Cambridge Assessment
International Education

Syllabus

Cambridge IGCSE™
Economics 0455

Use this syllabus for exams in 2023, 2024 and 2025.
Exams are available in the June and November series.
Exams are also available in the March series in India only.

Version 1

Cambridge Pathway

Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

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Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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Contents

Important: Changes to this syllabus

For information about changes to this syllabus for 2023, 2024 and 2025, go to page 27.

The latest syllabus is version 1, published September 2020. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2020 are still suitable for use with this syllabus.

1 Why choose this syllabus?

Key benefits

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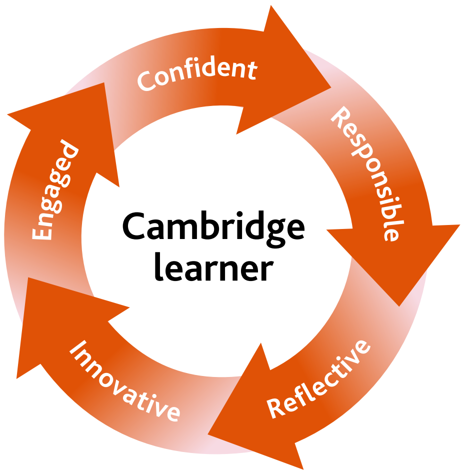
- an understanding of economic theory, terminology and principles
- the ability to apply the tools of economic analysis
- the ability to distinguish between facts and value judgements in economic issues
- an understanding of, and an ability to use, basic economic numeracy and literacy
- the ability to take a greater part in decision-making processes in everyday life
- an ability to use examples from a variety of economies
- an excellent foundation for advanced study in economics.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Our approach encourages learners to be:



'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

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Learn more at **www.cambridgeinternational.org/recognition**

'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'

Managing Director of British School in Egypt BSE

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2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- know and understand economic terminology, concepts and theories
- use basic economic numeracy and interpret economic data
- use the tools of economic analysis
- express economic ideas logically and clearly in a written form
- apply economic understanding to current economic issues.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

Content overview

1 The basic economic problem

The first section of the syllabus introduces the fundamental ideas and concepts that underpin the study of economics including the basic economic problem, factors of production, opportunity cost and production possibility curves.

2 The allocation of resources

The fundamental principles of resource allocation are considered through the price mechanism in a market economy. The market forces of demand and supply, market equilibrium and disequilibrium, and elasticity form the core of this section.

3 Microeconomic decision makers

The microeconomy is an important area of study, and the approach to learning taken here is through the role of the major decision makers: banks, households, workers, trade unions and firms.

4 Government and the macroeconomy

Governments have different macroeconomic aims, and conflicts often arise between the choice of measures used to achieve them. Variables must be measured to consider the causes and consequences of change, and appropriate policies applied.

5 Economic development

As an economy develops there will be changes in population, living standards, poverty and income redistribution. Therefore, the effects of changes in the size and structure of population and of other influences on development in a variety of countries are explored.

6 International trade and globalisation

The importance of trade between countries and the growth of globalisation is explored. Principles such as specialisation, the role of free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered.

Assessment overview

All candidates take two components. Candidates will be eligible for grades A* to G.

All candidates take:	**and:**
Paper 1 45 minutes Multiple Choice 30% 30 marks Candidates answer all 30 questions Externally assessed	**Paper 2** 2 hours 15 minutes Structured Questions 70% 90 marks Candidates answer one compulsory question and three questions from a choice of four. Externally assessed

Information on availability is in the **Before you start** section.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Knowledge and understanding

Candidates should be able to:

- show knowledge and understanding of economic definitions, formulas, concepts and theories
- use economic terminology.

AO2 Analysis

Candidates should be able to:

- select, organise and interpret data
- use economic information and data to recognise patterns and to deduce relationships
- apply economic analysis to written, numerical, diagrammatic and graphical data
- analyse economic issues and situations, identifying and developing links.

