

Mark Scheme (Pre-  
Standardisation)

Summer 2015

Pearson Edexcel GCE Economics  
(6EC02/01)  
Unit 2 Managing the Economy

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

FOR ALL QUESTIONS: No markscheme can cover all possible responses. Therefore, reward analysis which is relevant to the question even if this is not specifically identified in the markscheme.

| Question Number | Indicative content   | Mark |
|-----------------|--|------|
| 1 (a) (i)       | <p>KAA 8 marks</p> <p>Use of data up to 2 marks- e.g. fell from 7% in Q1 to 4.25% Q3 2013.</p> <p>2 factors up to 3 marks each (2 x 3 marks). 1 mark for the identification and 2 marks for the explanation of each policy.</p> <ul style="list-style-type: none"><li>• Increased consumer confidence</li><li>• Low interest rates on credit</li><li>• Greater availability of credit following various initiatives e.g. quantitative easing; Help to Buy; Funding for Lending</li><li>• Falling unemployment/greater job security</li></ul> | (8)  |

| Question Number | Indicative content   | Mark |
|-----------------|--|------|
| (a) (ii)        | <p>KAA 8 marks (maximum of 6 marks for KAA if no reference to data)</p> <p>Reference to data 2 marks e.g. both house prices (Fig 2) and consumption (Fig 1) rose shifting AD to the right.</p> <p>Identification of the wealth effect or an explanation of it such as an increase in the value of houses that will increase householder's confidence and thus encourage them to consume more (and/or save less) (2)</p> <p>Up to 4 marks for diagram demonstrating rightward shift of AD; correct shift in line (1), lines labelled (1), axes labelled (1), equilibria labelled (1).<br/>Note diagrams where the line shift is incorrect receive no marks.</p> <p>Where candidates do not use a diagram but do write that output and the price level should increase award 1 mark for each.</p> <p>Evaluation 4 marks (1 x 4 marks or 2 x 2 marks). Factors might include:</p> <ul style="list-style-type: none"> <li>• Houses are a significant component of consumers' wealth and effect a large proportion of households (approximately 65% owner occupied) in the UK which will therefore have a <b>major effect</b> in expanding AD</li> <li>• Significance of elasticity of AS curve and the state of the UK economy</li> <li>• Consumption is approximately 2/3 of aggregate demand which implies a strong inter-relationship</li> <li>• Wealth effects take some time to trigger spending changes</li> <li>• Other factors may be more important in generating confidence such as the strength of the global economy's recovery</li> <li>• Regional differences in impact</li> <li>• Effect on first-time buyers so may lead to their consumption falling</li> </ul> <p><b>Quality of written communications will be assessed in this question based on the candidate's ability:</b></p> <ul style="list-style-type: none"> <li>• To present an argument and conclude on the basis of that argument</li> <li>• To organise information clearly and coherently</li> <li>• To use economic vocabulary appropriately</li> <li>• To use grammar, spelling and punctuation appropriately</li> </ul> | (12) |

| Level   | Mark | Descriptor   |
|---------|------|--|
| Level 3 | 9-12 | Explanation of wealth effect with a good diagram and at least one evaluative point   |
| Level 2 | 5-8  | Explanation of the wealth effect with a good diagram but no evaluative point; or good diagram but with limited explanation or; explanation of the wealth effect but no diagram and some evaluation |
| Level 1 | 1-4  | Identification of relevant effect with or without brief evaluative keywords  |

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| 1 (b) (i)       | <p>KAA 4 marks</p> <p>Reference to data: 2 marks, e.g. interest rate 'cut to 1.5% in 2008', 0.5% 'by March 2009</p> <p>Explanation of monetary policy: 2 marks: use of interest rates/quantitative easing/money supply to control the level of inflation in the economy</p> | (4)  |

