



Mark Scheme (Results)

January 2026

Pearson Edexcel in International A Level in Economics
WEC11/01

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General Marking Guidance

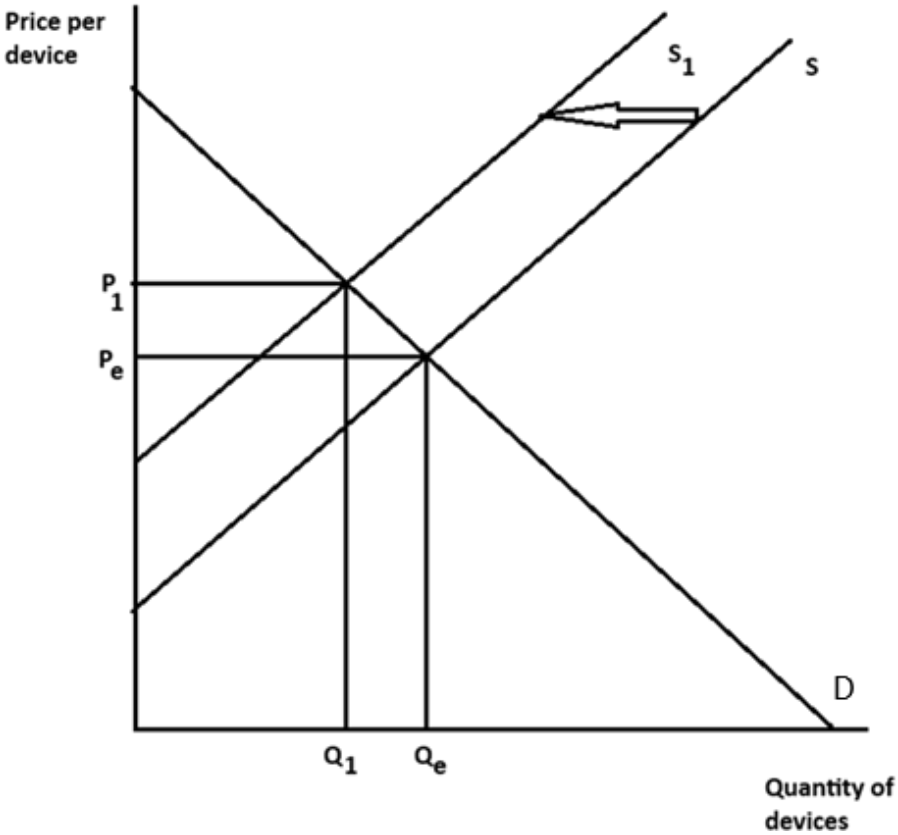
- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A

Question	Quantitative skills assessed	Answer	Mark
1	QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms	The only correct answer is B A is not correct because this is a possible advantage of the free market economy C is not correct because this is a possible advantage of the command economy D is not correct because this is a possible disadvantage of the free market economy	(1)
2	QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms	The only correct answer is C A is not correct because this would be a positive economic statement B is not correct because this is where all other things remain equal D is not correct because this defines a positive statement	(1)
3	QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms	The only correct answer is D A is not correct because this is the market functioning correctly B is not correct because non-provision of public goods is an example of a market failure C is not correct because a market bubble is an example of market failure	(1)
4	QS8: Make calculations of elasticity and interpret the result QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms	The only correct answer is A B is not correct because the calculation used was % change in income / % change in QD C is not correct because the value shows income elastic demand D is not correct because cinema is a normal/luxury good so has a positive income elasticity of demand	(1)
5	QS4: Construct and interpret a range of standard graphical forms QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms	The only correct answer is D A is not correct because this is the new consumer surplus B is not correct because this is the new producer surplus C is not correct because this is the change in producer surplus not consumer surplus	(1)

