

	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn Term 1A	<p><u>4.1.4.4 Costs of production</u></p> <p>The difference between fixed and variable costs.</p> <p>The difference between marginal, average and total costs.</p> <p>The difference between short-run and long-run costs.</p> <p>The reasons for the shape of the marginal, average and total cost curves.</p> <p>How factor prices and productivity affect firms' costs of production and their choice of factor inputs.</p>	<p><u>4.1.4.4 Costs of production</u></p> <p>Students should be able to calculate different costs from given data.</p> <p>Students should also be able to draw and interpret cost curves.</p>	<ul style="list-style-type: none"> • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on costs of production. • <u>Knowledge sheets</u> <ul style="list-style-type: none"> - This will assess the key definition knowledge of students based on the topic. • <u>Knowledge & SAQs from textbook chapters</u> <ul style="list-style-type: none"> - Multiple choice questions and short answer questions to consolidate learning. - <u>Diagram task sheet</u> <ul style="list-style-type: none"> - To assess the accurate illustration of cost curves. • <u>Year 13 Mocks</u> <ul style="list-style-type: none"> - Students will sit a full A-level timed paper within exam conditions.

	<p><u>4.1.4.5 Economies and diseconomies</u></p> <p>The difference between internal and external economies of scale.</p> <p>Reasons for diseconomies of scale.</p> <p>The relationship between returns to scale and economies or diseconomies of scale.</p> <p>The relationship between economies of scale, diseconomies of scale and the shape of the long-run average cost curve.</p> <p>The L-shaped long-run average cost curve.</p> <p>The concept of the minimum efficient scale of production</p>	<p><u>4.1.4.5 Economies and diseconomies</u></p> <p>Students should be able to categorise and give examples of both internal and external economies of scale.</p> <p>Students should understand the significance of the minimum efficient scale for the structure of an industry and barriers to entry.</p>	<ul style="list-style-type: none"> • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on economies and diseconomies • <u>Knowledge sheets</u> <ul style="list-style-type: none"> - This will assess the key definition knowledge of students based on the topic. • <u>Knowledge & SAQs from textbook chapters</u> <ul style="list-style-type: none"> - Multiple choice questions and short answer questions to consolidate learning.
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	<p><u>4.1.4.6 Marginal, average, and total revenue</u></p> <p>The difference between marginal, average and total revenue.</p> <p>Why the average revenue curve is the firm's demand curve.</p> <p>The relationship between average and marginal revenue.</p> <p>The relationship between marginal revenue and total revenue.</p>	<p><u>4.1.4.6 Marginal, average, and total revenue</u></p> <p>Students should be able to calculate marginal, average and total revenue from given data.</p> <p>Students should also be able to draw and interpret revenue curves.</p>	<ul style="list-style-type: none"> - <u>Diagram task sheet</u> To assess the accurate illustration of revenue curve. • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on marginal, average, total revenue and profit. • <u>Knowledge sheets</u> <ul style="list-style-type: none"> - This will assess the key definition knowledge of students based on the topic. - • <u>Knowledge & SAQs from textbook chapters</u> Multiple choice questions and short answer questions to consolidate learning.
	<p><u>4.1.4.7 Profit</u></p> <p>Profit is the difference between total revenue and total costs.</p> <p>The difference between normal and abnormal (supernormal) profit.</p> <p>The role of profit in a market economy.</p>	<p><u>4.1.4.7 Profit</u></p> <p>Students should be able to calculate; total revenue, total cost, and profit.</p> <p>Students must demonstrate knowledge and understanding of the difference between normal and supernormal profit.</p>	

