Pearson

Mark Scheme (Results)

Summer 2026

Pearson Edexcel International Advanced Level in Economics
WEC12/01A
Unit 2: Macroeconomic Performance and Policy

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A

Question	**Quantitative skills assessed**	**Answer**	**Mark**
1	**QS9**: Interpret, apply and analyse information in written, graphical, tabular and numerical forms	**The only correct answer is A** ***B*** *is not correct as there is no mention of industrial change* ***C*** *is not correct as the unemployment is not caused by people between jobs* ***D*** *is not correct as the unemployment is not caused by seasonal factors*	**(1)**
2	**QS2:** Calculate, use and understand percentages, percentage changes and percentage point changes **QS4:** Construct and interpret a range of standard graphical forms **QS9**: Interpret, apply and analyse information in written, graphical, tabular and numerical forms	**The only correct answer is C** ***A*** *is not correct as the average price level was increasing* ***B*** *is not correct as the average price level was higher in August 2024 than it was in December 2023* ***D*** *is not correct as the average price level was rising at a slower rate between May 2024 and July 2024*	**(1)**
3	**QS9**: Interpret, apply and analyse information in written, graphical, tabular and numerical forms	**The only correct answer is D** ***A*** *is not correct as it is unnecessary to take account of government budgets* ***B*** *is not correct as the data had already been adjusted to take account of population* ***C*** *is not correct as it is unnecessary to take account of the interest rate*	**(1)**
4	**QS9** Interpret, apply and analyse information in written, graphical, tabular and numerical forms	**The only correct answer is B** **A** *is not correct as disposable income does not increase* ***C*** *is not correct as government spending is not directly affected* ***D*** *is not correct as investment will not increase*	**(1)**
5	**QS4:** Construct and interpret a range of standard graphical forms **QS9** Interpret, apply and analyse information in written, graphical,	**The only correct answer is D** ***A*** *is not correct as consumption is a component of AD* ***B*** *is not correct as government expenditure is a component of AD* ***C*** *is not correct as export revenue shifts AD*	**(1)**

	tabular and numerical forms		
6	**QS5:** Calculate and interpret index numbers **QS9**: Interpret, apply and analyse information in written, graphical, tabular and numerical forms	**The only correct answer is A** ***B*** *is not correct as the incorrect formula has been used (112.6-106.6)* ***C*** *is not correct as the incorrect formula has been used (106.6-100/100) x 100* ***D*** *is not correct as the incorrect formula has been used (112.6-100/100) x 100*	**(1)**

Section B

Question	Citizens of New Zealand spend 10% of any additional income on imports and pay a tax rate of 20% on every extra dollar of income. The marginal propensity to save (MPS) for New Zealand is 10%. Calculate the increase in government spending necessary to increase GDP by $180 billion. Show all your workings.	Mark
7	**Knowledge 1, Application 3** **Quantitative skills assessed:** **QS1:** Calculate, use and understand ratios and fractions **QS9:** Interpret, apply and analyse information in written, graphical, tabular and numerical forms **Knowledge** 1 mark for understanding of the multiplier: • Multiplier = 1/(1-MPC) or 1/MPW or 1/(MPM+MPT+MPS) OR • Written explanation - the final increase in GDP following an initial injection **Application** Up to 3 marks for calculations MPW = 0.1 + 0.2 + 0.1 = 0.4 **(1)** Calculation of multiplier = 1/0.4 OR 1/1-0.6 = 2.5 **(1)** Calculation of the increase in government spending = 180bn/2.5 = $72bn **(1)**	**(4)**

