

Support Materials

AS Level Economics H061:

Unit F583



This booklet contains the following support materials:

- **Scheme of Work**
- **Lesson Plan(s)**

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Introduction

Background

A new structure of assessment for A Level has been introduced, for first teaching from September 2008. Some of the changes include:

- The introduction of stretch and challenge (including the new A* grade at A2) – to ensure that every young person has the opportunity to reach their full potential
- The reduction or removal of coursework components for many qualifications – to lessen the volume of marking for teachers
- A reduction in the number of units for many qualifications – to lessen the amount of assessment for learners
- Amendments to the content of specifications – to ensure that content is up-to-date and relevant.

OCR has produced an overview document, which summarises the changes to Economics. This can be found at www.ocr.org.uk, along with the new specification.

In order to help you plan effectively for the implementation of the new specification we have produced this Scheme of Work and Sample Lesson Plans for Economics. These Support Materials are designed for guidance only and play a secondary role to the Specification.

Our Ethos

All our Support Materials were produced ‘by teachers for teachers’ in order to capture real life current teaching practices and they are based around OCR’s revised specifications. The aim is for the support materials to inspire teachers and facilitate different ideas and teaching practices.

Each Scheme of Work and set of sample Lesson Plans is provided in:

- PDF format – for immediate use
- Word format – so that you can use it as a foundation to build upon and amend the content to suit your teaching style and students’ needs.

The Scheme of Work and sample Lesson plans provide examples of how to teach this unit and the teaching hours are suggestions only. Some or all of it may be applicable to your teaching.

The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this Support Material booklet should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

A Guided Tour through the Scheme of Work



= Innovative Teaching Idea

All the teaching ideas contained in the SOW are innovative, but the icon is used to highlight exceptionally innovative ideas.



= Stretch & Challenge Activity





This icon is added at the end of text when there is an explicit opportunity to offer Stretch and Challenge.




= ICT Opportunity

This icon is used to illustrate when an activity could be taught using ICT facilities.

Economics H461: Economics of Work and Leisure F583

Suggested teaching time	10 hours	Topic	Nature of work and leisure and trends in employment and earnings		
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note	
Structure of UK employment and earnings		<ul style="list-style-type: none"> Broad analysis of trends by age, gender, ethnicity, occupation, region and sector. Student group presentations (20 minutes PowerPoint) on one of the above areas to include a current overview of up to date statistics, an analysis and evaluation of patterns emerging. Homework - Group word processed handout for students or as an intranet resource. 	<ul style="list-style-type: none"> Hale, G, <i>Labour Markets</i>, Heinemann, Ch1. Wilson, I. <i>The Economics of Leisure</i>, Heinemann, Ch1. OCR/Heinemann text book. Cramp, P, <i>Labour Markets</i>, Anforme. ONS, Labour Market Trends. ONS, Social Trends. 	<ul style="list-style-type: none"> If left till the end of the module - this should provide many avenues for previous material to be re-visited and to be used as a holistic exercise. 	
Comparative Analysis		<ul style="list-style-type: none"> Broad comparison with rest of EU and with other economies - teacher to highlight key differences. 	<ul style="list-style-type: none"> EU statistical sources. PowerPoint slides. 		
		<ul style="list-style-type: none"> Homework task – Using internet data sources, produce a broad comparison of the structure of employment and earnings in the UK labour market with that of one other developed EU member state. 			
Unit labour costs and productivity		<ul style="list-style-type: none"> What each means and how they can be measured. Implications in their variation. 		<ul style="list-style-type: none"> Students must be clear on the difference between production and productivity. 	
		<ul style="list-style-type: none"> Expert group research on differences in unit labour costs, productivity between nations and to provide relevant examples of outsourcing/relocation decisions. To discuss findings with the class Comparison between UK and (say) CEE and China. 	<ul style="list-style-type: none"> Economist Intelligence Unit country profiles. Current Media. www.bbcnews 		<ul style="list-style-type: none"> Evaluation of short and longer term implications of variations. 

