

OCR GCSE Unit 2 Scheme of Work 2019/2020

Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities / Homework	Links to previous learning/building cognitive load	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
Year 10– Term 6 – National & International Economics						
Lesson 1 – Government Macro Objectives Overview (3.1-3.4, 4.2) <ul style="list-style-type: none"> • identify the objectives of government macro-economic policies. • explain the objectives of government macro-economic policies. 	Pair activity where students are to consider what the government are to focus on. Introduction of government objectives Students are to complete the gap filling exercise -Link to be added	PowerPoint presentation Textbook Resource link to fill in the gap	UK GOV Budget Research Homework	N/A		Tutorials/ Life Skills – Gov Budget/role of government.
Lesson 2 – Overview & Introduction to Government Policies (3.5-3.7) <ul style="list-style-type: none"> • describe policies that could be used to help achieve a 	Explain the difference between price stability and external stability. Pair activity whereby the students will be allocated a government objective. They must discuss and suggest	PowerPoint presentation Textbook		Recap questions as Starter based on lesson 1 content.		Tutorials/ Life Skills – Gov Budget/role of government.

<p>macro-economic objective.</p>	<p>ways that this could be achieved.</p> <p>Introduction of main policies: Fiscal, Monetary and Supply-side. Students to explain each policy.</p> <p>Students to state how policies are linked to govt objectives.</p> <p>Plenary - 3,2,1</p>					
<p>Lesson 3 – Economic Growth (3.1)</p> <ul style="list-style-type: none"> • explain what is meant by economic growth. • calculate and explain how economic growth can be measured with reference to GDP and Per Capita GDP. 	<p>Starter - Recap from previous learning .</p> <p>Show video from BBC on what is meant by GDP. Students to answer the question on the PPT slide.</p> <p>Introduce formula for GDP. Students to calculate GDP (task)</p> <p>Students to explain the difference between Real, Nominal GDP and GDP Per Capita.</p>	<p>PowerPoint presentation Textbook</p>	<p><u>Complete activities on page 116-117</u></p> <p><u>Additional 3.1 worksheet.</u> https://drive.google.com/open?id=1d3uQZOlrPng-XUcXXI1Whyry7a1aYWwF</p>	<p>Recap of last lesson.</p>		<p>Maths – calculations/interpretation of graphs/tables of data.</p>

<p>Lesson 4 – Economic Growth – causes, benefits (3.1)</p> <ul style="list-style-type: none"> • explain the determinants of economic growth. • evaluate the benefits of economic growth. 	<p>Starter - Students are to consider - what makes an economy grow?</p> <p>Introduce what makes the economy grow and students are to use BLT statements to explain each - they should in addition use their text book pg 117 -118</p> <p>Using information on China student's are to answer questions using data that develop their analysis.</p> <p>Complete BLT statements for 'benefits of economic growth'.</p> <p>Plenary - Strategies under the correct headings.</p>	<p>PowerPoint presentation Textbook</p>			<p>OCR text book – pg 117 - 118.</p>	<p>Geography – impact of growth on development.</p>
<p>Lesson 5 – Economic Growth – benefits & limitations (3.1)</p> <ul style="list-style-type: none"> • evaluate the costs of economic growth. • explain the link between economic growth and happiness (economic, social & 	<p>Starter - True or false statements linked to prior knowledge.</p> <p>Introduce costs of economic growth. Students are to use BLT statements to explain each cost giving examples.</p>	<p>PowerPoint presentation Textbook</p>	<p>Case study on pg 122 of OCR book</p>	<p>Recap of previous two lessons.</p> <p>Links to markets and specific negative externalities.</p>	<p>OCR text book – pg 123 – ext. material</p>	<p>Life Skills – Happiness/well-being.</p>

