

Skills Exercises

AO3 Evaluation

Cambridge International AS & A Level Economics 9708

For examination from 2023



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Introduction

Cambridge International AS & A 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 International AS & A 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 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 to answer examination questions
- using the context given in the examination to make answers relevant
- developing skills of analysis – including understanding analysis, identifying analysis and developing analysis skills
- building evaluation skills – including understanding limitations and imperfections, separating analysis and evaluation and making reasoned conclusions.

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 Analysis

Exercise 1: Understanding evaluation

The skill of evaluation is the least understood and is often confused with analysis. It is important that learners not only understand the difference but can also write according to the AO3 Evaluation criteria:

- Recognise assumptions and limitations of economic information and models.
- Assess economic information and the strengths and weaknesses of arguments.
- Recognise that some economic decisions involve consideration of factors such as priorities and value judgements.
- Communicate reasoned judgements, conclusions, and decisions, based on the arguments.

Activity 1: Analysis and evaluation

Give learners **Worksheet 1: Analysis and evaluation**. Learners should answer the questions using both analytical and evaluative skills. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually, in pairs or groups.

Use **Worksheet 1: Analysis and evaluation answers** and ask learners to peer assess each other's work. Lead a class discussion making sure learners understand and recognise the differences between the two assessment objectives. Ensure any misconceptions are addressed.

Exercise 2: Understanding the assessment objectives in context

The skill of knowledge and understanding requires learners to demonstrate understanding of the syllabus content, giving appropriate explanations and examples.

The skill of analysis requires explaining the impacts and consequences of changes in economic variables.

The skill of evaluation requires the recognition of assumptions and limitations of economic information and models.

Activity 1: Identifying the assessment objective

Give learners **Worksheet 2: Identifying the assessment objective**. Explain to learners the importance of knowing which assessment objective(s) should be addressed when answering examination questions. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually, in pairs or groups.

Use **Worksheet 2: Identifying the assessment objective answers** and ask learners to peer assess each other's work. Lead a class discussion making sure learners understand both the answer given and how the assessment objective relates to the statement. Ensure any misconceptions are addressed.

Exercise 3: Conclusions

A reasoned conclusion is an integral part of evaluation. To be awarded full marks, learners should provide a conclusion or recommendation supported by a valid economic argument.

Activity 1: Identifying valid conclusions

Give learners **Worksheet 3: Identifying valid conclusions**. Explain to learners that each conclusion is linked to the practice questions provided in **Worksheet 1: Analysis and evaluation**. Go through the worksheet with learners to check they understand what is required of the task. For this activity learners may work individually, in pairs or groups.

Learners read the statements and decide which statement is the valid conclusion. Explain that in some cases both statements are valid.

Use **Worksheet 3: Identifying valid conclusions answers** and ask learners to peer assess each other's work. Lead a class discussion making sure learners understand how the correct conclusions or recommendations were arrived at. Ensure any misconceptions are addressed.

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