Economics H461: Economics of Work and Leisure F583

Suggested teaching time	10 hours	Topic	Nature of work and leisure and trends in employment and earnings	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
Work and leisure	<ul style="list-style-type: none"> What each means and how they can be defined. 	<ul style="list-style-type: none"> Wilson, Chapter 1. 		
	<ul style="list-style-type: none"> Opportunity cost considerations. Time as a constraint- Student self evaluation of time spent on a weekday and at the weekend. Use of leisure time – home based activities and activities outside the home. 			
Introduction to the leisure market	<ul style="list-style-type: none"> An overview of trends over the past ten years in the leisure market in terms of expenditure and employment. 	<ul style="list-style-type: none"> Social Trends, ONS. www.bized.net 		<ul style="list-style-type: none"> Students may benefit from sharing information with students on BTEC Leisure and Tourism courses. A trading session focusing on questions and answers may benefit both sets of students.
	<ul style="list-style-type: none"> Overview of market provision from a supply standpoint. 			



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Economics H461: Economics of Work and Leisure F583

Suggested teaching time	30 hours	Topic	Market structures and competitive behaviour in leisure markets	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
The costs and revenues of firms.	<ul style="list-style-type: none"> Meaning of costs and revenue from the firm's standpoint. Total, average and marginal costs – what each means, their derivation and diagrammatic representation. Students to calculate and draw these using an excel spreadsheet. Prepared worksheet and problems to solve. 	<ul style="list-style-type: none"> OCR/Heinemann text book. Any other standard A Level Economics text. Wilson Chapter 5. 	<ul style="list-style-type: none"> Could link back to AS Unit 1 study of factors of production and supply. Introductory applications to leisure would be useful. 	
Short and long run	<ul style="list-style-type: none"> Short and long run – explanation of each. Total, average and marginal revenue – what each means, their derivation and diagrammatic representation. 	<ul style="list-style-type: none"> Cramp Section B, Units 15 -19. 		
Economies of scale	<ul style="list-style-type: none"> Definition, nature of long run costs, diagrammatic representation. Examples of sources of economies of scale – technical, marketing, financial, risk-bearing. Diseconomies of scale. 	<ul style="list-style-type: none"> Current Media- up to date case study eg supermarkets or other relevant example. 	<ul style="list-style-type: none"> Introductory applications to leisure would be useful. Link to AS Unit 1. 	
Objectives of firms'	<ul style="list-style-type: none"> Profit maximisation – what it means in principle and in practice. 			



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Suggested teaching time	30 hours	Topic	Market structures and competitive behaviour in leisure markets	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
	<ul style="list-style-type: none"> Alternative objectives of firms – satisficing, sales maximisation, market share. In groups students to be given a number of essay questions and plan the essay through the next step essay game. 	<ul style="list-style-type: none"> The next step –essay writing game. 		
Market structures	<ul style="list-style-type: none"> What is meant by the term 'market structure' and the main models identified by economists. Importance of barriers to entry and number of firms. Students to re-visit knowledge of Unit 1 and recently gained knowledge using a mix and match game. Monopoly – what it means in theory and in practice. Role of barriers to entry. Advantages and disadvantages of monopoly. Price discrimination- Students to draw on and share their own experiences. 	<ul style="list-style-type: none"> Mix and Match card game. PowerPoint slides. Competition Commission Investigations.  	<ul style="list-style-type: none"> Analysis of the perfectly competitive model is not required. Leisure application could be introduced, with more detailed analysis later. 	
	<ul style="list-style-type: none"> Oligopoly – what it means in theory and in practice. Role of barriers to entry. Advantages and disadvantages. Collusion issues. 	<ul style="list-style-type: none"> TV/ Current Affairs programmes. 		
	<ul style="list-style-type: none"> Monopolistic competition – what it means in theory and in practice. Role of barriers to entry. Advantages and disadvantages. Scope for non-price competition. 	<ul style="list-style-type: none"> Use of local examples- A trip down the local High Street. 		