	<p><u>4.1.4.8 Technological change</u></p> <p>The difference between invention and innovation.</p> <p>Technological change can affect methods of production, productivity, efficiency and firms' costs of production.</p> <p>Technological change can lead to the development of new products, the development of new markets and may destroy existing markets.</p> <p>Technological change can influence the structure of markets.</p>	<p><u>4.1.4.8 Technological change</u></p> <p>Students must demonstrate knowledge and understanding of the difference between invention and innovation.</p> <p>Students should understand how the process of creative destruction is linked to technological change.</p> <p>Students must demonstrate knowledge and understanding of how technological change can affect productivity, efficiency, cost and market structure.</p>	<ul style="list-style-type: none"> • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on technological change. • <u>Knowledge sheets</u> <ul style="list-style-type: none"> - This will assess the key definition knowledge of students based on the topic. • <u>Knowledge & SAQs from textbook chapters</u> <ul style="list-style-type: none"> - Multiple choice questions and short answer questions to consolidate learning.
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	<p>4.1.5 Perfect competition, imperfectly competitive markets, and monopoly</p> <p><u>4.1.5.1 Market structures</u></p> <p>The spectrum of competition ranging from perfect competition at one end of the spectrum to pure monopoly at the other end of the spectrum.</p> <p>Factors such as the number of firms, the degree of product differentiation and ease of entry are used to distinguish between different market structures.</p>	<p><u>4.1.5.1 Market structures</u></p> <p>Students must demonstrate knowledge and understanding of the spectrum of competition.</p> <p>Students must demonstrate knowledge and understanding of factors used to distinguish between different market structures.</p>	<ul style="list-style-type: none"> • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on market structures. • <u>Knowledge sheets</u> <ul style="list-style-type: none"> - This will assess the key definition knowledge of students based on the topic. - • <u>Knowledge & SAQs from textbook chapters</u> <ul style="list-style-type: none"> - Multiple choice questions and short answer questions to consolidate learning.
	<p><u>4.1.5.2 The objectives of firms</u></p> <p>The models that comprise the traditional theory of the firm are based upon the assumption that firms aim to maximise profits.</p>	<p><u>4.1.5.2 The objectives of firms</u></p> <p>Students should recognise that firms have a range of possible objectives including survival, growth, quality, maximising their sales revenue and increasing their market share.</p>	

	<p>The profit-maximising rule (MC=MR).</p> <p>The reasons for and the consequences of a divorce of ownership from control.</p> <p>Firms have a variety of other possible objectives.</p> <p>The satisficing principle.</p> <p><u>4.1.5.3 Perfect competition</u></p> <p>The formal diagrammatic analysis of the perfectly competitive model in the short and long run.</p> <p>The implications of the following for the behaviour of firms and the industry: large numbers of producers, identical products, freedom of entry and exit, and perfect knowledge.</p>	<p>Students should be able to discuss how the divorce of ownership from control may affect the objectives of firms, their conduct and performance.</p> <p><u>4.1.5.3 Perfect competition</u></p> <p>Students should be aware that perfect competition, in both product and labour markets, provides a yardstick for judging the extent to which real world markets perform efficiently or inefficiently, and the extent to which a misallocation of resources occurs.</p> <p>Students should also be able to assess critically the proposition that perfectly competitive markets lead to an efficient allocation of resources.</p>	<ul style="list-style-type: none"> - <u>Diagram task sheet</u> To assess the accurate illustration of a perfectly competitive firm in the short and long run. • <u>Topic task sheets</u> - Short answer questions on perfect competition • <u>Knowledge sheets</u> - This will assess the key definition knowledge of students based on the topic. - • <u>Knowledge & SAQs from textbook chapters</u> Multiple choice questions and short answer questions to consolidate learning.
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	<p>Firms operating in perfectly competitive markets are price takers.</p> <p>The proposition that, given certain assumptions, relating for example to a lack of externalities, perfect competition will result in an efficient allocation of resources.</p>	<p>Students must be able to diagrammatically illustrate the perfectly competitive model in the short run and long run.</p>	<ul style="list-style-type: none"> - <u>Diagram task sheet</u> To assess the accurate illustration of a monopolistic firm in the short and long run. • <u>Topic task sheets</u> - Short answer questions on monopolistic competition. • <u>Knowledge sheets</u> - This will assess the key definition knowledge of students based on the topic. - • <u>Knowledge & SAQs from textbook chapters</u> Multiple choice questions and short answer questions to consolidate learning.
	<p><u>4.1.5.4 Monopolistic competition</u></p> <p>The formal diagrammatic analysis of the monopolistically competitive model in the short and long run.</p> <p>The main characteristics of monopolistically competitive markets.</p> <p>Monopolistically competitive markets will be subject to non-price competition</p>	<p><u>4.1.5.4 Monopolistic competition</u></p> <p>Students must be able to diagrammatically illustrate the monopolistically competitive model in the short run and the long run.</p> <p>Students must demonstrate knowledge and understanding of the main characteristics of monopolistically competitive market.</p>	

