Question 1: Education in ASEAN and Switzerland

Suggested Answers

(a) **Explain one positive externality that could arise from education in ASEAN. [2]**

Extract 1: "education leads to better health outcomes, higher social capital, peaceful and gender-equal societies, decent work opportunities and economic growth."

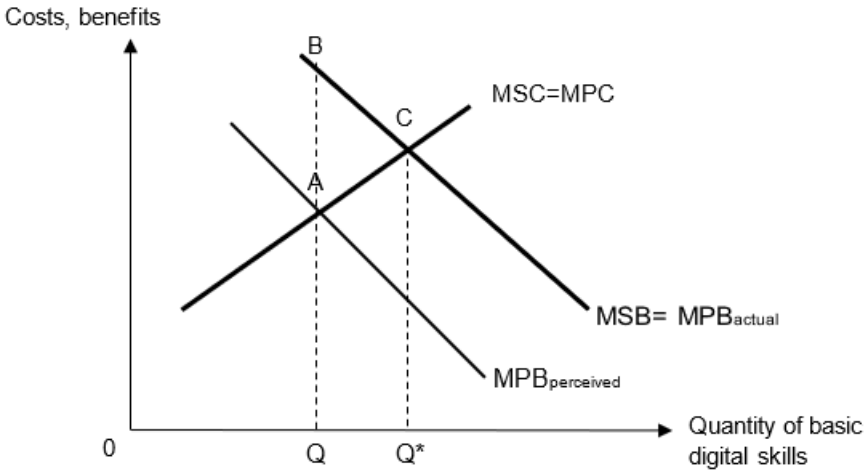
In the case of education in ASEAN, having a highly educated workforce would mean increasing productivity of the entire economy → attract FDI → generate higher EG → higher tax revenue (monetise external benefit) collected by the government (3rd party), without compensation.

Markers' Report		
Skills Strengths (+): What are the required skills that were well-demonstrated? Areas for improvement (-): What are the skills that were lacking/ not well-demonstrated?		**Aha moment!**
(-)	Some students merely focus on the positive outcomes for education without giving clear examples of external benefits.	
Content Strengths (+): What are some concepts that were well-explained with clear linkages made? Areas for improvement (-): What are some concept gaps / conceptual errors?		**Aha moment!**
(-)	Some students were unable to point out clearly who are the 3rd parties.	
(-)	Some students were unable to monetise the external benefits.	

(b) **Extract 1 states 'It was revealed that in 2022, only one in two young Southeast Asians perceives the need to improve their basic digital skills through education'.**

Explain why this might be a case of information failure and how this could lead to an inefficient outcome in the market for digital skills. [5]

Explain why improving basic digital skills might be a case of information failure: [2]



Consumers might not fully recognise **the long-term private benefits** of improving their digital skills which "would improve their ability to learn better and improve other skills" (Extract 1) leading to **increased employability and higher wages they can earn in the future**. As all these **only happen in the future**, they **underestimate the true private benefits** of improving their basic digital literacy. The imperfect information results in divergence between MPB_{actual} and $MPB_{perceived}$, where **$MPB_{actual} > MPB_{perceived}$.**

Explain how this would lead to an inefficient outcome in the market for digital skills: [3]

In the free market, consumers being rational and self-interested will seek to maximise their utility. They consider only their private costs and benefits. Marginal private benefits (MPB) of consuming basic digital skills is the increased employability and higher income earned by the consumer. Marginal private costs (MPC) is the additional cost of associated with acquiring digital skills, such as enrolling in courses. This means that the **private output, occurs where MPBperceived = MPC, at Q.**

However, the **socially optimal level of consumption is at Q* where MSB=MPB_{actual} intersects the MSC (assuming no externalities)**. Hence with no government intervention, there is an **underconsumption of QQ* units** of basic digital skills services. This results in the **under-allocation of resources** to the consumption and hence production of basic digital skills services. Therefore, there is **welfare loss represented by area ABC**, which arises from imperfect information as the benefit forgone exceeds the costs in not consuming QQ* units

of basic digital skills services. Hence, the net benefit forgone from the underconsumption of basic digital skills services leads to allocative inefficiency, hence market failure and inefficient outcome.

