



Economics Paper 2

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Overview of the webinar

- Overview of the changes in the new syllabus
- Common issues with student responses
- Some sample approaches to questions
- A look at the specimen paper
- Any questions you might have

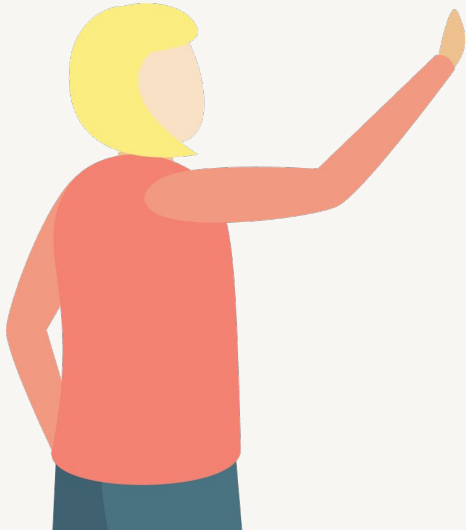
Brief overview of Paper 2

- Paper 2 is the data response paper.
- It requires students to answer questions using the context provided.
- Marks are lost if the context is not used or well understood.
- It is very similar to the old paper 2.



A few pointers to begin with:

- The key to helping students prepare well for the Paper 2 is to give them lots of practice. You don't have to mark everything they do, but they need to become familiar with the timing of the paper.



- It is a good idea to get them to peer assess each other's work, even though they don't like doing it. They need to know how to recognise a good answer.
- A simple 5 paragraph essay with PEEL used is a safe and sensible approach to take. I find I have to spend as much time teaching them how to write essays as I do teaching content sometimes.

Biggest challenges

- Timing.
- Getting students to understand how to use the text.
- Teaching students how to evaluate/synthesise correctly and reach a reasoned conclusion.



New syllabus changes

Generally the same paper with a few positive changes.

- Longer essay question now worth 15 marks, same as Paper 1 part b).
- More opportunities for students to demonstrate skills with more shorter questions.
- Standalone diagrams and calculations.
- More text!



New syllabus changes



Marks

40

40

Time available

1 hour and 30 minutes

1 hour and 45 minutes

Number of questions

2 from a choice of 4

1 from a choice of 2

Parts per question

a) to d)

a) to g)

Essay

Worth 8 marks

Worth 15 marks

Outline of Paper 2

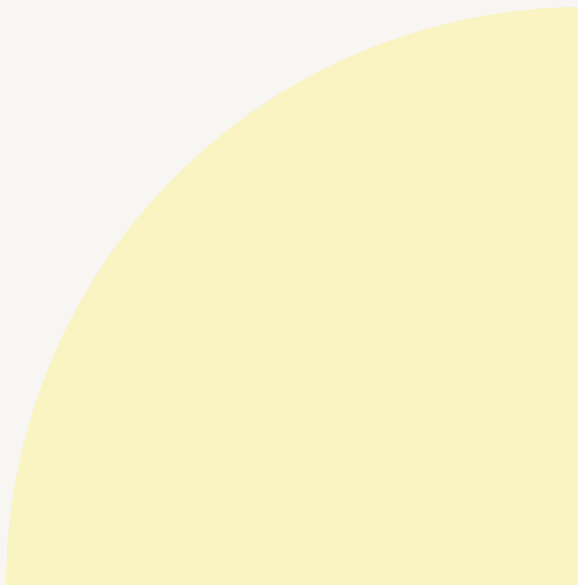


- Length of time: 1 hour and 45 minutes for both SL and HL
- Students answer 1 question from a choice of 2.
- Worth 40% for SL students and 35% for HL students.
- 40 marks available

Structure of the paper

- Each question consists of:
 - 2 pages of written text
 - question parts a) to g)
- Questions can theoretically come from any part of the syllabus, although the specimen paper contains two development essay questions.

Structure of the paper continued

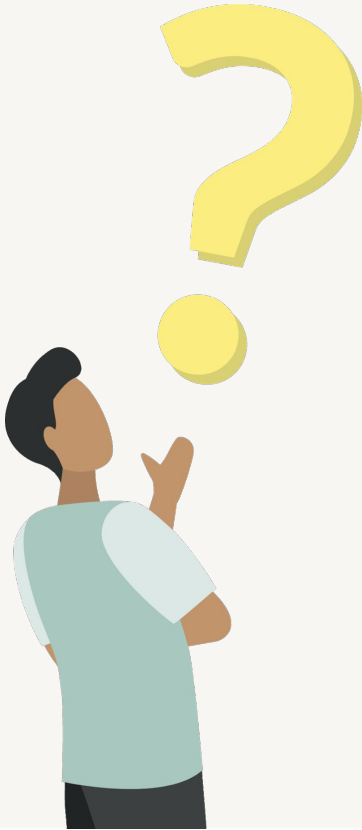
- Parts a) and b) consist of a mixture of 2 and 3 mark questions totalling 9 marks. Definitions in part a), and diagrams and calculations in part b).
 - Parts c) to f) are all diagram plus explanation questions worth 4 marks each.
 - Part g) is an essay question worth 15 marks. The markscheme is almost identical to the Paper 1 15 mark question.
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Timing of the paper

- 105 minute paper and 40 marks suggests between 2 and 3 minutes per mark.
- HOWEVER, students don't need 5 minutes for a 2 mark definition
- Students should try to maximise the length of time that they have available for part g) worth 15 marks.
- Aim for *at least* 30 minutes for the essay.
- Marks are easily lost in diagram questions (wrong labels, wrong shift etc).



