



AS

Economics

7135/1

Report on the Examination

7135
June 2024

Version: 1.0

Further copies of this Report are available from aqa.org.uk

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General Comments

The split between contexts was fairly even with 45% of students choosing Context 1 (travel and tourism) and 55% of students choosing Context 2 (eye care). Candidates performed similarly on both context with equal recognition of both market failures. Both contexts were accessible for all students with or without detailed knowledge of UK micro-economic challenges.

Diagram testing was similar for both contexts and calculations were equally challenging with students being required to tackle multi-step calculations to gain full marks.

Across the paper, those that opted for diagrammatic accuracy and precision did well with marks awarded for fully labelled diagrams, accurate illustrations and application of diagrams to longer mark questions. It was disappointing to see a noteworthy number of students losing marks, missed units or decimals in calculation questions, as well as mislabelling diagrams. Most centres have these requirements taught well, but students that were unable to include this precision easily dropped marks.

On the whole the multiple-choice questions results were impressive with the mean being 0.7 for most questions. It is expected that, with the significant number of past paper multiple-choice questions, students should be well versed in the variety and scope of these questions.

Many students would benefit from being provided with as many opportunities as possible to demonstrate a fuller analytical understanding of economics in a wide variety of real-world situations. This could be through discussion as well as by way of written responses to questions set by the teacher. Embedding logical chains of reasoning into the analysis, using the full economist's toolkit when referencing real world contexts is crucial.

Many students made extensive use of diagrams in their answers. However, some of these diagrams were not explicitly used or were inaccurate or not labelled correctly; students should be aware that credit is unlikely to be given for a poor diagram. Where appropriate, the use of suitable, fully labelled, diagrams should be encouraged. However, they should only include a diagram when it is relevant to the question and adds value to the response.

Selective use of the extracts should also be encouraged. The extracts are there to help the student respond to the questions and can be used to help support judgements. When answering the last part of each context, the quality of the evaluation is a key determinant of the mark awarded. Good quality evaluation requires that judgements are supported by sound analysis and/or evidence. The evidence used to support judgements may be qualitative or quantitative. Some evidence is included in the extracts, but it must be used appropriately. Combining evidence from different extracts is one way of strengthening the quality of evaluation. Sound, fully developed analysis should be an essential element of students' responses to the last two parts of each context question. In the final question, good analysis is the foundation for good evaluation; they go together.

Question 21

Many students were unable to provide a full and precise definition of scarce resources with the majority of students identifying "limited" for scarce but not then defining resources accurately. Those that understood the two-part element of this definition were able to be rewarded full marks. Whilst many students were able to gain Level 1 reward for this question, the ability to understand resource was the

main challenge. Those that defined resource accurately were typically then able to effortlessly include “limited “to gain Level 3.

The mean mark for this question was 0.97 (32%).

Question 22

Calculations appear to be taught well and many students were able to gain full marks for this question. Where students dropped down levels this was due to incorrect units (including £ instead of €). A notable number of students were able to do some of the calculation but missed out on marks for not carefully ensuring that the calculation was fully completed, for example charging for 7 nights instead of 5. Students should take care to read the specific requirements of the calculation questions, to ensure full marks can be achieved.

The mean mark for this question was 3.22 (80%).

Question 23

Most students have now been taught clearly the technique for the significant feature question. Many were able to gain full marks easily here, by identifying typically the highest and lowest figures across the whole data period. Some students were out of tolerance which, given the margin was reasonable, meant marks were easily lost here. Some students still make the error of including 2 significant features within 1 feature, which means they can only gain marks for 1 of said features. Although giving a range, or the biggest change over the time period is perfectly acceptable, those students that attempted this were more likely to lose marks for inaccuracy of the data provided in their answer.

The mean mark for this question was 2.39 (59%).

Question 24

Many students gained 2 or 3 marks due to small errors such as missing labels, or not showing accurately the movement along the curve. The majority of students achieved full marks, and were able to show an accurately drawn diagram carefully and clearly drawn. Where students carefully read the instructions, there was a strong response of a well-illustrated diagram.

The mean mark for this question was 2.66 (66%).

Question 25

This question is marked using a level of response mark scheme that assesses knowledge and understanding, application and analysis. When awarding the mark, a judgement is made regarding the overall quality of the response.