<p>Autumn Term 1B</p>	<p>4.1.5.5 Oligopoly</p> <p>The main characteristics of oligopolistic markets.</p> <p>Oligopolistic markets can be very different in relation to, for example, the number of firms, the degree of product differentiation and ease of entry.</p> <p>Oligopoly can be defined in terms of market structure or in terms of market conduct (behaviour).</p> <p>Concentration ratios and how to calculate a concentration ratio.</p> <p>The difference between collusive and non-collusive oligopoly.</p> <p>The difference between cooperation and collusion.</p> <p>The kinked demand curve model.</p>	<p>4.1.5.5 Oligopoly</p> <p>Students should demonstrate knowledge and understanding of the various factors which affect the behaviour and performance of firms in a variety of real-world markets. The factors include different barriers to entry and the degree of concentration and product differentiation.</p> <p>Students must be able to draw the kinked demand curve model and should be used as an illustration of the interdependence between firms and not taught as if it is the only model of oligopoly.</p> <p>Students should recognise that collusion may allow oligopolists to act as a monopolist and maximise their joint profits.</p>	<ul style="list-style-type: none"> - Diagram task sheet To assess the accurate illustration of the kinked demand curve to show interdependence between firms. • Topic task sheets - Short answer questions on oligopoly as a market structure • Knowledge sheets - This will assess the key definition knowledge of students based on the topic. - • Knowledge & SAQs from textbook chapters Multiple choice questions and short answer questions to consolidate learning.
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	<p>The reasons for non-price competition, the operation of cartels, price leadership, price agreements, price wars and barriers to entry.</p> <p>The factors which influence prices, output, investment, expenditure on research and advertising in oligopolistic industries.</p> <p>The significance of interdependence and uncertainty in oligopoly.</p> <p>The advantages and disadvantages of oligopoly.</p>		
	<p><u>4.1.5.6 Monopoly and monopoly power</u></p> <p>The formal diagrammatic analysis of the monopoly model.</p> <p>That monopoly power is influenced by factors such as barriers to entry, the number of competitors,</p>	<p><u>4.1.5.6 Monopoly and monopoly power</u></p> <p>Students must be able to diagrammatical illustrate the monopoly model.</p> <p>Students should appreciate that firms operating in monopolistically competitive and oligopolistic markets are</p>	<ul style="list-style-type: none"> - <u>Diagram task sheet</u> To assess the accurate illustration of a monopoly diagram. • <u>Topic task sheets</u> - Short answer questions on a monopoly as a market structure • <u>Knowledge sheets</u> - This will assess the key definition knowledge of students based on the topic. - • <u>Knowledge & SAQs from textbook chapters</u> Multiple choice questions and short answer questions to consolidate learning.

	<p>advertising and the degree of product differentiation.</p> <p>The advantages and disadvantages of monopoly.</p> <p><u>4.1.5.8 The dynamics of competition and competitive market processes</u></p> <p>Both the short-run and long-run benefits which are likely to result from competition.</p> <p>That firms do not just compete on the basis of price but that competition will, for example, also lead firms to strive to improve products, reduce costs, improve the quality of the service provided.</p> <p>The process of creative destruction.</p>	<p>price makers and have varying degrees of monopoly power.</p> <p><u>4.1.5.8 The dynamics of competition and competitive market processes</u></p> <p>Students should understand that if firms have monopoly power and are making large profits, over time there will be an incentive for new firms to enter the market and to innovate to overcome the existing barriers to entry.</p> <p>Students should understand that this process of creative destruction is a fundamental feature of the way in which competition operates in a market economy.</p>	<ul style="list-style-type: none"> • <u>Topic task sheets</u> - Short answer questions on the dynamics of competition and competitive market. • <u>Knowledge sheets</u> - This will assess the key definition knowledge of students based on the topic. - • <u>Knowledge & SAQs from textbook chapters</u> Multiple choice questions and short answer questions to consolidate learning. - • <u>Topic task sheets</u> - Short answer questions on contestable and non-contestable markets. - • <u>Knowledge sheets</u> - This will assess the key definition knowledge of students based on the topic.
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	<p><u>4.1.5.9 Contestable and non-contestable markets.</u></p> <p>The significance of market contestability for the performance of an industry.</p> <p>Concepts such as sunk costs and hit-and-run competition.</p>	<p><u>4.1.5.9 Contestable and non-contestable markets.</u></p> <p>Students must demonstrate knowledge and understanding of the significance of market contestability for the performance of an industry.</p>	<ul style="list-style-type: none"> • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on market structure, static & dynamic efficiency, and resource allocation. • <u>Knowledge sheets</u> <ul style="list-style-type: none"> - This will assess the key definition knowledge of students based on the topic. - • <u>Knowledge & SAQs from textbook chapters</u> <ul style="list-style-type: none"> - Multiple choice questions and short answer questions to consolidate learning.
	<p><u>4.1.5.10 Market structure, static efficiency, dynamic efficiency, and resources allocation</u></p> <p>The difference between static efficiency and dynamic efficiency.</p> <p>The conditions required for productive efficiency (minimising</p>	<p><u>4.1.5.10 Market structure, static efficiency, dynamic efficiency, and resources allocation</u></p> <p>Students should be able to apply efficiency concepts when comparing the performance of firms in markets with different structures.</p> <p>Students should understand how conduct and performance</p>	

