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| **Specification Content** | **Learning Outcomes** | **Teaching and Learning Activities** | **Resources** |
| **Organization of business** | Students should be able to:  Understand and explain the differences between limited and unlimited liability.  List the advantages and disadvantages of sole traders, partnerships | Ask the students whether or not they would like to run their own business one day  Reading / Note-taking Activity\  From Thexton students take notes on the advantages and disadvantages of different types of business.  Review:  Joint Stock Companies sell shares to raise finance and are owned by their shareholders  There are two types of J.S.C   1. A Private Limited Company can only sell shares to people recommended by existing owners and with the agreement of other shareholders 2. A Public Limited Company can advertise and sell shares publically on the stock market.   Shareholders in a limited company have limited liability and will only lose the money the invested if it fails.  Shareholders in a limited company will elect a board of directors to manage their business.  Activity 4.3: Expanding Privately | Thexton J.D (1995) *Made in Canada – Economics for Canadians*3rd edition, Oxford University Press, Chapter 5  Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 192-202  Unit 4 (ppt) |
| **Organization of business (1)** | Students should be able to:  Describe and evaluate the effects in the changes in the structure of organizations | Recap with students the advantages and disadvantages of private limited companies.  Public Limited Companies   * Ability to access significant capital through the global stock market * The increased to the original owners of a loss of overall control if they lose their controlling interest to other shareholders or another company through takeovers,   Multinational Organizations  Use the articles on the handout to consider the advantages and disadvantages of multinational location in a country.  Students should be able to find evidence of:   * Increased investment * Technology transfer * Job and income creation * Increased tax revenues * Exploitation of workers and /or the environment * Restricting local competition * Transfer pricing or switching products to low tax jurisdictions   Summarize main issues with slide 12  Discussion: on balance to students believe that multinationals are good for their economy. | Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 192-202  Unit 4 (ppt)  Handout 16 (pdf) |
| **Types of business organization (2)** | Describe and evaluate the effects in the changes in the structure of organizations | Use slide 13 to introduce students to the idea of cooperative societies and their characteristics, notably their focus on open and democratic membership and equality.  Activity 4.7  Public Sector Organizations  This is a business-like **public sector** organization created to carry out a particular public sector function or to operate under governmental control, such as a municipal water company, a public health service or a central bank  Case studies on p.205:  Reasons for public corporations:  Essentials services such as banks, transport, and healthcare. | Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 202-207  Handout 17 (pdf)  Worksheet 9 (pdf) |
| **Organization of production** | Students should be able to:  Define productivity and recognize the difference between productivity and production.  Describe the principle of profit maximization and recognise that business organizations may have different goals. | Use the slide presentations S18-20 to refresh students understanding of the main objective of production to satisfy consumer needs and wants, and to introduce the concept of value added.  The value added to natural and man-made resources (labour) used in production is the difference between their cost and the price paid by consumers. Value added is therefore equal to profit and wages | Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 210-215  Unit 4 (ppt)  Value added (word)  Which stage of production (word) |
| **The Aims of Production** | Describe what determines the demand for factors of production  Define productivity and recognize the difference between productivity and production  Distinguish between capital intensive and labour intensive production | Starter:  What is the difference between productivity and production? (slides 21 to 25)  Teacher led explanation: Productivity.  Activity 4.10 March of the Robots  Class Review: Slides 23 to 27. | Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 217-224  Productivity (word)  Production and productivity (pdf)  [www.mrbevan.com](http://www.mrbevan.com)  Unit 4 (ppt) |
| **The Growth of Firms** | Students should be able to:  Describe the main reasons for the different sizes of firms  Describe and evaluate integration, economies of scale. | Slide presentation (S28-33)  Ask students to name some examples of big and small firms. What enables many public limited companies to become multinationals? (can raise capital)  Activity: How the Ford Motor Company Grew. Print Slide 33 and then complete the activity  Activity: What type of integration?  Students apply and reinforce understanding of different forms of integration (Slide 35 & 36) | Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 238-242  Unit 4 (ppt)  Growth in firms (word)  Handout 21 (pdf) |