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Economics H461: Economics of Work and Leisure F583

Suggested teaching time	30 hours	Topic	Market structures and competitive behaviour in leisure markets	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
	<ul style="list-style-type: none"> Students in pairs to draw a diagram and provide an explanation of the effect on price & quantity of an event in an actual industry described in a newspaper article or news website which tends to match the characteristics of one of the market structures. 	<ul style="list-style-type: none"> Current Media websites. www.bbcnews 		
Efficiency applications	<ul style="list-style-type: none"> Evaluation of the relative efficiency of above market structures in terms of prices, output and profits. Natural monopoly – what it means and its relevance in leisure markets. 			<ul style="list-style-type: none"> Opportunity for in-depth analysis of outcomes. 
Contestability	<ul style="list-style-type: none"> What it means. Characteristics of a perfectly contestable market. Relevance of this concept in leisure markets. 	<ul style="list-style-type: none"> PowerPoint slides. www.bized.net The airline industry case study. 		
	<ul style="list-style-type: none"> Homework task –Research project - take one of the leisure markets such as cinemas. Explain how it fits a model of market structure. Discuss how firms appear to compete and the extent to which there is contestability and efficiency in this particular example. 			<ul style="list-style-type: none"> Evaluation aspects. 



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Suggested teaching time	30 hours	Topic	Market structures and competitive behaviour in leisure markets	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
Structure of leisure markets	<ul style="list-style-type: none"> Analysis of selected leisure markets in terms of ownership, number of firms and barriers to entry. Recent ownership trends. Evaluation of the extent that the actual market structures match those used in Economics. From the research project students to form expert groups who feedback to the class their findings and word process a handout/ produce an intranet resource. 	<ul style="list-style-type: none"> Mintel or Keynote market research reports. Briefing sheet on research project to focus investigation- example of previous student work. 	<ul style="list-style-type: none"> Specific applications should include holidays and leisure travel, spectator sports, broadcasting and cinema admissions. 	
Regulation	<ul style="list-style-type: none"> Regulation What it means and how it is applied in selected leisure markets. 		<ul style="list-style-type: none"> Refer back to barriers to entry. 	
	<ul style="list-style-type: none"> Deregulation – what it means and its relevance in leisure markets. Students to complete a prepared worksheet/ Fill in the blanks activity. 	<ul style="list-style-type: none"> Prepared -Fill in the blanks activity. 	<ul style="list-style-type: none"> Evaluation of the impact of regulation and deregulation.  	
	<ul style="list-style-type: none"> Students to explore previous exam questions on this area. Individuals to choose a question and another student to mark it and provide feedback using relevant mark scheme. 	<ul style="list-style-type: none"> Past exam papers and mark schemes. 	<ul style="list-style-type: none"> Opportunity to differentiate- Part a or Part b. 	

Economics H461: Economics of Work and Leisure F583

Suggested teaching time	10 hours	Topic	Labour demand, supply and wage determination	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
Demand for labour	<ul style="list-style-type: none"> • What is meant by derived demand. Why the demand for labour is a derived demand. • Demand for labour - application of marginal productivity theory. Marginal revenue product and labour demand curve. • Determinants of elasticity of demand for labour. • Students to practice drawing and explaining the LD curve, to include it's components, assumptions made, the gradient and shifts in. 	<ul style="list-style-type: none"> • Cramp Units 1 – 4. • Hale Chapters 1 – 2. • Material on this topic is contained in all standard A Level Economics texts. • Board work. 		
Supply of Labour	<ul style="list-style-type: none"> • Individual's short run supply of labour – backward sloping supply curve, Income and substitution effects of a change in wages. 	<ul style="list-style-type: none"> • Board work. • PowerPoint slides. 		<ul style="list-style-type: none"> • Refer back to definitions introduced in first topic. • Indifference curve analysis is <u>not</u> required.
	<ul style="list-style-type: none"> • Supply of labour to an industry. Elasticity of labour supply and its determents. Real wage rates. • Students to practice drawing and explaining LS curves to include components, assumptions made, the gradient and shifts in. 			



