

Almost every lost mark here is a definition that stopped halfway, or an answer that named a thing where the question asked what causes it. Everything below is from Cambridge’s own examiner reports.

used. $\neq$

Across every paper

- ✗ Defining a term by rewording it – ‘external costs are costs that are external’.
 - ✓ Say what it actually means, in different words, and give an example.
- Examiners record rewording as a common error across several definition questions; it shows nothing.

ER 3 sessions P2

- ✗ Naming the thing when the question asked what AFFECTS it.
 - ✓ Read the question again: ‘factors affecting occupational mobility’ means causes, not the two types of mobility.
- Examiners record candidates giving occupational and geographical mobility where the factors behind them were wanted.

ER 2 sessions P2

- ✗ Skipping over a word in bold.
 - ✓ Read the whole item, and pay close attention to anything in bold, before choosing.
- Examiners raise careful reading of each item, and bold text specifically, in three separate reports.

ER 3 sessions P1

- ✗ Answering a two-mark definition with a single word.
 - ✓ Two marks usually means a definition plus an example, or two elements of the definition.
- Examiners describe partial answers scoring 1 or 0 where the second element was missing.

ER 2 sessions P2

- The whole syllabus is examinable, and the multiple-choice paper reaches across all of it. Examiners state this in five separate reports.

ER 5 sessions P1

1 · The basic economic problem

- ✗ Giving an everyday ‘free’ item – a free gift, a free sample – as a free good.
 - ✓ A free good has no opportunity cost because it is not scarce: sunlight, air.
- Examiners record confusion between the economic definition and the everyday meaning.

ER Jun24 P12

- ✗ Confusing enterprise with capital.
- ✓ Enterprise is the factor that takes the risk and makes the decisions; capital is the equipment

- used.
- Named directly: a number of candidates gave capital where enterprise was described.

ER 2 sessions P2

- ✗ Defining division of labour as ‘workers dividing the work’.
 - ✓ Production is broken into separate tasks and each worker specialises in one of them.
- Examiners state few candidates gave a clear definition, and quote the good response as one that names the tasks.

ER Nov24 P22

2 · The allocation of resources

- ✗ Answering ‘what makes up social costs’ with something other than the two parts.
 - ✓ Social cost = private (internal) cost + external cost.
- Examiners note that a few candidates did not know the term and gave unrelated answers.
- = +

ER 2 sessions P2

- ✗ Naming an economic system incorrectly – ‘capitalist’ or ‘communist’ as the system itself.
 - ✓ Use the syllabus terms: market, mixed, and planned or command.
- Examiners record incorrect terms appearing in a question most candidates could otherwise answer.

ER 2 sessions P2

3 · Microeconomic decision-makers

- ✗ Defining average cost as ‘the average of the costs’.
 - ✓ Average cost = total cost ÷ output.
- Examiners state only the strongest responses gave the formula, with a variety of incorrect definitions elsewhere.
- = ÷

ER Jun24 P22

- ✗ Defining profit when the question asked about something else, or listing what profit is used for.
 - ✓ Answer the term that was asked about, and define it before using it.
- Examiners record candidates defining profit, or naming its uses, in a question about a different concept.

ER 2 sessions P2

- ✗ Giving ‘provide jobs’ and ‘profits’ as the aims of a firm in a question that wanted something else.
 - ✓ Read which agent the question is about – a firm, a worker, a consumer or the government – and give its aims.
- Examiners describe this as the most challenging two-mark question, with most candidates scoring 1 or 0.

ER Nov23 P22

- ✗ Naming money’s characteristics without checking they are characteristics.
- ✓ **Durable, portable, divisible, recognisable, limited in supply, acceptable.**
Examiners describe the typical correct answer as ‘durable and easy to recognise’ – the list is short and worth learning.

ER 2 sessions P2

2 · The allocation of resources

- ✗ Confusing an EXTENSION in demand with an INCREASE in demand.
- ✓ **An extension is a movement ALONG the curve caused by price; an increase is a SHIFT of the whole curve.**
Examiners record this confusion in a question most candidates could otherwise define accurately.
≠
- ✗ Describing a minimum price as the lowest price a firm may charge, or confusing it with a maximum price.
- ✓ **A minimum price is set ABOVE the equilibrium and creates a surplus.**
Examiners record both confusions in the same question.

ER 2 sessions P2

- ✗ Giving ‘capital goods and consumer goods’ as the axes of any production possibility curve.
- ✓ **The axes measure the output of the two goods or services THAT CURVE is about.**
Examiners note the general statement was right but many candidates supplied a specific pair that the question had not set.

