

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE A Level In Economics B (9EB0) Paper 03 The economic environment and business

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2018
Publications Code 9EB0_03_1806_MS
All the material in this publication is copyright
© Pearson Education Ltd 2018

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.

Section A

Question	Indicative content	Mark
Number	Using Extract A, discuss the use of HDI as an indicator of	
1(a)	 Knowledge/understanding 2, Application 2, Analysis 2, Evaluation 2 HDI provides a measure of development based on health care and education as well as national income. It therefore includes qualitative as well as quantitative aspects of development. The HDI can be useful because it ranks countries in relation to several aspects of development. It has three strands: Income as measured by GNI per capita, Life expectancy, which gives an idea of the population's health. The time 	
	 spent in schools, which gives an idea of the population's level of education. The higher the HDI value, between .0 and 1.0, the more developed the country is. India, which is a developing country, has a score of .609, by contrast, Australia, a developed country has a score of .935. However, data from some developing countries may not be very reliable. HDI does not take into account cultural differences such as political freedom and gender equality. The GNI per capita figure takes no account of 	
	 income distribution. Saudi Arabia has a relatively high HDI score of .837 but gender inequality is high and wealth is concentrated in the hands of the few. Argentina has a similar HDI score of .836 but is a very different society to Saudi Arabia. Many argue that the HDI should be more human-centred and expanded to include other factors such as gender equity and environmental biodiversity. 	(8)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1-2	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted. Limited attempt to address the question.
Level 2	3-5	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are developed. Judgements may be attempted.
Level 3	6-8	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen. Arguments are developed, using logical, coherent chains of reasoning. A balanced awareness of competing arguments.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.

Question Number	Indicative content	Mark
Number	Assess the importance of transport and communication to the increase in globalisation over the last 50 years.	
1(b)	· · · · · · · · · · · · · · · · · · ·	
	 trade barriers, particularly by the WTO. Political change in previously isolated regions such as the breakdown of the Soviet Empire and the opening up of China have enabled more trade to take place. The rise of MNCs with true global reach and influence such as Walmart, the world's biggest MNC. Increased flows of FDI and capital market liberalisation have allowed economies to develop and trade. Nevertheless, without improved transport and communication many of these other factors would not have had such an impact. 	(10)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1-2	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted. Limited attempt to address the question.
Level 2	3–4	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are presented but with limited attempt to address the question. Comparisons and judgements may be attempted.
Level 3	5-7	Accurate knowledge and understanding, supported by use of relevant evidence to support the argument, clear chains of reasoning, with well-developed arguments. An awareness of the significance of competing arguments is present although this may lack balance.
Level 4	8-10	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen, logical, coherent chains of reasoning, showing full understanding of the question. Arguments are developed and evaluated. A full and balanced awareness of the validity and significance of competing arguments.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.

Question	Indicative content	Mark
Number	Assess the impact of demographic change on the global labour force.	
1 (c)	Knowledge/Understanding 2, Application 2, Analysis 4, Evaluation 4	
	 Demographic change is the way the structure and make-up of the population changes over time. Extract C shows that the age structure of the human population is changing. People are living longer, by 2050 average life expectancy will have increased by seven years. By 2030 the percentage of workers over 55 in the global labour force will have increased from 14% to 22%. In both developed and developing economies the percentage of 65+ is increasing, most of whom will be retired. If these trends continue the productive global labour force will shrink, this may lead to falling global output and skills shortages. Countries such as Germany that rely to a large extent on manufacturing are facing a 33% reduction in working age population by 2060. Such trends will call for increased migration between countries, although this currently faces political obstacles. Labour is a derived demand and with an increasingly aged population demand for health care workers will increase. However, some countries such as India have an increasing population, 65% under 35, 50% under 25. If migration is allowed to take place, it may mitigate the global problem. Some countries such as the UK are raising the retirement age to maintain/increase the productive population. Technology may compensate for falling productivity caused by lack of labour. Extract C shows increasing productivity in the 1990s despite falling employment. The overall impact may depend on how individual countries react to the challenges of these demographic changes. 	(12)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1-2	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted. Limited attempt to address the question.
Level 2	3–5	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are presented but with limited attempt to address the question. Comparisons and judgements may be attempted.
Level 3	6-9	Accurate knowledge and understanding, supported by use of relevant evidence to support the argument, clear chains of reasoning, with well-developed arguments. An awareness of the significance of competing arguments is present although this may lack balance.
Level 4	10-12	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen, logical, coherent chains of reasoning, showing full understanding of the question. Arguments are developed and evaluated. A full and balanced awareness of the validity and significance of competing arguments.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these
 must be relevant and directly connected to the context/issues set out
 in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.

