



# KNES Secondary School Course Outline 2016-2017

## **ECONOMICS Term 1 Year 11**

**TERM OVERVIEW:** The focus for term 1 will be to develop candidates' ability to use economic skills (with reference to individuals, groups and organisations) to understand better the world in which they live; to enable candidates to participate more fully in decision-making processes as both consumers and producers and as citizens of the local, national and international community and develop candidates' understanding of the **economies of developed and developing nations**. Focus will be on economic indicators like **GDP, Human Development Index (HDI), Living standards and developed and developing economies**.

Students will have a major part of lessons that will focus on analysis and evaluation made easy through case studies and real life economic situations that require them to assess and find solutions. Tests and assignments will be given every week and homework on a weekly basis. Students who fail to complete these will lose marks in the internal assessment leading to lower grades in the term exam.

**Text: Economics:** A complete course by *Dan Moynihan and Brian Titley*, **Economics for IGCSE** by *Robert Dransfield, Terry Cook And Jane Kind*

### **Teacher's expectation/Discipline policy**

1. **Homework should be submitted on time.** Excuses are unacceptable unless they are medical in nature and have sufficient evidence in the form of medical certificates. The same rule applies to a situation where a pupil misses a test or a deadline on an assignment.
2. **Missing a test or assignment deadline means 0%.**
3. Being absent from a lesson is in no way an excuse for not doing homework, as you are expected to get the homework assignment from a classmate. If homework is left at home it will be considered as not being done.
4. All necessary resources (**text books, exercise books, calculators, rulers and other stationery items**) needed for the lesson should be with pupils at all times, especially for a test.
5. **All class work is to be completed in class and should be up-to-date.**
6. Students must be on time to lessons.
7. Students need to maintain an organized and neat exercise book. All work should be up to date and in case of absence it's the student's responsibility to complete any work that he/she has missed.
8. Students need to maintain a separate file for all project work and assignments.
9. Food/drink is not allowed in class and students need to make sure to use the toilet during break.
10. Students should be in class with shirts tucked in at all times.

**TERM 1:** *There will be a general review of year 10 curriculum. Focus on refreshing key Economic terms and reviewing topics that have already been covered. Getting students ready for term curriculum. This may take the first 2 lessons of week 1 and based on that the course outline will be adjusted by a day or two here and there.*

Week	Topic / Chapter	Learning outcome: Students will be able to
1	<p><b>Section 5:</b></p> <p><b>5.1 Macroeconomic Aims of Governments</b></p> <p><b>5.2 Taxation.</b></p> <p>The government as a producer and employer and how they influence the economy.</p> <p>Pages 276 to 321</p>	<p>Students will learn and understand the aims of government policies, such as full employment, price stability, economic growth, redistribution of income, balance of payments stability;</p> <ul style="list-style-type: none"> <li>• discuss the possible conflicts between government aims;</li> <li>• discuss the government's influence (regulation, subsidies, and taxes) on private producers.</li> </ul>
2	<p><b>Section 6:</b></p> <p><b>6.3 Output and Growth</b></p> <p>Pages : 360 to 377</p> <p>Activities: 6.9 and 6.10</p>	<p>Define GDP and distinguish between real and nominal GDP</p> <p>Describe the causes and consequences of economic growth.</p> <p>Define recession and describe the economic cycle. Compare and contrast economic boom with economic slump</p> <p>Compare and evaluate measures of comparative living standards and the HDI.</p>
3	<p><b>Section 7:</b></p> <p><b>7.1 Population</b></p> <p>Pages 398 to 422</p> <p>Summary questions and all activities to be completed.</p>	<p>Students will be able to:</p> <p>Describe the factors that affect population growth ( birth and death rates, fertility rate and net migration).</p> <p>Discuss reasons for different rates of growth of population in different countries.</p> <p>Distinguish between the natural rate of population growth and net migration in a country.</p>
4	<p><b>7.1 Population</b></p> <p>Pages 398 to 422</p> <p>Summary questions and all activities to be completed.</p>	<p>Analyse the problems and consequences of these population changes for countries at different stages of development. Learn dependency ratios and calculate ratios of different countries. Size and structure of population of an economy. Students will learn to analyse and draw population pyramids. Explain structure of population of different countries. Age, geographic and occupational distribution of population in different countries.</p>