6	QS8: Make calculations of elasticity and interpret the result QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms	The only correct answer is C A is not correct because there is no data on income so income elasticity of demand cannot be calculated B is not correct because complements have a negative XED D is not correct because strong substitutes have a positive XED with a value above +1.	(1)
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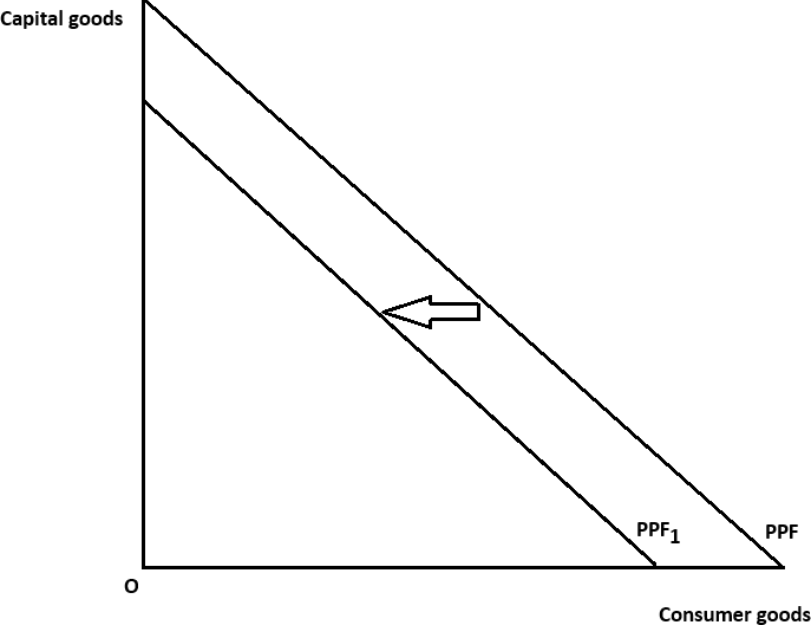
Section B

Question	Answer	Mark
7	<p>Knowledge 1, Application 3 Quantitative skills assessed: QS4: Construct and interpret a range of standard graphical forms QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms.</p> <p>Knowledge</p> <p>1 mark for showing knowledge on the diagram</p> <ul style="list-style-type: none"> Original supply and demand curves with axes correctly labelled (1) <p>Application</p> <p>Up to 3 marks for the following information included on the diagram:</p> <ul style="list-style-type: none"> Original equilibrium quantity and price (1) Correct shift of supply to the left (1) New equilibrium quantity and price having shifted supply correctly (1)  <p>NB Accept demand when drawn inelastic</p>	(4)

Question	Explain one possible impact of the increase in the maximum price to study for a university degree.	Mark
Answer		
8	<p>Knowledge 1, Application 1, Analysis 2</p> <p>Quantitative skills assessed:</p> <p>QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms.</p> <p>Knowledge</p> <p>1 mark for definition of maximum price:</p> <ul style="list-style-type: none"> • Price ceiling/price cap above which universities cannot charge/price set below equilibrium to protect consumers (1) <p>Application</p> <p>1 mark for reference to data:</p> <p style="padding-left: 40px;">Maximum price increased from £9 250 to £9 535/ by £285 /3.1%(1)</p> <p>Analysis</p> <p>Up to 2 marks for linked analysis:</p> <ul style="list-style-type: none"> • Any excess demand will decrease (1) as demand contracts and supply extends (1) • Producer surplus will increase (1) as a result of the higher selling price (1) • Education will be less affordable (1) and consumer surplus will be lower (1) • The quantity applying for university may decrease (1) resulting in a less skilled workforce (1) • Diagram showing the increase in maximum price (1) and the decrease in excess demand (1) 	(4)

Question	With reference to the table, explain the difference between price elastic supply and price inelastic supply.	Mark
9	<p>Answer</p> <p>Knowledge 2, Application 2</p> <p>QS8: Make calculations of elasticity and interpret the result.</p> <p>QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms.</p> <p>Knowledge</p> <p>1 mark for definition of price elastic supply e.g.:</p> <ul style="list-style-type: none"> • PES between 1 and infinity/ an increase in price leads to a more than proportionate increase in quantity supplied/ the percentage change in quantity supplied is greater than the percentage change in price (1K) <p>1 mark for definition of price inelastic supply e.g.:</p> <ul style="list-style-type: none"> • PES between 0 and 1/ an increase in price leads to a less than proportionate increase in quantity supplied/ the percentage change in quantity supplied is smaller than the percentage change in price (1K) <p>NB each can be illustrated diagrammatically Application</p> <p>Up to 2 marks for applying to the table:</p> <ul style="list-style-type: none"> • In Shanghai supply is price elastic (1AP) • In Beijing supply is price inelastic (1AP) 	(4)