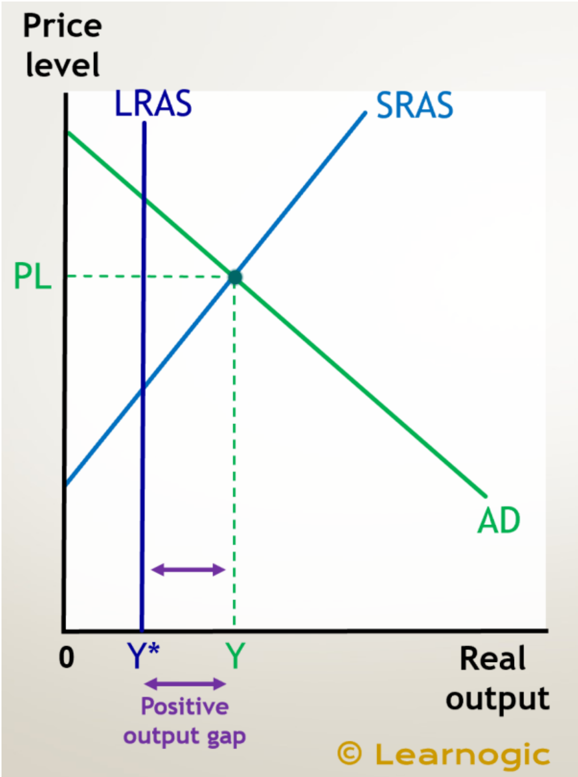
	NB If the correct answer is given ($72bn), award full marks regardless of working **NB If billion is omitted, award only 3 marks**	

Question	The Government of Canada plans to spend $6 billion in subsidies over a five-year period to encourage firms to increase investment in renewable energy projects. Explain **one** likely macroeconomic effect of these government subsidies to firms to encourage investment in renewable energy.	**Mark**
8	**Knowledge 1, Analysis 2, Application 1** **Quantitative skills assessed:** **QS9:** Interpret, apply and analyse information in written, graphical, tabular and numerical forms **Knowledge and Analysis** 1 knowledge mark for identifying one effect and up to 2 analysis marks for explanation of the effect, e.g.: • Increase in real GDP/economic growth **(K)**: There will be an increase in production of renewable energy/a fall the price of renewable energy/a decrease in cost of production for firms **(AN),** resulting in an increase in AD (this can be shown on a diagram) **(AN)** • An increase in government spending increases injections into the circular flow of income **(K)**: There will be an increase in AD **(AN)** and hence real output in likely to increase **(AN)** • Decrease in price level/increase in potential GDP **(K)**: Higher levels of investment may cause a rightward shift in LRAS (this can be shown on a diagram), **(AN)** and these investments in renewable energy infrastructures can improve efficiency for firms **(AN)**	**(4)**

	- Helps to achieve macroeconomic objective of protection of the environment **(K)**: Renewable energy is more environmentally-friendly **(AN)** and this will help improve living standards **(AN)** - Increase in consumption/real output **(K)**: Higher investment increases employment in the renewable energy sector **(AN)**, and therefore increases incomes **(AN)** **Application** 1 mark for application to Canada. E.g. - Government subsidies worth $6 billion / Encourage firms to increase investment **(1)**	

Question	With reference to the table, explain what is meant by 'real GDP.'	Mark
9	**Knowledge 2, Application 2** **Quantitative skills assessed:** **QS9:** Interpret, apply and analyse information in written, graphical, tabular and numerical forms **Knowledge** 1 mark for knowledge of real, e.g.: - Adjusted to take into account inflation/expressed at constant prices **(1)** AND 1 mark for knowledge of GDP **OR** GDP growth, e.g.: - The total output produced/the total value of goods and services produced in an economy OR an increase in the total value of goods and services produced in an economy/ **(1)** **Application** Up to 2 marks for appropriate use of the table, e.g.: - India's economy grew the fastest/ India grew by 7.58% **(1)** - Georgia grew by 7.47% **(1)** - Panama grew by 7.32% **(1)** - Guinea grew by 7.06% **(1)** - Mongolia's economy grew the slowest/ Mongolia grew by 7.02% **(1)**	**(4)**

Question	Explain **one** likely effect of the change in net migration on the rate of unemployment in Finland.	Mark
10	**Knowledge 1, Application 1, Analysis 2** **Quantitative skills assessed:** **QS4:** Construct and interpret a range of standard graphical forms **QS9**: Interpret, apply and analyse information in written, graphical, tabular and numerical forms **Knowledge and Analysis** 1 knowledge mark for identifying one effect and up to 2 analysis marks for linked explanation of the effect. • The rate of unemployment may fall **(K)** 　○ as migrants may move to find work **(AN)** Therefore, they may fill vacancies that cannot be filled by the indigenous workers **(AN)** / 　Migrants will increase the population of Finland **(AN)** Therefore, consumer spending/AD increases creating more jobs **(AN)** / 　Migrants increase demand for public services **(AN)** This creates an increased demand for public sector workers **(AN)** 　As there will be a greater supply of labour **(AN)** and firms may employ workers at lower wage rates **(AN)** • The rate of unemployment may increase **(K)** 　○ as migrants could reduce job opportunities for the people in Finland (domestic workers) **(AN)** due to much greater competition for jobs **(AN)** / 　Migrants may lack skills **(AN)** which can lead to structural unemployment, if their skills do not match the needs of the labour market **(AN)** **Application** 1 mark for appropriate use of chart, e.g.: • Increase in net migration / 　Net migration was around 60 000 in 2022 **(1)**	**(4)**