Many students were able to identify relevant reasons for an increase in demand for travel and tourism, but a significant number then did not adequately develop their responses, resulting in mid-level 2 responses.

Students being able to successfully identify two reasons, apply a relevant diagram and offer adequate logical chains were rewarded with high Level 3 marking band, with many centres clearly honing this tried and tested approach.

A noticeable number of students utilised the “recession” part of the quote which moved their focus towards analysing macro-economic theory. Although relevant economics can still be rewarded, this focus meant some students moved away from the specific demands of the question.

The mean mark for this question was 5.3 (53%).

Question 26

This question was answered to a similar standard to question 32, with the mean score around 13 marks. There were some strong responses but only around 5.7% of students achieving a Level 5 response.

Timing appeared to be an issue with this question, with a number of students writing only 1-2 pages and therefore unable to write enough of a discussion to climb up the mark bands.

Many students understood the advantages and disadvantages generally of tourism and travel, but generically applied this without the specific link to the UK. The context was quoted at times and used well by some, but not enough students were utilising the prompts in the extracts.

Those that understood the key issue (more state intervention to limit tourism) as opposed to only the advantages and disadvantages of tourism alone, were able to easily achieve Level 5.

Diagrams, when provided were often not well applied to the analysis, with evaluation similarly stated and not used that well.

The mean mark for this question was 12.8 (51%).

Question 27

Students performed significantly better in this definition compared to B21, with an understanding of variable being clear from most. The one-part nature of this definitions provided students with a more accessible definition.

The mean mark for this question was 2.54 (84%).

Question 28

Students in this question struggled with the ability to accurately calculate percentage, evidenced by most students being able to write the equation for percentage change but then unable to use this to answer the question. Where students understood the demands of the questions but dropped down levels this was due to incorrect units such as missing out on the % sign, but most noticeably students forgot to include the minus sign. Students should take care to read the specific requirements of the calculation questions, to ensure full marks can be achieved.

The mean mark for this question was 1.93 (48%).

Question 29

Most students have now been taught clearly the technique for the significant feature question. Many were able to gain full marks easily here, by identifying typically the highest and lowest figures across the whole data period. Some students were out of tolerance which, given the margin was reasonable, meant marks were easily lost here. Some students still make the error of including 2 significant features within 1 feature, which means they can only gain marks for 1 of said features. Although giving a range, or the biggest change over the time period is perfectly acceptable, those students that attempted this were more likely to lose marks for inaccuracy of the data.

The mean mark for this question was 2.7 (67%).

Question 30

Many students gained 2 or 3 marks due to small errors such as missing labels, or not showing accurately the movement along the curve. The majority of students achieved full marks, and were able to show an accurately drawn diagram carefully and clearly drawn. Where students carefully read the instructions, there was a strong response of a well-illustrated diagram.

The mean mark for this question was 2.53 (63%).

Question 31

This question is marked using a level of response mark scheme that assesses knowledge and understanding, application and analysis. When awarding the mark, a judgement is made regarding the overall quality of the response.

Many students were able to identify relevant factors that could lead to a fall in the price of glasses, but a significant number then did not adequately develop their responses, resulting in mid-level 2 responses.

Students being able to successfully identify two factors, apply a relevant diagram and offer adequate logical chains were rewarded with high Level 3 marking band, with many centres clearly honing this tried and tested approach.

The mean mark for this question was 5.99 (59%).

Question 32

This question was answered to a similar standard to question 26, with the mean score around 14 marks. There were some strong responses but only around 7.4% of students achieving a Level 5 response.

Timing also appeared to be an issue with this question, with a number of students writing only 1-2 pages and therefore unable to write enough of a discussion to climb up the mark bands.

Students identified that eye health was important to people in general and to the UK as a whole, but then did not always adequately develop the significance of eye health as a priority (or not) for the UK government.

General pros and cons such as “opportunity cost” were utilised but these were often shown as memorised and weak responses that were likely to be used in any question in the exam. Those students

that understood the depth of these evaluation points in specific context to the case study were able to gain much higher marks.

Those that understood the answer needed to be built up to answer the question of whether “more” spending should be implemented were able to evidence the nuances of the question, which again helped students to climb easily through the mark bands.

Once again diagrams, when provided were often not well applied to the analysis, with evaluation similarly stated and not used that well.

The mean mark for this question was 13.8 (55%).

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.