Question	Ceteris paribus, calculate the price elasticity of demand for streaming films.	Mark
Answer		
10	<p>Knowledge 1, Application 3 Quantitative skills assessed: QS8: Make calculations of elasticity and interpret the result. QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms</p> <p>Knowledge 1 mark for definition Responsiveness of quantity demanded to a change in price</p> <p>/the formula of price elasticity of demand $\frac{\% \text{ change in quantity demanded}}{\% \text{ change in price}} \quad (1)$</p> <p>Application Up to 3 marks for calculations:</p> <ul style="list-style-type: none"> • % change in number of streaming subscribers $153.6 - 157.8 / 157.8 \times 100 = (-)2.66159696\% (1)$ • % change in price $7.28 - 6.47 / 6.47 \times 100 = 12.51931994\% (1)$ • PED calculation $-2.66159696\% \div 12.51931994\% = -0.2125991646 (1)$ <p>NB: if correct answer (e.g. -0.2/-0.21/-0.213/ -0.2126 etc) is given, award full marks regardless of working. Accept reasonable rounding from full calculation (e.g. $2.66 \div 12.52 = -0.2125 / 2.7 \div 12.5 = -0.216$) Award the mark for -0.0266159696 and 0.1251931994 where they have not multiplied by 100 for the % change in number of tickets sold or % change in price Award 3 marks for -0.213% or +0.213</p>	(4)

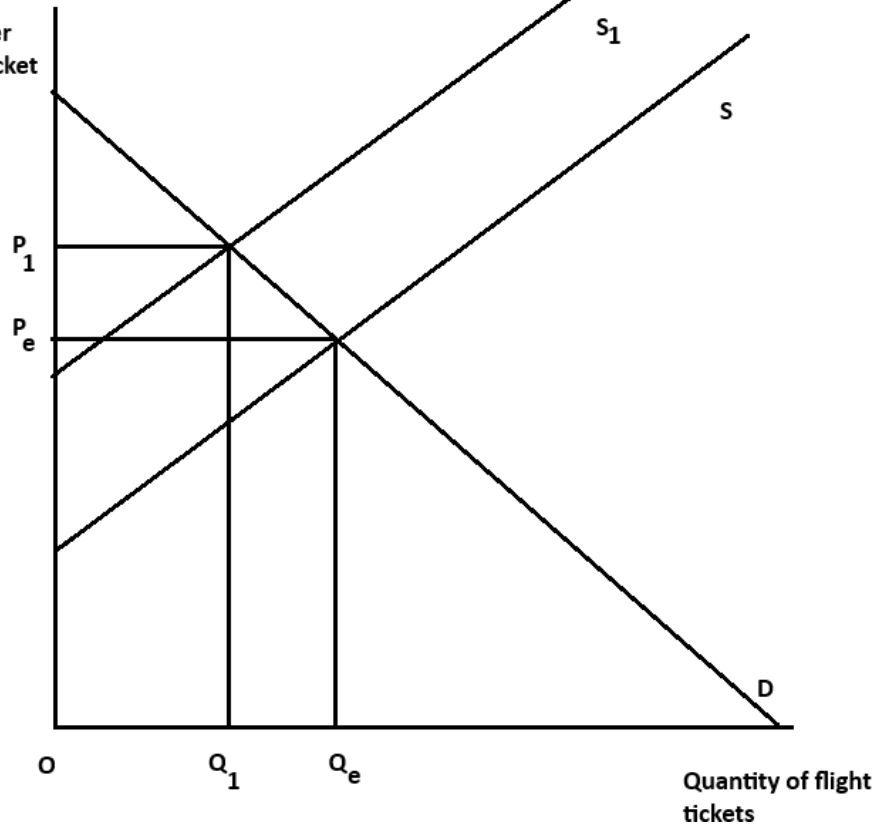
Question	<p><i>Ceteris paribus</i>, explain the likely impact of this change in population on Bulgaria's production possibility frontier (PPF). Illustrate your answer with a diagram.</p> <p>Answer</p>	Mark
11	<p>Knowledge 1, Application 1, Analysis 2</p> <p>Quantitative skills assessed: QS4: Construct and interpret a range of standard graphical forms QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms.</p> <p>Knowledge</p> <p>1 mark for definition of production possibility frontier:</p> <ul style="list-style-type: none"> the maximum possible production using all available resources (1) <p>Application</p> <p>1 mark for inwards shift of PPF (1)</p>  <p>N.B. Accept PPF drawn as curves or straight lines N.B. Accept appropriate axes other than capital and consumer goods</p> <p>Analysis</p> <p>Up to 2 marks for</p> <ul style="list-style-type: none"> with less population there are fewer workers available (1) so productive potential in Bulgaria decreases / economic decline/ negative economic growth/ decrease in economic growth/ production decreases (1) 	(4)