AO3 Evaluation

Candidates should be able to:

- evaluate economic information and data
- distinguish between economic analysis and unreasoned statements
- recognise the uncertainties of the outcomes of economic decisions and events
- communicate economic thinking in a logical manner.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Knowledge and understanding	40
AO2 Analysis	40
AO3 Evaluation	20
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1 30%	**Paper 2 70%**
AO1 Knowledge and understanding	50	35
AO2 Analysis	50	35
AO3 Evaluation	–	30
Total	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting topics, subject contexts, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Teachers and students are encouraged to focus learning of the following subject content around real, relevant and up-to-date economic events that affect the whole world and students' own countries. Such events might include but are certainly not limited to:

(a) how large immigration movements may impact on economic growth/living standards in countries affected
(b) the impact that changes in oil prices and the effect that drilling/fracking may have on world trade
(c) the impact that a significant recession in one country may have on its trading partners
(d) how changes in corporation tax between countries may impact on where multinational companies (MNCs) locate their head office.

1 The basic economic problem

1.1 The nature of the economic problem

Topic		Guidance
1.1.1	finite resources and unlimited wants	Definition and examples of the economic problem in the contexts of: consumers; workers; producers; and governments.
1.1.2	economic and free goods	The difference between economic goods and free goods.

1.2 The factors of production

Topic		Guidance
1.2.1	definitions of the factors of production and their rewards	Definitions and examples of land, labour, capital and enterprise. Examples of the nature of each factor of production.
1.2.2	mobility of the factors of production	The influences on the mobility of the various factors.
1.2.3	quantity and quality of the factors of production	The causes of changes in the quantity and quality of the various factors.

1.3 Opportunity cost

Topic		Guidance
1.3.1	definition of opportunity cost	Definition and examples of opportunity cost in different contexts.
1.3.2	the influence of opportunity cost on decision making	Decisions made by consumers, workers, producers and governments when allocating their resources.

1.4 Production possibility curve (PPC) diagrams

Topic		Guidance
1.4.1	definition of PPC	Definition, drawing and interpretation of appropriate diagrams.
1.4.2	points under, on and beyond a PPC	The significance of the location of production points.
1.4.3	movements along a PPC	Movements along a PPC and opportunity cost.
1.4.4	shifts in a PPC	The causes and consequences of shifts in a PPC in terms of an economy's growth.

2 The allocation of resources

2.1 Microeconomics and macroeconomics

Topic		Guidance
2.1.1	microeconomics	The difference between microeconomics and macroeconomics and the decision makers involved in each.
2.1.2	macroeconomics	

2.2 The role of markets in allocating resources

Topic		Guidance
2.2.1	the market system	How a market system works; including buyers, sellers, allocation of scarce resources, market equilibrium, and market disequilibrium.
2.2.2	key resources allocation decisions	Establishing that the economic problem creates three key questions about determining resource allocation – what to produce, how, and for whom.
2.2.3	introduction to the price mechanism	How the price mechanism provides answers to these key allocation questions.

2.3 Demand

Topic		Guidance
2.3.1	definition of demand	Definition, drawing and interpretation of appropriate diagrams.
2.3.2	price, demand and quantity	A demand curve to be drawn and used to illustrate movements along a demand curve with appropriate terminology, for example extensions and contractions in demand.
2.3.3	individual and market demand	The link between individual and market demand in terms of aggregation.
2.3.4	conditions of demand	The causes of shifts in a demand curve with appropriate terminology, for example increase and decrease in demand.

2.4 Supply

Topic	Guidance
2.4.1 definition of supply	Definition, drawing and interpretation of appropriate diagrams.
2.4.2 price, supply and quantity	A supply curve to be drawn and used to illustrate movements along a supply curve with appropriate terminology, for example extensions and contractions in supply.
2.4.3 individual and market supply	The link between individual and market supply in terms of aggregation.
2.4.4 conditions of supply	The causes of shifts in a supply curve with appropriate terminology, for example increase and decrease in supply.

2.5 Price determination

Topic	Guidance
2.5.1 market equilibrium	Definition, drawing and interpretation of demand and supply schedules and curves used to establish equilibrium price and sales in a market.
2.5.2 market disequilibrium	Definition, drawing and interpretation of demand and supply schedules and curves used to identify disequilibrium prices and shortages (demand exceeding supply) and surpluses (supply exceeding demand).

2.6 Price changes

Topic	Guidance
2.6.1 causes of price changes	Changing market conditions as causes of price changes.
2.6.2 consequences of price changes	Demand and supply diagrams to be used to illustrate these changes in market conditions and their consequences for equilibrium price and sales.