environmental impact).	<p>Link growth to happiness, question to follow.</p> <p>Students are to evaluate the GDP growth over measuring well being. Questions should be answered.</p>					
Lesson 6 & 7 - Assessment covering 3.1	Exam technique + Assessment + EBIs			Assessment based on lessons 1 to 5		
<p>Lesson 8 – Price Stability & Inflation (3.4)</p> <ul style="list-style-type: none"> define what is meant by inflation, price stability & inflation rate. explain how the rate of inflation is measured using the CPI. calculate the effect of inflation on prices. analyse inflation figures from data. 	<p>Starter - Link to prior knowledge; student to come up with words linked to Economic growth</p> <p>Main - Play video (http://www.bbc.co.uk/news/business-22164265). Students are to answer the questions on the PPT based on the video (identifying what inflation is)</p> <p>Input into inflation with scaffolded questions to challenge students.</p> <p>Show video (http://www.bbc.co.uk/news/business-22164265)</p>	<p>PowerPoint presentation</p> <p>Textbook</p> <p>Links to videos</p>	<p>Activities on pg 150 – 151 3.4.1 of OCR text book</p> <p>Additional 3.4 worksheet</p> <p>https://drive.google.com/open?id=1d3uQZOlrPng-XUcXXI1Whyry7a1aYWwF</p>	<p>Opportunity to link back to causes of price changes in markets.</p> <p>Starter – summarise learning economic growth with a wordy.</p>		<p>Maths – calculations/interpretation of graphs/tables of data.</p> <p>Maths – understanding of Index Numbers.</p>

	<p>31924148) Pose question to students: How is UK inflation measured?</p> <p>Introduce the concept of 'basket of goods'. Student to watch the video and answer the question about basket of goods https://www.bbc.co.uk/news/av/business-31924148/inflation-basket-craft-beer-and-protein-powder-added)</p> <p>Introduce data, using the data students are to answer the following questions.</p>					
<p>Lesson 9 & 10 – Price stability (3.4)</p> <ul style="list-style-type: none"> ● analyse the causes of inflation. ● evaluate the consequences of inflation for different economic groups. 	<p>Starter - True or false statement Using page 157 of the textbook complete activity 3.4.6</p> <p>Introduce the consequences of of inflation. Show students the table and allow them to write BLT statements about each of the groups explaining the consequences.</p>	<p>PowerPoint presentation Textbook pages 157 Video links</p>	<p>OCR textbook - Case study pg 154 Evaluation pg 165</p>	<p>Opportunity to link back to concept of labour intensive firms when considering wage-price spiral.</p> <p>Also make link to previous knowledge of term “Real” from GDP learning earlier in unit 2 when introducing Real and Nominal Income.</p>	<p>OCR textbook pg 165</p>	<p>History – Germany & Hyperinflation.</p>

	<p>To support some learners show the video (https://www.cnn.com/2016/10/13/inflation-in-venezuela-seen-hitting-1500-in-2017-as-crisis-goes-from-bad-to-worse.html)</p> <p>Show slide of benefits of inflation. Answer the questions shown on the PPT - analysis and evaluation questions.</p>			Opportunity to link to unit 1 content and reasons for different rates of interest.		
<p>Lesson 11 – Low Unemployment (3.2)</p> <ul style="list-style-type: none"> Understand what is meant by employment and unemployment. Identify and explain how unemployment is measured and the types of unemployment. 	<p>Starter - Using the article, students are to answer the questions.</p> <p>Introduce LO</p> <p>Linking back to the article students are now to answer challenge questions.</p> <p>Definitions of Full employment and unemployment given.</p> <p>Introduce measurements of employment.</p> <p>Opportunity to link to current data. Students</p>	<p>PowerPoint presentation Video Textbook Print https://www.bbc.co.uk/news/10604117</p> <p>Current data - http://www.cesi.org.uk/</p>	<p>OCR textbook – complete activity on page 127 and 130</p> <p>Additional 3.2 worksheet https://drive.google.com/open?id=1d3uQZOlrPng-XUcXXI1Whyry7a1aYWwF</p>	Links to unit 1 content on labour markets from unit 1.		<p>Maths – calculations/interpretation of graphs & tables of data.</p> <p>Careers/life skills.</p>