| Question Number        | Indicative content   | Mark |
|------------------------|--|------|
| *(b) (ii)<br>QWC i-iii | <p>KAA 8</p> <p>Up to 4 marks for identification of each benefit. Award 2 benefits only</p> <ul style="list-style-type: none"> <li>• Improved confidence among consumers and so supporting spending</li> <li>• Improved confidence among firms and so improving investment</li> <li>• Possibility of lower interest rates</li> <li>• Benefit to people on fixed incomes</li> <li>• Less enforced redistribution of income from creditors to borrowers</li> <li>• Lower shoe leather costs</li> <li>• Lower menu costs</li> <li>• Improved international competitiveness</li> <li>• Provides a more attractive environment for FDI</li> </ul> <p>Evaluation 4 marks (1 x 4 or 2 x 2)</p> <ul style="list-style-type: none"> <li>• Potential offsetting macro consequences e.g. higher unemployment</li> <li>• Long run and short run impacts such as reducing expectations</li> <li>• Relative importance of each impact</li> <li>• Lack of demand-pull inflation implies economy is doing badly</li> </ul> <p><b>Quality of written communications will be assessed in this question based on the candidate's ability:</b></p> <ul style="list-style-type: none"> <li>• To present an argument and conclude on the basis of that argument</li> <li>• To organise information clearly and coherently</li> <li>• To use economic vocabulary appropriately</li> <li>• To use grammar, spelling and punctuation appropriately</li> </ul> | (12) |

| Level   | Mark | Descriptor  |
|---------|------|---|
| Level 3 | 9-12 | 2 convincing benefits with at least one evaluative point  |
| Level 2 | 5-8  | 2 convincing benefits with no connections, or 1 convincing benefit with some good analysis but no evaluative point; 1 or 2 less-convincing benefit with some evaluation |
| Level 1 | 1-4  | Identification of relevant benefit with or without brief evaluative keywords  |

| Question Number | Indicative content   | Mark |
|-----------------|--|------|
| (b) (iii)       | <p>KAA 8 marks</p> <p>2 factors up to 4 marks each (2 x 2 marks) 2 marks for the identification and 2 marks for the explanation of each cause.</p> <ul style="list-style-type: none"> <li>• Unemployment levels</li> <li>• Debt</li> <li>• Savings</li> <li>• Change in retail sales</li> <li>• Exogenous shocks</li> <li>• Regional data</li> <li>• Exchange rate</li> <li>• Failure of previous interest rates and QE to have their full effect</li> <li>• Commodity prices</li> <li>• Skills shortages</li> <li>• Inflation (for any explanation marks there must be reference to expected rates or pattern of inflation)</li> <li>• Performance in other countries</li> <li>• Level of confidence in the economy</li> <li>• Economic growth figures</li> </ul> | (8)  |

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|  | Do not allow <ul style="list-style-type: none"> <li>• House prices</li> <li>• Consumption</li> <li>• Reduction in the budget deficit or austerity</li> </ul> |  |
|--|--|--|

| Question Number | Indicative content   | Mark |
|-----------------|--|------|
| (c)             | <p>KAA 6 marks</p> <p>Up to 2 marks for definitions (reward implicit understanding or correctly labelled diagram):</p> <ul style="list-style-type: none"> <li>• Government spending is greater than the revenue (accept tax) it receives (2)</li> </ul> <p>Award 1 mark for reference to either government spending or tax</p> <ul style="list-style-type: none"> <li>• Define the circular flow of income as a model of the economy which shows the movement of goods and services between households and firms, and their corresponding payments in money terms (2)</li> <li>• If the candidate's answer simply states that injections are <math>I+G+X</math> and withdrawals are <math>S+T+M</math> then award 2 marks.</li> </ul> <p>Up to 4 marks for explanation of the reasoning</p> <ul style="list-style-type: none"> <li>• The budget deficit is a net injection, when government expenditure (leakage) is greater than government revenue (injection) (2)</li> <li>• The effect of a reduction in a net injection would be that total spending in the economy would fall and so AD would fall. (2 marks)</li> <li>• Note the net leakage marks (4) can be gained by an explanation using of a circular flow of income diagram so long as money entering/leaving the circular flow is stated.</li> </ul> | (6)  |