2.7 Price elasticity of demand (PED)

Topic	Guidance
2.7.1 definition of PED	
2.7.2 calculation of PED	Calculation of PED using the formula and interpreting the significance of the result. Drawing and interpretation of demand curve diagrams to show different PED.
2.7.3 determinants of PED	The key influences on whether demand is elastic or inelastic.
2.7.4 PED and total spending on a product/revenue	The relationship between PED and total spending on a product/revenue, both in a diagram and as a calculation.
2.7.5 significance of PED	The implications for decision making by consumers, producers and government.

2.8 Price elasticity of supply (PES)

Topic	Guidance
2.8.1 definition of PES	
2.8.2 calculation of PES	Calculation of PES using the formula and interpreting the significance of the result. Drawing and interpretation of supply curve diagrams to show different PES.
2.8.3 determinants of PES	The key influences on whether supply is elastic or inelastic.
2.8.4 significance of PES	The implications for decision making by consumers, producers and government.

2.9 Market economic system

Topic	Guidance
2.9.1 definition of market economic system	
2.9.2 advantages and disadvantages of the market economic system	Including examples of how it works in a variety of different countries.

2.10 Market failure

Topic	Guidance
2.10.1 definition of market failure	The key terms associated with market failure: public good, merit good, demerit good, social benefits, external benefits, private benefits, social costs, external costs, private costs.
2.10.2 causes of market failure	With respect to public goods, merit and demerit goods, external costs and external benefits, abuse of monopoly power and factor immobility. Examples of market failure with respect to these areas only.
2.10.3 consequences of market failure	The implications of misallocation of resources in respect of the over consumption of demerit goods and goods with external costs, and the under consumption of merit goods and goods with external benefits. Note: demand and supply diagrams relating to market failure are not required.

2.11 Mixed economic system

Topic	Guidance
2.11.1 definition of the mixed economic system	
2.11.2 government intervention to address market failure	Definitions, drawing and interpretation of appropriate diagrams showing the effects of three government microeconomic policy measures: maximum and minimum prices in product, labour and foreign exchange markets; indirect taxation; and subsidies. The implications of other government microeconomic policy measures: regulation; privatisation and nationalisation; and direct provision of goods. The effectiveness of government intervention in overcoming the drawbacks of a market economic system.

3 Microeconomic decision makers

3.1 Money and banking

Topic	Guidance
3.1.1 money	The forms, functions and characteristics of money.
3.1.2 banking	The role and importance of central banks and commercial banks for government, producers and consumers.

3.2 Households

Topic	Guidance
3.2.1 the influences on spending, saving and borrowing	Including income, the rate of interest and confidence – between different households and over time.

3.3 Workers

Topic	Guidance
3.3.1 factors affecting an individual's choice of occupation	Wage and non-wage factors.
3.3.2 wage determination	The influences of demand and supply, relative bargaining power and government policy, including minimum wage.
3.3.3 reasons for differences in earnings	How changes in demand and supply, relative bargaining strengths, discrimination and government policy can all influence differences in earnings between workers whether they are: skilled/unskilled; primary/secondary/tertiary; male/female; private sector/public sector. Definition, drawing and interpretation of diagrams that illustrate the effects of changes in demand and supply in the labour market.
3.3.4 division of labour/specialisation	Advantages and disadvantages for workers, firms and the economy.

3.4 Trade unions

Topic	Guidance
3.4.1 definition of a trade union	
3.4.2 the role of trade unions in the economy	Including engaging in collective bargaining on wages, working hours and working conditions; protecting employment; and influencing government policy. Factors influencing the strength of trade unions.
3.4.3 the advantages and disadvantages of trade union activity	From the viewpoint of workers, firms and the government.

3.5 Firms

Topic	Guidance
3.5.1 classification of firms	In terms of primary/secondary/tertiary sectors and private/public sector, and the relative size of firms. Note: detailed knowledge of different types of structure of a firm is not required.
3.5.2 small firms	The advantages and disadvantages of small firms, the challenges facing small firms and reasons for their existence.
3.5.3 causes and forms of the growth of firms	Internal growth, for example increased market share. External growth, for example mergers.
3.5.4 mergers	Examples, advantages and disadvantages of different types of mergers: horizontal, vertical, and conglomerate.
3.5.5 economies and diseconomies of scale	How internal and external economies and diseconomies of scale can affect a firm/industry as the scale of production changes.

3.6 Firms and production

Topic	Guidance
3.6.1 demand for factors of production	Influences to include demand for the product, the price of different factors of production, their availability and their productivity.
3.6.2 labour-intensive and capital-intensive production	The reasons for adopting the different forms of production and their advantages and disadvantages.
3.6.3 production and productivity	The difference between, and influences on, production and productivity.