	<p>to complete task - justification.</p> <p>Introduce types of unemployment and data. Students to consider why someone might be unemployed.</p> <p>Students to consider the consequences of unemployment using BLT statements.</p> <p>Plenary - Three things you learnt and one question you have.</p>					
<p>Lesson 12 - Low Unemployment (3.2)</p> <ul style="list-style-type: none"> • Calculate the unemployment rate, • Analyse unemployment figures and data. • Evaluate the consequences of unemployment for individuals, government and regions. 	<p>Starter - True or false statements</p> <p>Introduce LO</p> <p>Main: Re-cap consequences of unemployment</p> <p>Show formula for unemployment rate. Practice calculations.</p> <p>Using the textbook page 130 students to answer the questions.</p>	<p>PPT Textbook pages 127 onwards</p>	<p><u>OCR textbook – complete activities on page 133 – all questions – page 134 ext. material</u></p>	<p>Starter – True/False statements based on previous lesson.</p> <p>Links to unit 1 content on labour markets from unit 1.</p>		<p>Mathematics- Numeracy.</p> <p>Life Skills/Social – effects of unemployment on society.</p>

	<p>Pose questions for the benefits of unemployment in an economy.</p> <p>Using the textbook page 127 students are to use the data to answer the questions - Explain and analysis.</p>					
Lesson 13 & 14 – Assessment on Unemployment & Inflation.	Complete assessment.				Linking knowledge of 3.1 and 3.2	
<p>Lesson 15 & 16 – Fair Distribution of Income (3.3)</p> <ul style="list-style-type: none"> • Explain what is meant by distribution of income. • Explain why incomes and wealth are unevenly distributed. • Evaluate the consequences of inequality of wealth and income. 	<p>Starter - Students to complete calculation activity and explanation task of income</p> <p>Introduce LO</p> <p>Show key terms - Distribution of income and Redistribution of income</p> <p>Main</p> <p>Calculate Income and wealth. Analyse why income inequality and wealth inequality are related</p> <p>Causes of inequality - students should explain</p>	<p>PowerPoint presentation Textbook Page 140-144</p>	<p>OCR textbook – complete case study pg 145 And activity on pg 147</p> <p>Additional worksheet 3.3 https://drive.google.com/open?id=1d3uQZOlrPng-XUcXXI1Whyry7a1aYWwF</p>	<p>Unit 1 – labour markets and reasons for differences in wage rates.</p>	<p>OCR text book – p145 Evaluate</p>	<p>Social/Moral – income inequality.</p>

	<p>all using BLT statements.</p> <p>Using data (Page 143) students should answer all questions on PPT slide</p> <p>Consequences of inequality - students to explain each. Ext - How might the consequences differ between developed and developing countries</p> <p>Plenary - Write 3 statements related to inequality, one must be false.</p>					
<p>Lesson 17 – Fiscal policy – government income and expenditure (3.5)</p> <ul style="list-style-type: none"> • Identify the main areas of government expenditure and sources of revenue. • Distinguish between direct and indirect taxes and provide examples of each. • Explain the difference between a budget deficit and a budget surplus. 	<p>Settler - True or false - recap of prior knowledge from unit 1 and 2</p> <p>Introduce LO's</p> <p>Starter - What is the VAT rate? Students to copy out table and complete (self or peer assessment opportunity)</p> <p>Introduce the gov't spending. Students to</p>	<p>PowerPoint presentation Textbook Economic resource pack (T:\Staff Resources\Economics\GCSE Resources OCR)</p>	<p>OCR textbook – complete ext. material on page 175</p> <p>Additional worksheet 3.5 https://drive.google.com/open?id=1d3uQZOlrPng-XUcXXI1Whyry7a1aYWwF</p>	<p>Link back to lessons 1 & 2 of unit 2 where students were introduced to the government budget concept and government policies.</p>	<p>OCR text book – p166</p> <p>Practice questions paper 2 – Data-response question 1 & 2.</p>	<p>Life Skills – government role.</p>

