analysis which is weak and unsupported. 	1–5 marks

Section A**Context 1****Total for this Context: 40 marks**

01 Using **Extract A**, calculate, to **one** decimal place, the percentage change in the number of employees who were union members in 2010 compared with 1995.

[2 marks]**Calculation:**

$$0.6\text{m}/7.1\text{m} \times 100 = -8.45\%$$

Response	Marks
For the correct answer with the minus and % signs and to two decimal places	2 marks
For a correct answer but without the % sign and/or the minus sign and/or not to two decimal places	1 mark

MAXIMUM FOR QUESTION 01: 2 MARKS

02 Explain how the data in **Extract A** show the declining importance of trade unions in the UK labour market.

[4 marks]

Response:	Max 4 marks
<ul style="list-style-type: none"> includes evidence that shows the declining importance of trade unions in the UK labour market clearly explains how this data is evidence of the declining importance of trade unions in the labour market. 	4 marks
<ul style="list-style-type: none"> includes evidence that shows that the trade unions are less important in the UK labour market unclear explanation of how this data is evidence of the declining importance of trade unions in the labour market. 	3 marks
<ul style="list-style-type: none"> includes evidence that shows that the trade unions are less important in the UK labour market limited or no explanation of how this data is evidence of the declining importance of trade unions in the labour market. 	2 marks
<ul style="list-style-type: none"> includes evidence that does not clearly show the declining importance of trade unions weak or no explanation of how this data is evidence of the declining importance of trade unions in the labour market. 	1 mark

Relevant issues include:

- the data show a fall in the number of employees who are union members, i.e. the number of unions members fell by 0.6 million between 1995 to 2012
- the % of workers in unions, or union density, also fell by almost 20% between 1995 to 2012
- why the above might indicate that unions are likely to have less direct influence over wage bargaining and conditions of employment
- why the above suggest that unions may also have less importance in the determination of wages and conditions of employment in industries where unions are not directly involved, e.g. through the impact on wage differentials
- the decline in union membership and density may also mean that governments pay less attention to the views of the union movement when determining labour-market policies

MAXIMUM FOR QUESTION 02: 4 MARKS

03 *Extract B (line 13) states that unions ‘counteract the monopsonistic demand for labour from powerful employers’.*

With the help of a diagram, explain how the monopsonistic demand for labour from powerful employers is likely to affect wages and employment in a labour market where there are no trade unions

[9 marks]

Level of response	An answer that:	Max 9 marks
3	<ul style="list-style-type: none"> is well organised and develops one or more of the key issues that are relevant to the question shows sound knowledge and understanding of relevant economic terminology, concepts and principles includes good application of relevant economic principles and/or good use of data to support the response includes well-focused analysis with a clear, logical chain of reasoning includes a relevant diagram that will, at the top of this level, be accurate and used appropriately. 	7 - 9 marks
2	<ul style="list-style-type: none"> includes one or more issues that are relevant to the question shows reasonable knowledge and understanding of economic terminology, concepts and principles but some weaknesses may be present includes reasonable application of relevant economic principles and/or data to the question includes some reasonable analysis but it might not be adequately developed and may be confused in places may include a relevant diagram. 	4 - 6 marks
1	<ul style="list-style-type: none"> is very brief and/or lacks coherence shows some limited knowledge and understanding of economic terminology, concepts and principles but some errors are likely demonstrates very limited ability to apply relevant economic principles and/or data to the question may include some very limited analysis but the analysis lacks focus and/or becomes confused may include a relevant diagram but the diagram is not used and/or is inaccurate in some respects. 	1 - 3 marks

If the response does not include a relevant diagram, the candidate cannot be awarded more than 5 marks.

Relevant issues include:

- what is meant by monopsonistic demand for labour
- monopsonist is likely to reduce the demand for labour to force down wages and maximise profits – not possible where employers do not have monopsonistic power
- profit maximising level of employment is where $MRP_L = MC_L$
- leads to a lower wage and a lower level of employment than in a competitive labour market.

MAXIMUM FOR QUESTION 03: 9 MARKS

04 **Extract C** (lines 21–22) states that ‘...any negative economic effects of trade unions are outweighed by the positive effects of trade union activities’.