| **Economist Article Review** | Students should be able to:  Summarize the main topic of the article.  Critical analyse the article with reference to 2-3 economic concepts.  Suggest areas for further investigation | Article Review Folder | Article Review Folder  3D Printing  <http://www.youtube.com/watch?v=8_vloWVgf0o> |
| **The Growth of Firms (2)** | Students should be to:  Describe and evaluate integration, economies and diseconomies of scale. | Using the two simple case studies students read and identify different cost advantages from increasing the scale of production.  Students must summarize the article and explain:   * Why banks are more willing to give loans to large firms? * How fixed costs of new, more efficient machinery and advertising can be spread over a much larger output in a large firm/ * Why there is less risk involved for a large firm?   Blasting Off!  Students must summarize the article and explain:   * Why costs have dropped for Ecoland * The benefits of internal vs. external haulage * The benefits of being able to bulk buy raw materials   As output increases costs decrease | Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 242-245  Unit 4 (ppt)  <http://www.mrbevan.com/managing-the-economy.html> |
| **Economies and Diseconomies of Scale** | Students should be to:  Describe and evaluate integration, economies and diseconomies of scale. | Introduce the idea of internal and external economies of scale to the students.  PowerPoint activity “Economies of Scale”  Students complete the activities throughout the presentation.  Students complete the worksheet to reinforce previous learning.  Textbook Review activities pp.244-251.  REVIEW: Slide 37-42 | Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 242-251  Unit 4 (ppt)  The Concept of Economies of Scale (word)<http://www.mrbevan.com/managing-the-economy.html>  Worksheet 10 (pdf) |
| **Competition** | Students should be able to:  Describe the pricing and output policies in perfect competition and monopoly. | Starter  Ask students what they understand by competition between different firms and whether or not they think it is good for consumers.   * Shop around for the best prices * Value for money * Compare products * Annoying advertising   What has happened to Hollywood Video? Why has a company that once owned thousand of video rental stores now gone bankrupt?.   * It failed to change its service, marketing, prices in the face of completion from the web. * How has Tsutaya stayed competitive?   Slides 1 to 5  Teacher led discussion: students take notes  Handout 22: What pricing strategy?   * Price skimming * Predatory pricing * Penetration or cost-plus pricing * Penetration or price leadership * Price skimming | Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 252-254  Handout 22 (pdf)  Unit 4 part 2 (ppt) |
| **Competition (2)** | Students should be able to:  Describe the pricing and output policies in perfect competition and monopoly  Discuss the advantages and disadvantages of a monopoly | Recap with students different pricing options:  When would you use?  Activity: Different Market Structures  Read, contrast and discuss the two articles on Handout 23.  Students must identify which is the competitive market and which is the monopoly. Also, students must describe the advantages and disadvantages of each situation.  Telecom  Main suppliers of mobile phones are cutting their call rates in an attempt to get customers.  Profits and market shares are changing as new businesses are entering the market  Flour Power  Only one company supplying unloading services for grain and the charges are high. Millers importing grain have no choice but to use the main supplier of unloading services at the port and the service is poor, resulting in delays from unloading grain from ships.  Competition / Monopoly Review  Students read through the relevant section of the textbook and complete the tasks  Review together as a class using the PowerPoint display. Crossword. | Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 254-264  Unit 4 part 2 (ppt)  Handout 23 (pdf)  Thexton J.D (1995) *Made in Canada – Economics for Canadians*3rd edition, Oxford University Press, pp.140 to 145  Competition\_monopoly review (word) |
| **The role of the government in a mixed economy** | Students should be able to:  Describe the government as a producer of goods and services and as an employer  Describe the aims of government policies, such as full employment, price stability, economic growth, redistribution of income and balance of payments stability. | Introduction  Students complete the Webbing Ideas activity.  Activity 5.1  This will provide the students with a good introduction to public policy instruments and objectives.  Reasons for government involvement in the Economy  Students must understand and explain:  Public goods, externalities, harmful and beneficial goods, distribution, economic stability.  