Markers' Report		
Skills Strengths (+): What are the required skills that were well-demonstrated? Areas for improvement (-): What are the skills that were lacking/ not well-demonstrated?		**Aha moment!**
(+/-)	Correctly drawn cost-benefit diagram was used quite effectively to explain market failure in the digital skills market. Some drew MPBactual and MPB perceived to be upward sloping.	
(+)	Majority of the students were able to explain how imperfect information could lead to market failure in the market for digital skills. Elements of P.D.S.A.D. were evident in most answers.	
(-)	Students merely quote evidence directly from case material and did not explain how the evidence shows there is underestimation of private benefits in the consumption of digital skills.	
Content Strengths (+): What are some concepts that were well-explained with clear linkages made? Areas for improvement (-): What are some concept gaps / conceptual errors?		**Aha moment!**
(+)	Majority of the students were able to explain the conditions for Q and Q* as well as how welfare loss occurs.	
(-)	Although the elements of P.D.S.A.D. were evident in most answers, some gaps in explanation still existed. One significant gap was the explanation causing the divergence between MPB perceived and MPB actual which varied in quality. Better answers were able to bring out that improving their digital skills which "would improve their ability to learn better and improve other skills" (Extract 1) leads to increased employability and higher wages they can earn in the future. Weaker answers showed confusion between private and external benefits. They brought in external benefits such as higher productivity	

			benefiting the firms and economy when explaining the actual private benefit. Do note that the *explanation for the divergence between MPB perceived and MPB actual is not equivalent to the explanation for marginal external benefit*.		
(c)	**Comment on the extent to which remote learning possesses the characteristics of non-rivalry and non-excludability. [6]** [Definition] **Non-rivalry** means the consumption of the good or sevice by one additional person does not diminish another person's ability to consume it. [Application to context] In theory, remote learning can be non-rivalrous because when a student accesses digital education resources such as online lectures or educational materials, it does not reduce the availability of that recorded lecture or material for others. Multiple students can watch the same recorded lecture without affecting each other's learning experience. [Definition] **Non-excludability** means it is either not feasible or not technically possible for producers to exclude someone from enjoying the benefits of the good or service once it is provided. This means that it is not possible to assign property rights to only those who pay for the good. [Application to context] Remote learning is excludable, remote learning service provider can prevent non-payers from accessing the service through password only available to payers. **Address comment:** ***Comment on:*** However, the extent to which remote learning possesses the characteristic of non-rivalry depends on the quality of the internet infrastructure of which the remote learning is hosted. If there is limited / insufficient internet bandwidth/server **from the remote learning service provider**, it will lead to slower speed / reduced access, the experience can become rivalrous as the quality of access falls when more users attempt to access the same resources simultaneously. ***Comment on:*** However, the extent to which remote learning possesses the characteristic of excludability is weak. Remote learning often exhibits significant non-excludability, this is especially true for countries where intellectual property rights are not well governed or enforced. Remote learning lessons could easily be recorded and made available online by users, it is economically not feasible for the original information/ content owner to exclude consumers from accessing the content.		

The extent to which remote learning exhibits the characteristics of non-rivalry and non-excludability depends on the access to digital infrastructure and resources. In this case, remote learning is **rivalrous and non-excludable** especially in disadvantaged or remote communities where infrastructures and enforcement is lacking.

Mark Scheme

Level 2: Up to 4 marks for an explanation on non-rivalry AND non-excludability with application to context given

Level 1: Up to 2 marks for an explanation on 1) either non-rivalry OR non-excludability with application to context given OR 2) definitions of non-rivalry and non-excludability

Evaluation: Up to 2 marks for an appropriate comment on the extent to which remote learning possesses the characteristic of **either** non-rivalry or non-excludability.