	<p>average total costs) and allocative efficiency (price = marginal cost).</p> <p>Dynamic efficiency is influenced by, for example, research and development, investment in human and non-human capital and technological change.</p>	<p>indicators can be used to compare market structures.</p>	
<p>Spring Term 2A</p>	<p><u>4.1.5.11 Consumer and producer surplus</u></p> <p>Be able to apply these concepts when discussing economic efficiency and welfare issues, such as price discrimination and the dead-weight losses associated with monopoly.</p>	<p><u>4.1.5.11 Consumer and producer surplus</u></p> <p>Students should be able to diagrammatically analyse the difference between consumer and producer surplus.</p>	<ul style="list-style-type: none"> - <u>Diagram task sheet</u> To assess the accurate illustration of consumer and producer surplus. • <u>Topic task sheets</u> - Short answer questions on a consumer and producer surplus. • <u>Topic task sheets</u> - Short answer questions on public ownership, privatization, regulation and deregulation. • <u>Knowledge sheets</u> - This will assess the key definition knowledge of students based on the topic.

	<p><u>4.1.8.8 Public ownership, privatisation, regulation, and deregulation of markets.</u></p> <p>The arguments for and against the public ownership of firms and industries.</p> <p>The arguments for and against the privatisation of state-owned enterprises.</p> <p>The arguments for and against the regulation of markets.</p> <p>The arguments for and against the deregulation of markets.</p> <p>The problem of regulatory capture.</p>	<p><u>4.1.8.8 Public ownership, privatisation, regulation, and deregulation of markets.</u></p> <p>Students should be able to assess the application of such policies in the United Kingdom and be able to evaluate their effects on economic performance.</p>	<ul style="list-style-type: none"> • <u>Knowledge & SAQs from textbook chapters</u> Multiple choice questions and short answer questions to consolidate learning. - <u>Diagram task sheet</u> To assess the accurate illustration of price discrimination. • <u>Topic task sheets</u> - Short answer questions on price discrimination.
	<p><u>4.1.5.7 Price discrimination</u></p> <p>The conditions necessary for price discrimination.</p> <p>The advantages and disadvantages of price discrimination.</p>	<p><u>4.1.5.7 Price discrimination</u></p> <p>Students should be aware of real-world examples of price discrimination and be able to assess its impact on producers and consumers.</p>	