Examples of **pure public goods** include flood control systems, street lighting and national defence. A flood control system, such as the Thames Barrier, cannot be confined to those who have paid for the service. Also, the consumption of the service by one household will not reduce its availability to others. If left to the free market mechanism, no public goods would be provided and, as a result, there would be a clear market failure. No individual consumer would pay for a product that could be consumed for free if another household decided to purchase it.  Class Discussion: Slides 1 to 5  Transfer payments are made without any exchange of goods or services. Examples of certain transfer payments include [welfare (financial aid)](http://en.wikipedia.org/wiki/Welfare_(financial_aid)), [social security](http://en.wikipedia.org/wiki/Social_security), and government making [subsidies](http://en.wikipedia.org/wiki/Subsidy) for certain [businesses](http://en.wikipedia.org/wiki/Business) (firms)  Students copy Figure 11.5 on page 241 into their books. | Worksheet Government Webbing Ideas and Information (word)  Activity 5.1(word)  Thexton J.D (1995) *Made in Canada – Economics for Canadians*3rd edition, Oxford University Press, pp.227-229  Tutor2u explanation of Public Goods  <http://www.tutor2u.net/economics/revision-notes/a2-micro-public-goods.html> |
| **Inflation Review** | Students should be able to:  Understand and explain demand pull inflation and cost-pull inflation.  Understand and explain the costs and benefits of economic growth and the basic principles of expansionary and deflationary fiscal policies. | Review with students causes of inflation: demand pull and cost-push inflation. Students will create some sequencing charts to illustrate them.  In pairs students will analyse the benefits and costs of economic growth in an economy.  Fiscal Policy  What are contractionary and expansionary fiscal policies? When is it appropriate to use them? What are the possible negative effects of these policies?  Cost-push inflation:  Governments can deal with this by:  Making the currency stronger  Invest in alternative energy resources  Regulate trade unions | Economic Growth costs and benefits (word)  Unit 4 pt 3 (ppt)  Contractionary vs. Expansionary Fiscal policies (word) |
| **What is Macro-Economics?** | Students should be able to:  Describe the government as a producer of goods and services and as an employer  Describe the aims of government policies, such as full employment, price stability, economic growth, redistribution of income and balance of payments stability.  The purpose of this section is to provide students with the opportunity for a detailed examination of the major macroeconomic issues facing countries' **economic growth, economic development, unemployment, inflation and income distribution.** The economic strategies available to governments—**demand-side policies, supply-side policies, direct intervention**—are introduced and evaluated. These policies are applicable to almost all areas of macroeconomics, international economics and development economics. | Students copy the following into their notebooks.  Macroeconomics is the study of how a national economy works. It involves understanding the interaction between changes in total demand, output, national income, and employment and inflation in an economy.  Microeconomics analyses the market behaviours of individual consumers and producers and how markets work.  Worksheet: Macroeconomic Objectives  Students complete the worksheet in pairs and the review using slides 7 & 9  Activity 5.2: Can increased public expenditure create jobs?  Students track the effects of public spending on the infrastructure can increase output, employment and income both directly and indirectly.  What might the effect be of the increase in public expenditure is paid for by increasing taxes or raising interest rates to encourage people to buy government bonds.  People have less income, spend less in the shops, producers need to make a profit so lay-off workers, unemployment increases, consumer confidence is low and so on and so on.  Raising interest rates:  An increase in interest rates may encourage people and organizations to save more, including buying interest bearing government bonds. The increase in interest rates may therefore crowd out private sector spending. This means there will be less money spent in the private sector.  Fiscal policy review and practice question | Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 277-282  Unit 4 pt 3 (ppt)  Macroeconomic Objectives (word)  Problems Fiscal Policy (word)  Economic Growth Question (word) |
| **Monetary Policy**  **Supply-side policies** | Students should be able to:  Explain fiscal, monetary and supply-side policies.  Analyse the use of supply-side policies.  Discuss the governments influence (regulation, subsidies, taxes) on private producers. | Introduction to the differences between fiscal and monetary policies. Demand-side vs. Supply-side policies.  Fiscal (spending and tax) and monetary policies(interest rates) target aggregate demand in an economy; reducing demand when an economy is overheating and boosting demand then it is low or failing resulting in falling output and unemployment.  Activity 5.3  Students read the articles and complete the table to identify the various policy instruments being used and their intended impact.  Activity 5.4: Privatisation  **Public or private provision?