<ul style="list-style-type: none"> Analysis how government spends income generated from the fiscal policy 	<p>explain why the gov't are spending on this area Ext task - ranking and justification of ranking</p> <p>Mind-map how gov't raise revenue - on ppt. Students are to explain the difference between indirect and direct taxation. Ext. which is the largest source of gov't revenue -answer on ppt</p> <p>Students to complete matching activity - Economic resource pg 155 in shared area</p> <p>Students should then write a speech about taxation on alcohol using the information available</p> <p>Plenary - Recap of LO</p>					
<p>Lesson 18– Fiscal Policy (3.5)</p> <ul style="list-style-type: none"> recall the key terms associated with taxation. 	<p>Settler - true or false statements ext. correct and explain why</p> <p>Introduce LO</p>	<p>PowerPoint presentation Textbook</p>	<p>OCR textbook – complete ext. material on pg 176</p>	<p>Starter - Recap key terminology/concept from lesson 17 (true/false).</p> <p>Link back to previous learning on macro-</p>		<p>Life Skills – government role.</p>

<ul style="list-style-type: none"> ● explain what is meant by fiscal policy. ● describe the difference between a balanced budget, a budget surplus and a budget deficit. ● explain how fiscal policy can be used to help achieve macro-economic objectives. 	<p>Recap prior knowledge of Macro-objectives</p> <p>Gap filling exercise for defining Fiscal Policy. Ext. task on slide</p> <p>Thinking and discussion time - Students to use prior knowledge of govt objectives to link to budget surplus and deficit (BLT statements should be provided)</p> <p>Introduce multiplier effect. Students are to explain the diagram.</p> <p>Plenary - 3 statements, one false, two true.</p>			<p>economic objectives at start of unit 2.</p>		
<p>Lesson 19 Fiscal Policy (3.5)</p> <ul style="list-style-type: none"> • recall the key features associated with fiscal policy. • explain how fiscal policy can be used to 	<p>Settler - True or false statements</p> <p>Introduce LO</p>	<p>PowerPoint presentation Textbook</p>	<p><u>OCR textbook – complete case study pg 182 all questions</u></p>	<p>True/False Starter testing previous learning in lessons 17&18.</p> <p>Opportunity to link back to learning on income distribution and impact fiscal</p>	<p>OCR textbook – Practice questions: Paper 2 Data response Q1 di,ii and iii.</p>	<p>Life Skills – government role.</p>

<p>achieve government objectives.</p> <ul style="list-style-type: none"> • evaluate the costs and benefits of fiscal policy measures. • evaluate the consequences on the economy of measures used to redistribute income. 	<p>Starter - Fiscal policy and objectives linking to budgets. Students should explain the impact of this.</p> <p>Ext. on slide</p> <p>Introduce limitations of Fiscal Policy. Students should explain why Fiscal policy might be ineffective.</p> <p>Ext on slide.</p> <p>Redistribution of income - use the diagrams students should why taxation is regressive and progressive.</p> <p>Evaluating consequences - students to answer questions on ppt.</p> <p>Plenary - 3,2,1</p>			<p>policy measures can have on income inequality.</p>		
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<p>Lesson 20 – Monetary Policy (3.6)</p> <ul style="list-style-type: none"> ● Define the term interest rate. ● Explain the reasons for varying rates of interest within an economy. ● Describe how interest rate changes can affect consumers & businesses. ● Explain how interest rate changes can help achieve macroeconomic objectives. 	<p>Settler - True or false statements</p> <p>Introduce LOs</p> <p>Show ppt - introduce the Monetary Policy. Pose questions on ppt.</p> <p>Students to analyse how the change in interest rates could impact on firms and consumers.</p> <p>Ext. on slide</p> <p>Ask students to consider a drop in interest rates and the impact of this on consumers, firms and mortgages.</p> <p>Evaluation of interest rates on business profits.</p>	<p>PowerPoint presentation Textbook</p>	<p>OCR textbook – complete case study on pg 189</p> <p>Additional worksheet 3.6</p> <p>https://drive.google.com/open?id=1d3uQZOlrPng-XUcXXI1Whyry7a1aYWwF</p>	<p>Starter – Recap learning on 3.5.</p> <p>Opportunity to link to unit 1 content and reasons for different rates of interest.</p>	<p>OCR text book – p189</p>	<p>Life Skills – Financial Management.</p> <p>Life Skills/tutorials – interest rates and their impact.</p>
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	Plenary - think of three questions relating to the key term.					
<p>Lesson 21 – Monetary Policy (3.6)</p> <ul style="list-style-type: none"> ● Explain what is meant by monetary policy. ● Describe how interest rate changes work to achieve a target rate of inflation. ● Analyse the relationship between interest rates and exchange rates. ● Evaluate the effectiveness of monetary policy in achieving macro-economic objectives. 	<p>Settler - True or false statements in pairs. Ext. explain why the other choices are not correct.</p> <p>Introduce LOs</p> <p>Starter - In groups discuss key questions and then write the answers in their books.</p> <p>Ext. challenge question on the ppt slide</p> <p>Using data students are to undertake a PMI of the graph.</p> <p>Ext. Students to consider changes to the graph/ trends</p> <p>Limitations: Using key questions students are</p>		OCR textbook – Complete case study on pg 194 and ext. material on pg 195	<p>Opportunity to link to previous learning on inflation to explain relationship between interest rates and inflation.</p> <p>Starter – multi-choice questions to recap learning from lesson 20.</p>		<p>Life Skills – Financial Management.</p> <p>Life Skills/tutorials – interest rates and their impact.</p>