| Question Number  | Indicative content   | Mark |
|------------------|--|------|
| (d)<br>QWC i-iii | <p>Up to 6 marks</p> <ul style="list-style-type: none"> <li>• Identification of either fiscal or monetary policy as being demand-side macroeconomic policy (reward implicit understanding) (2)</li> <li>• Identification of one macroeconomic objective (2): <ul style="list-style-type: none"> <li>○ Economic Growth</li> <li>○ Control of inflation</li> <li>○ Reduction in unemployment</li> <li>○ Making the distribution of income more equal</li> <li>○ Accept reduction of the national debt or balancing the budget</li> <li>○ Restoration of equilibrium in the balance of payments</li> <li>○ Protection of the environment</li> </ul> </li> <li>• AD/AS diagram showing shift in AD curve consistent with analysis (4 marks)</li> </ul> <p>Explanation of how the policies might conflict with UK macroeconomic objectives- 12 marks (3 x 4 marks);</p> <p>Fiscal</p> <ul style="list-style-type: none"> <li>• Increasing government spending increasing employment and/or growth. Potential conflict with inflation and the national debt (threat of default)</li> <li>• Reduction in taxation rates through borrowing or policy financed through lowering immediate tax burden increasing AD, increasing employment and/or growth. Potential conflict with inflation and the national debt (threat of default)</li> <li>• Fiscal contraction through reducing government spending. Potential conflict with growth and employment possibly national debt if economy enters recession</li> <li>• Increasing taxation reducing inflation and/or the national debt. Potential conflict with growth and employment and possibly national debt if economy enters recession</li> </ul> <p>Monetary</p> <ul style="list-style-type: none"> <li>• Reduction in interest rates (or increase in money supply) increasing borrowing, reducing debt payments, increasing employment and growth. Potential conflict with inflation</li> <li>• Reduction in interest rates (or increase in money supply) weakening exchange rate and improving competitiveness, increasing employment and growth. Potential conflict with inflation</li> </ul> <p>Reward other valid explanations</p> <p>Evaluation 12 marks (3 x 4 marks, OR 2 x 6 marks, OR 6 + 4 + 2 marks)<br/>Comments might include reference to</p> <ul style="list-style-type: none"> <li>• Relative merits of policies which justifies prioritisation</li> <li>• Other things being equal</li> <li>• Tax cuts ineffective if used to increase savings or repay debts</li> <li>• Cuts in Bank of England's interest rate ineffective if banks unwilling to lend or if banks do not reduce interest rates to customers</li> <li>• Reduced impact of interest rate cuts as they near zero</li> <li>• Crowding out</li> <li>• Long term debt payments to repay will reduce future living standards</li> <li>• Time lag for full effect such as with interest rates (18-24 months)</li> <li>• Depends on the elasticity of the AS</li> <li>• Depends on the elasticity of AD</li> <li>• Depends on magnitude of multiplier (i.e. increased savings ratio because of lack of confidence leading to lower multiplier)</li> <li>• Magnitude of the changes</li> </ul> | (30) |

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|  | <ul style="list-style-type: none"> <li>• Apparent conflict between expansionary monetary policy and attempts to have austerity in fiscal policy</li> </ul> <p><b>Quality of written communications will be assessed in this question based on the candidate's ability:</b></p> <ul style="list-style-type: none"> <li>• To present an argument and conclude on the basis of that argument</li> <li>• To organise information clearly and coherently</li> <li>• To use economic vocabulary appropriately</li> <li>• To use grammar, spelling and punctuation appropriately</li> </ul> |  |
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| Level   | Mark  | Descriptor   |
|---------|-------|--|
| Level 4 | 25-30 | 2 or 3 convincing conflicts with at least two evaluative points (an evaluation points is worth up to a maximum of 6 marks) |
| Level 3 | 19-24 | 2 or 3 convincing conflicts with at least one evaluative point (mark cap to 18 if no evaluation)                           |
| Level 2 | 7-18  | 2 or 3 convincing conflicts with no evaluative point; 1 or 2 less-convincing conflicts with some evaluation                |
| Level 1 | 1-6   | Identification of relevant points with or without brief evaluative keywords  |

