



## Syllabus

# Cambridge IGCSE™ (9–1) Economics 0987

Use this syllabus for exams in 2026.

Exams are available in the June and November series.

This syllabus is **not** available in all administrative zones.

Please check the syllabus page at [www.cambridgeinternational.org/0987](http://www.cambridgeinternational.org/0987) to see if this syllabus is available in your administrative zone.



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## Why choose Cambridge International?

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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.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, are rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources. Learn more about our research at [www.cambridgeassessment.org.uk/our-research/](http://www.cambridgeassessment.org.uk/our-research/)

We believe education works best when curriculum, teaching, learning and assessment are closely aligned. Our programmes develop deep knowledge, conceptual understanding and higher-order thinking skills, to prepare students for their future. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

**School feedback:** ‘We think the Cambridge curriculum is superb preparation for university.’

**Feedback from:** Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

### Quality management



Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/about-us/our-standards/](http://www.cambridgeinternational.org/about-us/our-standards/)

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# Contents

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<b>Why choose Cambridge International? .....</b>	<b>2</b>
<b>1 Why choose this syllabus? .....</b>	<b>4</b>
<b>2 Syllabus overview .....</b>	<b>7</b>
Aims	7
Content overview	8
Assessment overview	9
Assessment objectives	10
<b>3 Subject content .....</b>	<b>12</b>
<b>4 Details of the assessment .....</b>	<b>25</b>
Paper 1 – Multiple Choice	25
Paper 2 – Structured Questions	25
Command words	26
<b>5 What else you need to know .....</b>	<b>27</b>
Before you start	27
Making entries	28
Accessibility and equality	28
After the exam	29
How students and teachers can use the grades	30
Changes to this syllabus for 2026	31



## **Important: Changes to this syllabus**

The latest syllabus is version 1, published September 2023. 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

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 5000 schools in 150 countries.

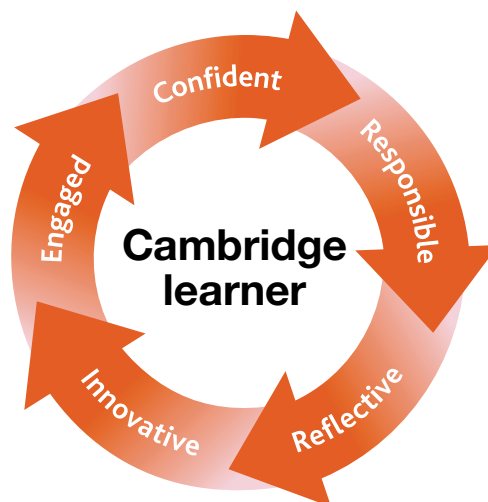
Our programmes promote a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE (9–1) Economics is accepted by universities and employers as proof of knowledge and understanding of economics. Successful Cambridge IGCSE (9–1) Economics candidates gain lifelong skills, including:

- 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:



**School feedback:** ‘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.’

**Feedback from:** Gary Tan, Head of Schools and CEO, Raffles Group of Schools, Indonesia

## International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE (9–1) Economics gives learners a solid foundation for further study. Candidates who achieve grades 9 to 4 are well prepared to follow a wide range of courses including Cambridge International AS & A Level Economics.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Cambridge students can be confident that their qualifications will be understood and valued throughout their education and career, in their home country and internationally. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK ENIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

**School feedback:** ‘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.’

**Feedback from:** Managing Director of British School of Egypt BSE

## Supporting teachers

We believe education is most effective when curriculum, teaching and learning, and assessment are closely aligned. We provide a wide range of resources, detailed guidance, innovative training and targeted professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

Support for Cambridge IGCSE			
<b>Planning and preparation</b> <ul style="list-style-type: none"> <li>Syllabuses</li> <li>Schemes of work</li> <li>Specimen Question Papers and Mark Schemes</li> <li>Teacher guides</li> </ul>	<b>Teaching and assessment</b> <ul style="list-style-type: none"> <li>Endorsed resources</li> <li>Online forums</li> </ul>	<b>Learning and revision</b> <ul style="list-style-type: none"> <li>Example candidate responses</li> <li>Past papers and mark schemes</li> <li>Specimen paper answers</li> </ul>	<b>Results</b> <ul style="list-style-type: none"> <li>Candidate Results Service</li> <li>Principal examiner reports for teachers</li> <li>Results Analysis</li> </ul>

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

## Professional development

Find the next step on your professional development journey.

- Introductory Professional Development – An introduction to Cambridge programmes and qualifications.
- Extension Professional Development – Develop your understanding of Cambridge programmes and qualifications to build confidence in your delivery.
- Enrichment Professional Development – Transform your approach to teaching with our Enrichment workshops.
- Cambridge Professional Development Qualifications (PDQs) – Practice-based programmes that transform professional learning for practising teachers. Available at Certificate and Diploma level.

Find out more at:

[www.cambridgeinternational.org/support-and-training-for-schools/professional-development/](http://www.cambridgeinternational.org/support-and-training-for-schools/professional-development/)



### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

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## 2 Syllabus overview


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### 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 9 to 1.

### All candidates take:

**Paper 1** 45 minutes  
 Multiple Choice 30%  
 30 marks  
 Candidates answer all 30 questions  
 Externally assessed

### and:

**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	Paper 2
AO1 Knowledge and understanding	50	35
AO2 Analysis	50	35
AO3 Evaluation	0	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.
3.4.3 the advantages and disadvantages of trade union activity	Factors influencing the strength of trade unions. 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.



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## 4 Details of the assessment

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

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## 5 What else you need to know

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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](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We recommend that learners starting this course should have studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

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

#### Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' 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. Find your administrative zone at [www.cambridgeinternational.org/adminzone](http://www.cambridgeinternational.org/adminzone). This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/0987](http://www.cambridgeinternational.org/0987)

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

You can enter candidates in the June and November 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 Economics (0455)
- 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.

## 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 access to 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 an 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 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](http://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/retakes](http://www.cambridgeinternational.org/retakes)

### Language

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

## Accessibility and equality

### Syllabus and assessment design

At Cambridge International, we work to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics, which include special educational needs and disability, religion and belief, and characteristics related to gender and identity. We also aim to make our materials as accessible as possible by using accessible language and applying accessible design principles. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

## Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make ‘reasonable adjustments’ for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

### Important:

Requested access arrangements should be based on evidence of the candidate’s barrier to assessment and should also reflect their normal way of working at school. This is explained in the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

## After the exam

### Grading and reporting

Grades 9, 8, 7, 6, 5, 4, 3, 2 or 1 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. ‘Ungraded’ means that the candidate’s performance did not meet the standard required for grade 1. ‘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:

- 1 to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

- 2 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.

The outcomes help students choose the most suitable course or career.

## Changes to this syllabus for 2026

The syllabus has been updated. This is version 1, published September 2023.

**You must read the whole syllabus before planning your teaching programme.** We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

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



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

**Feedback from:** Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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