Using the data in the extracts and your economic knowledge, evaluate the view that trade unions protect the interests of workers and consequently improve the economic welfare of the society in which they operate

[25 marks]

Areas for discussion include:

- criteria upon which ‘the economic welfare of society’ may be judged
- general discussion of the role of trade unions
- how trade unions can ‘protect the interests of workers’
- trade unions as monopoly suppliers of labour
- trade unions and collective bargaining
- trade unions help to restore the balance of power between an individual worker and a dominant employer
- trade unions in an otherwise competitive labour market
- trade unions bargaining with employers who have monopsony power
- ways in which a trade union can influence the outcome of collective bargaining, e.g. thorough negotiation, working-to-rule, strike action
- influence of trade unions on government social and labour-market policies
- evidence from the data, eg reference to British trade unions, Chinese experience, the behaviour of multinational companies, eg Walmart
- possible ‘negative’ effects of trade unions, eg slow down productivity gains, reduce competitiveness, increase costs of production, reducing flexibility, create barriers to exit from a market
- possible positive effects, eg protect members’ earning power, fight discrimination in the workplace, improve working conditions, health and safety of employees, working hours and holiday entitlement, may reduce costs (easier to negotiate with a single entity, contribute to improvements in productivity)
- challenging basic assumptions, e.g. that employers do not want to be part of a high-wage industry, or that unions are not interested in flexibility or efficiency, e.g. through multi-skilling or training
- consideration of when is a union not a union (critical view of the Chinese model)
- role of governments in general in trade union matters, e.g. through legislation

The use of relevant diagrams to support the analysis should be taken into account when assessing the quality of the candidate’s response to the question.

Use the levels mark scheme on page 4 to award candidates marks for this question.

MAXIMUM FOR QUESTION 04: 25 MARKS

Section A
Context 2

Total for this Context: 40 marks

05 Using the data in **Extract D**, calculate to **two** decimal places, the percentage of world CO₂ emissions generated by the UK.

[2 marks]

Calculation:

$(500/31350) * 100 = 1.594$ Therefore 1.59% to 2 d.p.

Response	Marks
For the correct answer with the % sign and to two decimal places	2 marks
For a correct answer but without the % sign and/or not to two decimal places	1 mark

MAXIMUM FOR QUESTION 05: 2 MARKS

06 Explain how the data in **Extract D** suggest that the USA needs to reduce pollution more than other countries.

[4 marks]

<ul style="list-style-type: none"> includes evidence that shows that the USA needs to reduce pollution more than other countries clearly explains how this data is evidence of the need for the USA to reduce its pollution more than other countries. 	4 marks
<ul style="list-style-type: none"> includes evidence that shows that the USA needs to reduce pollution more than other countries unclear explanation of how this data is evidence of the need for the USA to reduce its pollution more than other countries. 	3 marks
<ul style="list-style-type: none"> includes evidence that shows that the USA needs to reduce pollution more than other countries limited or no explanation of how this data is evidence of the need for the USA to reduce its pollution more than other countries. 	2 marks
<ul style="list-style-type: none"> includes evidence that shows that the USA needs to reduce pollution more than other countries weak or no explanation of how this data is evidence of the need for the USA to reduce its pollution more than other countries. 	1 mark

Relevant issues include:

- The total CO₂ emissions in the USA are the 2nd highest in the list at 5 430 million tonnes, only China emits more CO₂ - some candidates may comment that the population of China is much larger than the USA, perhaps linking with the following
- The CO₂ emissions per capita in the USA are also the 2nd highest in the list at 18.0 tonnes per head. Only Qatar, which is a very small country generates more CO₂ emissions per head
- Since the USA emits such large volumes of CO₂ this suggests that, if the potential problems associated with climate change are going to be resolved, it must play a large part in reducing its emissions
- The USA is already a very rich country and reducing CO₂ emissions will not be as damaging to people's well-being as imposing restrictions on poorer countries such as China, Russia and Brazil who are also large polluters
- As a very rich, technologically advanced economy, the USA is likely to be able to make significant reductions in CO₂ emissions more easily and at less cost than many other countries

MAXIMUM FOR QUESTION 06: 4 MARKS

07 *Extract E (lines 18–20) states ‘They argue that the pollution and depletion of communal resources such as clean air, water reserves and fish stocks are made worse by a lack of property rights’.*

*With the help of a diagram, explain how the absence of property rights can worsen the environmental market failures of **both** pollution **and** the rapid depletion of natural resources.*