ER 2 sessions P2

4 · Government and the macroeconomy

- ✗ Describing the features of a DIRECT tax when the question asked about an indirect one.
- ✓ **An indirect tax is on goods and services – sales tax, VAT, excise duty.**
Examiners record a few candidates describing the wrong type; the example is what makes the answer safe.

ER Jun24 P22

- ✗ Naming a way of measuring unemployment that is not one of the two.
- ✓ **The claimant count and the Labour Force Survey.**
Examiners describe this as straightforward for most, with a sizeable minority giving something else.

ER 2 sessions P2

- ✗ Listing the government’s macroeconomic aims and not saying which two CONFLICT.
- ✓ **Name the pair and the tension: growth against price stability, or full employment against a balanced current account.**
Examiners note candidates who failed either did not know what macroeconomic aims were, or did not identify a conflict.

ER 2 sessions P2

- ✗ Naming a central bank policy that is not one it controls.
- ✓ **Interest rates and the money supply are the two the syllabus names.**
Examiners describe these as the most common correct answers, and the question as one candidates handled well when they knew them.

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ER 2 sessions P2

- ✗ Defining the unemployment rate as ‘people who do not work’.
- ✓ **The percentage of the LABOUR FORCE who are without work but willing and able to work and seeking it.**
Examiners state such answers did not distinguish the unemployed from those not in the labour force at all.

ER 2 sessions P2

- ✗ Calculating an unemployment RATE as a number of people, or a number as a rate.
- ✓ **A rate is a percentage; a count is a number of workers. Check which the question wants.**
Examiners record confusion about the unemployment rate in a calculation most candidates otherwise did correctly.

ER Jun24 P22

5 · Economic development

- ✗ Describing emigration vaguely, or the wrong way round.
- ✓ **Emigration is leaving a country; immigration is entering one.**
Examiners describe a clear split between candidates who understood the term and those with only a vague awareness.

vs

ER Nov24 P22

- ✗ Giving GDP alone as an indicator of living standards.
- ✓ **GDP PER HEAD, and a second indicator such as the HDI.**
Examiners state plainly that GDP alone is too vague to be credited.

GDP

ER 2 sessions P2

6 · International trade and globalisation

- ✗ Defining free trade as ‘trade without restrictions’ and stopping.
- ✓ **Add what the restrictions are: no tariffs, no quotas, no other barriers between the countries.**
Examiners state candidates merely defined it and did not go on to what the question needed.

ER 2 sessions P2

- ✗ Treating primary income as any income earned first.
- ✓ **It is a current-account item: profit, interest and dividends flowing between countries.**
Examiners state most candidates did not know the term, which only applies to the balance of payments.

ER Nov24 P22

- ✗ Leaving the first part of a trade question unanswered.
- ✓ **Attempt it – the definition is usually the easiest mark on the whole question.**
Examiners note that many candidates choosing that question did not attempt part (a), suggesting a gap in international trade.

ER Nov23 P22

Calculations and diagrams

- ✗ Multiplying two figures because both are in the question.
- ✓ **Decide what the calculation means first – 6,400 naira at 400 naira each is a division, not a product.**

Examiners record this exact multiplication as the error a small proportion made.

ER Jun24 P22

- ✗ Losing track of the zeros – writing \$84 or \$84 m where the answer is \$84 000.
- ✓ **Write the units out and check the magnitude against the figures you started from.**
Examiners record confusion over the size of the figure, and over how many zeros an answer in billions carries.

ER 2 sessions P2

- ✗ Adding where the balance requires a subtraction.
- ✓ **Read what the balance means: exports minus imports, then check the sign.**
Examiners record a very high proportion making the wrong calculation from correctly selected data.

ER Jun24 P22

- ✗ Drawing a demand and supply diagram with no labels.
- ✓ **Label price and quantity, both curves, and the equilibrium before and after.**
Examiners state economic analysis applied to diagrams is where a thorough understanding shows.

ER 2 sessions P2

- ✗ Analysing an effect and never reaching a consequence.
- ✓ **Follow the chain: more exports, so firms increase output, so they employ more workers, so unemployment falls.**
That chain is quoted by the examiners as the Level 2 answer – each link is what earns the next mark.

ER Jun24 P22

- Where a question gives numerical data, use the numbers in your answer. Examiners describe this as where analytical and numeracy skills combine.

ER 2 sessions P1