3.7 Firms' costs, revenue and objectives

Topic	Guidance
3.7.1 definition of costs of production	Total cost (TC), average total cost (ATC), fixed cost (FC), variable cost (VC), average fixed cost (AFC), average variable cost (AVC). Note: marginal cost is not required.
3.7.2 calculation of costs of production	Calculation of TC, ATC, FC, VC, AFC and AVC. Definition, drawing and interpretation of diagrams that show how changes in output affect costs of production.
3.7.3 definition of revenue	Total revenue (TR) and average revenue (AR). Note: marginal revenue is not required.
3.7.4 calculation of revenue	Calculation of TR and AR. The influence of sales on revenue.
3.7.5 objectives of firms	Survival, social welfare, profit maximisation and growth.

3.8 Market structure

Topic	Guidance
3.8.1 competitive markets	The effect of having a high number of firms on price, quality, choice, profit. Note: the theory of perfect and imperfect competition and diagrams are not required.
3.8.2 monopoly markets	Characteristics, advantages and disadvantages of monopoly. Note: diagrams are not required.

4 Government and the macroeconomy

4.1 The role of government

Topic	Guidance
4.1.1 the role of government	Locally, nationally and internationally.

4.2 The macroeconomic aims of government

Topic	Guidance
4.2.1 the macroeconomic aims of government	Economic growth, full employment/low unemployment, stable prices/low inflation, balance of payments stability, redistribution of income. Reasons behind the choice of aims and the criteria that governments set for each aim.
4.2.2 possible conflicts between macroeconomic aims	Possible conflicts between aims: full employment versus stable prices; economic growth versus balance of payments stability; and full employment versus balance of payments stability.

4.3 Fiscal policy

Topic	Guidance
4.3.1 definition of the government budget	
4.3.2 reasons for government spending	The main areas of government spending and the reasons for and effects of spending in these areas.
4.3.3 reasons for taxation	Taxation as the main source of government revenue and the reasons for levying taxation.
4.3.4 classification of taxes	Examples of the different classifications of tax; progressive, regressive, proportional; and direct, indirect.
4.3.5 principles of taxation	The qualities of a good tax.
4.3.6 impact of taxation	The impact of taxation on consumers, producers, government and economy as a whole.

Continued

4.3 Fiscal policy continued

Topic	Guidance
4.3.7 definition of fiscal policy	
4.3.8 fiscal policy measures	The tax and spending changes, in the form of fiscal policy, that cause budget balance or imbalance. Including calculations of the size of a budget deficit or surplus.
4.3.9 effects of fiscal policy on government macroeconomic aims	How fiscal policy measures may enable the government to achieve its macroeconomic aims. Note: aggregate demand and aggregate supply are not required.

4.4 Monetary policy

Topic	Guidance
4.4.1 definition of money supply and monetary policy	
4.4.2 monetary policy measures	Changes in interest rates, money supply and foreign exchange rates.
4.4.3 effects of monetary policy on government macroeconomic aims	How monetary policy measures may enable the government to achieve its macroeconomic aims.

4.5 Supply-side policy

Topic	Guidance
4.5.1 definition of supply-side policy	
4.5.2 supply-side policy measures	Possible supply-side policy measures include education and training, labour market reforms, lower direct taxes, deregulation, improving incentives to work and invest, and privatisation.
4.5.3 effects of supply-side policy measures on government macroeconomic aims	How supply-side policy measures may enable the government to achieve its macroeconomic aims.

4.6 Economic growth

Topic	Guidance
4.6.1 definition of economic growth	
4.6.2 measurement of economic growth	Real Gross Domestic Product (GDP) and how it can be used to measure economic growth. GDP per head (capita).
4.6.3 causes and consequences of recession	Meaning of recession and how a recession moves the economy within its PPC.
4.6.4 causes of economic growth	How changes in total demand may increase the utilisation of resources and GDP – resulting in a movement from inside toward the PPC. How economic growth shifts the economy's PPC to the right and is caused by changes in investment, technology, and the quantity and quality of the factors of production.
4.6.5 consequences of economic growth	The costs and benefits of economic growth in the context of different economies.
4.6.6 policies to promote economic growth	The range of policies available to promote economic growth and how effective they might be.