[9 marks]

Level of response	An answer that:	Max 9 marks
3	<ul style="list-style-type: none"> is well organised and develops one or more of the key issues that are relevant to the question shows sound knowledge and understanding of relevant economic terminology, concepts and principles includes good application of relevant economic principles and/or good use of data to support the response includes well-focused analysis with a clear, logical chain of reasoning includes a relevant diagram that will, at the top of this level, be accurate and used appropriately 	7 - 9 marks
2	<ul style="list-style-type: none"> includes one or more issues that are relevant to the question shows reasonable knowledge and understanding of economic terminology, concepts and principles but some weaknesses may be present includes reasonable application of relevant economic principles and/or data to the question includes some reasonable analysis but it might not be adequately developed and may be confused in places may include a relevant diagram 	4 - 6 marks
1	<ul style="list-style-type: none"> is very brief and/or lacks coherence shows some limited knowledge and understanding of economic terminology, concepts and principles but some errors are likely demonstrates very limited ability to apply relevant economic principles and/or data to the question may include some very limited analysis but the analysis lacks focus and/or becomes confused may include a relevant diagram but the diagram is not used and/or is inaccurate in some respects 	1 - 3 marks

It is expected that a MSC/MSB diagram will be used but a relevant, correctly explained demand and supply diagram is also acceptable.

Relevant issues include:

- description of property rights, eg a legally recognised right of ownership over a resource
- negative externalities and the spill-over effects on 3rd parties
- why a lack of property rights can lead to negative externalities, ie some costs are not internalised
- the distinction between private optimal outcomes and socially optimal outcomes
- why property rights can be lacking, eg on common land, the high seas, in the atmosphere
- reasons for too rapid depletion of a communal resource, eg water reserves, fish stocks, wildlife, open spaces; property rights incentivise conservation

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MAXIMUM FOR QUESTION 07: 9 MARKS

08 **Extract F** (lines 9–10) states ‘Some major UK businesses appear happier with permit trading than with alternative policies such as quotas on emissions or the taxation of fuel’.

Using the data in the extracts and your economic knowledge, evaluate the possible impact on UK businesses of policies to reduce pollution.

[25 marks]

Areas for discussion include:

- explaining: permit trading, quotas, environmental taxes, regulation, subsidising green technologies
- effects of emissions trading and alternatives, specifically on UK businesses (firms) in terms of:
 - costs
 - revenues
 - profits
- rationale for government intervention
- internalising externalities and “polluter pays” ideas
- command-and-control versus market-based solutions
- permit/carbon trading schemes in theory and practice
- alternatives and their implications compared and contrasted, e.g. quotas, taxes and subsidising green technologies
- efficacy/appropriateness of ‘offsets’
- possible conflicts between policies, e.g. environmental improvement versus growth and employment
- distortions, e.g. lenient treatment of favoured businesses/industries (mentioned in the data)
- the need for international action
- being ‘carbon neutral’ as a business objective

The use of relevant diagrams to support the analysis should be taken into account when assessing the quality of the candidate’s response to the question.

Use the levels mark scheme on page 4 to award candidates marks for this question.

MAXIMUM FOR QUESTION 08: 25 MARKS

SECTION B

Below is the levels of response marking grid which should be used to mark the 15 mark questions

Level of response	Response	Max 15 marks
3	<p>A good response provides an answer that:</p> <ul style="list-style-type: none"> • is well organised and develops a selection of the key issues that are relevant to the question • shows sound knowledge and understanding of economic terminology, concepts and principles with few, if any, errors • includes good application of relevant economic principles to the given context and, where appropriate, good use of data to support the response • includes well-focused analysis with clear, logical chains of reasoning. 	11–15 marks
2	<p>A reasonable response provides an answer that:</p> <ul style="list-style-type: none"> • focuses on issues that are relevant to the question • shows satisfactory knowledge and understanding of economic terminology, concepts and principles but some weaknesses may be present • includes reasonable application of relevant economic principles to the given context and, where appropriate, some use of data to support the response • includes some reasonable analysis but which might not be adequately developed or becomes confused in places. 	6–10 marks
1	<p>A weak response provides an answer that:</p> <ul style="list-style-type: none"> • has identified one or more relevant issues • has some limited knowledge and understanding of economic terminology, concepts and principles but some errors are likely • has very limited application of relevant economic principles to the given context and/or data to the question • might have some limited analysis but it may lack focus and/or become confused. 	1–5 marks

