



Subject Grade Information Sheet – Summer Series 2021

A Chance To Shine

Subject: Economics

Level *A-Level*

1) What evidence do you already have that may be used for grading?

Exam questions for paper 1 and 2

Essays written done throughout the term

2) What “Chances to shine” are you providing to improve the evidence in 1) ?

Chance to shine timetable completed.

Students to complete given topics before they are assessed.

Paper 1 topics assessed- exam style questions given in lesson, marked for grading

Paper 2 topics assessed- exam style questions given in lesson, marked for grading

The Economics Plan

During term 5 (after 19th April) students will complete a series of exam style questions on the Economics topics they have been taught. These will be spread out over the term and completed in Economics lessons. All the Specification have been taught, so just revision for the topics given.

The timetable

Below is a timetable of what topics are going to be assessed in lessons in term 5. This is so that students can spread out their revision and ensure that their revision can be focussed. Exactly what lesson each assessment will be carried out can be agreed with students the week before.

Paper	Dates	Marks	Topics
Paper 2	23/04/2021	10	4.1.4 Terms of trade (<i>benefits of regional trade agreements</i>) <i>Free Trade Agreement- policies for country to protect themselves</i>
		12	4.3.2 Factors influencing growth and development (problems of countries <i>dependency on Primary products</i>)
		5	<i>Fair trade schemes</i>
		8	<i>Other than fair trade, any other schemes countries can use to boost their incomes</i>
		15	Benefits of increased economic integration for countries

	28/04/2021	25	Multiple choices/short answers <ol style="list-style-type: none"> 1. Calculate total real UK GDP 2. Real gross domestic product 3. Multiplier effect 4. How the multiplier process leads to an increase in aggregate demand 5. Role of International Monetary Fund (IMF) 6. floating exchange rate system 7. Types of unemployment- Cyclical B Real wage C Seasonal D Structural 8. Draw an aggregate demand and aggregate supply diagram 9. Negative output gap
Paper 1	4/05/2021	25	Monopsony market Or Microeconomic- pay attention to the cars industry, electrical cars, oil cars
	11/05/2012	15	Price discrimination e.g. on rail passengers.
		12	Natural monopoly.
		10	Nationalisation of the industries - might protect employees?
		8	Demand factors
		5	Subsidy-effects if there're changes
	18/05/2021	25	Multiple choices/short answers <ul style="list-style-type: none"> • Supply and demand diagram to show the incidence tax • Externalities diagram • tradable pollution permits. • Average cost and how it affects the output • Different types of costs • Business growth, organic growth • Business merger

Help with revision.

Knowing which topics to revise will help focus revision time and ensure case study examples are focussed. We also use lesson time to recap the topics.

In case of Yr13 "Bubble Down"

The chance to shine task will be accessed through Teams if the YEAR 13 BUBBLE IS DOWN

Students self-Isolating/home schooling.

Exams can be emailed to student to complete at home and then emailed back.

Collection of evidence

All evidence will be collected in files for each student, this includes exams that have been completed throughout the year.

3) When will these be and how will you prepare students for them?

Students given information sheet before Easter which informs them of the topics needed for each week. This allows the students to focus their revision and prepare fully for each opportunity to shine. The information sheet also informs students of when each topic will be needed.

4) How will you inform students and parents about specific “Chance to Shine” opportunities?

*A4 sheet on topics and timetables outlining all the information above.
A4 sheet given to students before Easter holiday and shared on Microsoft Teams.*

5) Will the “chance to shine” task be available remotely? If so, where?

Yes – All questions can be shared on Microsoft Teams and emailed to students if necessary.

6) What form will your portfolio of evidence take and what will it contain?

Each student will have a file of evidence containing all their opportunities to shine (Assessment Objectives to be achieved)

7) How will you be checking/moderating grades?

Each opportunity to shine will be marked by the class teacher and moderated by another teacher from the school.

8) How will you ensure students can see their portfolio of evidence? When will this be?

After opportunities to shine have been marked, students can see what mark they achieved for that piece of work. Students can also see what is in their file as this will be shared with them.