

## L6 Economics Learning Programme Lent Term

Topic/Content	Objectives/Skills	Suggested Activities	Assessment	Success Criteria	Stretch & Challenge (Thirst for Learning)
<p><b>4.1.8 The market mechanism, market failure and government intervention in markets</b></p> <p>4.1.8.1 How markets and prices allocate resources</p> <p>4.1.8.2 The meaning of market failure</p> <p>4.1.8.3 Public goods, private goods and quasi-public goods</p> <p>4.1.8.4 Positive and negative externalities in consumption and production</p> <p>4.1.8.5 Merit and demerit goods</p> <p>4.1.8.6 Market imperfections</p> <p>4.1.8.7 Competition policy</p> <p>4.1.8.8 Public ownership, privatisation, regulation and deregulation of markets</p>	<ul style="list-style-type: none"> <li>• Students should be able to apply economic models to assess the role of markets and the government in a variety of situations.</li> <li>• Students should appreciate the consequences of government intervention in markets for consumers, producers and other economic agents.</li> <li>• Students should be able to evaluate the case for and against government intervention in particular markets and to assess the relative merits of different methods of intervention.</li> </ul>	<p><b>Introduction to market failure:</b> Teacher-led presentation of different forms of market failure and why markets may fail such as imperfect information</p> <p><b>Public goods:</b> Presentation demonstrating the characteristics of public goods such as non-rival and non-excludable.</p> <p>Students could possibly be given a list of goods and able to identify which are public (<i>Stretch and challenge students could also explore the nature of quasi-public goods and difficulties in the characteristics</i>)</p>	AQA A Level Questions	AQA Mark Scheme	<p>Anderton,A. 5th ed. (2008). pp 511–536.</p> <p>Lawrence,J. et al. (2009). pp 157–170.</p> <p>Powell,R. (2014). pp 285–299.</p> <p><a href="#">HM Treasury website</a></p> <p><a href="#">Govt. spending pres.tutor2u</a></p> <p><i>Economic Review</i>, Vol. 28, Apr 2011, 'Spending cuts and the UK economy'</p> <p><a href="#">Taxation pres.tutor2u</a></p> <p><i>Economic Review</i>, Vol. 28, Apr 2011, 'Fiscal policy – Globalisation and challenges for corporate tax'</p>

<p>4.1.8.9 Government intervention in markets 4.1.8.10 Government failure</p>		<p><b>Private costs and benefits vs social costs and benefits:</b> A basic understanding can be developed using examples such as selling off the school/college field for housing with students identifying the various costs and benefits</p> <p><b>Demerit goods:</b> Students to identify which goods may be over-produced and over-consumed if left to free market forces making lists. Reasons why they are over-consumed could be explored. Links to the effects on society and negative externalities made</p> <p><b>Demerit goods diagrammatically:</b> Stud</p>			<p><a href="#">Borrowing pres.tutor2u</a> <a href="#">Fiscal policy and AD pres.tutor2u</a> <i>Economics Today</i>, Vol. 21, Mar 2014, 'Understanding the budget' <i>Economics Today</i>, Vol. 18, Nov 2010, 'What problems does a budget deficit cause for government financing?' <i>Economic Review</i>, Vol. 29, Sep 2011, 'The history of public debt' <a href="#">Debt bombshell website</a></p>
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		<p>demand diagrams illustrating free market or private optimal equilibriums in comparison to social optimums or socially desirable outcomes using a variety of real world examples.</p> <p><i>Public and merit good quizzes ICT: Market failure quizzes</i></p> <p>assessing knowledge gained, or, teacher- led activity with students showing responses to questions on whiteboards</p> <p><b>Market failure comprehension:</b> Student exploration and consideration of free market principles in comparison to social optimal principles</p>			
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		<p><b>Negative and positive externalities in production:</b> Linking earlier learning in consumption, students will be able to apply understanding to production situations. Newspaper articles may be useful drawing attention to issues (<i>ICT opportunity: Students to create a report about how negative externalities in production are dealt with around the world</i>)</p> <p><b>Inequality and the difference between income and wealth:</b> Introducing the concept of inequality with teacher-led presentation. Use of clips to highlight current issues and discussion of</p>			
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		<p>the concepts of income (a flow concept) and wealth (a stock concept)</p> <p><b>Inequality</b></p> <p><b>comprehension:</b> Students to consider why current trends are occurring and possible methods which would reduce inequality</p> <p><b>Imperfect information:</b> Students consider the role of information gaps in making choices by being given various scenarios and information. This could be linked to rules of thumb in behavioural economics studied in the second year</p> <p><i>Market failure quiz</i></p> <p><i>ICT:</i> Market failure quiz assessing knowledge gained, or, teacher-led</p>			
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		<p>activity with students showing responses to questions on whiteboards</p> <p><b><i>Ideas for differentiation and extension</i></b></p> <p>Application to a wide range of real-world situations</p>			
<p><b>4.1.6 The labour market</b></p> <p>4.1.6.1 The demand for labour, marginal productivity theory</p> <p>4.1.6.2 Influences upon the supply of labour to different markets</p> <p>4.1.6.3 The determination of relative wage rates and levels of employment in perfectly competitive labour markets</p> <p>4.1.6.4 The determination of relative wage rates and levels of employment in</p>			AQA A Level Questions	AQA Mark Scheme	

imperfectly competitive labour markets 4.1.6.5 The Influence of trade unions in determining wages and levels of employment 4.1.6.6 The National Minimum Wage 4.1.6.7 Discrimination in the labour market					
<b>4.1.7 The distribution of income and wealth: poverty and inequality</b> 4.1.7.1 The distribution of income and wealth 4.1.7.2 The problem of poverty 4.1.7.3 The determination of relative wage rates and levels of employment in perfectly competitive labour markets			AQA A Level Questions	AQA Mark Scheme	