How marks are allocated



- Definitions and simple calculations (2 marks)
 - 1 mark for a vague definition and 2 marks for a clear definition
- Diagrams on their own and calculations with more steps (3 marks).
 - One mark for axes, curves, and correct shift.
- Diagrams with explanations (4 marks split equally across diagram and explanation).
- Explanations with 2 parts (4 marks), although these are not present in the specimens currently.
- 15 mark essay question.

Making use of Kognity

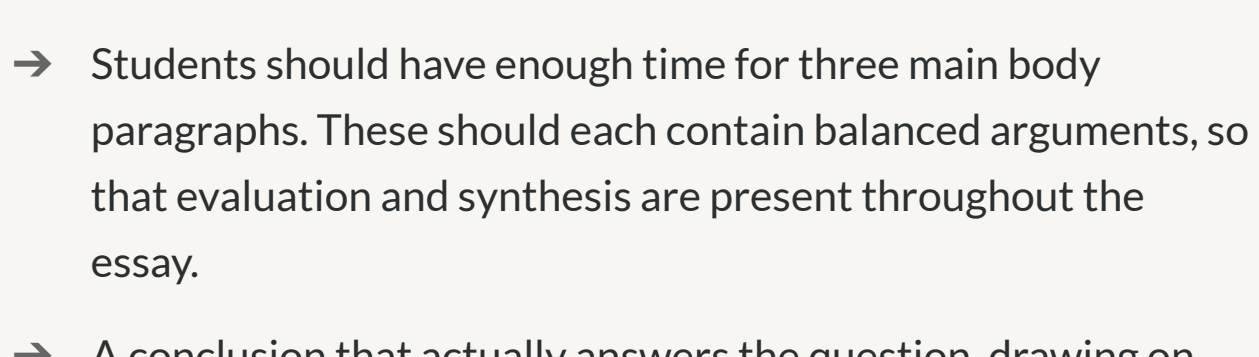
- Each subtopic of the new textbook contains at least two case studies with questions to prompt critical thinking.
- New investigation sections.
- There are many practice Paper 2 questions written by our team of authors



Common issues with Paper 2

- Students label diagrams incorrectly.
- Student underestimate the length of the essay (although that should be resolved by it being worth 15 marks now).
- Students list pros of a policy in one paragraph and cons of a policy in another paragraph. This is not considered good evaluation and just shows they can memorise a list. Evaluation should be embedded into each paragraph.
- Students do not include judgements.
- Students don't actually answer the question!

Suggested outline for the essay

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- Introductions should be very short, introducing the economic concepts that the student will cover in the essay.
 - Students should have enough time for three main body paragraphs. These should each contain balanced arguments, so that evaluation and synthesis are present throughout the essay.
 - A conclusion that actually answers the question, drawing on the arguments made.
 - Students should be encouraged to refer back to the question at the end of each paragraph.

Example approach to a development question

Development must be defined. The HDI should also be outlined, so that the rest of the essay can focus on each of the three components.



One paragraph about economic growth and incomes.



One paragraph about education and skills.



One paragraph about health.

Conclusion - the extent to which development is taking place.

Example approach to an economic growth question

Economic growth must be defined. Include other macroeconomic objectives too.



One paragraph about economic growth and incomes.



One paragraph about inflation.



One paragraph about unemployment.

Conclusion - the extent to which the economy is in good health or what the main areas for concern are.

Example approach to a policy approach question

Concept in question must be defined. Outline/define policy options.



One paragraph about
policy option 1,
including evaluation.



One paragraph about
policy option 2,
including evaluation.



One paragraph about
policy option 3,
including evaluation.

Conclusion - a clear decision regarding which policy will be most effective
in this context.

Markscheme

- 5 levels of marks.
- Have to do quite a lot to get L3
 - text must be used
 - an attempt must be made to explain theory,
 - essay must contain synthesis or evaluation.
- L4 is a very good essay!
- For top marks the essay must be outstanding.

Marks	Level descriptor
0	<ul style="list-style-type: none"> The work does not reach a standard described by the descriptors below.
1–3	<ul style="list-style-type: none"> The response indicates little understanding of the specific demands of the question. Economic theory is stated but it is not relevant. Economic terms are stated but they are not relevant. The response contains no evidence of synthesis or evaluation. The response contains no use of text/data.
4–6	<ul style="list-style-type: none"> The response indicates some understanding of the specific demands of the question. Relevant economic theory is described. Some relevant economic terms are included. The response contains evidence of superficial synthesis or evaluation. The response contains limited use of text/data.
7–9	<ul style="list-style-type: none"> The response indicates understanding of the specific demands of the question, but these demands are only partially addressed. Relevant economic theory is partly explained. Some relevant economic terms are used appropriately. Where appropriate, relevant diagram(s) are included. The response contains evidence of appropriate synthesis or evaluation but lacks balance. The response includes some relevant information from the text/data.
10–12	<ul style="list-style-type: none"> The specific demands of the question are understood and addressed. Relevant economic theory is explained. Relevant economic terms are used appropriately. Where appropriate, relevant diagram(s) are included and explained. The response contains evidence of appropriate synthesis or evaluation that is mostly balanced. The use of information from the text/data is generally appropriate, relevant, and applied correctly.
13–15	<ul style="list-style-type: none"> The specific demands of the question are understood and addressed. Relevant economic theory is fully explained. Relevant economic terms are used appropriately throughout the response. Where appropriate, relevant diagram(s) are included and fully explained. The response contains evidence of effective and balanced synthesis or evaluation. The use of information from the text/data is appropriate, relevant, and is used to formulate a reasoned argument supported by analysis/evaluation.



Any questions?