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| 2 (a) (i)       | <p>KAA 4 marks<br/>Up to 2 marks for:</p> <ul style="list-style-type: none"> <li>• Increase in the capital stock</li> <li>• asset build up and replacing of depreciated assets</li> </ul> <p>Up to 2 marks for explanation of '2010 prices': e.g. shows changes in volume of investment; discounts effect of inflation since 2010</p> <p>Up to 2 marks for reference to data e.g. investment fell from nearly £40bn in 2008 to £29bn in 2013.</p> | (6)  |

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| (a) (ii)        | <p>Award two influences only<br/>Two factors identified (2 marks each) and explained (2 marks each)</p> <p>Factors may include:</p> <ul style="list-style-type: none"> <li>• Low domestic growth led to greater uncertainty of return on investment</li> <li>• Low growth in export markets reducing confidence</li> <li>• Unwillingness of banks to lend to business because of high risk of default in a period of low economic growth</li> <li>• Firms had spare capacity as demand was well below 2007 and/or firms were labour hoarding</li> <li>• Banks lacking capital to lend out for investment</li> </ul> | (8)  |

| Question Number | Indicative content   | Mark |
|-----------------|--|------|
| (a) (iii)       | <p>KAA 8 marks</p> <p>Up to 4 marks for a diagram demonstrating effect on AD and/or AS (4); correct shifts in line(s) a shift in AD to the left and/or shift in AS to left (1), lines labelled (1), axes labelled (1), equilibria labelled (1).<br/>Note diagrams where the line shift is incorrect receive no marks. If one line is correct and the other wrong then award 2 marks, assuming the rest of the diagram is labelled correctly</p> <p>Where candidates do not use a diagram but do write that output and the price level should increase award 1 mark for each.</p> <p>Up to 4 marks<br/>Transmission mechanism explained<br/>AD: fall in investment means less injections into the circular flow of income meaning less aggregate demand and so price level &amp; real output would fall</p> <p>AS: Lack of investment in capital equipment means less ability of firms to increase their output; machinery will depreciate over time if not replaced &amp; efficiency will fall (up to 4 marks)</p> <p>Evaluation 4 marks (1 x 4 or 2 x 2)</p> <ul style="list-style-type: none"> <li>• Depends on the effects of other factors in the economy (consumer confidence and consumer debt)</li> <li>• Knowledge that investment is small but significant component of AD (about 15%)</li> <li>• Long term or short term effects</li> <li>• Relative importance each effect</li> <li>• Size of the multiplier</li> <li>• Other factors are more important</li> <li>• Different effects in different industries or parts of the country</li> </ul> <p>Use of data 2 marks</p> | (12) |

| Level   | Mark | Descriptor   |
|---------|------|--|
| Level 3 | 9-12 | Explanation of the effect with a good diagram and at least one evaluative point  |
| Level 2 | 5-8  | Explanation of the effect with a good diagram but no evaluative point; or good diagram but with limited explanation or; explanation of the effect but no diagram and some evaluation |
| Level 1 | 1-4  | Identification of relevant effect with or without brief evaluative keywords  |

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| (b) (i)         | <p>KAA 4</p> <p>The current account of the balance of payments measures currency flows (1) to and from the rest of the world (1)</p> <p>2 marks for identification of any 2 components (or 4 marks for 4 components without definition above)</p> <ul style="list-style-type: none"> <li>• Trade in goods;</li> <li>• Trade in services;</li> <li>• Investment income; profit and interest income flowing from the country where the assets are based</li> <li>• Transfers; tax to EU, foreign aid, grants and gifts</li> </ul> | (4)  |

