



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE  
NAME

CENTRE  
NUMBER

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CANDIDATE  
NUMBER

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**ECONOMICS**

**0455/32**

Paper 3 Analysis and Critical Evaluation

**May/June 2010**

**1 hour 30 minutes**

Candidates answer on the Question Paper.  
Additional Materials: Insert.

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name on all the work you hand in.  
Write in dark blue or black pen.  
You may use a soft pencil for any diagrams, graphs or rough working.  
Do not use staples, paper clips, highlighters, glue or correction fluid.  
**DO NOT WRITE IN ANY BARCODES.**

Answer **all** questions.

At the end of the examination, fasten all your work securely together.  
The number of marks is given in brackets [ ] at the end of each question or part question.

For Examiner's Use	
1	
2	
<b>Total</b>	

This document consists of **8** printed pages and **1** Insert.



The extract 'High rice prices lead to export restrictions' will be needed for this question.

For  
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Use

1 (a) (i) Explain what is meant by opportunity cost.

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(ii) Identify, from the extract, **one** example of opportunity cost.

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(b) Why might the price of rice have increased less in Egypt than in the Philippines in 2008?

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(c) Draw a demand and supply diagram, for **each** case below, to show the effect on the market for rice of:

*For  
Examiner's  
Use*

(i) floods in North Korea

[3]

(ii) rises in income in China.

[3]

(d) Does the extract suggest that demand for rice in the Philippines was price elastic or price inelastic in 2008? Explain your answer.

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(e) Explain why the removal of export restrictions in Vietnam could reduce poverty in the Philippines.

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The extract '**A social and economic comparison of selected Indian States 2006**' will be needed for this question.

**2 (a) (i)** Why would economists expect that States with high senior school enrolment ratios would have a small percentage of their population living in poverty?

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**(ii)** Does the information in the extract support the view that States with high senior school enrolment ratios have a small percentage of their population living in poverty?

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