5.	<p><b>7.2 Developed and less developed economies.</b></p> <p>Pages 382 to 392</p>	<p>Students will learn</p> <p>To describe why some countries are classified as developed and some undeveloped.</p> <p>Distinguish between developed and developing economies. And evaluate reasons for their different stages of development.</p>
6.	<p><b>7.2 Developed and less developed economies.</b></p> <p><b>Living Standards</b></p> <p>Pages 382 to 392</p>	<p>Recognize and evaluate policies to alleviate poverty.</p> <p>Discuss differences between standards of living within countries and between countries, both developed and developing.</p> <p>Describe simple measures and indicators of comparative living standards.</p>
7.	<p><b>Section 8:</b></p> <p><b>8.1 International trade</b></p>	<p>Describe the benefits and disadvantages of specialization at regional and national levels.</p> <ul style="list-style-type: none"> <li>• Why countries specialize?</li> <li>• Free trade versus protectionism.</li> <li>• describe the structure of the current account of the Balance of Payments and the Capital account</li> <li>• define exchange rates, discuss the causes and consequences of exchange rate fluctuations;</li> </ul>
8.	<p><b>8.1 International Trade</b></p> <p>Economics for IGCSE text pages 193 to 200</p> <p>Activities on pages 190.</p> <p>Case study: The Eurozone. Pg 191</p>	<p>Students learn the reasons why countries trade. They learn about the main forms of protection against trade and identify visible and invisible exports and imports</p> <ul style="list-style-type: none"> <li>• Why countries trade</li> </ul> <p>What are barriers to trade: Tariffs, Subsidies, Embargoes, quotas and why countries impose such barriers?</p>
9.	<p><b>8.2 Balancing International payments.</b></p> <p>Pages 296 to 305 from the book Economics: A complete course, Exercise 3 on page 300 and exercise 4 on page 3</p>	<ul style="list-style-type: none"> <li>• describe the benefits and disadvantages of specialization at regional and national levels;</li> <li>• describe the structure of the current account of the Balance of Payments</li> <li>• define exchange rates, discuss the causes and consequences of exchange rate fluctuations</li> <li>• describe methods of protection</li> </ul>
10.	<p><b>REVISION</b></p>	<p><b>Assessments and revision</b> Students will review entire term curriculum, submit project work and clear doubts. Revision of all topics and past paper practice.</p>
11.	<p><b>FIRST TERM EXAM</b></p>	<p>Review of entire term curriculum and preparation for end of term exams. All topics covered during term 1 as well as entire curriculum of year 10</p>

### TERM ASSESSMENT CRITERIA:

DESCRIPTION	% OF TERM MARK
<b>Assignment:</b> in the form of a case study which will be relevant to the topic discussed each week. (assignments should be original and marks deducted if students fail to present the assignment or delays it)	<b>10%</b>
<b>Homework</b> and class work on a regular basis. Marks will be awarded for completion <u>of work on time</u> . Delays and failures will result in 0% being awarded.	<b>10%</b>
<b>Project work.</b> Students research a topic related to curriculum and submit a report. (1 project per term)	<b>5%</b>
<b>Classroom participation, interaction, discussions</b> and displaying positive interest in subject matter.	<b>5%</b>
As part of work experience it is mandatory for all business studies students to attend the <b>work experience and Job Shadow</b> Programme.(marks will be deducted wholly if students <u>fail to actively participate</u> )	<b>5%</b>
<b>Tests, Quizzes and Pop Quizzes.</b> (Tests will be given after completion of every unit). Marks will be deducted if students miss a test. Test averages will be taken and percentages awarded based on the number of tests given in the term.	<b>15%</b>
<b>End of term exam</b> Questions covering entire 1 <sup>st</sup> term curriculum. Case study, short answers and essay type questions that assess students on their analytical skills, knowledge, understanding, evaluation, and interpretation.	<b>50%</b>

**TERM 2** *There will be a general review of year 10 curriculum. Focus on refreshing key Economic terms and reviewing topics that have already been covered. Getting students ready for term curriculum. This may take the first 2 lessons of week 1 and based on that the course outline will be adjusted by a day or two here and there.*

Week	Topic / Chapter	Learning outcome: Students will be able to
1	<b>Section 2: Cost-benefit analysis</b> Pages 75 to 80 Activities 2.24, 2.25	The importance of conserving resources versus using resources. Private expenditure versus public expenditure. Understanding how decisions to use scarce resources can result in private costs and benefits as well as external costs and external benefits.

