

Section A

Answer this question.

People in Education

- 1 Most governments see increasing the number of their population in education as a way to raise national productivity and prosperity in the long term.

The Organisation for Economic Co-operation and Development (OECD) has produced statistics of those in different age groups who participate in education. Table 1 shows the percentages of two age groups who are in education in a selection of countries. This covers both full-time and part-time students and both public and private providers.

Table 1: Educational participation rates in 1995 and 2007, selected countries

Country	Percentage of those aged 15–19 participating in education		Percentage of those aged 20–29 participating in education	
	1995	2007	1995	2007
Belgium	94	94	24	28
France	89	86	19	20
South Korea	75	87	15	28
United Kingdom	72	71	18	17
United States	72	80	19	23
New Zealand	68	75	17	30

Economists classify products into different groups such as private goods or public goods and merit goods or demerit goods. Education is usually considered to be an example of a merit good.

- (a) Between 1995 and 2007, which country was
- the least successful in increasing its overall educational participation rate and
 - the most successful in increasing its overall educational participation rate? [2]
- (b) Explain **two** possible economic reasons why the educational participation rate of 15–19 year-olds is higher than that of 20–29 year-olds for all countries as shown in Table 1. [4]
- (c) (i) What is the difference between production and productivity? [2]
- Explain how education may affect labour productivity and the production possibility curve. [4]
- (d) Why is education considered to be an example of a merit good? [2]
- (e) Discuss the extent to which the provision of education is different from the provision of national defence. [6]

Section B

Answer **one** question.

- 2 (a) Explain, with the use of diagrams, the different effects on the price and quantity of a product of the removal of a subsidy and the removal of an indirect tax on that product. [8]
- (b) Discuss the possible benefits and drawbacks of government subsidies to agriculture. [12]
- 3 (a) Explain, with the use of an aggregate demand (AD) and aggregate supply (AS) diagram, the different effect of cost-push and demand-pull inflation on real output. [8]
- (b) Discuss whether the effect of the rate of inflation on the exchange rate is more or less important than the effect of the exchange rate on the rate of inflation. [12]
- 4 (a) Explain the different types of international economic integration. [8]
- (b) Discuss the possible economic effects of a global ban on all forms of trade protection. [12]

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