Markers' Report		
Skills Strengths (+): What are the required skills that were well-demonstrated? Areas for improvement (-): What are the skills that were lacking/ not well-demonstrated?		**Aha moment!**
(-)	Definitions were not contextualised.	
(-)	Many did not provide evaluation and no attempt to identify a possible criterion to address the question on "the extent".	
Content Strengths (+): What are some concepts that were well-explained with clear linkages made? Areas for improvement (-): What are some concept gaps / conceptual errors?		**Aha moment!**
(+)	Candidates were able to identify the two main characteristics of public good.	
(-)	Definitions were not precise.	
(-)	Many mentioned that since learners can access remote learning materials for free hence it is non-excludable.	
(-)	Many mentioned that poorer learners do not have access to devices hence they are being excluded from remote learning, making remote learning excludable.	

			The fact is that any learners with device can also be excluded from benefiting from remote learning. Hence focus on the possibility of excluding people from remote learning itself. Device is not the determining factor for whether remote learning is excludable or not.		

(d) **With reference to Extract 2, explain how Honda might have come to its decision to not significantly automate its processes in the ASEAN region.** **[3]**

- Firms like Honda aim to maximise profits and will go ahead to automate if the benefits outweigh the costs.
- **Benefit (Explain with 1 e.g.):** The benefit of automation is the revenue earned from the greater production of vehicles as a result of the increased productivity due to automation OR the cost savings from increased productivity and the decrease in wages due to less labour hired
- **Costs (Explain with 1 e.g.):** Upfront costs such as purchase of robotic equipment and retraining of workers to manage new systems etc.
- **State condition for the decision to not automate more:**
  Honda chose not to automate more as the marginal private benefits = marginal private costs at that current level of automation.
  OR
  Total costs of more automation outweigh the benefits
- **Possible reason:** In ASEAN countries where there is abundance of low-skilled labour, the high supply of labour leads to low wages i.e. labour costs is very low. On the other hand, capital goods and technology for automation may not be readily available and hence, much need to be spent on bringing these machines in from overseas. The benefit of automation i.e. cost savings from hiring less labour is outweighed by the costs of automation.

Markers' Report		
Skills Strengths (+): What are the required skills that were well-demonstrated? Areas for improvement (-): What are the skills that were lacking/ not well-demonstrated?		**Aha moment!**
(+)	Students used evidence to support why the costs might have outweighed the benefit to rationalise the decision to not automate further.	
(-)	Students did not explain the evidence properly and many tended to quote rather than explain their inference with reference to the costs and benefits of the decision-making framework.	

	(-)	Some students proceeded to give 2 scenarios, 1 that accounts for why the firm did not automate, and another that suggested the firm would automate eventually. Students need to pay attention to the question intent and mark allocation.		
	Content Strengths (+): What are some concepts that were well-explained with clear linkages made? Areas for improvement (-): What are some concept gaps / conceptual errors?		**Aha moment!**	
	(+)	Many candidates knew that the firm made decisions based on their aim to maximise profits.		
	(-)	Many did not explicitly link to the condition for rational decision-making such as costs outweighed the benefits or MPC=MPB to determine how much to automate. They merely compared the costs of labour with costs of automation.		
	(-)	Many incorrectly explained benefits of automation as a rise in profits. Profits is the net benefit i.e benefits – costs to firms.		

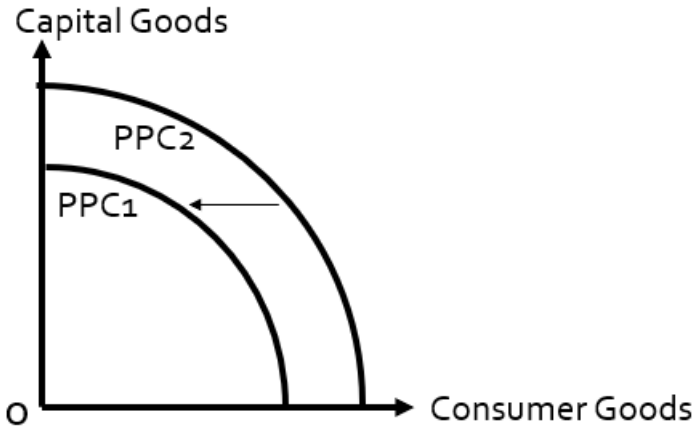
(e) **With reference to Extract 3, explain**

(i) with the aid of a production possibility curve diagram, the impact of an ageing population on the potential growth of the country. [3]

(ii) how might an ageing population affect the country's fiscal balance. [3]

(i) PPC: [3]

- Fully-labelled diagram of PPC (1m):



- An ageing population leads to a reduction in the labour force / a decline in productivity. This results in a decrease in factor quantity / quality, causing a fall in the economy's productive capacity. Consequently, this would lead to an inward shift of the Production Possibility Curve (PPC) from PPC1 to PPC2.
- Decrease in potential growth of the economy.