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Economics H461: Economics of Work and Leisure F583

Suggested teaching time	10 hours	Topic	Labour demand, supply and wage determination	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
	<ul style="list-style-type: none"> • Net advantages and pecuniary and non-pecuniary benefits. • Class discussion on the benefits of working leading to completing a table comparing occupations and the different packages offered. 	<ul style="list-style-type: none"> • Recent media- job adverts. • Websites- job vacancies. • Prepared table. 		
	<ul style="list-style-type: none"> • Role of education and training on the supply of labour for an individual and the economy. 		<ul style="list-style-type: none"> • Discussion of these factors in determining labour supply.  	
Wage determination	<ul style="list-style-type: none"> • How labour markets work in theory – assumptions behind a competitive labour market and how wages are determined. • Individually students to draw diagrams to illustrate the cause and effect of shifts in LS and/ or LD. • Complete Spider diagrams. 	<ul style="list-style-type: none"> • Board work. • Prepare outline spider diagrams. 		
	<ul style="list-style-type: none"> • Transfer earnings and economic rent – what each means and the significance of variations in the elasticity of supply. 			
	<ul style="list-style-type: none"> • Homework task – look through recent newspaper sources to provide examples of wage variations e.g. city traders, Premiership footballers, MP's, teachers, nurses, bus drivers 	<ul style="list-style-type: none"> • Past examination papers. 	<ul style="list-style-type: none"> • Students need to be able to display skills of knowledge, understanding, application, analysis and evaluation. Re-visiting directive words and highlighting question structure and 	



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Economics H461: Economics of Work and Leisure F583

Suggested teaching time	10 hours	Topic	Labour demand, supply and wage determination	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
	and so on. Take a selection of these and use the theory from this topic to set an essay question that discusses the extent to which it can explain wage variations.		"words that are frequently missed eg significant are useful.	
Changing nature and role of the trade union movement	<ul style="list-style-type: none"> • General trend in trade union membership in the UK. 	<ul style="list-style-type: none"> • Cramp Unit 5. • TUC website. 		
	<ul style="list-style-type: none"> • Nature and forms of collective bargaining and their effects on wage determination. • Students to have a question and answer session with a trade union representative from within the school or local industry. 	<ul style="list-style-type: none"> • Visiting Speaker. 		
Methods to achieve labour market flexibility and their implications	<ul style="list-style-type: none"> • Meaning of labour market flexibility. Rise in female employment. Consequences of labour market flexibility and examples of government failure. • In pairs students to match key terms/ trends/consequences or to play true or false-prepared facts resulting from labour market flexibility students decide whether true or false leads to class discussion. 	<ul style="list-style-type: none"> • PowerPoint slides. • Mix and match game or True or False game. 		



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Economics H461: Economics of Work and Leisure F583

Suggested teaching time	20 hours	Topic	Market failure and the role of government and unions in the labour market	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
Causes and consequences of labour market failure	<ul style="list-style-type: none"> An understanding of the main causes of labour market failure such as monopoly, union power, imperfect information, skill shortages, economic inactivity, unemployment, discrimination, segmented labour markets, geographical and occupational immobility. Explanation of the consequences of the above for wage rates, labour supply and demand and levels of employment. Students to decide whether a particular labour market failure impacts on the LS or LD curve and the resulting consequences. Complete a prepared spider diagram or prepared table. 	<ul style="list-style-type: none"> Cramp, Units 5 – 8. Hale, Chapter 3. PowerPoint. Board work. Prepared spider diagram. Current Affairs programmes and video clips. www.bbcnews 	<ul style="list-style-type: none"> Briefly refer back to Unit 1 for meaning of market failure. There are a lot of examples here. In looking at causes, only brief reasons are required. Where possible, relevant economic analysis should be used and applied using concepts drawn from the last topic. 	
Other examples of government intervention in the labour market	<ul style="list-style-type: none"> Government policies to influence mobility of labour. Role of the UK and EU governments in enhancing skills and assisting the mobility of labour. In groups students to be provided with different labour market problems-and various options to use, complete the decision diamond. 	<ul style="list-style-type: none"> Cramp Units 9, 10. Hale Chapter 4. Decision dilemma diamond. 	<ul style="list-style-type: none"> The decision dilemma diamond allows students to prioritise and to evaluate the most appropriate strategies whilst aiding discussion amongst peers. 	

