Qualification Accredited

OCR
Oxford Cambridge and RSA

GCSE (9–1)

Examiners' report

ECONOMICS

J205
For first teaching in 2017

J205/02 Autumn 2020 series

ocr.org.uk/economics

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

> (i) Reports for the Autumn 2020 series will provide a broad commentary about candidate performance, with the aim for them to be useful future teaching tools. As an exception for this series they will not contain any questions from the exam paper nor examples of candidate responses.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

A full copy of the exam paper and the mark scheme can be downloaded from OCR.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Paper 2 series overview

This assessment was the second time J205 GCSE Economics was sat and in extraordinary circumstances due to the Covid-19 Pandemic. The cohort was particularly small compared to summer examination series, but the range of marks given was reasonably in line with the previous cohort.

Candidates who did well on this paper generally did the following:	*Candidates who did less well on this paper generally did the following:*
• Used evaluative terms effectively. • Used 'chains of reasoning' in context on extended responses. • Used economic terms precisely. • Wrote clearly and concisely. • Used correct notation on the answers for numerical questions.	• Rewrote sentences and information from the source material without any analysis. • Left answers unanswered (especially multiple choice questions). • Did not use any evaluative terms where required.

Section overview

Many candidates displayed confidence in numerical skills and used the correction notation where necessary such as the £ or % sign to indicate what the resultant figure in the answer meant.

The standard of responses in the final set of questions tended to be slightly higher displaying a good understanding of globalisation and international trade, particularly the causes of a persistent current account deficit for the UK.

Most candidates used the space provided for responses and wrote responses of a suitable length and there was little of evidence that time was an issue for them. Candidates generally indicated the continuation of their responses well.

Candidates were less confident in displaying evaluative skills in general. This was often only found in a judgement at the end and then this was often a reiteration of a point already made. The top level of 'Good Evaluation' should include a well-developed chain of reasoning and can be demonstrated by using comparative terms such as 'more/less important than…' or terminology that indicates limiting or mitigating factors like 'will be dependent on…'

There were not many candidates that misread questions, although where this happened was due to a common misconception such as confusing the current account with budget deficit. Also, some candidates rewrote information from the source material given at times, rather than using this and so limited the marks awardable considerably.

Comments on responses by question type

Multiple choice questions

Given the size of the cohort, there were not many discernible patterns with the multiple section choice section other than where mentioned below. The overall performance on this section was good, although some candidates left some questions unanswered. More often than not, most candidates answered anyone question correctly.

Question 2 – A significant proportion of candidate answered 'A', showing a misunderstanding of a falling rate of increase.

Question 3 – Some candidates answered 'D', demonstrating a misconception between wealth and income

Question 4 – Several candidates answered 'B' or 'D' showing a misunderstanding of changing (positive) rates of change

Question 14 – Several candidates answered 'C' demonstrating a confusion between interest rates and exchange rates

Question 17 – Several candidates responded 'B' which demonstrates a misconception of the term opportunity cost.

Level of response questions

Question 21a – Most candidates identified the link between increased (government) spending and falling income. Some linked to increased government spending on one particular aspect e.g. education rather than overall expenditure and income.

Question 21b – Most candidates identified that this was due to increasing employment, however some identified an unsubstantiated increase in expenditure elsewhere.

Question 21c –Most candidates made a sound attempt at answering this question, linking the effect of increasing government spending to the impact on increased economic activity or the externalities that would ensue. However, many only concentrated on one and some attempted evaluation which is not a rewardable skill in this question.

Question 21di – A significant proportion of candidates did not factor in the £11850 personal allowance (and some who did used the figure of £11851).

Question 21dii –The vast majority of candidates attempted this question, with several identifying suitable two externalities. A significant proportion identified direct impacts of increased government spending such as 'better health care'.

Question 21diii – Many candidates wrote logically about the effects of using redistributive policies. A significant proportion demonstrated relatively little evaluative skills other than an unsubstantiated judgement at the end.

Question 22a – This was a generally well answered question

Question 22b – This was a generally well answered question, although some candidates omitted the £ sign.

Question 22c – This required candidates to analyse differences and some of the better responses analysed the differences in the data by calculating the comparative differences. A significant number of candidates simply quoted or paraphrased the information in the source material which is not analytical and therefore not rewardable.

Question 22di – This was a very well answered question overall

Question 22dii – Again a well answered question overall, although some candidates defined economic growth rather than explaining the benefit.

Question 22diii – Nearly all candidates could identify and analyse a cost of economic growth and relate it to the UK. Many candidates found it hard to demonstrate evaluative skills such as saying that economic growth may lead to the development of more environmentally friendly processes after arguing that there will be more pollution. Evaluation was often reserved for an unsubstantiated judgement at the end of the response.

Question 23a – A well answered question overall, although some candidates omitted the $ sign.

Question 23b – A well answered question overall

Question 23c – Most candidates identified reasons for a persistent current account deficit but confused this with a government budget deficit. Given that this question is worth 6 marks, some candidates concentrated on one cause, which could be enough however only demonstrated one link in there 'chain of reasoning'. For example, writing that more competitive producers overseas resulting in demand falling for UK producers/increasing for exports and then nothing further. Other candidates quoted statistics, rather than analysing them.

Question 23di –Most candidates identified the link between Free Trade Areas and tariffs, but few either quoted the textbook definition or identified the fact that signatories can have differing arrangements with other countries.

Question 23dii – This question was generally answered well, although some candidates stated a cost, rather than explaining it.

Question 23diii – Most candidates identified benefits to producers (and rarely only to consumers and/or the government) and were able to give a superficial judgement at the end. Only the highest achieving candidates were able to evaluate as part of a logical argument however.

Common misconceptions

Candidates generally answered the questions in context. Occasionally there was a confusion between an economy and the government.

Key teaching and learning points – comments on improving performance

	AfL	Teaching evaluative skills for the 6 mark questions that require this skill would be the priority. This can be demonstrated by better use of comparative terms or mitigating/limiting factors. Also quoting different points of view would be beneficial, but not as a separate point. Evaluation is not one point argued and then a different one written as a sperate point, but the comparison of them.

Supporting you

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the OCR website. If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

Supporting you through 2020-2021

Our priority is supporting you and your students this autumn and to support you as you prepare for summer 2021 exams. We'll update our website information regularly with resources, guidance and key information.

Take a look at our support for:

- Teachers
- Students
- Exams officers
- Assessment specialists

Keep up-to-date

We are sending a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, sign up here.

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. All our courses for the academic year 2020-2021 are being delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our website or visit OCR professional development.

Signed up for Exambuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals, Cambridge Technicals and Functional Skills qualifications. See the full list of available qualifications in the sign up form.

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an Interchange username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our Customer Support Centre.

General qualifications
01223 553998
general.qualifications@ocr.org.uk

Vocational qualifications
02476 851509
vocational.qualifications@ocr.org.uk

For more information visit
📖 **ocr.org.uk/i-want-to/find-resources/**
◉ **ocr.org.uk**
❶ **/ocrexams**
🐦 **/ocrexams**
in **/company/ocr**
▶ **/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to.
Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.

👍 **I like this**   👎 **I dislike this**

Cambridge Assessment