Question	Indicative content	Mark
Number	Evaluate the implications of the growing economic power of emerging markets on individuals and firms.	
1(d)	 Knowledge/understanding 4, Application 4, Analysis 6, Evaluation 6 An emerging economy or market is likely to see sustained increases in % change GDP. GDP per capita in emerging markets is increasing at a faster rate than many established or developed economies – by 2025, emerging economies will grow 75% faster than developed nations. Emerging economies are expected to have a 50% share of the world economy by 2025 up from 33% in 2016. GDP of Tianjin will more than quadruple by 2025. This creates demand for many European businesses who may supply materials/services to projects financed by the increasing amount of FDI. Increasing numbers of consumers with disposable income – 150% increase between 2010 and 2030 Consumers will spend more to improve their standard of living often on goods with income elastic demand 	
	 or living orten on goods with income elastic demand such as luxury/fashion/hi-tech goods This provides an opportunity for businesses to explore new markets and increase sales and profits. Western businesses may see opportunities not just fro increased sales and profitability but extension of product life cycle, escape from saturated markets. However, economic growth in emerging markets leads to the growth of their own businesses. Consumers therefore have more choice, more innovative goods and services, lower prices Western businesses may face increased competition from emerging market MNCs as they expand and grow and may lose market share. This applies to Western markets as well and not just in the emerging markets. The number of large businesses with their headquarters in emerging markets has increased from 5% in 2000 to 50% by 2025. 	
	 Examples include in China, Huawei, Haier and Lenovo, in India Infosys, Ranbaxy, Satyam, and the Tata Group. By 2025 China will be home to more large businesses than the US or Europe. Western businesses that do not follow the trends and move, may get left behind. Businesses that are based in emerging economies may have an advantage as they understand the market better and are best placed to take advantage of it. 	(20)

•	Even well established brands such as Apple have	
	suffered at the hands of locally based competitors.	
•	Much depends on the individual business and how it	
	responds to these opportunities/threats	

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1-4	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted, but fail to connect causes and consequences. Limited attempt to address the question.
Level 2	5-9	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are presented, but connections between causes and consequences are incomplete. Limited attempt to address the question. Comparisons, judgements or conclusions may be attempted, but are unsupported or generic.
Level 3	10-15	Accurate knowledge and understanding, supported by use of relevant evidence to support the argument, developed chains of reasoning, showing understanding of connections between causes and consequences. Arguments are well developed and competing arguments are present although this may lack balance. A conclusion may be attempted but may not show awareness of the significance of competing arguments.
Level 4	16-20	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen and fully integrated to support the argument, well developed and logical, coherent chains of reasoning, showing full understanding of the questions. Arguments are fully developed and evaluated. A full awareness of the validity and significance of competing arguments, leading to nuanced and balanced comparisons, judgements or conclusions.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these
 must be relevant and directly connected to the context/issues set out
 in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.

Section B

Question Number	Indicative content	Mark
Number	The European Union (EU) imposes a tariff of 14% on bicycles entering the EU from outside Europe. (Extract F)	
	Using a suitable diagram, discuss the impact of this tariff on sales of Indian bicycles imported into the EU.	
2(a)	Knowledge/understanding 2, Application 2, Analysis 2, Evaluation 2	
	Price Pt Po Do	
	Quantity of Goods	
	 The tariff shifts the S curve to the left increasing the price of the product. This will reduce the quantity demanded for the imported bicycles. However, the impact depends on the PED. It may be that 14% makes little difference to potential customers as imported bicycles may still be cheaper. Majority sold in Europe are imported - 13,000,000 out of 20,751,000 - so maybe not that effective. 	(8)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1-2	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted. Limited attempt to address the question.
Level 2	3-5	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are developed. Judgements may be attempted.
Level 3	6-8	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen. Arguments are developed, using logical, coherent chains of reasoning. A balanced awareness of competing arguments.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.

Question Number	Indicative content	Mark
Namber	Assess the benefits of market segmentation for the global bicycle manufacturer <i>Avocet</i> .	
2(b)	Assess the benefits of market segmentation for the global bicycle manufacturer Avocet. Knowledge/understanding 2, Application 2, Analysis 3, Evaluation 3 • Market segmentation is dividing the market up into groups of customers with similar characteristics such as age, gender, interests, income etc. • Hero Cycles and Avocet segment the market by the type of bicycle needed by the consumer. • These segments include mountain bikes, children's bikes, electric bikes, women's roadsters and tandems. • By designing a bicycle specifically targeted at the needs of the user Hero and Avocet are more likely to please the customer and make the sale. • It is possible to build up good customer relationships and brand loyalty. • This may increase revenues and profits. • The more precisely the segment is defined the greater the scope for premium pricing. • However, segmenting the market in this way makes economies of scale more difficult to	
	 achieve. Different bikes need different components that are used in smaller quantities. Advertising and promotion need to be specially tailored for these segments, mass market advertising is expensive and wasteful. 	
	 Market research has to be tailored to each individual market segment and kept up to date, this can be costly. Hero and Avocet do make mass market bikes as well but without market segmentation they are unlikely to be as successful. 	(10)

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1-2	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted. Limited attempt to address the question.
Level 2	3–4	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are presented but with limited attempt to address the question. Comparisons and judgements may be attempted.
Level 3	5-7	Accurate knowledge and understanding, supported by use of relevant evidence to support the argument, clear chains of reasoning, with well-developed arguments. An awareness of the significance of competing arguments is present although this may lack balance.
Level 4	8-10	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen, logical, coherent chains of reasoning, showing full understanding of the question. Arguments are developed and evaluated. A full and balanced awareness of the validity and significance of competing arguments.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.