Essay 1

Total for this Essay: 40 marks

09 *In August 2013, the UK government argued that there needed to be greater competition in energy markets in the UK*

Explain why lack of competition is likely to lead to allocative and productive inefficiency in markets such as the market for energy

[15 marks]

Relevant issues include:

- the nature of the UK energy market, or any other relevant market chosen by the candidate
- perfect competition
- types of imperfect competition
- concept of efficiency in economics
- what is meant by allocative efficiency
- what is meant by productive efficiency
- why profit maximising firms, operating in imperfectly competitive markets, are unlikely to achieve productive and allocative efficiency

The use of relevant diagrams to support the analysis should be taken into account when assessing the quality of the candidate's response to the question.

Use the levels mark scheme on page 13 to award candidates marks for this question.

MAXIMUM FOR QUESTION 09: 15 MARKS

10 *Evaluate the view that if markets can be made more contestable there is no need for further government intervention.*

[25 marks]

Areas for discussion include:

- what is meant by contestable markets
- nature of entry/exit barriers
- why lack of contestability leads to market power
- outcomes in terms of conduct/performance if markets are more contestable
- whether “perfect” contestability is possible
- hit and run competition
- examples of contestable markets
- role of technology is making markets more contestable
- how technology may make markets less contestable
- natural monopoly arguments
- role of regulators/state in creating contestability
- effectiveness of policies to create greater contestability
- whether contestability will solve the problems of potential market power
- the need for other forms of intervention to correct the possible abuses of market power
- other forms of government intervention and their effectiveness

The use of relevant diagrams to support the analysis should be taken into account when assessing the quality of the candidate’s response to the question.

Use the levels mark scheme on page 4 to award candidates marks for this question.

MAXIMUM FOR QUESTION 10: 25 MARKS

Essay 2**Total for this Essay: 40 marks**

11 *The law of diminishing returns is an economic principle which will inevitably affect firms in the short run, whereas it isn't always possible to achieve economies of scale.*

Explain how a firm's costs of production are affected by the law of diminishing returns in the short run and may be affected by economies of scale in the long run.

[15 marks]**Relevant issues include:**

- explaining the difference between the short run and long run
- distinction between the marginal and average returns to the variable factor
- explaining law of diminishing returns; increasing returns followed by eventually diminishing returns as more units of a variable factor are applied to a fixed factor
- explaining why, in the short run, diminishing returns are likely to occur at some level of output
- relating marginal and average returns to costs of production, in particular marginal cost and average variable cost
- in the long run all factors are variable and the law of diminishing returns does not apply
- examples of economies of scale and diseconomies of scale
- LRAC curve can be falling, horizontal or rising, depending on economies of scale and diseconomies of scale
- relationship between returns to scale and economies of scale
- why some firms/industries are more likely to benefit from economies of scale than others

Use the levels mark scheme on page 13 to award candidates marks for this question.

MAXIMUM FOR QUESTION 11: 15 MARKS

12 Evaluate the view that firms will always try to minimise their costs and maximise their revenues.

[25 marks]

Areas for discussion include:

- the meaning of cost minimisation/revenue maximisation
- ultimately, minimising total costs means not producing anything
- cost minimisation means minimising the cost of producing any given level of output
- X- inefficiency
- methods of reducing/minimising costs
- implications of cost minimisation
- methods of increasing/maximising revenues
- implications of revenue maximisation
- discussion of whether both can be pursued at once
- profit maximisation/satisficing
- explanation that while Total Profit = TR –TC, maximum profit is at MC = MR
- is cost minimisation and revenue maximisation consistent with profit maximisation?
- the need for firms in the private sector to make profits
- other possible objectives that firms might pursue
- the importance of the type of firm and the structure of the industry
- issues to do with the divorce of ownership and control; different sections/interests within a single firm might have different objectives, eg production process (minimise costs) sales/marketing (maximise total revenue) managers (utility/status/bonuses linked to profits/sales/other indices), shareholders (long-run, short-run perspectives on share prices and dividends)
- picking up on the word ‘always’ in the question

The use of relevant diagrams to support the analysis should be taken into account when assessing the quality of the candidate’s response to the question.

Use the levels mark scheme on page 4 to award candidates marks for this question.