**   1. Privatization is the transfer of public sector activities to private firms because it is thought they will be able to provide them more efficiently than public sector organizations. 2. Lee will pay a private company to supply water and sewerage services. 3. Arguments for privatization: a private company will have a profit motive and will therefore do more than a public sector organization to reduce costs and improve services to earn additional revenue and profits.   Arguments against privatization: workers may lose their jobs as the private company will want to reduce costs; the private firm may also cut service levels and reduce health and safety to save costs to improve its profits.  **4** If privatization improves efficiency and service levels local taxpayers will benefit because the public sector will save money providing water and sewerage services through the private supplier and local customers will also benefit from lower prices and improved services. However, some former public employees may lose their jobs as the private firm seeks to cut its costs. It may also cut pensions and other benefits for those employees it retains.  Review: Worksheet 13 | Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 290-294  Fiscal policy vs. Monetary policy (word)  Supply side policies (word)  Worksheet 13(pdf) |
| **Taxation** | Students should be able to:  Describe the types of taxation (direct, indirect, progressive, regressive, proportional) and the impact of taxation | Review  What is public expenditure? Why do governments spend money? What is fiscal policy? = Expansionary fiscal policy = cutting taxes and increasing public expenditure whereas a Contractionary fiscal policy = raising taxes and decreasing public expenditure.  Use Handout 25 to illustrate how a government can finance its government expenditure and demonstrate the significance of tax revenue in public finance.  Activity: Why have taxes?  Students complete the activity in pairs.  Important: Students need to think of secondary effects – increasing taxes on petrol to reduce harmful emissions may encourage more use of public transport, may result in the reduced production of cars and a loss of jobs, may encourage car manufacturers to switch production to bio-fuel or electric cars, and so on and so.  Handout 26: What are taxes for?   |  |  | | --- | --- | | Headline | How and why governments use taxes in their economies | |  |  | | Handout 25 (pdf)  Handout 26 (pdf)  Why have taxes (word) |
| **Taxation (2)** | Students should be able to:  Describe the types of taxation (direct, indirect, progressive, regressive, proportional) and the impact of taxation | Recall with students why governments impose taxes (i.e- to achieve range of different social and economic objectives) – Students brainstorm / spider diagram these.  Tax Systems  Students copy the examples of different tax systems from slide 23 and answer the following questions:   * Why would a government institute a progressive tax system? * To whom would a regressive tax system seem unfair? * Why is a proportional tax rate sometimes also referred to as a flat tax?   Activity 5.9 (p.305)  Notetaking from Thexton: what is a direct and indirect tax?  Exam Preparation Activity | Thexton J.D (1995) *Made in Canada – Economics for Canadians*3rd edition, Oxford University Press, pp.232-233  Unit 4 pt 3 (ppt)  Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 304-305  Exam prep (word) |
| **Balancing the Budget** | Students should be able to:  Describe the types of taxation (direct, indirect, progressive, regressive, proportional) and the impact of taxation | Discussion the budget: Ask students what they understand about ‘the budget’. At the moment countries like Japan and the UK have a budget deficit – what does this mean. If you were in charge of ‘the budget’ what would you cut and keep?  BBC Video: <http://www.bbc.co.uk/news/10272706>  How would you deal with the budget deficit? Students organise the cards into “Cut” and “Keep”.  Students copy the information from slide 32.  Handout 25  Based on the pie charts does the UK have a budget deficit or surplus? Deficit = 149 billion.  Students should be able to grasp that the government may need to borrow if spending exceeds total revenue. What would happen to the budget if the government followed an expansionary fiscal policy? Or a contractionary fiscal policy? IS this a simple thing to solve? What are the pitfalls?  Activity 5.12: Greece lightening  Taxation Review: Before moving onto the next topic review the previously studied material using the worksheet “Taxation”  Assignment: Taxation Article Review | Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 316-317  BBC Video: <http://www.bbc.co.uk/news/10272706>  UK Deficit Card Sort (word)  [www.usdebtclock.org](http://www.usdebtclock.org)  Taxation (word)  Assignment: Taxation Article Review (word) |
| **Employment and Unemployment** | Students should be able to:  Describe the changing patterns and levels of employment.  Discuss the causes and consequences of unemployment. | Activity: Employment Trends  Introduce key employment indicators and examine regional and global trends: Slides 1 to 5 and Handout 29.  Activity 6.6: What causes unemployment? | Moynihan and Titley (2007) *Economics – A Complete Course*, 3rd edition, Oxford University Press, pp. 346-354  Unit 4 pt 4 (ppt)  Handout 29 (pdf) |