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| <p>5</p> | <p>QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms</p> <p>QS10: Distinguish between changes in the level of a variable, and the rate of change</p> | <p>The only correct answer is C</p> <p>A is not correct because total utility is still rising</p> <p>B is not correct because total utility is still rising</p> <p>D is not correct because total utility is falling</p> | <p>(1)</p> |
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| <p>5</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>The only correct answer is C</p> <p>A is not correct because this movement would result in a decrease in unemployment</p> <p>B is not correct because this movement would mean that fewer consumer goods would be produced</p> <p>D is not correct because point H is unattainable</p> | <p>(1)</p> |
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| <p>6</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>The only correct answer is C</p> <p>A is not correct because Y is unobtainable using current resources</p> <p>B is not correct because the opportunity cost is in terms of capital goods</p> <p>D is not correct because the movement from X to W results in a decrease in efficiency/unemployment</p> | <p>(1)</p> |
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| <p>6</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>The only correct answer is D</p> <p>A is not correct because position Y is unobtainable</p> <p>B is not correct because the opportunity costs is in terms of consumer goods</p> <p>C is not correct because the movement shows a decrease in unemployed resources</p> | <p>(1)</p> |
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| 5 | <p>QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms</p> | <p>The only correct answer is C</p> <p>A is not correct because this position shows unemployed resources</p> <p>B is not correct because at B there are fewer capital goods consumed than at C so growth will be slower</p> <p>D is not correct because this point is unattainable using current resources</p> | (1) |
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| 1 | <p>QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms</p> | A | (1) |
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| Question | <p>Explain the likely impact on the USA's production possibility frontier (PPF) of this change in migration. Illustrate your answer with a fully labelled PPF diagram.</p> <p>Answer</p> | Mark |
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| 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 PPF e.g.:</p> <ul style="list-style-type: none"> • Production Possibility Frontier is the maximum possible production using all available resources (1) <p>Application</p> <p>1 mark for correct shift of PPF diagram:</p> <ul style="list-style-type: none"> • Outward/rightward shift of PPF (1) <div data-bbox="268 891 933 1473" data-label="Figure"> </div> <p>NB Accept curved PPF</p> <p>Analysis</p> <p>Up to 2 marks for:</p> <ul style="list-style-type: none"> • An increased population in the USA would increase the number of workers/ more factors of production available (1) • Increase in the output of capital goods and consumer goods that can be produced (1) • Identifying that this illustrates economic growth/an increase in productive potential (1) | (4) |

| Question | With reference to hotel breakfasts, explain why the above information illustrates 'diminishing marginal utility'. | Mark |
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| 8 | <p>Answer</p> <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 understanding of 'diminishing marginal utility'</p> <ul style="list-style-type: none"> Where an additional unit of consumption leads to a smaller increase in utility/ where the marginal utility decreases/total utility increases but at a slower rate (1) <p>Application</p> <p>1 mark for reference to data</p> <ul style="list-style-type: none"> 80% of hotel guests go to the buffet three times / Only 10% visit five times (1) <p>Analysis</p> <p>Up to 2 marks for analysis e.g.</p> <ul style="list-style-type: none"> 90% of hotel guests are satiated/full after consuming the 4th bowl/plate of food (1) so do not consume the 5th bowl/plate (1) The last bowl/plate of food consumed increases total utility (1) but the gain in utility is smaller than for the last bowl (1) | (4) |