(ii) Budget balance: [3]

- An ageing population leads the government to spend more on healthcare, which results in an increase in government expenditure (G).
- Government collects less tax revenue as fewer people are paying income taxes due to shrinking labour force which results in a fall in tax revenue (T).
- Increase in G > fall in T → Worsens fiscal balance

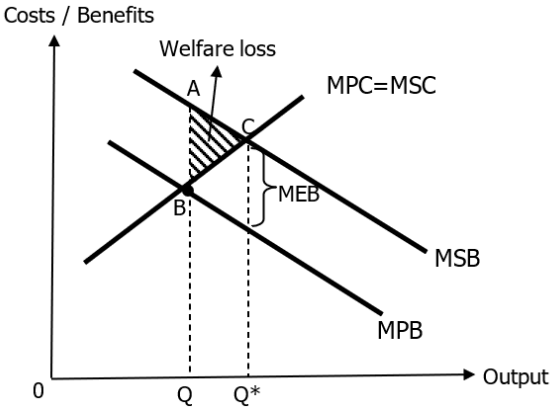
Markers' Report		
Skills Strengths (+): What are the required skills that were well-demonstrated? Areas for improvement (-): What are the skills that were lacking/ not well-demonstrated?		**Aha moment!**
(+)	e(ii) is better attempted than e(i). Most students understood the requirements for e(ii).	
(-)	For e(i), many candidates are not mindful of the key words of the question and failed to address impact on potential growth.	
(-)	Poorly drawn PPC diagram for e(i) labelling the axes as "Good 1 / Good 2", "nation goods", "healthcare for elderly", "education for the young", etc.	
Content Strengths (+): What are some concepts that were well-explained with clear linkages made? Areas for improvement (-): What are some concept gaps / conceptual errors?		**Aha moment!**
(+)	Many candidates understood the concept of a fiscal balance and implications of ageing population on the potential growth of an economy.	
(-)	For e(ii), many also cited that due to ageing population, there is a rise in unemployment. This is in fact inaccurate. For instance, as the aging population increases, there is higher demand for healthcare, social services, and pensions. More resources are allocated toward these services, creating *employment opportunities* in these sectors. Therefore,	

		unemployment could decrease in sectors related to elderly care.	

(f) **With reference to Extract 4, discuss whether ASEAN countries should adopt the Swiss government's approach to achieve efficiency and equity in the market for education. [8]**

Introduction: Briefly explain the underconsumption due to positive externalities + Swiss approach based on Extract 4

In the case of education, having a highly educated workforce would mean higher tax revenue collected by the government due to higher tax paid by graduates compared to non-graduates, reduced mortality rates and lower crime rates. Overall society's standard of living will improve. Hence, the social benefit of education exceeds private benefit. Since consumers do not consider these external benefits on society in their consumption decisions, education services are often under-demanded and under-consumed. This is seen in the figure below where MPB < MSB.



To the individual consumer, he will consume up to the point where MPB = MPC at Q. However, the socially optimal level of output is at Q*, where MSC = MSB. Therefore, the price mechanism <u>under-allocates</u> resources to the consumption of education services. There is under-consumption of education services, and hence a welfare loss to society occurs. The shaded area shows the total welfare loss to the society because of this under-allocation of resources. The market fails because allocative efficiency has not been achieved at Q, where the right amount of education services is not produced and consumed.

Extract 4: Switzerland's education system is characterised by a combination of legislation and subsidies that enhance its effectiveness. The country mandates eleven years of compulsory education, ensuring a comprehensive and structured educational experience for all students. Additionally, Switzerland's predominantly publicly funded education system, supported by scholarships and grants, makes education accessible and affordable.

