

Skills Exercises

AO3 Evaluation

Cambridge IGCSE™ / Cambridge IGCSE (9–1) Economics 0455 / 0987

Cambridge O Level Economics 2281

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Contents

Introduction	4
AO3 Evaluation	5
Exercise 1: Understanding evaluation	5
Exercise 2: Evaluation in practice.....	6
Exercise 3: Writing an evaluation	7

Introduction

Cambridge IGCSE / O Level Economics attracts a variety of learners from many different backgrounds. For some learners Economics is a new subject and an opportunity to explore an area of study that interests them, while developing a set of transferable skills. Other learners have previously studied Economics and are looking to continue developing their knowledge of the subject. Either way, the study of Economics allows learners to experience the diverse and dynamic world within which different economies exist and gain the knowledge needed to understand how governments and markets operate within real contexts, analyse alternative courses of action and develop the ability to make justified recommendations.

Skills and why they are important?

Skills are the key to success. The performance of candidates in Cambridge IGCSE / O Level Economics exams have shown a range of areas where improvement would be helpful. These areas of improvement tend to centre around the assessment objectives (AOs) of the course and we have addressed these AOs in a series of exercises and activities.

- AO1 Knowledge and understanding
- AO2 Analysis
- AO3 Evaluation

Skills Exercises make use of examination questions and include activities and worksheets to help skills development and incorporate suggested teaching approaches, such as discussion, structured support and writing in sequence. They do not attempt to cover all possible aspects of the examinations, only those problem areas which have presented consistently over time.

How will these skills be developed?

Skills Exercises aim to help learners develop skills in:

- using knowledge and understanding of economic definitions, formulas, concepts and theories to answer examination questions
- using the context given in the examination to make answers relevant
- analysis by selecting, organising and interpreting data to recognise patterns and to deduce relationships
- evaluation and critical judgement by distinguishing between economic analysis and unreasoned statements, recognising the uncertainties of the outcomes of economic decisions and events and communicating economic thinking in a logical manner

Skills Exercises provide suggestions so you can have confidence that the materials you prepare and use in the classroom are building skills and resilience in your learners. This document should be used alongside the other teaching and learning resources provided on the [School Support Hub](#)

AO3 Evaluation

AO3 Evaluation requires learners to evaluate economic information and data; distinguish between economic analysis and unreasoned statements; recognise the uncertainties of the outcomes of economic decisions and events and communicate economic thinking in a logical manner.

Exercise 1: Understanding evaluation

The following activities aim to introduce learners to the skill of evaluation by creating awareness of how it differs from the other assessment objectives.

Learners will first acquire passive skills to spot evaluation and distinguish it from knowledge and analysis.

Learners are then offered the opportunity to source some ideas for evaluation they can later use in their own answers.

Activity 1: Spotting evaluation

Give learners **Worksheet 1: Spotting evaluation** and ask them to identify whether the sentences demonstrate knowledge (K), analysis (AN) or evaluation (EVAL). Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually or in pairs.

Use **Worksheet 1: Spotting evaluation answers** and ask learners to peer assess each other's work. Lead a class discussion going through learners' responses, ensuring any misconceptions are addressed.

Extension activity: learners explain how they recognised evaluation in each sentence.

Activity 2: Distinguishing evaluation from analysis

Many learners confuse analysis with evaluation and this is a common misconception for learners.

When attempting to do effective evaluation learners often end up providing analysis instead.

This activity aims to help learners recognise instances of both AO2 Analysis and AO3 Evaluation by using sample sentences on the same topic.

Learners compare and contrast each sentence and can see the difference more clearly.

Give learners **Worksheet 2: Distinguishing evaluation from analysis** and ask them to determine which sentence from each pair demonstrates evaluation (EVAL) and which one demonstrates analysis (AN). Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually or in pairs.

Use **Worksheet 2: Distinguishing evaluation from analysis answers** and ask learners to peer assess each other's work. Lead a class discussion asking learners to justify their choices, ensuring any misconceptions are addressed.

Activity 3: Common evaluation ideas

The following activity aims to suggest useful evaluation ideas to learners by linking them to sample sentences, so learners can see how these are used in practice.

Give learners **Worksheet 3: Common evaluation ideas** and ask them to match the sample sentences to the correct evaluation idea they represent. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually or in pairs.

Use **Worksheet 3: Common evaluation ideas answers** and ask learners to peer assess each other's work. Lead a class discussion to develop learners' knowledge of evaluation, ensuring any misconceptions are addressed.

Encourage learners to refer to the evaluation points when doing evaluation questions for homework and to decide which evaluation idea(s) would be the most suitable for the question they are answering.

Extension activity: learners write their own sample sentences after teaching a topic, e.g. practise evaluating the consequences of economic growth.