Section C

Question	Define the term 'habitual behaviour'. (Extract B, line 14) Answer	Mark
12 (a)	Knowledge 2 QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms. Up to 2 marks for understanding of habitual behaviour e.g. <ul style="list-style-type: none">• Where consumers become loyal to a brand (1)• Where consumers stick with what is familiar/ comfortable (1) regardless of the price or quality/ even when the price is higher/ quality is lower (1)• Rigid pattern of behaviour (1)• Habitual behaviour is irrational behaviour (1)• Consumers do not consider competing goods and services in their calculations (1)• Where consumers repeatedly consume a particular good/service/83% of its consumers returned for further visits to Disney theme parks (1)	(2)

Question	With reference to Figure 1 and Extract A, analyse two factors that caused flight prices to increase significantly between January and July 2024. Illustrate your answer with a supply and demand diagram. Answer	Mark
12 (b)	<p>Knowledge 2, Application 2, Analysis 2</p> <p>Quantitative skills assessed: QS4: Construct and interpret a range of standard graphical forms QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms.</p> <p>Knowledge</p> <p>Up to 2 marks for the diagram showing:</p> <ul style="list-style-type: none"> • Original supply, demand and equilibrium price and quantity (1) • New equilibrium having shifted supply only to the left showing increased price (1) Analysis <p>Up to two marks for each supply factor from Extract A:</p> <ul style="list-style-type: none"> • Number of cost pressures (1) • Substantial rise in the price of jet fuel (1) • A shortage of new aircraft/ airlines are having to use older, less fuel-efficient aeroplanes (1) • Wage increases for pilots and aircrew/the minimum annual wage for a co-pilot has increased from €25 000 in 2023 to €51 000 by early 2025 (1) <p>Application</p> <p>1 mark for diagram</p> <ul style="list-style-type: none"> • Shift supply to the left (1) <p>1 mark for reference to Figure 1:</p> <ul style="list-style-type: none"> • Figure 1- index increased from 100 to 177.5 between January and July/ by 77.5% (1) <p>NB only reward for January and July figures</p>	

Price per flight ticket



(6)

Question	With reference to the final paragraph of Extract B, explain the difference between renewable and non-renewable resources. Answer	Mark
12 (c)	<p>Knowledge 2 Application 2</p> <p>QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms.</p> <p>Knowledge</p> <p>1 mark for understanding of renewable resources:</p> <ul style="list-style-type: none"> • Resources that can be used again and again/ infinite/ will not run out (1) <p>1 mark for understanding of non-renewable resources:</p> <ul style="list-style-type: none"> • Resources that cannot be used again and again/ finite/ will run out (1) <p>Application</p> <p>1 mark for application for renewable resources only accept:</p> <ul style="list-style-type: none"> • Solar panels are renewable (1) <p>1 mark for application for non-renewable resources only accept:</p> <ul style="list-style-type: none"> • Gas/Coal are non-renewable (1) 	(4)