Question	Indicative content	Mark	
Number	Assess <i>Hero Cycles'</i> decision to open its Global Design Centre in Manchester.		
2(c)	Assess <i>Hero Cycles'</i> decision to open its Global Design		
	long term relationship with Europe is yet to be determined.	(12)	

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1-2	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted. Limited attempt to address the question.
Level 2	3–5	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are presented but with limited attempt to address the question. Comparisons and judgements may be attempted.
Level 3	6-9	Accurate knowledge and understanding, supported by use of relevant evidence to support the argument, clear chains of reasoning, with well-developed arguments. An awareness of the significance of competing arguments is present although this may lack balance.
Level 4	10-12	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen, logical, coherent chains of reasoning, showing full understanding of the question. Arguments are developed and evaluated. A full and balanced awareness of the validity and significance of competing arguments.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.

Question	Indicative content		
Number	Evaluate the extent to which <i>Hero Cycles</i> should adapt its		
	marketing strategy for global markets.		
2(d)	Knowledge/understanding 4, Application 4,		
	Analysis 6, Evaluation 6		
	Marketing strategy is how a business approaches the		
	successful selling of its products to its customers.		
	Hero started in the Indian market where a low price is likely to have been important in gaining market.		
	is likely to have been important in gaining market share.		
	The product is also likely to have been of a basic but		
	rugged design.		
	 Hero Cycles has since taken over Avocet, Firefox Cycles and BSH Ventures. 		
	 These businesses operate in different markets which 		
	may have different requirements, if the marketing		
	strategy is not adjusted they may lose sales.		
	 By joining with Avocet they have moved into the European market where consumers have higher 		
	incomes and already expect reasonably sophisticated		
	bicycles and may be prepared to pay premium prices.		
	Even so there is considerable variation in the average The state of his value in the EU ranging from 6014 in the		
	price of bicycles in the EU ranging from €914 in the Netherlands to €110 in Slovenia, Malta, Latvia and		
	Croatia.		
	Hero will have to adjust its pricing strategy		
	accordingly in order to be competitive in the lower priced countries.		
	If it charges too low a price in countries such as the		
	Netherlands it may be seen as cheap and of poor		
	quality.		
	 Hero may have to produce better quality bicycles for some markets. 		
	Promotion will have to be carefully thought out, what		
	sells a bicycle on the Indian sub-continent may not		
	work in the EU due to cultural differences.By adapting the marketing strategy to fit each market		
	Hero cannot take full advantage of economies of		
	scale and thus may experience higher average costs.		
	However, other bicycle manufacturers face the same		
	situation.Hero is already one of the world's biggest bicycle		
	manufacturers and so may already have economies		
	of scale in terms of buying components so it may be		
	more important to carefully adapt the marketing		
	strategy to maximise sales.The extent to which a business needs to adapt its		
	marketing strategy will depend on the market, the	(20)	
	objectives and the nature of its products/services.	- 1	

Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1-4	Isolated elements of knowledge and understanding, using little or no relevant evidence. Arguments and chains of reasoning may be attempted, but fail to connect causes and consequences. Limited attempt to address the question.
Level 2	5-9	Elements of knowledge and understanding, using limited relevant evidence. Arguments and chains of reasoning are presented, but connections between causes and consequences are incomplete. Limited attempt to address the question. Comparisons, judgements or conclusions may be attempted, but are unsupported or generic.
Level 3	10-15	Accurate knowledge and understanding, supported by use of relevant evidence to support the argument, developed chains of reasoning, showing understanding of connections between causes and consequences. Arguments are well developed and competing arguments are present although this may lack balance. A conclusion may be attempted but may not show awareness of the significance of competing arguments.
Level 4	16-20	Accurate knowledge and understanding, supported throughout by use of relevant evidence which is well chosen and fully integrated to support the argument, well developed and logical, coherent chains of reasoning, showing full understanding of the questions. Arguments are fully developed and evaluated. A full awareness of the validity and significance of competing arguments, leading to nuanced and balanced comparisons, judgements or conclusions.

Where questions specifically stipulate the use of data or information provided in a stimulus, students:

- must directly reference, interpret or analyse the information provided in the stimulus
- in addition, may select examples from their own knowledge but these must be relevant and directly connected to the context/issues set out in the stimulus.

- must select relevant examples from their own knowledge, these must be directly connected to the context/issues set out in the question, and
- may directly reference, interpret or analyse the information provided in any relevant stimulus.