MAXIMUM FOR QUESTION 12: 25 MARKS

Essay 3**Total for this Essay: 40 marks**

13 *Over the past 35 years, successive governments have reduced taxes on income whilst increasing taxes on spending, such as excise duties and Value Added Tax (VAT). Distinguish between equity and equality **and** explain the effects of this government policy on the distribution of income.*

[15 marks]**Relevant issues include:**

- the meaning of equity, eg basic notions of equity (to do with fairness and justice)
- the meaning of equality eg how evenly income and wealth are distributed amongst individuals, regions, ethnic groups etc.
- equality versus equality of opportunity, which is more subjective
- equity as a normative concept whereas equality/inequality can generally be measured and is positive concept
- the Gini coefficient as an indicator of the degree of inequality
- explaining vertical equity: treatment of people in different income and wealth positions based on their 'ability to pay'
- explaining horizontal equity: the same treatment of people with identical income and wealth
- describing how taxes can be progressive, proportional or regressive
- explaining how the switch to taxes on spending is likely to be regressive - as a general rule consumption expenditure represents a decreasing proportion of income
- however expenditure taxes can be made more progressive by applying different tax rates to different types of product, eg most food is zero-rated for VAT, could apply high rates of tax to 'luxuries'
- explaining the nature of taxes on income and why they can be made very progressive
- general conclusion that, other things being equal, such a policy is likely to make the distribution of income less equal
- use of evidence from the UK economy
- wider issues that might be considered either to reinforce or contradict the basic conclusion that such a policy will increase inequality, eg increases incentives and hence reduces the dependency culture, trickle-down effects, inequality in income inhibits equality of opportunity, cumulative causation – inequality generates more inequality.

The use of relevant diagrams to support the analysis should be taken into account when assessing the quality of the candidate's response to the question.

Use the levels mark scheme on page 13 to award candidates' marks for this question.

Maximum of 10 marks if only equity or equality discussed

MAXIMUM FOR QUESTION 13: 15 MARKS

14 *Assess the economic costs **and** benefits of government action which results in greater inequality in the distribution of income and wealth in the UK.*

[25 marks]

Areas for discussion include:

- the meaning of income and wealth
- meaning and measurement of inequality
- examples of government action resulting in inequality, eg
 - regressive taxes
 - reducing inheritance taxes
 - encouraging a bonus culture
 - removal of universal benefits
 - raising entry barriers (eg. tuition fees)
 - reducing the 'social wage' (reducing or slowing down increases in spending on public and merit goods)
 - policies that inhibit equality of opportunity
- benefits of inequality, eg
 - incentive arguments
 - impact on labour mobility and resource allocation
 - trickle-down
 - encouraging enterprise
 - encouraging work rather than welfare
 - impact on saving and investment
- costs of inequality, eg
 - waste of talent
 - social cost, unrest, riots
 - lack of safety nets
 - wider costs, correlations between inequality and wider economic and social issues
- normative arguments relating to fairness and justice
- costs and benefits of inequalities income may be different from inequalities in wealth
- macroeconomic effects of inequality (synoptic points), eg multiplier effects, national income and welfare, impact on output and employment of policies to promote equality/inequality.
- questioning of individual alleged benefits, eg do managers receiving annual 'compensation' measured in millions really have an 'incentive' to improve efficiency?
- questioning of individual alleged costs, eg is social unrest caused by inequality as such, or by wider social factors?
- overall assessment of costs versus benefits
- impacts depend on the nature and extent of the inequality, eg due to age differences, social mobility over time

The use of relevant diagrams to support the analysis should be taken into account when assessing the quality of the candidate's response to the question.

Use the levels mark scheme on page 4 to award candidates marks for this question.

MAXIMUM FOR QUESTION 14: 25 MARKS

Assessment objectives

	A01	A02	A03	A04	TOTAL
Section A					
Context 1					
1	1	1			2
2	1	2	1		4
3	2	4	3		9
4	4	4	7	10	25
Context 2					
5	1	1			2
6	1	2	1		4
7	2	4	3		9
8	4	4	7	10	25
Section B					
9	4	4	7		15
10	4	4	7	10	25
11	4	4	7		15
12	4	4	7	10	25
13	4	4	7		15
14	4	4	7	10	25
DRQ total	8	11	11	10	40
Essay total	8	8	14	10	40
Paper total	16	19	25	20	80