Question	With reference to Extract C, examine two effects of the Government of Spain's decision to pay subsidies to the tourist industry.	Mark
Answer		
12(d)	<p>Knowledge 2, Application 2, Analysis 2, Evaluation 2</p> <p>QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms</p> <p>Knowledge and Analysis Up to 2 marks for identifying two effects and up to 2 marks for linked explanations, e.g.:</p> <ul style="list-style-type: none"> • Reduce price paid by consumers (1K) as costs of production for hotels/ tourist attractions decrease (1AN) • The quantity of visitors to tourist attractions will increase (1K) as tourism in Spain will be more price competitive compared to other countries (1AN) • Producer surplus will increase for the tourist industry (1K) providing resources for investment and innovation (1AN) • Consumer surplus will increase (1K) as the gap between the price they are willing to pay and what they pay after the subsidy will increase (1AN) • Opportunity cost (1K) as the Government of Spain will need to fund the subsidy leaving less funds for e.g., healthcare/education (1AP) • Diagram clearly showing lower price and higher quantity following increase in supply (1K+1AN) <p>Application Up to 2 marks for application to Extract C</p> <ul style="list-style-type: none"> • The subsidy will cost the Government of Spain €300m (1AP) • The subsidy contributed to 886 269 holidays (1AP) • The scheme is not available for foreign tourists (1AP) • For those aged over 55 (1AP) <p>Evaluation Up to 2 marks for evaluative comments (2+0 or 1+1), e.g.:</p> <ul style="list-style-type: none"> • Short-term boost may also result in long-term boost if tourists enjoy domestic holidays and return (1+1) • Tourist industry in other countries will be negatively affected as people substitute to domestic tourism in Spain (1+1) • The magnitude of the subsidy is substantial affecting 886 269 holidays / costing €300m (1+1) • The impact will be limited as only available to citizens living in Spain (1+1) • Opportunity cost as they money for subsidy could be spent in healthcare and education (1+1) <p>NB Opportunity costs can be accepted as Knowledge and Analysis or Evaluation but not both</p>	(8)

Question	<p>With reference to Extract B, discuss the likely external benefits of Disney's expenditure on improving its theme park in California.</p> <p>Illustrate your answer with an externalities diagram.</p> <p>Indicative content</p>
12(e)	<p>Indicative content guidance</p> <p>Answers must be credited by using the level descriptors (below) in line with the general marking guidance.</p> <p>The indicative content below exemplifies some of the points that candidates may make but this does not imply that any of these must be included. Other relevant points must also be credited.</p> <p>Quantitative skills assessed</p> <p>QS4: Construct and interpret a range of standard graphical forms</p> <p>QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms.</p> <p>Knowledge, Application and Analysis (8 marks) – indicative content</p> <ul style="list-style-type: none"> • External benefits- positive impact on third parties <p>Diagram</p> <p>NB Accept any relevant externalities diagram</p> <p>\$1 billion of spending results in:</p> <ul style="list-style-type: none"> • Creates 7 869 construction jobs as more jobs are created for carpenters/plumbers/electricians/builders helping improve income for workers within the construction industry who then spend money in local shops • \$1.9 billion worth of output on construction and the construction company will spend money on its suppliers helping to further increase output • Creates 3 634 jobs operating the theme park. This generates income for these individuals and spending in the economy • \$508m worth of economic output which means manufacturers will produce more and have more sales • Generates \$87m of tax revenue- the Government can fund public services • \$30m spent on affordable housing- helping increase the supply of such housing and helping some access the housing market • \$8m spent on park improvements- including playgrounds and sports courts- helps improve fitness • External benefits result in a welfare gain as third parties also benefit

G	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<p>Displays isolated, superficial or imprecise knowledge and understanding of economic terms, principles, concepts, theories and models.</p> <p>Use of generic material or irrelevant information or inappropriate examples.</p> <p>Descriptive approach, which has no chains of reasoning.</p>

Level 2	4-6	<p>Displays elements of knowledge and understanding of economic terms, principles, concepts, theories and models.</p> <p>Ability to apply knowledge and understanding to some elements of the question. Some evidence and contextual references are evident in the answer.</p> <p>Chains of reasoning in terms of cause and/or consequence are evident but they may not be developed fully or some stages are omitted.</p>
Level 3	7-8	<p>Demonstrates accurate and precise knowledge and understanding of economic terms, principles, concepts, theories and models.</p> <p>Ability to link knowledge and understanding in context using relevant examples which are fully integrated to address the broad elements of the question.</p> <p>Analysis is clear, coherent, relevant and focused. The answer demonstrates logical and multi-stage chains of reasoning in terms of cause and/or consequence.</p>
<p>Evaluation (6 marks) – indicative content</p> <ul style="list-style-type: none"> • Magnitude- spending leads to larger impacts e.g. on construction • Short-term less impact but over long-term the full effect will be realised • These are estimates/forecasts and the actual amounts could be different • External costs may be generated -e.g. noise and light pollution from construction, air pollution from power generation through coal and gas- an external costs of production diagram may be drawn to illustrate • Disney invests to achieve private benefits such as its own revenue and profits • Disney may decide not to invest further in Disneyland park in California but in its other parks or its cruise ships 		
Level	Mark	Descriptor
	0	No rewardable material.

