



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel International GCSE
In Economics (4WEC1) Paper 01

UNIT 1: Microeconomics and Business Economics

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 2025

Publications Code 4WEC1_01_2506_ER

All the material in this publication is copyright

© Pearson Education Ltd 2025

Introduction

A good understanding of economics was shown by candidates taking this paper on the International GCSE specification. In general, candidates appeared to be well prepared for the topic areas covered by Paper 1.

Knowledge and understanding tended to be good on many topics but some areas perhaps lacked the same level of detail as others. A solid use of economic terminology was used by more able candidates, as was reference to the data when required. Some command words were better practiced than others with one main issue being the additional time taken to add extra information than is required to some responses.

Where applicable, on the levels-based questions, the ability of more able candidates was shown through relating knowledge and understanding to the evidence presented. Those candidates who found such concepts difficult, typically answered questions with a more generic approach.

The levels-based questions required understanding to be applied to the relevant evidence. Although many candidates did adopt this approach, there were instances where a more basic understanding was demonstrated, thus limiting the attainment of higher levels.

Question 1

1c)

'What is meant by' questions have two marks and require two parts in the explanation of the term. No marks are given for examples. As per the mark scheme, reference to amount produced was needed for one mark. The second mark came from input/resources used/time. Any other appropriate responses were also credited.

Examiner Tip: A two-part question will need two parts to the response.

1d)

This question was well answered by students but a few stated costs instead of benefits.

Examiner Tip: There is only 1 mark so it is either right or wrong, there is no need to go into further detail.

1e)

Another encouraging set of responses was seen, showing good understanding of the term by many candidates. 'Define' questions are only looking for a definition of the term and not examples.

Examiner Tip

Candidates will not receive the mark for providing only an example or repeating the term.

1f)

Many candidates were able to calculate the correct total costs per month and it was pleasing to see the calculation shown to arrive at this answer.

Examiner Tip

If the question asks for it, make sure you round your answer to the correct number of decimal places in order to score the marks.

1g)

Again, a very good understanding was shown of this part of the specification, along with pleasing (well-practiced) diagrams.

Examiner Tip: You must label the new shift and the new equilibrium points to gain marks. Do not shift both curves as this will not show understanding of the scenario in the question.

1h)

Some candidates did not receive all three marks because they defined 'monopoly' but did not provide a reason. Only one mark was available for a reason, marks two and three are for putting the response in context and for a cause/consequence of the reason.

Examiner Tip

'Explain' questions require a way/advantage/effect/reason which is in context and developed in order to score all 3 marks

1i)

This is the first levels-based question on the paper. 'Analyse' questions require a one-sided argument. Any appropriate impact(s) were accepted but needed to be analysed to progress up the descriptor table.

There are no marks for evaluation.

Examiner Tip

Do not present a counter argument in 'analyse' questions as there are no marks for AO4. It will therefore leave less time to answer other questions.

Question 2

2c)

Candidates were able to correctly calculate the price elasticity of supply in the most part, thus earning two marks.

Examiner Tip

Make sure you **always** use the correct units for 'calculate' questions.

2d)

'What is meant by' questions have two marks and require two parts in the explanation of the term. Reference to creating new products (1) and increasing efficiency (1) were needed to score both marks. Any other appropriate responses were also credited, as long as understanding of the term was shown.

Examiner Tip

There are no marks for examples with 'what is meant by' questions.

2e)

This question required one reason and development of the reason for both marks.

Examiner Tip

Only one reason/advantage/way/factor etc. is required for one mark.

The second mark can only come for development of this and not for a list of reasons etc.

2f)

As with all 'explain' questions, only one effect/reason/way can be credited.

A second mark is available for putting the response in context and a third for developing the response. A good response was seen from candidates answering this question, many of them developed and in context.

Examiner Tip

Try to avoid repeating the question as there are no marks for doing this and it uses valuable time that could be used answering another question.

2g)

A two-sided argument, which used the evidence, was offered by more able candidates.

However, several responses simply repeated the information provided, rather than using it to answer the question, thus accessing only a lower level in the mark scheme.

Examiner Tip

Simply copying the extract, or re-writing parts of it, is not going to lead to high marks! High level arguments need to use the evidence, rather than repeat it, to present arguments that are applied to the question.

Question 3

3c)

Pleasing numbers of candidates were able to respond to this question appropriately.

Clear labels allowed all three marks to be accessed.

Examiner Tip

Always label your diagram to score full marks.

3d)

The evidence was used well by candidates who achieved Level 3 on this question. There was also a good awareness of understanding shown in developed points.

Examiner Tip

One-sided arguments only are needed for 'analyse' questions.

Focus on developing applied points to present a strong analysis, not an undeveloped list.

3e)

Top level responses provided a balanced assessment of the link between the effectiveness of subsidies and reducing negative externalities.

Examiner Tip

'Assess' questions require a balanced, two-sided argument, which is applied.

There is no requirement for a judgement or a conclusion, but the argument(s) and counter argument(s) should be developed and thorough, as well as in context.

Question 4

4a)

An excellent understanding of calculating percentage change was shown with responses to this question.

Examiner Tip

It is recommended to always show full calculations in all 'calculate' questions.

4b)

Knowledge and understanding of oligopolies was good in many responses but the ability to analyse this knowledge was more varied.

Examiner Tip

Focus on applying and developing each chain of reasoning rather than listing several separate points.

4c)

The use of evidence was very good for candidates achieving Level 3 but this was in conjunction with balanced, two-sided arguments.

Some candidates simply repeated the data rather than using it, thus reducing their ability to attain a top-level mark.

Examiner Tip

This is the only question on the paper requiring a supported judgement/conclusion.

Summary

Based on their performance in this exam, candidates are offered the following advice:

- Be careful to read the whole of the question. Certain requirements are given which were not acted upon by some candidates in this series, e.g. when answers are required 'to two decimal places'.
- Candidates need to understand the requirements of the command words in the questions. This will allow them to access marks requiring each of the four assessment objectives.
- Quantitative Skills will be tested throughout the paper. These may be in the form of diagrams/graphs, calculations or using the data in the Extracts to provide the application in the questions.
- Application marks will not be awarded for simply repeating evidence in the extracts. The evidence needs to be used in the response.
- Analyse questions do not require evaluation but the command words 'assess' and 'evaluate' do require a two-sided argument in order to achieve full marks. The evaluate question also requires a judgement/conclusion.
- There may be more answer space provided than you need to write your responses. This is also indicated on the front cover of the question paper.
- The use of relevant evidence is required throughout and this can be from the Extracts provided and using examples provided by the candidates themselves. However, simply copying this material will not gain marks.
- As the descriptor tables for analyse, assess and evaluate questions do not change between questions with the same command word or exam series, it is advisable to practice writing responses using them.