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|  | Award 2 marks if the candidate has mentioned trade and non-trade as two separate components of the current account, but has not managed any of the components |  |
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| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| (b) (ii)        | <p>KAA 8<br/>Award two factors only<br/>Two factors identified (2 marks each) and explained (2 marks each)</p> <p>Factors may include:</p> <ul style="list-style-type: none"> <li>• Relatively high value of pound/low value of dollar/other relative currencies. Within the point accept relatively high interest rates</li> <li>• Accept relatively low interest rates affecting AD (eg sucking in more imports)</li> <li>• Low quality of domestically produced goods or services</li> <li>• Relative inflation rates if related to current account (e.g. value of the pound)</li> <li>• Confidence shown in consumer spending and/or business investment</li> <li>• Price of oil/gas (UK net oil/gas importer)</li> <li>• Price of imports falling</li> <li>• Real wage costs rising, government tax policy, other changes to regulations makes X more expensive and M relatively cheap</li> <li>• Slowdown in other countries</li> <li>• Growth in UK increasing demand for imports</li> <li>• Increased transfers on current account (e.g. tax to EU)</li> <li>• Effects of protectionism and subsidies are allowed</li> <li>• A change in the pattern of global demand for exports or imports</li> </ul> <p>Do not allow productivity changes per se</p> | (8)  |

| Question Number         | Indicative content   | Mark |
|-------------------------|--|------|
| *(b) (iii)<br>QWC i-iii | <p>KAA 8 (maximum of 6 marks for KAA if no reference to data)</p> <p>Current account worsens or deficit grows (2)</p> <p>Low productivity means that</p> <ul style="list-style-type: none"> <li>• exports will become less competitive (2)</li> <li>• imports will become more competitive (2)</li> </ul> <p>Reference to data (2) GDP per hour worked (current prices) has increased faster (or fallen less fast) in all countries shown in Figure 2 (with the exception of Italy) over the period 2002 to 2012</p> | (12) |

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|  | <p>Evaluation 4 marks (1 x 4 or 2 x 2)</p> <ul style="list-style-type: none"> <li>• Depends on the price elasticity of demand for X and M</li> <li>• Does productivity determine current account or are other factors more important e.g. exchange rate, quality of goods and services</li> <li>• Problems with measuring productivity</li> <li>• Changes will take some time to come into effect</li> <li>• Depends on the productivity of other countries not listed in the data as well, but the key determinant is what is happening in the main trading countries</li> <li>• May not be a problem if there are large inflows from elsewhere (e.g. capital or income flows)</li> </ul> <p><b>Quality of written communications will be assessed in this question based on the candidate's ability:</b></p> <ul style="list-style-type: none"> <li>• To present an argument and conclude on the basis of that argument</li> <li>• To organise information clearly and coherently</li> <li>• To use economic vocabulary appropriately</li> </ul> <p>To use grammar, spelling and punctuation appropriately</p> |  |
|--|--|--|

| Level   | Mark | Descriptor  |
|---------|------|---|
| Level 3 | 9-12 | Relevant effect with some good analysis and at least one evaluative point   |
| Level 2 | 5-8  | Relevant effect with some good analysis but no evaluative point; less-convincing explanation with some evaluation |
| Level 1 | 1-4  | Identification of relevant effect with or without brief evaluative keywords                                       |

|                          |   |             |
|--------------------------|---|-------------|
| <p>(c)<br/>QWC i-iii</p> | <p>KAA 18<br/>Up to 6 marks for</p> <ul style="list-style-type: none"> <li>• Definition of the nature of supply side policies(2); <ul style="list-style-type: none"> <li>○ a movement of AS to the right</li> <li>○ increase in the factor(s) of production</li> <li>○ increase in productivity</li> </ul> </li> <li>• AD/AS diagram demonstrating an AS shift to the right, correctly labelled (2)</li> <li>• Defining real output as GDP or Economic Growth after inflation has been removed</li> <li>• Use of a Production Possibility diagram to demonstrate growth</li> </ul> <p>Policies might include 12 marks (3 x 4 marks or 2 x 6 marks)</p> <ul style="list-style-type: none"> <li>• Increased or improved education and or training would increase the productivity of the country</li> <li>• Increased or improved health care should reduce the number of days absence and so increase productivity</li> <li>• Changing the level of benefits and/or income tax to incentivise employment would increase the output per worker of those in work and increase the number of workers in work.</li> <li>• Cutting cost of bureaucracy in firms would increase productivity</li> <li>• financial support for investment in economically-deprived regions should help overcome structural unemployment and increase the UK's total output</li> <li>• privatisation of an industry improving regulation and or competition of inefficient industries would increase the UK's productivity</li> <li>• privatisation which may lead to increased competition, innovation and efficiency which should lead to increased productivity</li> <li>• Reducing corporation tax and so increasing international competitiveness for investment which would increase UK productivity</li> <li>• infrastructure investment such as roads or broadband reducing industry's costs or improving access to market should increase the UK's productivity</li> <li>• Increased flexibility and/or mobility of labour market would increase the country's productivity and output</li> </ul> | <p>(30)</p> |
|--------------------------|---|-------------|