Question	According to the International Monetary Fund (IMF), the real output of Greece exceeded its potential real output by more than 2.5% of real GDP in 2023. Draw an AD/AS diagram to show a positive output gap.	Mark
11	**Knowledge 1, Application 3** **Quantitative skills assessed:** **QS4:** construct and interpret a range of standard graphical forms **QS9:** Interpret, apply and analyse information in written, graphical and tabular forms  **Knowledge** Correctly drawn SRAS and AD curves with correctly labelled axis **(1)** **Application** Up to 3 marks for the following information to be provided on the diagram: • Drawing LRAS left of the short-run equilibrium **(1)** • Labelling the short-run equilibrium and full employment level **(1)** • Correct labelling of the positive output gap **(1)**	**(4)**

Section C

Question	Define the term 'recession'. (Extract A, line 10)	Mark
12 (a)	**Knowledge 2** • Negative economic growth / fall in real GDP/output **(1)** • For two consecutive quarters / six months **(1)**	**(2)**

Question	With reference to Extract A, explain the term 'asset purchases'.	Mark
12 (b)	**Knowledge 2, Application 2** **QS9:** Interpret, apply and analyse information in written, graphical and tabular forms. **Knowledge** Up to 2 marks for a definition of asset purchases, e.g. • When a central bank buys (financial) assets **(1)** • from commercial banks/financial institutions **(1)** • to improve liquidity in financial markets/reduce interest rates/increase money supply/increase AD **(1)** • Also known as quantitative easing **(1)** **Application** Up to 2 marks for reference to Extract A: • Asset purchases reduced/decreased **(1)** • From €40bn in April 2022 to €20bn in June 2022 / by 50% / by €20bn **(1)**	**(4)**

Question	With reference to Figure 1 and Extract A, examine the impact of a decrease in the exchange rate of the euro against other currencies on the trade balance in the Eurozone.	Mark
12 (c)	**Knowledge 2, Application 2, Analysis 2, Evaluation 2** **Quantitative Skill Assessed** **QS9:** Interpret, apply and analyse information in written, graphical, tabular and numerical forms **Knowledge** 1 mark for understanding of exchange rate, e.g.: • The value of one currency in terms of another currency **(1)** *AND* 1 mark for identification of the impact of a decrease in the exchange rate on the trade balance, e.g.: • Improves the trade balance / increases the trade surplus / decreases the trade deficit **(1)** **Application** 1 mark for reference to Figure 1, e.g.: • The external value of the euro decreased from €1=$1.12 to €1=$1.02 between October 2024 and January 2025 **(1)** *AND* 1 mark for reference to Extract A, e.g.: • A decrease in the value of the euro has improved international competitiveness / increased the prices of imported oil and gas **(1)** **Analysis** Up to 2 marks for explaining impact on exports and imports, e.g.: • Exports become relatively cheaper / demand for exports increases / value of exports increase **(1)** • Imports become relatively expensive / demand for imports decrease / value of imports decrease **(1)** **Evaluation** Up to 2 marks for evaluative comments (1+1 or 2+0), e.g.: • Time lag **(1)** It may take time for the exchange rate to have an impact on the demand for exports and imports, thus the trade balance may worsen/not improve in the short-run **(1)** • Impact depends on the size of the decrease in the value of the exchange rate **(1)** A large decrease in the value of the euro is likely to have a large impact on the trade balance **(1)**	

	• Impact depends on the PED for imports and exports **(1)** If demand for exports and imports is price inelastic, a decrease in the exchange rate will not improve the trade balance **(1)**	**(8)**