	<p>to evaluate the effectiveness of expansionary monetary policy.</p> <p>Students are to answer 6 mark question (evaluation). Hints are provided to scaffold for some students.</p> <p>Plenary - 3 statements, 1 must be false.</p>					
<p>Lesson 22 & 23 – Supply-side policies (3.7)</p> <ul style="list-style-type: none"> ■ Explain how supply side policies can be used to achieve macro-economic objectives. ■ Evaluate the use of supply-side policies in achieving macro-economic objectives. 	<p>Settler - True or false statements</p> <p>Introduce LOs</p> <p>Starter - Introduce supply-side policies. Question posed on ppt</p> <p>Provide students with a list of Supply-side policies and explanation of them.</p>	<p>PowerPoint presentation Textbook</p>	<p>OCR textbook – Complete case studies on pages: 199, 201 and 202</p> <p>Additional - worksheet 3.7 https://drive.google.com/open?id=1d3uQZOlrPng-XUcXXI1Whyry7a1aYWwF</p>	<p>Starter – True/False on 3.5 & 3.6 previous learning.</p> <p>Link back to unit 2 work on causes of economic growth via link to maximum potential output.</p>	<p>OCR textbook pg 205</p>	<p>Geography – development policies.</p>

	<p>Pose question around the limitations of the SSPs.</p> <p>Plenary - Complete table and the effect of policies on govt objectives.</p>					
<p>Lesson 24 – International Trade (4.1)</p> <ul style="list-style-type: none"> • define what is meant by trade • explain why countries trade with one another. • analyse the benefits and limitations of international trade • explain what is meant by a free trade agreement. 	<p>Settler - Two, 2 mark practice questions - highlighted key terms that must be included - links to examination mark scheme.</p> <p>Introduce LOs</p> <p>Starter - International trade. What reasons do countries have to import and export goods and services?</p> <p>Input into 'Free trade agreement'. Pose question 'What do you think it means by protectionism?'</p> <p>Introduce protectionism and reasons for this.</p>	<p>PowerPoint presentation</p> <p>Textbook</p> <p>Video - https://www.youtube.com/watch?v=h6oXcVT1ldU</p>	<p>OCR textbook – complete the case study on pg 224, case study 227 and ext. material 227.</p> <p>Additional worksheet 4.1 https://drive.google.com/open?id=1d3uQZ0lrPng-XUcXXI1Whyry7a1aYWwF</p>	<p>Links to unit 1 – specialisation by country.</p>	<p>OCR July 19 examination – question??</p>	<p>Geography – trade between countries and impact on development.</p> <p>Life Skills/Tutorial – European union.</p>

