Exam Technique for Edexcel Economics

4 markers - section A only in Paper 1 & 2
2 x knowledge and 2 x application
- Define   - Evidence understanding of the terms   - Use the case study for application   - Explicitly quote from the case study, or use a calculation from it

5 markers - Paper 1, 2, and 3
K A A 2 2 1
Could be explain, explain with a diagram, or calculate. The distribution of K, A, A varies by question. Explain   - Definition/identify factors   - Application - use the extract, quote from it, include a calculation   - Analysis - evidence of cause and effect   Calculate   - Show all working   - Remember to include relevant units at the end

8 markers - Paper 1, 2, and 3 **EXAMINE**
K A A E 2 2 2 2
Two paragraphs: 2 x KAA + evaluation (one sentence only) K - identify two factors/define A - use the extract, find data to back up your point A - Chains of reasoning (cause and effect) E - one at the end of each paragraph - needs to be one sentence only. Weigh up the strength of the argument

10 markers - Paper 1 and 2 **ASSESS**
K A A E 2 2 2 4
Same as 8 markers, but there are **extra marks for evaluation** - this needs to be deeper than

one sentence. Consider using the data to back up the argument/likely outcome

12 markers - Paper 1,2, and 3
DISCUSS

K A A E
2 2 4 4

As 8 and 10, but here there are **more marks for analysis**.

Diagrams are generally good for this, with well explained chains of reasoning - don't make jumps between cause and effect without explaining the bit in the middle.

15 markers - Paper 1 and 2
DISCUSS

K A A E
3 3 3 6

Two well written points (considering pros/cons) are much better than three less developed points.

3 x KAA + an evaluation of each paragraph.

25 markers - Paper 1 and 2
EVALUATE

K A A E
4 4 8 9

This question will usually involve evaluating one policy or thing, or multiple policies.

4 paragraphs + conclusion including judgement

For evaluating **one policy or thing:**

- Define key terms if you wish - but come off the fence early and get stuck in (**one line answer**)
- Answer the question using 'on the one hand style' of paragraphs where you evaluate at the end of the paragraph. Do **two** of these.
- Then do two paragraphs 'on the other hand' where you conflict
- Then conclude - come off the fence, include assumption, and 'however, it depends on' where you stage how your view could change if an assumption isn't met

For evaluating different policies

- Bring in one policy - pro/con/eval
- Bring in second policy - pro/con/eval
- Bring in third policy - pro/con/eval
- Judgement

5 mark questions	• Define the key terms • Provide 2 pieces of data / evidence • Use one, short chain of reasoning

8 mark questions	• Unless told otherwise in the question, make 2 points • For each point: state it clearly, support it with evidence from the context / data, and write a two or three step chain of reasoning • For evaluation: write one two-step simple chain of reasoning

10 mark questions	• Unless told otherwise in the question, make 2 points • For each point: state it clearly, support it with evidence from the context / data, and write a two or three step chain of reasoning • For evaluation: write a two or three step chain of reasoning after each KAA point i.e. 2 pieces of evaluation

12 mark questions	• Unless told otherwise in the question, make 2 points • For each point: state it clearly, support it with evidence from the context / data, and write a four step chain of reasoning • For evaluation: write a three step chain of reasoning after each KAA point i.e. 2 pieces of evaluation • No need for a conclusion or final judgement

15 mark questions	• Unless told otherwise in the question, make 2 points • For each point: state it clearly, support it with evidence from the context / data, and write a four or five step chain of reasoning • For evaluation: write a four step chain of reasoning after each KAA point i.e. 2 pieces of evaluation • No need for a conclusion or final judgement

The APE approach to evaluation

A	Assumptions	• Question the validity and applicability of the assumptions that underpin the economic theory used in analysis
P	Perspectives	• Think about the impact from different perspectives • For micro points, you could teach the mnemonic PLASTIC - producers, location, age, skills, time, income level, consumers • For macro points you could teach the mnemonic TINKER - trade offs, immediacy, Neoclassical, Keynesian, equity, region
E	Evidence	• Can they think of counterexamples, or data that provides evidence in favour or against their points? • This will help them to reach an overall judgement - vital for scoring in the top marking band/level