Level 1	1-2	<p>Identification of generic evaluative comments. No supporting evidence/reference to context.</p> <p>No evidence of a logical chain of reasoning.</p>
Level 2	3-4	<p>Evidence of evaluation of alternative approaches. Some supporting evidence/reference to context.</p> <p>Evaluation is supported by a partially-developed chain of reasoning.</p>
Level 3	5-6	<p>Evaluation recognises different viewpoints and/or is critical of the evidence.</p> <p>Appropriate reference to evidence/context.</p> <p>Evaluation is supported by a logical chain of reasoning.</p>

Section D

Question

In 2024 the global manufacturing and construction industries:

- Produced 6.22 bn tonnes of greenhouse gases
- Used 50% of all global natural resources extracted
- Used 15% of the world's freshwater
- Used 25% of the world's wood.

Evaluate possible external costs associated with the manufacturing and construction industries.

Illustrate your answer with an appropriate diagram.

Indicative content

13

Quantitative skills assessed

QS4: Construct and interpret a range of standard graphical forms

QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms.

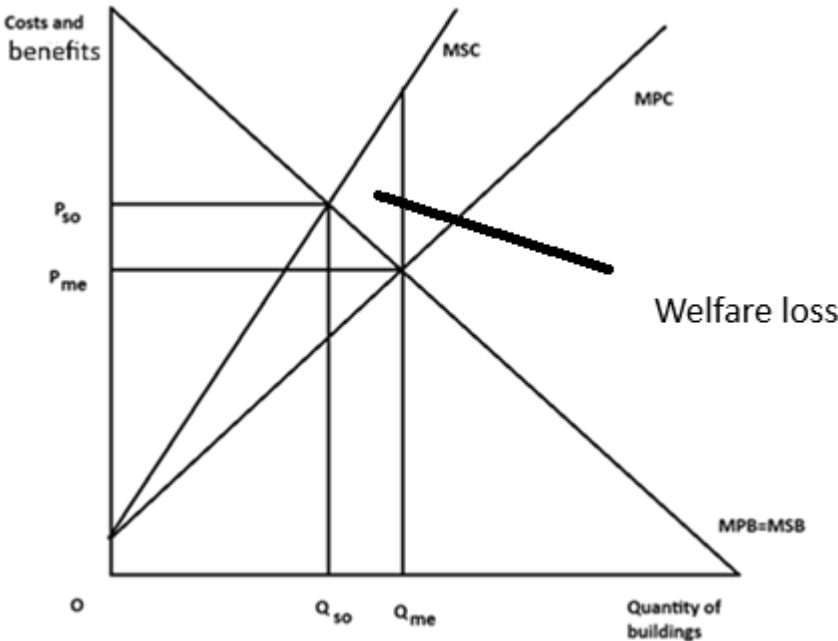
Indicative content guidance

Answers must be credited by using the level descriptors (below) in line with the general marking guidance.

The indicative content below exemplifies some of the points that candidates may make but this does not imply that any of these must be included. Other relevant points must also be credited.