	<p>4.1.6 The labour market</p> <p><u>4.1.6.1 The demand for labour, marginal productivity theory</u></p> <ul style="list-style-type: none"> • The demand for a factor is derived from the demand for the product. • The marginal productivity theory of the demand for labour. • The demand curve for labour shows the relationship between the wage rate and number of workers employed. • The causes of shifts in the demand curve for labour. • The determinants of the elasticity of demand for labour. 	<p>Students must be able to diagrammatically analyse price discrimination.</p> <p><u>4.1.6.1 The demand for labour, marginal productivity theory</u></p> <p>Students must be able to demonstrate knowledge and understanding of wage rate and number of workers employed.</p> <p>Students must be able to demonstrate knowledge and understanding of the determinants of the elasticity of demand for labour.</p> <p>Students must demonstrate knowledge and understanding of the shifts in the demand for labour.</p>	<ul style="list-style-type: none"> • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on the demand for labour, marginal productivity theory. - - <u>Knowledge sheets</u> <ul style="list-style-type: none"> - This will assess the key definition knowledge of students based on the topic. - • <u>Knowledge & SAQs from textbook chapters</u> <ul style="list-style-type: none"> - Multiple choice questions and short answer questions to consolidate learning. - <u>Diagram task sheet</u> <ul style="list-style-type: none"> - To assess the accurate illustration of the labour market diagram.
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	<p><u>4.1.6.2 Influences upon the supply of labour to different markets.</u></p> <p>The supply of labour to a particular occupation is influenced by monetary and non-monetary considerations.</p> <p>Non-monetary considerations include job satisfaction and dissatisfaction and working conditions.</p> <p>The supply curve for labour shows the relationship between the wage rate and number of workers willing to work in an occupation.</p> <p>The causes of shifts in the market supply curve for labour.</p>	<p><u>4.1.6.2 Influences upon the supply of labour to different markets.</u></p> <p>Students must be able to demonstrate knowledge and understanding of wage rate and number of workers willing to work.</p> <p>Students must demonstrate knowledge and understanding of the shifts in the supply for labour.</p>	<ul style="list-style-type: none"> • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on the supply for labour, marginal productivity theory. - • <u>Knowledge sheets</u> <ul style="list-style-type: none"> - This will assess the key definition knowledge of students based on the topic. - • <u>Knowledge & SAQs from textbook chapters</u> <ul style="list-style-type: none"> - Multiple choice questions and short answer questions to consolidate learning. • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on the determination of relative wage rates in a perfectly competitive market. - • <u>Knowledge sheets</u> <ul style="list-style-type: none"> - This will assess the key definition knowledge of students based on the topic.
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	<p><u>4.1.6.3 The determination of relative wage rates and levels of employment in perfectly competitive labour markets</u></p> <ul style="list-style-type: none"> • The economists' model of wage determination in a perfectly competitive labour market. • Role of market forces in determining relative wage rates. 	<p><u>4.1.6.3 The determination of relative wage rates and levels of employment in perfectly competitive labour markets</u></p> <p>Students should appreciate that all real-world markets are imperfectly competitive to a greater or lesser extent.</p>	<ul style="list-style-type: none"> • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on the determination of relative wage rates in a imperfectly competitive market. - - <u>Knowledge sheets</u> <ul style="list-style-type: none"> - This will assess the key definition knowledge of students based on the topic.
	<p><u>4.1.6.4 The determination of relative wage rates and levels of employment in imperfectly competitive labour markets</u></p> <p>How various factors such as monopsony power, trade unions and imperfect information contribute to imperfections in a labour market.</p>	<p><u>4.1.6.4 The determination of relative wage rates and levels of employment in imperfectly competitive labour markets</u></p> <p>Students must demonstrate knowledge and understanding of factors that contribute to imperfections in a labour market.</p>	

	<p>How, in a monopsony labour market, the employer can use market power to reduce both the relative wage rate and the level of employment below those that would exist in a perfectly competitive labour market.</p>	<p>Students must be able to accurately draw relevant diagrams.</p>	
<p><u>Spring Term 2B</u></p>	<p><u>4.1.6.5 The influence of trade union on determining wages and levels of employment.</u></p> <p>The various factors that affect the ability of trade unions to influence wages and levels of employment in different labour markets.</p> <p>How wages and employment are likely to be affected by the introduction of a trade union into a previously perfectly competitive labour market and into a monopsony labour market.</p>	<p><u>4.1.6.5 The influence of trade union on determining wages and levels of employment.</u></p> <p>Students must be able to demonstrate knowledge and understanding of factors affecting the ability of trade unions to influence wage levels.</p> <p>Students must demonstrate knowledge and understanding of the introduction of trade unions can affect wages and employment.</p>	<ul style="list-style-type: none"> • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on the influence of trade union on wages and employment. - - <u>Knowledge sheets</u> <ul style="list-style-type: none"> - This will assess the key definition knowledge of students based on the topic.