Question	With reference to Extract B, analyse the difference between Keynesian and Classical interpretations of the long-run aggregate supply (LRAS) curve.	**Mark**
12 (d)	**Knowledge 2, Application 2, Analysis 2** **Quantitative Skill Assessed** **QS4:** construct and interpret a range of standard graphical forms **QS9**: Interpret, apply and analyse information in written, graphical, tabular and numerical forms **Knowledge and analysis** Up to 2 marks for knowledge and 2 marks for analysis, e.g.: Keynesian view: • In the long-run, the economy may have spare capacity / the economy can operate below full employment **(1K)** Increases in AD can increase GDP without inflation (this may be shown on a diagram) **(1AN)** Classical view: • In the long-run, the economy operates at full employment output **(1K)** due to flexible wages and prices **(1AN)** / The LRAS curve is vertical **(1K)**, a change in aggregate demand only leads to inflation and real GDP will not change (this may be shown on a diagram) **(1AN)** / Markets can self-adjust **(1K)** Supply-side policies will raise productive potential **(1AN)** **Application** Up to 2 marks for reference to Extract B: 1 mark with reference to Keynesian view and 1 mark with reference to Classical view, e.g.: • Keynesian economists suggest that an increase in government spending can stimulate AD and reduce unemployment **(1)** • Classical economists argue that the structural reforms, such as increasing labour market flexibility and increasing competition, are essential for long-term economic growth / Focusing on supply-side measures would allow the Eurozone economy to achieve full employment without risking inflationary pressures **(1)**	**(6)**

Question	With reference to the information provided and your own knowledge, discuss the effects of a high rate of unemployment on an economy within the Eurozone.
12(e)	**Indicative content guidance** Answers must be credited by using the level descriptors (below) in line with the general marking guidance. The indicative content below exemplifies some of the points that candidates may make but this does not imply that any of these must be included. Other relevant points must also be credited. **Quantitative Skill Assessed** **QS9**: Interpret, apply and analyse information in written, graphical, tabular and numerical forms **Knowledge, Application and Analysis (8 marks) – indicative content** • Understanding of unemployment, including different types of unemployment • Southern European countries, e.g. Spain and Greece, have experienced high unemployment • Lower aggregate demand (AD): Unemployment reduces household incomes, leading to lower consumption and weaker economic growth; Diagram to show decrease in AD or LRAS • A slower rate of economic growth as a result of decrease in consumption and investment • Higher government spending, e.g. unemployment benefits • Lower taxation revenues: Government collects less income tax and indirect tax due to lower earnings and reduced consumer spending • Negative multiplier effect: Falling incomes reduce spending further, leading to further declines in AD • Reduced productivity: Long-term unemployment can lead to skill deterioration, reducing the productive potential of the economy • Lower business confidence: Businesses may delay investment decisions due to uncertainty about future demand • Downward pressure on wages: Higher unemployment leads to an excess supply of labour

	• Increased income inequality: "There may be negative social impacts such as increased crime rates and poverty" **NB: Accept negative effects as KAA and positive effects as Evaluation (or vice versa)**	
Level	**Mark**	**Descriptor**
	0	No rewardable material.
Level 1	1–3	Displays isolated, superficial or imprecise knowledge and understanding of economic terms, principles, concepts, theories and models. Use of generic material or irrelevant information or inappropriate examples. Descriptive approach which has no chains of reasoning.
Level 2	4–6	Displays elements of knowledge and understanding of economic terms, principles, concepts, theories and models. Ability to apply knowledge and understanding to some elements of the question. Some evidence and contextual references are evident in the answer. Chains of reasoning in terms of cause and/or consequence are evident, but they may not be developed fully, or some stages are omitted.
Level 3	7–8	Demonstrates an accurate and precise knowledge and understanding of economic terms, principles, concepts, theories and models. Ability to link knowledge and understanding in context using relevant examples which are fully integrated to address the broad elements of the question. Analysis is clear, coherent, relevant and focused. The answer demonstrates logical and multi-stage chains of reasoning in terms of cause and/or consequence.
	Evaluation (6 marks) – indicative content • Effects depend on the magnitude of unemployment • In the short term, unemployment may not have a significant impact on other macroeconomic objectives • Unemployment may reduce inflationary pressures • Unemployment may improve environment • Wages are sticky downwards so unlikely to fall • Unemployment may be temporary • Depends on the type of unemployment, e.g. frictional unemployment has a less significant impact compared to structural • If caused by technological advancement, unemployment may not harm productivity • Unemployment rates within the Eurozone vary, e.g. Germany and Netherlands have low unemployment (3-4%) compared with Spain and Greece (above 10%)	
Level	**Mark**	**Descriptor**
	0	No rewardable material.
Level 1	1–2	Identification of generic evaluative comments.