Knowledge, application and analysis (12 marks) – indicative content

- External costs- negative impact on third parties



	<ul style="list-style-type: none"> The manufacturing and construction industry produced 6.22 bn tonnes of greenhouse gas emissions per year- resulting in global warming- causing sea levels to rise as polar ice caps melt- people losing homes on coasts It uses 50% of global natural resources extracted- the depletion of resources leaves less for future generations- may raise the price of natural resources in the future due to limited supplies Uses 15% of the world's freshwater, leaving less for consumption as drinking water for others 25% of wood supplies- means deforestation may occur and reduce the amount of oxygen emitted leading to global warming and causing negative impacts on farmers Triangle shows the area of welfare loss due to overproduction <p>N.B. Award a maximum of Level 3 if only one impact is considered N.B. Positive effects may be presented as KAA and negative effects as Ev or vice versa.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Displays isolated, superficial or imprecise knowledge and understanding of economic terms, principles, concepts, theories and models. Use of generic material or irrelevant information or inappropriate examples. Descriptive approach, which has no chains of reasoning.
Level 2	4-6	Displays elements of knowledge and understanding of economic terms, principles, concepts, theories and models. Limited application of knowledge and understanding to economic problems in context. A narrow response or superficial, only two-stage chains of reasoning in terms of cause and/or consequence.
Level 3	7-9	Demonstrates accurate knowledge and understanding of economic terms, principles, concepts, theories and models. Ability to apply knowledge and understanding to some elements of the question. Some evidence and contextual references are evident in the answer. Analysis is clear and coherent. Chains of reasoning in terms of cause and/or consequence are evident but they may not be developed fully or some stages are omitted.
Level 4	10-12	Demonstrates accurate and precise knowledge and understanding of economic terms, principles, concepts, theories and models. Ability to link knowledge and understanding in context using appropriate examples which are fully integrated to address the broad elements of the question. Analysis is clear, coherent, relevant and focused. The answer demonstrates logical and multi-stage chains of reasoning in terms of cause and/or consequence.
	<p>Evaluation (8 marks) – indicative content</p> <ul style="list-style-type: none"> It is difficult to quantify external costs Construction will generate private benefits to construction firms and external benefits- those employed spending money in the market External costs may be hard to see in the short-term but be easier to see in the long-term 	

		<ul style="list-style-type: none"> The magnitude of the external costs is significant with 50% of resources depleted by the sector Estimates and forecasts of external costs may be inaccurate
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Identification of generic evaluative comments. No supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level 2	4-6	Evidence of evaluation of alternative approaches. Some supporting evidence/reference to context. Evaluation is supported by a partially-developed chain of reasoning.
Level 3	7-8	Evaluation recognises different viewpoints and/or is critical of the evidence, leading to an informed judgement. Appropriate reference to evidence/context. Evaluation is supported by a logical chain of reasoning.

Question In Zimbabwe fast food consumption has increased resulting in an increase in obesity, diabetes, heart disease and cancers. In January 2025 the Government of Zimbabwe introduced an indirect tax at a rate of 0.5% on fast food including pizzas, burgers, shawarma and tacos.

Evaluate the benefits of introducing this indirect tax on fast food. Illustrate your answer with an appropriate diagram.

Indicative content

14

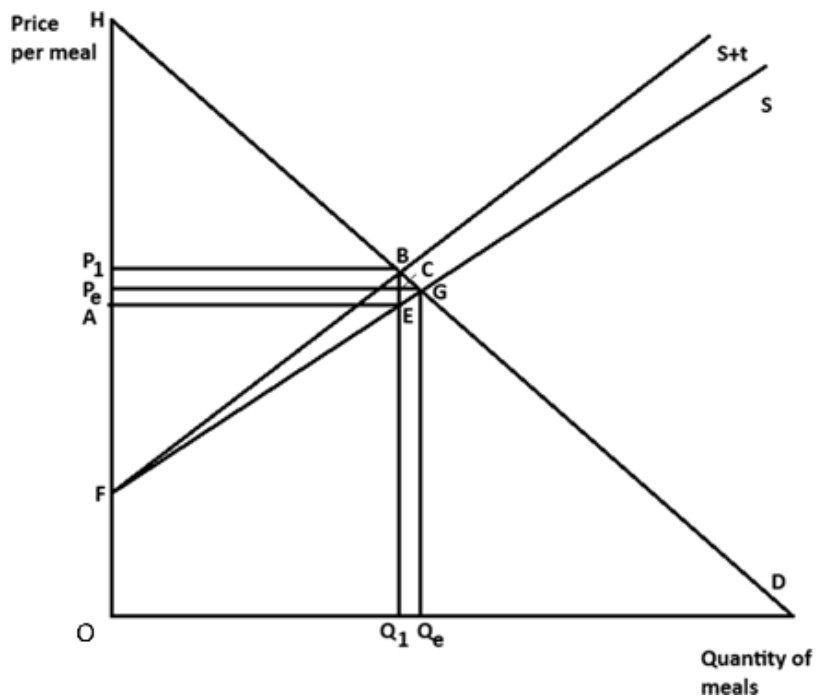
Quantitative skills assessed
QS4: Construct and interpret a range of standard graphical forms
QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms.