Development 1: Compulsory education
Legislation (Rules and regulations)

<u>Step 1:</u> What legislations are
Legislations are rules and regulations for compliances. The government will enforce the legislation through regular checks and non-compliance will be punished with penalties such as fines.

<u>Step 2a:</u> How legislations work and its impact on efficiency:
The compulsory legislations will increase the consumption level. The need for compliance coupled with the threat of punitive measures forces consumers to enroll their children for education, causing them to internalise the external benefits and hence increase the MPB of consumption. If effectively designed, consumption will increase to the socially optimal output of Q*. As the consumption/production of a good increases to the socially optimal level, the deadweight loss is eliminated, and allocative efficiency is achieved.

<u>Step 2b:</u> How legislations work and its impact on equity:

The law however leads to an increase in the demand for education in the countries as families that used to not send their children to school would now have to express demand for education services and this increase in consumers' demand inevitably pushes price up. This makes education even less affordable for consumers, especially those from the low-income families.

Possible EV: This is particularly counter intuitive as the law was meant to compel all children to be sent for education i.e. this law target those who are poor in the ASEAN region, as families would rather send their children for work to help in bringing in income. The law has now made education even more inaccessible to the poor.

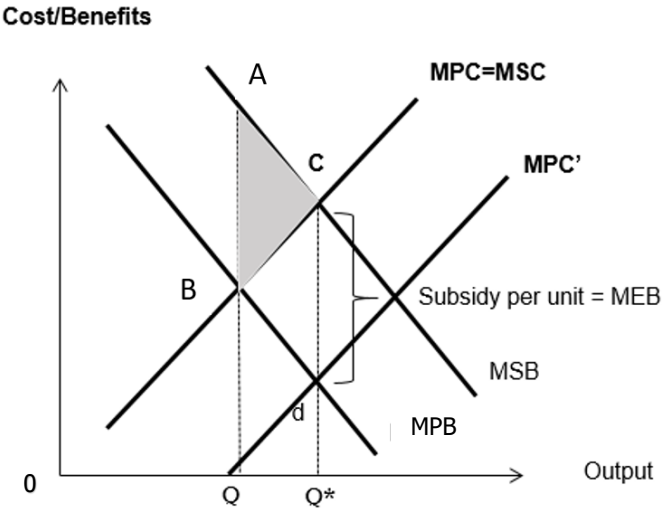
Development 2: Subsidies / grants

<u>Step 1:</u> What subsidies are:
A subsidy can be given by the government for the production (or consumption) of goods that generate positive external benefits. It has the <u>same effect as a decrease in the cost of production</u>. If this accurately reflects the marginal external benefits, the firm or consumer now in effect is being compensated for the positive externalities generated.

<u>Step 2a:</u> How subsidies work to resolve efficiency

The government can grant **subsidies per unit** of output to ***internalise the external benefit***. The government by granting a subsidy per unit = MEB at Q*, MPC falls to MPC' as the consumers internalise the external benefit to society. Hence the socially optimal output of Q* instead of Q will be produced (or

consumed). Deadweight loss is now eliminated, and society's welfare is maximised. The market is now allocative efficient.



Granting of subsidies in education to achieve the socially efficient level of output

<u>Step 2b:</u> How subsidies work to resolve equity

Reduces inequity. Subsidies lower the price of these goods with positive externalities and provide access to the poor who may otherwise have been rationed out of the market due to their inability to pay the higher price. Thus, the subsidies help to reduce inequity.

<u>Step 3:</u> How well do subsidies work

<u>Advantages:</u>

1. **Flexibility.** Subsidy can be varied to reflect the extent of external benefit.

2. **Incentive.** Being a market-based solution, subsidies incentivise producers or consumers to undertake socially desirable actions.

<u>Limitations & Disadvantages:</u>

1. **Problems of financing.** Subsidies require a high level of government expenditure; in order to finance these subsidies, there could be unintended consequences incurred. For instance, the government may need to reallocate budget from other areas of expenditure such as healthcare. If the benefits of subsidising education is less than the opportunity costs incurred, this could mean an inefficient use of the government's resources.