2	<p><b>Market failure and government intervention.</b></p> <p>Complete activity 2.25 on page 85.</p>	<p>Understand how governments control business activity by</p> <ul style="list-style-type: none"> <li>• Laws and regulation</li> <li>• Taxation and subsidies</li> </ul>
3	<p><b>Conserve or consume</b></p> <p>Page 88</p> <p>Case study 2.28</p>	<p>Students must understand the problems that arise due to the earth's depleting resources</p> <p>Should governments conserve resources?</p> <p>Students undertake the exam preparation on page 93</p>
4	<p><b>Choice of occupation.</b></p> <p>Activity sheets to be completed. Summary questions at end of chapter. Page 52 and 53 of activity book.</p>	<p>What are the factors that affect an individual's choice of occupation?</p> <p>Different types of occupation.</p> <p>Wage factors and non-wage factors</p>
5	<p><b>Changes in Earnings.</b></p> <p>Page 54 and 55 of economics activity book. Summary questions and case study on Jamaica</p>	<ul style="list-style-type: none"> <li>• Students should be able to describe likely changes in earnings over a period of time.</li> <li>• Skilled and unskilled labour.</li> </ul>
6	<p><b>Differences in earnings between occupations.</b> Pages 56 to 59.</p> <p>Case study and summary questions on page 59</p>	<ul style="list-style-type: none"> <li>• Describe the difference in earnings between different groups.</li> <li>• Public and private sector the wage gap</li> <li>• Differences between the agriculture and manufacturing services.</li> <li>• Discrimination in the work place.</li> </ul>
7	<p><b>Trade Unions.</b></p> <p>Page 60/61</p> <p>Students to complete task: summary questions and activity on trade unions.</p>	<ul style="list-style-type: none"> <li>• Describe trade unions and their role in the economy</li> <li>• Benefits and functions of trade unions.</li> <li>• Negotiation and collective bargaining.</li> <li>• Industrial action and types of such action.</li> <li>• Impact on society</li> </ul>
8	<p><b>Motives for spending saving and borrowing.</b></p> <p>Page 64 and 65. Activity: find out interest rates and how they affect savings and spending.</p>	<p>Candidates should be able to analyse the different motives for spending saving and borrowing</p> <ul style="list-style-type: none"> <li>• Who suffers due to higher interest rates and who benefits?</li> </ul>

9	<b>Income and expenditure.</b> Rising consumption in China: case study page 66	<ul style="list-style-type: none"> <li>• Candidates will be able to</li> <li>• How do different income groups spend their money and in what proportion.</li> </ul>
10	<b>REVISION</b>	Review of entire term curriculum and preparation for end of term exams.
11	<b>SECOND TERM EXAM</b>	All topics covered during term 1 as well as entire curriculum of year 10

### **TERM ASSESSMENT CRITERIA:**

DESCRIPTION	TERM MARK
<b>Assignment</b> in the form of a case study which will be relevant to the topic discussed each week. (assignments should be original and 1% mark deducted if students fail to present the assignment or delays it)	<b>10%</b>
<b>Homework</b> and class work on a regular basis. Marks will be awarded for completion of work on time. Delays and failures will result in 0% being awarded.	<b>10%</b>
<b>Project work.</b> Students research a topic related to curriculum and submit a report. In term 2 the topic of study for project will be based on cost-benefit analysis. Students analyse the likely impact of a business activity on the environment and society.	<b>10%</b>
<b>Classroom participation, interaction,</b> discussions and displaying positive interest in subject matter.	<b>5%</b>
<b>Term 2 work Experience:</b> Company Programme and Success Skills.	<b>5%</b>
<b>Tests, Quizzes and Pop Quizzes.</b> (Tests will be given after completion of every unit). Marks will be deducted if students miss a test. Test averages will be taken and percentages awarded based on the number of tests given in the term.	<b>10%</b>
<b>End of term exam:</b> Questions covering entire 1 <sup>st</sup> and 2 <sup>nd</sup> term curriculum. Case study, short answers and essay type questions that assess students on their analytical skills, knowledge, understanding, evaluation, and interpretation.	<b>50%</b>

## **TERM 3**

<b>Week</b>	<b>Topic / Chapter</b>	<b>Learning outcome: Students will be able to</b>
<b>1 to 10</b>	Revision tests and quizzes IGCSE past papers <b>Mock exams Paper 1, 2 and 3</b> (Term three exam)	<ul style="list-style-type: none"><li>• To prepare students for the external examination in May/June 2012.</li><li>• Test papers and assignments that test student for analytical skills will be assigned on a weekly basis.</li><li>• Students will attend after school club.</li><li>• Year 10 and 11 curriculum will be reviewed in its entirety and this offers students to brush up in areas that they have missed or not understood.</li></ul>

### **Resources:**

- Exercise books
- Text books
- IGCSE past papers ( should be with students for every lesson)

### **TERM ASSESSMENT CRITERIA:**

- Students of year 11 will not be graded for internal assessment.
- However, students need to keep in mind that attendance, punctuality, attitude, behavior and uniform will be constantly monitored.
- Students will undertake the mock exams in May. Marks will be 100% on the exam paper.
- Mock exam grade will be an indicator of student preparedness for the IGCSE exams.