



HOMELINK: TERM 2

SUBJECT: ECONOMICS

CLASS: 11

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. As far as homework is concerned they should be submitted on time. Excuses are unacceptable unless they are medical in nature and have sufficient evidence in the form of medical certificates which shows you were unable to attend. 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 WORK

Week	Topic / Chapter	Learning outcome: Students will be able to
1	Economic Indicators: Living standards and HDI	<p>Students will learn about living standards in different countries</p> <ul style="list-style-type: none"> • What factors affect living standards? • What is the HDI (Human Development Index) • Countries with high living standards • Comparing living standards and learning what is meant by development.
2	<p>Economic Indicators: Policies to reduce poverty</p> <p>Pages 166 and 168</p> <p>Case study and activity on page 166</p>	<p>Students learn about poverty and why some countries are poor.</p> <ul style="list-style-type: none"> • Wealth and income. • Factors affecting poverty. • Relative and absolute poverty.
3	<p>Economic Indicators: Population</p> <p>Pages 170, 171</p>	<p>Factors that affect population growth</p> <p>Birth and death rate</p> <p>Population pyramids: students learn to draw population pyramids as well as analyse these pyramids and make conclusions about the population structure of different countries. Reasons for different rates of population growth.</p>
4	<p>Economic Indicators: Population</p> <p>Pages 174 and 175</p> <p>All summary questions on page 175 to be completed.</p>	<p>Demographic transitions</p> <p>Consequences of population change for developing and developed countries.</p> <p>Dependent population and the dependency ratio.</p> <p>The effects of changing size of population on an economy.</p> <p>The consequences of an ageing population.</p>
5	<p>The individual as producer, consumer and borrower:</p> <p>Choice of occupation</p>	<p>Students will identify the factors affecting an individual's choice of occupation (wage factors and non-wage factors)</p> <p>Wage factors like salaries and wages</p> <p>Non-wage factors like promotion, career, working hours etc.</p>

6	The individual as producer, consumer and borrower. Earnings of individuals	<ul style="list-style-type: none"> describe likely changes in earnings over time for an individual describe the differences in earnings between different occupational groups (male/female; skilled/unskilled private/public; agricultural/manufacturing/services)
7	The stock exchange Page 50	Students learn about stock exchanges and their function
8	Trade Unions Page 244 to 249 Summary questions on pages 60 and 61	Students learn what trade unions are and <ul style="list-style-type: none"> Their functions The advantages of being a member of a trade union Types of unions The labour market.
9	Trade Unions	What factors determine the strength of trade unions? How much of a factor is a trade union in a person's choice of occupation.
10	<u>REVISION</u>	Review of entire term curriculum and preparation for end of term exams.
11	<u>SECOND TERM EXAM</u>	All topics covered during term 1 as well as entire curriculum of year 10 Case study, short answers and essay type questions that assess students on their analytical skills, knowledge, understanding, evaluation, and interpretation.

TERM ASSESSMENT CRITERIA:

DESCRIPTION	% OF TERM MARK
Every week (Sundays) students will be given an assignment 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)	10%
Homework 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.	10%
Project work. Students research a topic related to curriculum and submit a report. (1 project per term)	5%
Classroom participation, interaction, discussions and displaying positive interest in subject matter.	5%
As part of work experience it is mandatory for all business studies students to attend the work experience and Job Shadow Programme.(marks will be deducted wholly if students fail to actively participate)	5%
Tests, Quizzes and Pop Quizzes. (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.	15%
<u>End of term exam</u> <ul style="list-style-type: none">• Questions covering entire 1st&2nd term curriculum.• Case study, short answers and essay type questions that assess students on their analytical skills, knowledge, understanding, evaluation, and interpretation.• Question papers will be selected from past IGCSE exams.	50%