4.7 Employment and unemployment

Topic	Guidance
4.7.1 definition of employment, unemployment and full employment	
4.7.2 changing patterns and level of employment	The nature and causes of changes in the pattern of employment, for example increase in proportion of workers employed in the tertiary sector and formal economy as an economy develops; a greater proportion of women in the labour force due to changes in social attitudes; decline in the proportion employed in the public sector as a country moves towards a market economy.
4.7.3 measurement of unemployment	How unemployment is measured – claimant count and labour force survey – and the formula for the unemployment rate.
4.7.4 causes/types of unemployment	Frictional, structural and cyclical unemployment.
4.7.5 consequences of unemployment	The consequences of unemployment for the individual, firms and the economy as a whole.
4.7.6 policies to reduce unemployment	The range of policies available to reduce unemployment and how effective they might be.

4.8 Inflation and deflation

Topic	Guidance
4.8.1 definition of inflation and deflation	
4.8.2 measurement of inflation and deflation	Measurement of inflation and deflation using the Consumer Prices Index (CPI).
4.8.3 causes of inflation and deflation	Causes of inflation: demand-pull and cost-push. Causes of deflation: demand-side and supply-side.
4.8.4 consequences of inflation and deflation	The consequences of inflation and deflation for consumers, workers, savers, lenders, firms and the economy as a whole.
4.8.5 policies to control inflation and deflation	The range of policies available to control inflation and deflation and how effective they might be.

5 Economic development

5.1 Living standards

Topic	Guidance
5.1.1 indicators of living standards	Real GDP per head and the Human Development Index (HDI). The components of real GDP and HDI. The advantages and disadvantages of real GDP and HDI.
5.1.2 comparing living standards and income distribution	Reasons for differences in living standards and income distribution within and between countries.

5.2 Poverty

Topic	Guidance
5.2.1 definition of absolute and relative poverty	The difference between the two terms.
5.2.2 the causes of poverty	The causes of poverty including unemployment, low wages, illness and age.
5.2.3 policies to alleviate poverty and redistribute income	Policies including those promoting economic growth, improved education, more generous state benefits, progressive taxation, and national minimum wage.

5.3 Population

Topic		Guidance
5.3.1	the factors that affect population growth	Birth rate, death rate, net migration, immigration and emigration.
5.3.2	reasons for different rates of population growth in different countries	How and why birth rates, death rates and net migration vary between countries.
5.3.3	the effects of changes in the size and structure of population on different countries	The concept of an optimum population. The effects of increases and decreases in population size and changes in the age and gender distribution of population. Note: interpretation of a population pyramid is required, but drawing is not.

5.4 Differences in economic development between countries

Topic		Guidance
5.4.1	differences in economic development between countries	Causes and impacts of differences in income; productivity; population growth; size of primary, secondary and tertiary sectors; saving and investment; education; and healthcare.

6 International trade and globalisation

6.1 International specialisation

Topic		Guidance
6.1.1	specialisation at a national level	The basis for specialisation at national level in broad terms of: superior resource allocation and/or cheaper production methods.
6.1.2	advantages and disadvantages of specialisation at a national level	For consumers, firms and the economy.

6.2 Globalisation, free trade and protection

Topic		Guidance
6.2.1	definition of globalisation	
6.2.2	role of multinational companies (MNCs)	MNCs and the costs and benefits to their host and home countries.
6.2.3	the benefits of free trade	The benefits for consumers, producers and the economy in a variety of countries.
6.2.4	methods of protection	Tariffs, import quotas, subsidies and embargoes.
6.2.5	reasons for protection	Including infant industry, declining industry, strategic industry and avoidance of dumping.
6.2.6	consequences of protection	Effectiveness of protection and its impact on the home country and its trading partners.

6.3 Foreign exchange rates

Topic		Guidance
6.3.1	definition of foreign exchange rate	Floating and fixed systems.
6.3.2	determination of foreign exchange rate in foreign exchange market	The demand for and supply of a currency in the foreign exchange market and the determination of the equilibrium foreign exchange rate.
6.3.3	causes of foreign exchange rate fluctuations	Including changes in demand for exports and imports, changes in the rate of interest, speculation, and the entry or departure of MNCs.
6.3.4	consequences of foreign exchange rate fluctuations	The effects of foreign exchange rate fluctuations on export and import prices and spending on imports and exports via the PED.
6.3.5	floating and fixed foreign exchange rates	The difference between, and the advantages and disadvantages of, a floating foreign exchange rate and a fixed foreign exchange rate system.