Economics H461: Economics of Work and Leisure F583

Suggested teaching time	20 hours	Topic	Market failure and the role of government and unions in the labour market	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
	<ul style="list-style-type: none"> Homework task – use the internet to obtain information on the assistance that might be available to assist unemployed workers re-train and migrate to areas where there are jobs.  		<ul style="list-style-type: none"> An evaluation of their potential effects.  	
Inequality and poverty	<ul style="list-style-type: none"> A brief description of the nature of inequality and poverty and how it is measured and represented in data. Students to be provided with an outline of a set of different household's wealth and income and be asked to comment on their circumstances and tax/benefit contributions/receipts. 	<ul style="list-style-type: none"> Social Trends. Hale Chapters 6, 7. Cramp Units 13, 14. Prepared different households income/wealth. 	<ul style="list-style-type: none"> Students must be able to distinguish between wealth and income. 	
	<ul style="list-style-type: none"> Absolute and relative poverty. 			
	<ul style="list-style-type: none"> Government policies to tackle inequality and poverty. Use of taxes and benefits system. In groups students to complete the next steps essay game. Students to prepare for a class debate on the arguments for and against a national minimum wage. Evaluation of the impact of such policies. 	<ul style="list-style-type: none"> Next steps essay game. 	<ul style="list-style-type: none"> Evaluation through time series data and selected case studies.  	



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Economics H461: Economics of Work and Leisure F583

Suggested teaching time	20 hours	Topic	Market failure and the role of government and unions in the labour market	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
Labour migration causes	<ul style="list-style-type: none"> A brief historical perspective on the scale and reasons for the migration of labour to the UK. Recent experience following geographical enlargement of the EU. The benefits of migration from Central and Eastern Europe. UK policy relative to that other member states. 	<ul style="list-style-type: none"> Migration Watch. CBI policy statement. 		
	<ul style="list-style-type: none"> In pairs students to present a point that argues for/against migration partner to counter the point/argument- aim for detailed and varied arguments. 		<ul style="list-style-type: none"> Overall evaluation of whether recent CEE migration has been a good thing for the economy. 	
The Pensions Crisis	<ul style="list-style-type: none"> The problems caused by an ageing population. The increasing gap between income and projected expenditure in pension funds. Future implications. 	<ul style="list-style-type: none"> Recent examples in the media of pension funds in crisis. 		
	<ul style="list-style-type: none"> Homework task. Write an essay that will compare recent population changes in the UK with those in Italy. Comment upon the implications of any differences you have observed. 			



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Sample Lesson Plan: Economics H461 Economics of Work and Leisure F583

Unit labour costs: International comparisons

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

Learning objectives for the lesson

Objective 1	Students to explain what is meant by unit labour costs.
Objective 2	Students to analyse international variations in unit labour costs.
Objective 3	Students to discuss how such variations impact on the UK economy.
Objective 4	Students to assess the extent that these variations alone have influenced recent changes in economic activity.

Previous experience and prior knowledge

- Refer back to recent changes in pattern of UK trade and Balance of Payments.

Content

Time	Content
10 minutes	Teacher to explain the meaning of unit labour costs and how they are measured.
30 minutes	Organise class into groups of approx. 3 students. Each group to obtain information on variations in unit labour costs in at least 3 different countries and to search the internet for examples and reasons as to why UK firms have outsourced and moved production to CEE, China and India for example: (Economist website and BBC News are good for starters. It may help to concentrate on a sector e.g. Confectionery-Nestle, Terry's McVities).
10 minutes	Groups to report back on their findings and to word process their findings for other students either as a handout or an intranet resource.

Consolidation

Time	Content
10 minutes	To assess the importance of unit labour costs in the relocation decision.

Other forms of Support

In order to help you implement these new specification effectively, OCR offers a comprehensive package of support. This includes:

OCR Training

Get Ready...introducing the new specifications

A series of FREE half-day training events are being run during Autumn 2007, to give you an overview of the new specifications.

Get Started...towards successful delivery of the new specifications

These full-day events will run from Spring 2008 and will look at the new specifications in more depth, with emphasis on first delivery.

Visit www.ocr.org.uk for more details.

Mill Wharf Training

Additional events are also available through our partner, Mill Wharf Training. It offers a range of courses on innovative teaching practice and whole-school issues - www.mill-wharf-training.co.uk.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

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OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <https://interchange.ocr.org.uk>

Published Resources

Published Resources

OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

Publisher partners

OCR works in close collaboration with three Publisher Partners; Hodder, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Heinemann is the publisher partner for OCR GCE Economics



Approved publications OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



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