| Question Number | <p>Adam Smith wrote that by applying the division of labour in a pin factory, ten workers were able to increase production from 200 pins per day to 48 000 pins per day.</p> <p>Explain one advantage to firms of using the division of labour to organise production.</p> <p>Answer</p> | Mark |
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| 9 | <p>Knowledge 1, Application 1, Analysis 2</p> <p>QS1: Calculate, use and understand ratios and fractions. QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms.</p> <p>Knowledge</p> <p>1 mark for identifying an advantage of the division of labour, e.g.:</p> <ul style="list-style-type: none"> • Increased output per worker/increased productivity/lower training costs/reduce costs per unit/machinery can replace workers (1) <p>OR</p> <p>1 mark for definition of division of labour, e.g.</p> <ul style="list-style-type: none"> • Where production is broken down into tasks and each worker focuses on one task <p>Application</p> <p>1 mark for applying to the stem/Adam Smith/ pin factory or production, e.g.:</p> <ul style="list-style-type: none"> • Output per worker has increased from 20 to 4 800/workers will only be trained in one element of putting together the pins (1) | |
| | <p>Analysis</p> <p>Up to 2 marks for linked expansion of the advantage e.g.:</p> <ul style="list-style-type: none"> • The workers will focus on one task (1) and will become experts at that task (1) • The workers will not need to keep changing tools (1) enabling them to save time (1) • Workers will only need to be trained in how to do one task (1) rather than having to know how to complete every stage of production (1) • With the same number of workers being able to produce more output (1) the costs of making each item will be lower (1) • The tasks become simpler (1) and can often be automated (1) | (4) |

| Question | Explain one advantage to a car manufacturer of using the division of labour to organise production. | Mark |
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| 9 | <p>Knowledge 1, Application 1, Analysis 2</p> <p>QS9: Interpret, apply and analyse information in written, graphical, tabular and numerical forms.</p> <p>Knowledge and Analysis</p> <p>1 mark for understanding division of labour e.g.:</p> <ul style="list-style-type: none"> • where production is broken down into tasks and each worker specialises on one task (1K) <p>1 mark for one advantage of using the division of labour and up to 2 marks for linked expansion</p> <ul style="list-style-type: none"> • increase in productivity (1K) as each worker is able to produce more output (1AN) which helps a car manufacturer to produce cars more cheaply than his competitors (1AN) • decreased unit costs/decreased costs of production (1K) as each worker is able to produce more goods whilst receiving the same pay (1AN) enabling a car manufacturer to lower his prices/increase profit margins (1AN) • time saving (1K) as workers do not need to keep changing tools (1AN) and can spend more time focused on production (1AN) • workers become more proficient at one skill (1K) as they spend so long on the task that they become experts (1AN) and this helps with the speed of them completing the task (1AN) • less training required (1K) as workers only need to be trained to do one task/rather than training in whole production process (1AN) so the car manufacturer experiences reduced costs of training staff (1AN) • workers can focus on tasks that suit their skills (1K) which means they are more likely to complete jobs they enjoy (1AN) and are more likely to be motivated (1AN) | |
| | <p>Application</p> <p>1 mark for applying to Henry Ford car company or a car manufacturer, e.g.:</p> <ul style="list-style-type: none"> • one worker will focus on the tyres/windcreens/chassis/steering wheel/engine/painting/each worker will add a different component/part to the car/each worker moves from producing a whole car to one part (1AP) | (4) |

| Question | Explain one advantage of specialisation in house construction. Answer | Mark |
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| 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 a definition of specialisation/ division of labour e.g.:</p> <ul style="list-style-type: none"> • Where production is broken down into tasks and each worker focuses on a job / • Where workers concentrate on narrow range of tasks • Where businesses focus on producing a narrow range of goods (1) <p>Application</p> <p>1 mark for data linked to a task e.g:</p> <ul style="list-style-type: none"> • Bricklayers focus on brickwork/ laying bricks/ carpenters complete joinery/ woodwork plasterers plaster walls/ electricians complete electrical work/ painters paint walls/ceilings (1) <p>Analysis</p> <p>1 mark for an advantage and one mark for linked development:</p> <ul style="list-style-type: none"> • Productivity will be higher/output per worker will be higher/ output will increase (1) so workers do not need to keep changing tools (1) • Workers need training in a narrower range of skills (1) helping lower training costs for the housebuilder (1) • Each worker becomes more skilled at the particular job (1) helping to ensure higher quality houses are produced (1) • Helping to reduce the cost of constructing each house (1) enabling house builders to make more profit (1) • Helping to construct houses more rapidly (1) which means revenue can be raised sooner from selling houses (1) | (4) |