6.4 Current account of balance of payments

Topic		Guidance
6.4.1	structure	The components of the current account of the balance of payments – trade in goods, trade in services, primary income and secondary income. Calculation of deficits and surpluses on the current account of the balance of payments and its component sections.
6.4.2	causes of current account deficit and surplus	Reasons for deficits and surpluses.
6.4.3	consequences of current account deficit and surplus	Impact on GDP, employment, inflation and foreign exchange rate.
6.4.4	policies to achieve balance of payments stability	The range of policies available to achieve balance of payments stability and how effective they might be.

4 Details of the assessment

For information on the assessment objectives (AOs), see section 2.

Paper 1 – Multiple Choice

Multiple-choice paper, 45 minutes, 30 marks

Candidates answer all 30 multiple-choice questions. Candidates indicate their answers on the multiple choice answer sheet provided. The questions are based on all six sections of the syllabus content. The questions may include calculations.

Calculators may be used in the examination.

The paper assesses the following assessment objectives:
AO1: Knowledge and understanding
AO2: Analysis

Paper 2 – Structured Questions

Written paper, 2 hours 15 minutes, 90 marks

Candidates answer one compulsory question in Section A and three questions from a choice of four in Section B. Candidates write their answers in the answer booklet provided.

Candidates should be aware of the marks for each part question. These are printed on the question paper. Candidates should use them as a guide to the amount of detail and length of response expected and to help them manage their time effectively.

Calculators may be used in both sections of the examination.

Section A

Candidates answer one compulsory question (30 marks), which requires them to interpret and analyse previously unseen source material relevant to a real economic situation. The question has part questions. Each part question is based on one or more topics drawn from the syllabus content. The part questions require short and extended responses, based on the source information provided and may include calculations and diagrams. The source material contains written text and may contain diagrammatic or tabular information. Candidates must refer to this source material.

Section B

Candidates answer three questions from a choice of four. Each question is worth 20 marks and has four part questions. Each part question is based on one or more topics drawn from the syllabus content. The questions require short and extended responses, and may include calculations and diagrams. Each question is introduced by stimulus material. The stimulus gives the question context. Candidates may refer to this material and/or to other examples that they have studied.

The paper assesses the following assessment objectives:
AO1: Knowledge and understanding
AO2: Analysis
AO3: Evaluation

Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
Analyse	examine in detail to show meaning, identify elements and the relationship between them
Calculate	work out from given facts, figures or information
Define	give precise meaning
Describe	state the points of a topic / give characteristics and main features
Discuss	write about issue(s) or topic(s) in depth in a structured way
Explain	set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence
Give	produce an answer from a given source or recall/memory
Identify	name/select/recognise
State	express in clear terms

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at **www.cambridgeinternational.org/eoguide**

Before you start

Previous study

We do not expect learners starting this course to have previously studied economics.

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

You can view the timetable for your administrative zone at **www.cambridgeinternational.org/timetables**

You can enter candidates in the June and November exam series. If your school is in India, you can also enter your candidates in the March exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE (9–1) Economics (0987)
- Cambridge O Level Economics (2281)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at **www.cambridgeinternational.org/cambridgeice**

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at **www.cambridgeinternational.org/eoguide**

Retakes

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at **www.cambridgeinternational.org/entries**

Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In our effort to comply with the UK Equality Act (2010) we have taken all reasonable steps to avoid any direct and indirect discrimination.

The standard assessment arrangements may present barriers for candidates with impairments. Where a candidate is eligible, we may be able to make arrangements to enable that candidate to access assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at **www.cambridgeinternational.org/eoguide**

Language

This syllabus and the related assessment materials are available in English only.

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement
  The assessment:
  - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- to show likely future success
  The outcomes:
  - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
  - help students choose the most suitable course or career.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE Economics will be published after the first assessment of the syllabus in 2020. Find more information at **www.cambridgeinternational.org/0455**

Changes to this syllabus for 2023, 2024 and 2025

The syllabus has been updated. This is version 1, published September 2020.

There are no significant changes that affect teaching.

You must read the whole syllabus before planning your teaching programme.

Changes to syllabus content	• We have made some small changes to the wording in section 3 Subject content, for clarity.

Any textbooks endorsed to support the syllabus for examination from 2020 are still suitable for use with this syllabus.

‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: info@cambridgeinternational.org   www.cambridgeinternational.org