		No supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level 2	3–4	Evidence of evaluation of alternative approaches. Some supporting evidence/reference to context. Evaluation is supported by a partially-developed chain of reasoning.
Level 3	5–6	Evaluation recognises different viewpoints and/or is critical of the evidence. Appropriate reference to evidence/context. Evaluation is supported by a logical chain of reasoning.

Section D

Question	The Central Banks of many economies increased their base rates of interest after 2021. This may have resulted in a decrease in investment. Evaluate the view that the rate of interest is the most important factor influencing investment.
13	**Indicative content guidance** Answers must be credited by using the level descriptors (below) in line with the general marking guidance. The indicative content below exemplifies some of the points that candidates may make, but this does not imply that any of these must be included. Other relevant points must also be credited. **Quantitative Skill Assessed** **QS9:** Interpret, apply and analyse information in written, graphical, tabular and numerical forms **Knowledge, Application and Analysis (12 marks) – indicative content** • Understanding of investment (spending by firms on capital goods/an increase in the capital stock), interest rates (cost of borrowing and return on saving) • Explanation of how interest rates influence investment • Higher interest rates increase the cost of borrowing, reducing investment • Higher interest rates increase the opportunity cost of spending retained profits on investment projects • Higher interest rates reduce consumption, reducing business confidence, decreasing investment • Examples of central banks raising interest rates (e.g., Federal Reserve, Bank of England, European Central Bank) Other factors may have a more significant impact on investment, e.g. • Business confidence - if firms expect future economic growth, they may invest despite higher interest rates

	• Expectations - firms may believe investment is likely to be profitable and therefore take more risks • Government policy – e.g. tax incentives or subsidies – may encourage investment • Technological advancements – innovation and development of technology may encourage investment • Exchange rates – fall in the value of the exchange rate could increase demand for exports, incentivising investment in export-led firms • Access to credit – firms may lack access to credit regardless of the change in interest rates **NB: Accept other factors influencing investment as either KAA or Evaluation**

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	Displays isolated, superficial or imprecise knowledge and understanding of economic terms, principles, concepts, theories and models. Use of generic material or irrelevant information or inappropriate examples. Descriptive approach, which has no chains of reasoning.
Level 2	4–6	Displays elements of knowledge and understanding of economic terms, principles, concepts, theories and models. Limited application of knowledge and understanding to economic problems in context. A narrow response or superficial, only two-stage chains of reasoning in terms of cause and/or consequence.
Level 3	7–9	Demonstrates accurate knowledge and understanding of economic terms, principles, concepts, theories and models. Ability to apply knowledge and understanding to some elements of the question. Some evidence and contextual references are evident in the answer. Analysis is clear and coherent. Chains of reasoning in terms of cause and/or consequence are evident, but they may not be developed fully, or some stages are omitted.
Level 4	10–12	Demonstrates accurate and precise knowledge and understanding of economic terms, principles, concepts, theories and models. Ability to link knowledge and understanding in context using appropriate examples which are fully integrated to address the broad elements of the question. Analysis is clear, coherent, relevant and focused. The answer demonstrates logical and multi-stage chains of reasoning in terms of cause and/or consequence.

	Evaluation (8 marks) – indicative content • Magnitude: small increase in the rate of interest may have little impact

	• Time: There may be a more significant impact in the long-run as firms may be tied into contracts/fixed rate borrowing • Capital-intensive industries (e.g., manufacturing) are more affected by borrowing costs • Supply-side policies may make investment more attractive regardless of borrowing costs • Discussion of the most significant factor/prioritisation of factors • Combination of factors will have a considerable impact on investment

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	Identification of generic evaluative comments. No supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level 2	4–6	Evidence of evaluation of alternative approaches. Some supporting evidence/reference to context. Evaluation is supported by a partially developed chain of reasoning.
Level 3	7–8	Evaluation recognises different viewpoints and/or is critical of the evidence, leading to an informed judgement. Appropriate reference to evidence/context. Evaluation is supported by a logical chain of reasoning.