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|  | <p>Better to be consistent and say 4 marks for one diagram? Otherwise up to 8 marks could be awarded just for drawing diagrams?</p> <p>Reward use of diagrams (maximum of 2 marks each if develop analysis)</p> <p>Evaluation 12 marks (2 x 6 marks or 3 x 4 marks or 6 + 4 + 2 marks);</p> <p>Comments might include reference to</p> <ul style="list-style-type: none"> <li>• Time it takes for supply side policies to take effect</li> <li>• effectiveness of supply side policies such as infrastructure investments/ education/ health care at delivering sustainable growth</li> <li>• Privatisation may lead to private monopolies and less efficiency and lower economic growth Business confidence may affect investment</li> <li>• Cut in income tax designed as an incentive to work and invest may be ineffective if workers use it as an opportunity to work less for the same income</li> <li>• Cut in corporation tax ineffective if companies use the cut in corporation tax to boost short term profits rather investment</li> <li>• Interest rates may affect investment</li> <li>• Effectiveness of policy to deliver desired outcome</li> <li>• The actions of other countries also trying to attract investment</li> <li>• Increase in UK taxation elsewhere may have an effect on incentives</li> <li>• Concern about the ability of the government to repay its debt if it gets too large</li> <li>• Magnitude of policy change</li> <li>• Size of the multiplier</li> <li>• Crowding out of the private sector undermining the net impact of the investment</li> </ul> <p><b>Quality of written communications will be assessed in this question based on the candidate's ability:</b></p> <ul style="list-style-type: none"> <li>• To present an argument and conclude on the basis of that argument</li> <li>• To organise information clearly and coherently</li> <li>• To use economic vocabulary appropriately</li> <li>• To use grammar, spelling and punctuation appropriately</li> </ul> |  |
|--|---|--|

| Level   | Mark  | Descriptor  |
|---------|-------|---|
| Level 4 | 25-30 | 2 or 3 convincing policies with at least two evaluative points  |
| Level 3 | 19-24 | 2 or 3 convincing policies with at least one evaluative point (mark cap to 18 if no evaluation)           |
| Level 2 | 7-18  | 2 or 3 convincing policies with no evaluative point; 1 or 2 less-convincing policies with some evaluation |
| Level 1 | 1-6   | Identification of relevant points with or without brief evaluative keywords                               |

|            | Knowledge | Application | Analysis | Evaluation | Total |
|------------|-----------|-------------|----------|------------|-------|
| Question 1 |           |             |          |            |       |
| ai         | 2         | 2           | 4        |            | 8     |
| aii        | 2         | 2           | 4        | 4          | 12    |
| bi         | 2         | 2           |          |            | 4     |
| bii        | 2         | 2           | 4        | 4          | 12    |
| biii       | 2         | 4           | 2        |            | 8     |
| c          | 4         | 2           |          |            | 6     |
| d          | 6         | 6           | 6        | 12         | 30    |
| Total      | 20        | 20          | 20       | 20         | 80    |
| Question 2 |           |             |          |            |       |
| ai         | 4         | 2           |          |            | 6     |
| aii        | 2         | 2           | 4        |            | 8     |
| aiii       | 2         | 2           | 4        | 4          | 12    |
| bi         | 2         | 2           |          |            | 4     |
| bii        | 2         | 4           | 2        |            | 8     |
| biii       | 2         | 2           | 4        | 4          | 12    |
| c          | 6         | 6           | 6        | 12         | 30    |

|       |    |    |    |    |    |
|-------|----|----|----|----|----|
| Total | 20 | 20 | 20 | 20 | 80 |
|-------|----|----|----|----|----|