Question 12 (Answer: **A**)

- Teachers' wages rise if demand for teachers rises or supply falls.
- Stronger unions, better outside options or higher qualifications required would all raise pay.
- *Decreased* union membership would weaken bargaining power, so it works the other way.

Question 13 (Answer: **B**)

- A trade union bargains for its members as a group rather than individually.
- That collective bargaining is what every union does.
- Members need not be unskilled, nor all work for one employer – many unions span an industry.

IGCSE Economics: **w25 12**

Question 12 (Answer: **B**)

- Wages are set by the demand for and supply of that particular labour.
- An excess supply of workers pushes the wage down.
- Dangerous or highly skilled work usually pays *more*, to compensate or because supply is limited.

IGCSE Economics: **w25 13**

Question 11 (Answer: **D**)

- Wages reflect the demand for and supply of that kind of labour.
- A worker earning less is likely to be less skilled or in more plentiful supply.
- *Longer* training would raise pay, not lower it.

IGCSE Economics: **s25 11**

Question 1 (Answer: **B**)

- Occupational mobility is how easily workers move between different *types* of job.
- Retraining gives workers the skills another occupation requires.
- Raising entry requirements would make moving between professions harder, not easier.

Question 13 (Answer: **A**)

- A trade union represents its members collectively.
- Its central function is bargaining over pay and conditions with the employer.
- Recruiting and promoting workers are management functions, not union ones.

IGCSE Economics: **s25 12**

Question 2 (Answer: **B**)

- Geographical immobility is being unable to move to where the jobs are.
- Sanjay wants to stay near family and friends, so he will not relocate.
- That is geographical, not occupational, immobility – his skills are not the barrier here.

IGCSE Economics: **s25 13**

Question 11 (Answer: **D**)

- A non-wage factor is anything about a job other than the pay itself.
- Job satisfaction, working conditions, holidays, status and location all count.
- Overtime rates and the hourly rate are both forms of pay, so they are wage factors.

<table>
<tr><td>4(d)</td><td>Discuss whether or not a doctor would benefit from working in another country.

In assessing each answer, use the table opposite.

Why they might:
• may be higher paid, higher living standards
• may benefit from lower inflation
• may benefit from lower taxes
• may be more chances of gaining a job or gaining a promoted post
• may have better working conditions
• may have more fringe benefits
• may gain new skills and experience
• may be safer environment
• may be able to send money home to family
• may provide better opportunities for their children.

Why they might not:
• may have longer working hours
• may have less holidays
• may have less job security
• may miss friends / relatives
• may face discrimination
• may face language problems/ cultural differences.</td><td>8</td><td>Maximum of 4 marks if discussing working in anoth rather than country.<table><tr><th>Level</th><th>Description</th></tr><tr><td>3</td><td>A reasoned discussion which accurately examines both sides of the economic argument, making use of economic information and clear and logical analysis to evaluate economic issues and situations. One side of the argument may have more depth than the other, but overall both sides of the argument are considered and developed. There is thoughtful evaluation of economic concepts, terminology, information and/or data appropriate to the question. The discussion may also point out the possible uncertainties of alternative decisions and outcomes.</td></tr><tr><td>2</td><td>A reasoned discussion which makes use of economic information and clear analysis to evaluate economic issues and situations. The answer may lack some depth and development may be one-sided. There is relevant use of economic concepts, terminology, information and data appropriate to the question.</td></tr></table></td></tr>
<tr><td>4(d)</td><td></td><td></td><td><table><tr><th>Level</th><th>Description</th></tr><tr><td>1</td><td>There is a simple attempt at using economic definitions and terminology. Some reference may be made to economic theory, with occasional understanding.</td></tr><tr><td>0</td><td>A mark of zero should be awarded for no creditable content.</td></tr></table></td></tr>
</table>

2(d)	**Discuss whether or not free trade will increase economic growth.** In assessing each answer, use the table opposite. Why it might: • may enable countries to specialise on what they are best at producing • higher competition may increase productivity and lower costs of production, increasing demand for their products • may enable firms to buy raw materials and capital goods at a lower price • may give firms access to larger markets, enabling them to expand output. Why it might not: • may prevent infant industry from growing • may speed up the closure of declining industries • may replace domestic output with imports • may reduce tax revenue • firms may gain monopoly power and may restrict output • firms may engage in unfair competition e.g. dumping.	**8**	

Level	Description
3	A reasoned discussion which accurately examines both sides of the economic argument, making use of economic information and clear and logical analysis to evaluate economic issues and situations. One side of the argument may have more depth than the other, but overall both sides of the argument are considered and developed. There is thoughtful evaluation of economic concepts, terminology, information and / or data appropriate to the question. The discussion may also point out the possible uncertainties of alternative decisions and outcomes.