	<p><u>4.1.6.6 The National Minimum Wage</u></p> <p>The effects of a national minimum wage upon labour markets.</p> <p>The advantages and disadvantages of a national minimum wage.</p>	<p><u>4.1.6.6 The National Minimum Wage</u></p> <p>Students must demonstrate knowledge and understanding of the effects of a national wage and the advantages & disadvantage.</p>	<ul style="list-style-type: none"> - <u>Diagram task sheet</u> To assess the accurate illustration of the minimum wage • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on the effects on the national minimum wage. - - <u>Knowledge sheets</u> This will assess the key definition knowledge of students based on the topic.
	<p><u>4.1.6.7 Discrimination in the labour market.</u></p> <p>The conditions necessary for wage discrimination.</p> <p>The impact of gender, ethnicity and other forms of discrimination on wages, levels and types of employment.</p>	<p><u>4.1.6.7 Discrimination in the labour market.</u></p> <p>Students should be able to assess the advantages and disadvantages of wage discrimination for workers, employers and the economy as a whole.</p> <p>Students must be able to use real-world examples to illustrate wage discrimination.</p>	<ul style="list-style-type: none"> • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on the discrimination in the labour market. - - <u>Knowledge sheets</u> This will assess the key definition knowledge of students based on the topic.

	<p>4.1.7 The distribution of income and wealth; poverty and inequality</p> <p><u>4.1.7.1 The distribution of income and wealth</u></p> <p>The difference between income and wealth.</p> <p>The various factors which influence the distribution of income and wealth.</p> <p>The difference between equality and equity in relation to the distribution of income and wealth.</p> <p>The Lorenz curve and Gini coefficient.</p> <p>The likely benefits and costs of more equal and more unequal distributions</p>	<p><u>4.1.7.1 The distribution of income and wealth</u></p> <p>Students should understand that the degree of inequality can be measured but that whether or not a given distribution of income is equitable (fair and just) involves a value judgement.</p> <p>Students will be expected to interpret measures of inequality such as the Gini coefficient but they will not be expected to calculate the Gini coefficient.</p> <p>Students should understand that excessive inequality is both a cause and consequence of market failure. They should also appreciate that value judgements will influence people's views of what constitutes an equitable distribution of income and wealth and that these views will influence policy prescriptions.</p>	<ul style="list-style-type: none"> • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on the distribution of income and wealth. - - <u>Knowledge sheets</u> <ul style="list-style-type: none"> - This will assess the key definition knowledge of students based on the topic. - • <u>Knowledge & SAQs from textbook chapters</u> <ul style="list-style-type: none"> - Multiple choice questions and short answer questions to consolidate learning. (Review questions). - <u>Diagram task sheet</u> <ul style="list-style-type: none"> - To assess the accurate illustration of the Lorenz curve and the Gini coefficient.

		Knowledge of the distribution of household income and wealth in the United Kingdom is expected.	
	<p>4.1.7.2 <u>The problem of poverty</u></p> <p>The difference between relative and absolute poverty.</p> <p>The causes and effects of poverty.</p>	<p>4.1.7.2 <u>The problem of poverty</u></p> <p>Students must demonstrate knowledge and understanding of the difference between relative and absolute poverty and their causes and effects.</p>	<ul style="list-style-type: none"> • <u>Topic task sheets</u> <ul style="list-style-type: none"> - Short answer questions on the problem of poverty. - - <u>Knowledge sheets</u> <ul style="list-style-type: none"> - This will assess the key definition knowledge of students based on the topic. - • <u>Knowledge & SAQs from textbook chapters</u> <ul style="list-style-type: none"> - Multiple choice questions and short answer questions to consolidate learning. (Review questions). - - <u>Knowledge sheets</u> <ul style="list-style-type: none"> - This will assess students' understanding of government policies to alleviate poverty.
	<p>4.1.7.3 <u>Government policies to alleviate poverty and to influence the distribution of income and wealth.</u></p> <p>The policies which are available to influence the distribution of income and wealth and to alleviate poverty.</p>	<p>4.1.7.3 <u>Government policies to alleviate poverty and to influence the distribution of income and wealth.</u></p> <p>Students should be able to evaluate the various approaches to</p>	

[Pink Cell]	The economic consequences of such policies.	redistributing income and wealth and alleviating poverty, recognizing the moral and political perspectives.	
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