	<p>Students to consider problems of protectionism - consideration to scaffold on ppt</p> <p>Cost of protectionism on a country.</p> <p>Using the video link students to answer true or false statements.</p> <p>Plenary - 3,2,1</p>					
<p>Lesson 25- Exchange Rates (4.3)</p> <ul style="list-style-type: none"> • define exchange rate • distinguish between a strong and a weak currency • calculate prices of goods and services using exchange rates • explain the effects of changing exchange rates and use diagrams to show how exchange rates are determined. 	<p>Settler - True or false statements</p> <p>Introduce LOs</p> <p>Starter - students to list as many foreign currencies as they can.</p> <p>Using data from the graph students are to make comments on the exchange rate and what the data is telling them.</p> <p>Introduce exchange rate formula. Students to practice.</p>	<p>PowerPoint presentation</p> <p>Textbook</p>	<p>OCR textbook – complete activity on pg 242 + explain what has happened in each of your diagrams.</p> <p>Additional worksheet 4.1</p> <p>https://drive.google.com/open?id=1d3uQZOlrPng-XUcXXI1Whyry7a1aYWwF</p>	<p>Link back to Unit 1 learning on supply & demand diagrams and impact of shifts in curves.</p>	<p>OCR text book – Practice questions: Paper 2 – questions 3di of data response</p>	<p>Numeracy – mathematics and calculations.</p>

	<p>Mnemonic for strong pound - SPICED</p> <p>Introduce floating of exchange rates and link to supply and demand.</p> <p>Students are to develop their understanding by explaining how a strong £ would impact on different scenarios.</p> <p>Plenary - True or false statements.</p>					
<p>Lesson 26 – Exchange Rates (4.3)</p> <ul style="list-style-type: none"> • calculate values of goods and services using exchange rates • Draw & explain diagrams to show how currency valued is determined in a floating exchange rate system. • evaluate the effects of changing exchange rates on consumers and producers. 	<p>Settler - True or false statements</p> <p>Introduce LOs</p> <p>Starter - Recap of tasks of exchange rates, diagrams and impact of them.</p> <p>Impact of strong £ on producers - questions posed on ppt.</p> <p>Evaluate - Link an increase in demand with a depreciation in currency - key points</p>	<p>Textbook PowerPoint presentation.</p>	<p>OCR textbook – Complete case study ‘The british pound’ pg 248 continued onto 249.</p>	<p>Link back to Unit 1 learning on supply & demand diagrams and impact of shifts in curves.</p> <p>Link back to unit 2 cost-push inflation.</p>		<p>Numeracy – mathematics and calculations.</p>

	<p>are provided to support students' development of understanding.</p> <p>Plenary - True or false statement ext. explain why</p>					
<p>Lessons 27- Balance of Payments (4.2)</p> <ul style="list-style-type: none"> • define what is meant by balance of payments • explain the components of the current account. • calculate current account balances with accuracy and precision • explain the causes of balance of payments deficit. 	<p>Settler - Pick key terms and define them.</p> <p>Challenge to write a BLT style paragraph which include at least 4 of these key terms.</p> <p>Introduce LOs</p> <p>Starter - Introduce BOP and term terminology.</p> <p>Students to consider reasons for 'credit'.</p> <p>Explanation of 'current account' and components of it. Task - write own definition of Balance of trade.</p> <p>Match up exercise of key terms</p> <p>Students to calculate account account.</p> <p>Using data students are to answer a series of</p>	<p>PowerPoint presentation</p> <p>Textbook</p>	<p>OCR textbook – complete case study on pg 230 and activity on pg 231</p> <p>Additional worksheet 4.2</p> <p>https://drive.google.com/open?id=1d3uQZOlrPng-XUcXXI1Whyry7a1aYWwF</p>	<p>Links back to first lessons on unit 2 – intro to macro-economic objectives.</p>		<p>Numeracy – mathematics and calculations.</p>