Conclusion – Overall EV: Should or should not adopt Swiss approach

[E/Criterion: Government Constraints]
[E/Opinion] ASEAN countries like Indonesia and Myanmar have large government budget deficits that could limit the extent to which these countries can adopt the Swiss approach to education, whereas for countries like Singapore with a healthy government budget balance, adopting the Swiss approach may be much more feasible.
[E/Reasoning] Table 1 suggests that ASEAN countries like Indonesia and Myanmar have a relatively lower urban population, which could also suggest much of the population are still living in rural areas where infrastructure is not that well developed and access to facilities like education is limited. Hence, a lot of government expenditure is expected to build more of such infrastructure and enhance the accessibility to education, which could be difficult for these countries given the budget deficit they already have. On the other hand, countries like Singapore, with its prudent fiscal spending and well-developed infrastructure, would be in better stead to follow the Swiss approach and have the financial capabilities to fund subsidies and enforce laws. Thus, while some countries like Singapore can emulate the Swiss approach, countries like Indonesia and Myanmar might have to adjust some of the policies such as providing subsidies only to those who are at the lowest income brackets etc.

Mark Scheme

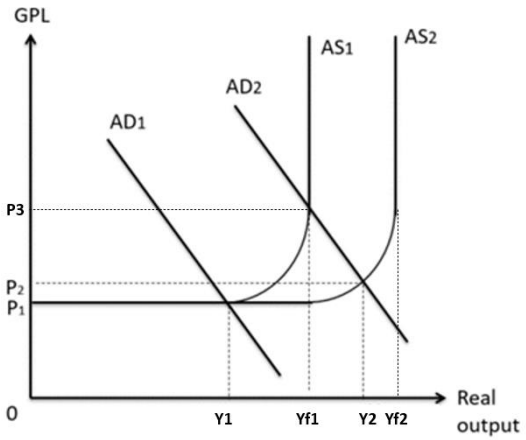
Level	Knowledge, Application/Understanding, and Analysis	Marks
L2	• Balanced, well-developed and accurate analysis of how compulsory education and subsidies may and may not help ASEAN achieve efficiency and equity in the education market. • Rigour in the analysis will be demonstrated with the use of economic models such as the MSC/MSB analysis.	**4 – 6**
L1	• Underdeveloped two-sided answer or well-developed one-sided analysis with limited reference to case material. • Attempt to use economic models with inaccuracy or misconception. **Low L1** • Inappropriate economic concepts, theories and principles are used. Inaccurate economic analysis.	**1 – 3**
Evaluation		
E	Evaluation marks will be awarded for evaluative comment with reference to the "extent" to the education policies by Switzerland is going to be effective in the context of ASEAN.	**1 – 2**

Markers' Report	
Skills Strengths (+): What are the required skills that were well-demonstrated?	

Areas for improvement (-): What are the skills that were lacking/ not well-demonstrated?		**Aha moment!**
(+)	Majority of the candidates were able to provide a balanced answer by suggesting how the approach might be helpful and the limitations.	
(+)/(-)	Majority of the candidates attempted to provide a conclusion, though the quality of the summative evaluation varied.	
(-)	Many candidates did not pay attention to the key words and context of the question. Candidates focused excessively on explaining the potential macroeconomic benefits of using the Swiss approach, rather than addressing the question intent on how efficiency and equity can be achieved in the market for education.	
(-)	Lacking rigour and scope in answers. Many candidates did not provide analysis for the policies, and instead gave very assertive and descriptive responses.	
Content Strengths (+): What are some concepts that were well-explained with clear linkages made? Areas for improvement (-): What are some concept gaps / conceptual errors?		**Aha moment!**
(-)	Confusion between info failure and externalities. Students are still incorrectly diverging MPBperceived and MPBactual when explaining positive externalities as the source of market failure.	
(-)	Several explained the mandatory schooling as policy that can correct the info failure which is not correct. To specifically target info failure, governments would have to turn to provision of information. What laws like mandatory schooling do is to compel the consumers to consume the good, i.e. MPB increases as consuming the good prevents the consumer from getting punished by law.	
(-)	Many students saw mandatory schooling as equitable, failing to realise that the rise in demand due to this law would have caused the price of education to rise, rationing out the lower-income further.	
(-)	Many asserted that when education became affordable, equity is achieved as everyone can afford it without explaining clearly the linkages and how the affordability even came about.	