Indicative content guidance

Answers must be credited by using the level descriptors (below) in line with the general marking guidance.

The indicative content below exemplifies some of the points that candidates may make, but this does not imply that any of these must be included. Other relevant points must also be credited.

- Knowledge, application and analysis (12 marks) – indicative content**
- Indirect tax- expenditure tax/ paid to the government by businesses
 - Ad valorem tax- a percentage tax
 - Indirect tax rate of 0.5% including on pizzas, burgers, shawarma and tacos
 - Incentive to offer healthier alternatives
 - Reduce external costs of consumption
 - Rational consumers buy healthier options
 - Reduce instances of obesity, diabetes and cancers- reducing costs to health services



- Raise tax revenue that can be used to pay to deal with health issues- $AEBP_1$
- Producer incidence $AECF$ /Consumer incidence $BECP_1$

	<ul style="list-style-type: none"> • Reduced consumption of fast food as quantity falls from Q_e to Q_1 • Fast food meals will cost more as price increases from P_e to P_1 <p>N.B. Award maximum of level 3 if no appropriate diagram is provided N.B. Award maximum of level 3 if the supply curve is not pivoted appropriately N.B. Award maximum of level 3 if only one benefit is considered</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Displays isolated, superficial or imprecise knowledge and understanding of economic terms, principles, concepts, theories and models. Use of generic material or irrelevant information or inappropriate examples. Descriptive approach which has no chains of reasoning.
Level 2	4-6	Displays elements of knowledge and understanding of economic terms, principles, concepts, theories and models. Limited application of knowledge and understanding to economic problems in context. A narrow response or superficial, only two-stage chains of reasoning in terms of cause and/or consequence.
Level 3	7-9	Demonstrates accurate knowledge and understanding of economic terms, principles, concepts, theories and models. Ability to apply knowledge and understanding to some elements of the question. Some evidence and contextual references are evident in the answer. Analysis is clear and coherent. Chains of reasoning in terms of cause and/or consequence are evident but they may not be developed fully or some stages are omitted.
Level 4	10-12	Demonstrates accurate and precise knowledge and understanding of economic terms, principles, concepts, theories and models. Ability to link knowledge and understanding in context, using appropriate examples which are fully integrated to address the broad elements of the question. Analysis is clear, coherent, relevant and focused. The answer demonstrates logical and multi-stage chains of reasoning in terms of cause and/or consequence.
	<p>Evaluation (8 marks) – indicative content</p> <p>Costs</p> <ul style="list-style-type: none"> • The revenue from the tax may not be allocated to deal with health issues but may instead go to the general government fund • Producer surplus is decreased, may result in less investment/innovation, shut down • May reduce employment in fast food industry • Consumer surplus decreased HGP_e to HBP_1 <p>Evaluative comments</p> <ul style="list-style-type: none"> • Unintended consequences- the tax might result in unexpected outcomes • Information gap- the Government may lack the information to set the correct level of tax 	

		<ul style="list-style-type: none"> • At just 0.5% the tax may have little impact on changing behaviour of consumers and producers • The effect in the short-term may be smaller as consumers take time to adjust • Inelastic demand would result in little change in the quantity consumed/ may result in more consumer incidence
Level	Mark	Descriptor
	0	No rewardable material.
Level1	1-3	Identification of generic evaluative comments. No supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level2	4-6	Evidence of evaluation of alternative approaches. Some supporting evidence/reference to context. Evaluation is supported by a partially-developed chain of reasoning.
Level3	7-8	Evaluation recognises different viewpoints and/or is critical of the evidence, leading to an informed judgement. Appropriate reference to evidence/context. Evaluation is supported by a logical chain of reasoning.