	<p>questions explaining the causes of balance of payment deficit.</p> <p>Plenary - 3 statements, 1 false.</p>					
<p>Lessons 28 – Balance of Payments (4.2)</p> <ul style="list-style-type: none"> • calculate current account balances with accuracy and precision • analyse the causes of balance of payments deficit. • evaluate the methods that can be used to rectify a BOP deficit. 	<p>Settler - True or false statements</p> <p>Introduce LOs</p> <p>Causes of CA deficit - Using BLT statements students are to answer the question using the prompted points.</p> <p>Ext. questions available for challenge.</p> <p>Evaluation - exam style question. students to use the prompts to develop BLT statement answering the question.</p> <p>Consequences of current account deficit - student should complete the questions on the ppt slide</p>	<p>PowerPoint presentation Textbook</p>	<p>OCR textbook – Complete case study ‘Germany’ pg 238 and ext. page 239</p>	<p>Opportunity to link back to economic growth.</p>	<p>OCR textbook: Practice questions: Paper 2 Q3a,b</p>	<p>Numeracy – mathematics and calculations.</p>

	Plenary - 3,2,1					
<p>Lesson 29 – Limitations of Markets (3.8)</p> <ul style="list-style-type: none"> ■ differentiate between private costs/benefits and social costs/benefits. ■ explain the difference positive and negative externalities. ■ Analyse & evaluate policies that can be used to correct market failure. 	<p>Settler - True or false statements</p> <p>Introduce LOs</p> <p>Starter - Introduce key terms. Questions pose on ppt for students to answer</p> <p>Students should explain the difference between positive and negative externalities</p> <p>Introduce 'market failure'. Students to read definition and then answer the posed question on the slide. Explanation of govt intervention to correct market failure.</p> <p>Students to answer questions on govt intervention, subsidies and taxes.</p>	PowerPoint presentation Textbook	<p>OCR textbook – complete ext. material pg 207 and case study pg 208</p> <p>Additional worksheet 3.8 https://drive.google.com/open?id=1d3uQZOlrPng-XUcXXI1Whyry7a1aYWwF</p>	Link back to previous learning on Negative Externalities as a consequence of economic growth.		Life Skills – 3 rd party effects and consequences of actions.

	Plenary - 3 statements, 1 false.					
<p>Lesson 30 – Limitations of markets (3.8)</p> <ul style="list-style-type: none"> ■ Analyse policies that can be used to correct market failure. ■ Assess the success of policies that can be used to correct market failure. 	<p>Starter - True or false statement</p> <p>Introduce LOs</p> <p>Starter - Students are to answer question on the ppt slides using explanation and diagrams</p> <p>Introduction of policies. Questions posed on the ppt to develop students' understanding.</p> <p>Timed examination questions - Evaluation.</p> <p>Plenary - 3,2,1</p>	<p>PowerPoint presentation</p> <p>Textbook</p>	<p>OCR textbook – complete case study on 217 and ext. material</p>	<p>Potential to link back to supply and demand diagrams from unit 1.</p>		<p>Life Skills – 3rd party effects and consequences of actions.</p>
<p>Lesson 31 & 32 – Globalisation (4.4)</p> <ul style="list-style-type: none"> • explain what is meant by globalisation. • explain the factors that have contributed to the growth of globalisation. • explain how development is measured. 	<p>Settler - Unit 1 examination question</p> <p>Introduce LOs</p> <p>Starter - Introduce the term 'globalisation'. Pose questions on 'factor that contribute towards globalisation'. Students are to write BLT statements</p>	<p>PowerPoint presentation</p> <p>Textbook</p> <p>Handout</p>	<p>OCR textbook – complete case study 'China and global trade' on pg 263 and ext. pg 264</p> <p>Additional worksheet 4.4 https://drive.google.com/open?id=1d3uQZOlrPng-</p>	<p>Links to specialisation by country in unit 1.</p>		<p>Geography – development and globalisation.</p>

<ul style="list-style-type: none"> evaluate the costs and benefits associated with globalisation for developed and developing countries. 	<p>explaining the contributions.</p> <p>Link this concept to GDP and SOL</p> <p>Benefits Vs Costs - Students should consider the benefits and costs of globalisation using BLT statements.</p> <p>Limits of globalisation - give students key quotes. They should use the key points to develop reason/barriers to why developing countries are not benefiting from globalisation. Ext. on ppt.</p> <p>Plenary - 3,2,1</p>		XUcXXI1Whyry7a1aYWwF			
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