(-)	Some students explained direct provision without stating that it is free, though analysis showed that MPC fell to 0.	
(-)	Many students wrongly explained that by providing education for free, it would become a public good. Such students have failed to understand the definition of the characteristics of public goods.	

(g)	**Extract 2 states that 'Technological disruption can be positive, to the extent ASEAN's governments and private sectors are able to interpret and adapt to them'.** **Discuss whether technological disruption can be positive for ASEAN countries' pursuit of inclusive growth. [10]** **Development 1: Impact on Sustained growth (+ve)** • Automation leads to more efficient production processes, which increases productivity in both the manufacturing and service sectors. As a result, there is an increase in output per man-hour. • Automation increases productivity, freeing up resources and labour. This allows Vietnam to develop higher-value industries, such as technology and services, thereby reducing its dependence on low-skilled manufacturing. • Attracts investments (FDI) → increase AD and AS → sustained growth Technological disruptions often lead to advancements and innovations that attract significant investments from both domestic and foreign firms. When foreign direct investment (FDI) flows into a country, it not only brings capital but also technology, expertise, and new business practices. Volume of FDI increases for these countries. I increases and AD increases, ceteris paribus. In addition, the inflow of capital and labour from FDI brings along with them skills and knowledge. This allows for an increase in the quantity and quality of an economy's resources, increasing the productive capacity of the economy.



As illustrated in the figure above, when the economy is operating at AS1, an increase in aggregate demand from AD1 to AD2 will cause real output to increase from Y1 to Yf1, leading to actual growth. Any sustained increase in AD will constitute demand pull inflation with no increase in real output, i.e. no economic growth.

However, technological disruption also enhances our supply side capabilities, AS increases from AS1 to AS2, leading to potential growth. Full employment output increases from Yf1 to Yf2. Thus, as AD increases, real output increase from Yf1 to Y2 and prices fall to P2. The diagram illustrates that sustained non-inflationary growth can be achieved when there is an increase in both the AD and AS of Vietnam.

Limitations with Vietnam context:

- **Reliance shift:** Emerging economies like Vietnam often rely on low-cost labour as a competitive advantage in global markets. Automation reduces the importance of low-cost labour, which can undermine these economies' traditional growth strategies, leading to slower economic growth.
- **Investment Challenges**: Automation often requires significant capital investment, which may not be feasible for all businesses, especially in developing countries like Vietnam. This can result in a slower adoption of technology and a lag in economic growth.

Development 2: Impact on Inclusivity

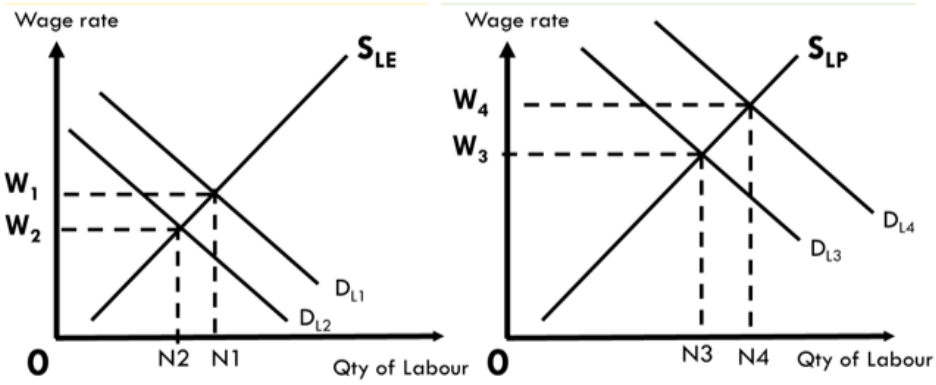
(negative) Results in structural unemployment:

Automation may displace lower-skilled workers since companies may be embracing the use of these technologies as it brings about lower unit COP. As such, there will be a fall in demand for lower-skilled workers. These workers will then be laid off. These workers will seek job opportunities in industries where jobs are available, i.e., demand for high-skilled workers in industries where skills related to A.I, or automation is required. However, if they lack the relevant skills to enter

the industry i.e., they are occupationally immobile, where their existing skill set does not match those required in available job, there exists mismatch of skills which leads to structural unemployment.