Exercise 2: Evaluation in practice

The following activities aim to show learners how evaluation works in practice by prompting them to first distinguish well-supported evaluation from subjective value judgements.

Learners are then asked to form their own evaluation by deciding what the outcome of an economic event is likely to depend on.

The final activity offers an opportunity for learners to practise evaluation of numerical changes, where their awareness of different degrees and relative changes is tested.

Activity 1: Economic evaluation or value judgements?

Give learners **Worksheet 4: Economic evaluation or value judgements?** and ask them to first decide whether the statements are examples of well-justified economic evaluation or if they are unjustified value judgements. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners should first work individually.

In groups, encourage learners to have a discussion to support their decision, e. g. underline which word(s) suggest(s) a statement is unjustified / a matter of opinion.

Once the group has determined the unjustified value judgements, ask them to follow the first example and correct the sentences, so they contain valid economic evaluation.

Use **Worksheet 4: Economic evaluation or value judgements answers** and ask learners to peer assess each other's work. Lead a class discussion to go through the responses, but accept any reasonable answer. Ensure any misconceptions are addressed.

Activity 2: Making justified judgements

Give learners **Worksheet 5: Making justified judgements** and ask them to finish the sentences by suggesting what the overall effect of the (changes in) economic events/variables would depend on. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually or in pairs.

Encourage learners to use the evaluation ideas from **Exercise 1 – Worksheet 3: Common evaluation ideas**.

Support learners during the activity by asking them questions, for example:

- What does your overall judgement depend upon?
- Which economic agents benefit the most/least and why?

Lead a class discussion to moderate answers and encourage learners to add to their worksheet with more of their peers' ideas.

Use **Worksheet 5: Making justified judgements answers** as a basis for class discussion, but accept any reasonable answer. Ensure any misconceptions are addressed.

Activity 3: Evaluating numbers and changes

This activity focuses on evaluating numerical values and changes in economic variables in dynamic questions.

At this stage in the Skills Exercises, learners should have gained some independence in evaluation skills and should gradually be encouraged to demonstrate their own well-justified critical judgement.

Give learners **Worksheet 6: Evaluating numbers and changes** and ask them to provide a few justified reasons on each side. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually or in pairs. The first example has been completed.

Lead a class discussion to moderate answers and encourage learners to add to their worksheet with more of their peers' ideas.

Use **Worksheet 6: Evaluating numbers and changes answers** as a basis for class discussion, but accept any reasonable answer. Ensure any misconceptions are addressed.

Exercise 3: Writing an evaluation

The following activities aim to make learners independent and confident in their evaluation skills by first building some language of evaluation they can later use in their own writing.

The second activity encourages them to see both sides of an argument. The final activity demonstrates critical judgement by reasoning why the expected outcomes may not occur/change.

All activities in this exercise are designed to help learners develop proactive evaluation skills they can transfer to any examination question that tests AO3 Evaluation.

Activity 1: Language of evaluation

This activity aims to make learners aware of some language of evaluation they could possibly use in their own writing.

Give learners **Worksheet 7: Language of evaluation** and ask them to underline the word(s)/phrase(s) that demonstrate evaluation in each sentence. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually or in pairs.

Use **Worksheet 7: Language of evaluation answers** and ask learners to peer assess each other's work. Lead a class discussion asking learners to justify their answers, ensuring any misconceptions are addressed.

Extension activity: learners make their own sentences using the underlined words.

When developing their own answers, learners could be encouraged to refer to the worksheet and implement the language of evaluation in their own sentences.

Activity 2: Two-sided arguments

This activity aims to encourage learners to identify the two sides in each question and come up with arguments for each.

Seeing a problem from multiple perspectives is an essential evaluative skill.

This activity can be applied to any 'Discuss' questions and is good practice when building learners' examination strategies.

Give learners **Worksheet 8: Two-sided arguments** and ask them to provide arguments for each side of the question. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually or in pairs.

Encourage learners to view the problem through the eyes of different economic agents; considering long- and short-term effects, etc.

Use **Worksheet 8: Two-sided arguments answers** as a basis for class discussion, but accept any reasonable answer. Ensure any misconceptions are addressed.

Activity 3: Critical judgement

Give learners **Worksheet 9: Critical judgement** and ask them to read the statements, suggesting reasons why the expected outcomes may not occur. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually or in pairs.

The sentences contain one-sided arguments of a high degree of likelihood that are often taken for granted, but the activity encourages learners to show critical judgement by recognising factors that may counter the expected effects. The first example has been completed.

Use **Worksheet 9: Critical judgement answers** as a basis for class discussion, but accept any reasonable answer. Ensure any misconceptions are addressed.

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