Question	Between 2024 and 2025 the Government of the USA announced increased spending plans worth $3.4 trillion. This is expected to contribute to a higher rate of GDP growth and a lower unemployment rate but could also lead to the rate of inflation rising beyond the 2% target. Evaluate the conflicts between macroeconomic objectives that may occur when using macroeconomic policies.
14	**Indicative content guidance** Answers must be credited by using the level descriptors (below) in line with the general marking guidance. The indicative content below exemplifies some of the points that candidates may make, but this does not imply that any of these must be included. Other relevant points must also be credited. **Quantitative Skill Assessed** **QS9:** Interpret, apply and analyse information in written, graphical, tabular and numerical forms **Knowledge, Application and Analysis (12 marks) – indicative content**

	• Macroeconomic objectives include economic growth, low unemployment, low inflation, stable balance of payments, balanced government budget, environmental protection and income equality • Macroeconomic policies include fiscal policy (government spending and taxation) and monetary policy (interest rates, money supply), supply-side policies • Expansionary monetary or fiscal policy (e.g., $3.4 trillion increase in government spending) increases aggregate demand (AD), increasing GDP and employment. However, higher AD can lead to demand-pull inflation, as expected in the USA. The rate of inflation is expected to rise beyond the 2% target • Policies that reduce unemployment (e.g. expansionary monetary or fiscal) may lead to an increase in wages and therefore raise AD, possibly leading to a higher rate of inflation • Expansionary fiscal or monetary policy can result in increases in disposable income and therefore increase demand for imports, worsening the current account • Expansionary fiscal and monetary or supply-side policies increase growth but may lead to an increase in income and wealth inequality • Expansionary fiscal and monetary or supply-side policies increase economic growth which may damage the environment • Contractionary monetary policy in response to rising inflation may create a conflict with objective of low unemployment - Phillips curve • Higher interest rates in response to rising inflation may create rising inequality if savers benefit and borrowers suffer • Higher interest rates in response to rising inflation may cause the exchange rate to rise which can worsen the balance of payments on current account **NB: Award maximum of Level 2 if there is no analysis of macroeconomic policies and only conflicts between objectives discussed**

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	Displays isolated, superficial or imprecise knowledge and understanding of economic terms, principles, concepts, theories and models. Use of generic material or irrelevant information or inappropriate examples. Descriptive approach which has no chains of reasoning.
Level 2	4–6	Displays elements of knowledge and understanding of economic terms, principles, concepts, theories and models. Limited application of knowledge and understanding to economic problems in context. A narrow response or superficial, only two-stage chains of reasoning in terms of cause and/or consequence.
Level 3	7–9	Demonstrates accurate knowledge and understanding of economic terms, principles, concepts, theories and models.

		Ability to apply knowledge and understanding to some elements of the question. Some evidence and contextual references are evident in the answer. Analysis is clear and coherent. Chains of reasoning in terms of cause and/or consequence are evident but they may not be developed fully or some stages are omitted.
Level 4	10–12	Demonstrates accurate and precise knowledge and understanding of economic terms, principles, concepts, theories and models. Ability to link knowledge and understanding in context using appropriate examples which are fully integrated to address the broad elements of the question. Analysis is clear, coherent, relevant and focused. The answer demonstrates logical and multi-stage chains of reasoning in terms of cause and/or consequence.

Evaluation (8 marks) – indicative content

- Depends on the magnitude of the change in policy
- Conflicts may not occur with other macroeconomic objectives
- Level of spare capacity – if an economy has high levels of spare capacity, increases in AD may not be inflationary
- Environment may not be damaged if "green policies" implemented
- Supply-side policies - long-term productivity gains may offset inflationary pressures
- Supply-side policies may increase the competitiveness of exports so improving the current account
- Policies to increase the rate of economic growth may result in an increase in equality, e.g., redistribution of income
- Inflation may be caused by external shocks (e.g. increases in oil prices) rather than expansionary policies

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	Identification of generic evaluative comments. No supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level 2	4–6	Evidence of evaluation of alternative approaches. Some supporting evidence/reference to context. Evaluation is supported by a partially-developed chain of reasoning.
Level 3	7–8	Evaluation recognises different viewpoints and/or is critical of the evidence, leading to an informed judgement. Appropriate reference to evidence/context. Evaluation is supported by a logical chain of reasoning.