Structural unemployment may also cause a problem of widening income inequality which could lead to unhappiness and unrest among the lower income workers. These leads to a decrease in standard of living.

Structural unemployment and widening income gap



In the figure above, workers who have skills to operate automation earn increasingly higher wages than workers who lack these relevant skills. Workers who are unable to operate automation experienced a fall in wages from W1 to W2 due to fall in demand for their labour while workers with relevant skills see a rise in wages from W3 to W4. The wage gap between the 2 groups of workers widens from W1W3 to W2W4.

Automation often increases the returns on capital (such as machinery, software, and intellectual property) rather than labor. As businesses invest more in automation, the owners of capital (typically wealthier individuals or corporations) benefit disproportionately, further increasing income inequality.

Possible EV: Some developed ASEAN countries like Singapore have migration policies that encourage movement of low-skilled labour from other ASEAN countries (Thailand, Philippines and Indonesia etc.), these low-skilled labour command a lower wage as compared to the existing low-skilled labour who are citizens. These further drives down the wages of low-skilled workers in Singapore. High skilled workers from Singapore are consistently in high demand both domestically and in other ASEAN countries, this once again increase the wage gap both domestically and overseas, further worsening inclusivity in the region.

Conclusion - Overall EV:

- How beneficial it is depend on the **extent to which governments can intervene**. Hence, for Vietnam, to maximise the benefits of automation, Vietnam must invest in education, retraining programs, and social safety nets to ensure that the workforce can adapt to the changing economic landscape.

- ASEAN countries that successfully train their workers to adapt to automation will be more competitive in the global market. A well-trained workforce can attract foreign investment, drive innovation, and improve productivity, all of which are crucial for maintaining a strong economic position.
- Training programs that focus on emerging technologies and automation can help ensure that the benefits of automation are distributed more evenly across society. By providing all workers with the opportunity to acquire the skills needed for high-paying jobs, countries can mitigate the risk of widening income inequality and social unrest.

Mark Scheme

Level	Knowledge, Application/Understanding, and Analysis	Marks
L2	• Balanced, well-developed and accurate analysis of how sustained growth and inclusivity maybe affected by automation. • Rigour in the analysis will be demonstrated with the use of economic models such as the AD/AS analysis, as well as clear linkages to structural unemployment and income inequality as a result of automation.	**4 – 7**
L1	• Underdeveloped two-sided answer or well-developed one-sided analysis with limited reference to case material • Attempt to use economic models with inaccuracy or misconception. **Low L1** • Inappropriate economic concepts, theories and principles are used. Inaccurate economic analysis.	**1 – 3**
Evaluation		
E	Evaluation marks will be awarded for evaluative comment with reference to the extent of the impacts on growth and inclusivity given the context of ASEAN.	**1 – 3**

Markers' Report		
Skills Strengths (+): What are the required skills that were well-demonstrated? Areas for improvement (-): What are the skills that were lacking/ not well-demonstrated?		**Aha moment!**
(+)	ASEAN contextualisation was seen in a good number of scripts	
(-)	Question interpretation is of concern, as many students approached the question from a policy dissection perspective and focused on what the governments could do to resolve issues related to tech disruptions.	
Content Strengths (+): What are some concepts that were well-explained with clear linkages made? Areas for improvement (-): What are some concept gaps / conceptual errors?		**Aha moment!**
(+)	Almost all students were able to point tech disruptions to structural unemployment.	
(-)	A sizeable number of students explained that increase in income would lead to an increase in C and therefore AD	
(-)	Structural unemployment analysis was done very descriptively.	
(-)	Incorrect usage of ADL/ASL diagrams for structural unemployment	
(-)	Many students were unable to explain how sustained growth could be achieved with technology.	

MY REFLECTION/LEARNING POINTS FROM CSQ1

After going through the corrections in class and reviewing the suggested answers to CSQ1, here is my…

1 reflection/learning point with respect to **SKILLS**:

1 reflection/learning point with respect to **CONTENT**: