

### June 2012 Question 1

1 a) Between January 2005 and 2011, The Economist's commodity price index increased from 100 to 230. Evaluate the likely economic effects of such a rise in commodity prices on the global economy (20)

Effects include:

Cost push inflationary pressures - AD/AS analysis showing leftward shift in AS curve for manufactured goods

*But increased costs might be offset by increased productivity or efficiency gains*

□ Danger of wage price spiral and rising inflationary expectations

*But... monetary policy might help to keep inflation under control*

□ Lower growth - AD/AS analysis

*But... if the rise in commodity prices is caused by rapid world growth, then the impact on growth might be limited*

□ Possibility of increased unemployment

*But not so likely if increased global demand is the cause of higher commodity prices*

□ Impact on the trade in goods balance

*Differential effects depending on whether the country is a net importer or exporter of commodities. In the UK's case, there is likely to be an adverse effect on the trade in goods balance but countries exporting commodities will see a rise in their terms of trade and will benefit from increasing export revenues (assuming demand is price inelastic)*

□ Impact on income distribution

□ Impact on real incomes and consumption

*N.B. If analysis is related to just one country i.e. no reference to the global economy then 14/20*

Also for evaluation:

□ impact be different on commodity exporters than on commodity importers

□ different effects before and after the financial crisis

b) Assess macroeconomic policies which might be used to respond to rising commodity prices during a period of slow economic growth (30)

*Answers may discuss reflationary or deflationary demand-side policies but if there is no reference to context of the question 'i.e. rising commodity prices and to slow economic growth' then award a maximum of 21/30 (top of level 3)*

*Candidates must use at least two macroeconomic policies (fiscal, monetary, and supply side).*

*If only one of the above discussed up to 21/30 - top of level 3.*

Policies include:

**Monetary policy:** discussion of transmission mechanism; AD/AS analysis

**Evaluation:**

□ consideration of whether it is appropriate to target inflation or asset prices;

□ adverse effects on other variables of changing interest rates e.g. on exchange rate;

□ time lags;

□ Negative impact on growth and employment

□ Inappropriate to raise interest rates when inflation is caused by cost push factors

# May 2013 Cedexcel Markscheme

**Andrew Green**



## May 2013 Cedexcel Markscheme:

**Handbook of Research on E-Assessment in Higher Education** Azevedo, Ana, Azevedo, José, 2018-09-14 E assessments of students profoundly influence their motivation and play a key role in the educational process Adapting assessment techniques to current technological advancements allows for effective pedagogical practices learning processes and student engagement The Handbook of Research on E Assessment in Higher Education provides emerging perspectives on the theoretical and practical aspects of digital assessment techniques and applications within educational settings Featuring coverage on a broad range of topics such as competency assessment adaptive courseware and learning performance this publication is ideally designed for educational administrators educational professionals teachers and professors researchers and graduate level students seeking current research on comparative studies and the pedagogical issues of online assessment in academic institutions Pearson Edexcel A-level Geography Student Guide 2: Human Geography Cameron Dunn, 2022-01-14 Reinforce understanding throughout the course with clear topic summaries and sample questions and answers to help students target higher grades Written by experienced subject expert Cameron Dunn this Student Guide is divided into two key sections content guidance and sample questions and answers Content guidance will Develop understanding of key concepts and terminology in key human geography topics globalisation regenerating places diverse places superpowers health human rights and intervention and migration identity and sovereignty Consolidate knowledge with knowledge check questions at the end of each topic and answers in the back of the book Sample questions and answers will Build understanding of the different question types so that students can approach each question with confidence Enable students to target top grades in their exam paper with sample answers and commentary explaining exactly why marks have been awarded *My Revision Notes: Tomorrow's Geography for Edexcel GCSE Specification A* Steph Warren, 2013-10-25 Aim for your best grade with this guide written specifically for the 2012 linear GCSE Geography for Edexcel A Specification This guide will help you revise effectively in the way you want to allowing you to plan and pace your revision according to your learning needs and to adapt and personalise with your own notes Written by an experienced author teacher and examiner you can be confident that this guide will cover the facts and ideas you will be expected to recall and be able to use in the exam It accompanies the fourth edition of Tomorrow's Geography for Edexcel GCSE Specification A Student's Book Understand what is required in the exam with exam tips and guidance Improve your examination skills with exam practice questions and model answers online Check your understanding of the content and key terms with engaging activities and explanations of key concepts Plan and pace your revision with My Revision Planner **Understanding and Applying Assessment in Education** Damian Murchan, Gerry Shiel, 2017-04-29 All teachers are responsible for assessing the children they teach and the outcomes of any assessment are important for individual learners and the wider school This book is your one stop shop for understanding assessment in schools It covers formative and summative approaches used across

primary and secondary education supporting a balanced overview with policy examples drawn from the UK Ireland and wider international contexts Designed as a pragmatic handbook for new teachers and those training to teach the book discusses key principles of assessment before providing guidance on developing and carrying out assessment in the classroom and looking at how assessment information can be used to benefit your teaching and the children you teach **My Revision**

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business examples throughout the text and in end of unit case studies bring the subject to life A range of questions and activities provide students with the opportunity to apply what they know and practise questions Builds students confidence with key terms used in context and compiled in an accessible glossary Supported by an Answer Guide to assist teaching and save time This Student Book has been endorsed for use with the Pearson Edexcel A Level Business qualification

**Understanding Assessment** David Lambert, David Lines, 2013-04-15 This is the first title in this new series which is aimed principally at secondary PGCE and BAEd students and school and HEI based tutors Each book provides a digest of the central issues around a particular topic or issues grounded in or supported by examples of good practice with suggestions for further reading study and investigation The books are not intended as how to books but rather as books which will help students and teachers to explore and understand critical theoretical issues in ways that are challenging that invite critical reappraisals of taken for granted practices and perceptions and that provide appropriate links between theory and practice Issues related to equal opportunities and special needs are included in each separate volume There are boxes of questions think abouts further reading and bulleted summary lists for the reader This book is written specifically for teachers in training which will clarify the big picture of monitoring and assessment and makes the crucial distinctions in this large and still taken for granted field The authors have written widely on assessment matters and have also worked in various capacities for the QCA and its former manifestations They are also engaged in initial teacher education and so know the level and market extremely well

Philip Allan Literature Guide (for A-Level): Frankenstein Andrew Green, 2013-04-26 For study or revision these guides are the perfect accompaniment to the set text providing invaluable background and exam advice Philip Allan Literature Guides for A level offer succinct and accessible coverage of all key aspects of the set text and are designed to challenge and develop your knowledge encouraging you to reach your full potential Each full colour guide Gives you the confidence that you know your set text inside out with insightful coverage for you to develop your understanding of context characters quotations themes and style Ensures you are fully prepared for your exams each guide shows you how your set text will be measured against assessment objectives of the main specification Develops the skills you need to do well in your exams with tasks and practice questions in the guide and lots more completely free online including podcasts glossaries sample essays and revision advice at [www.philipallan.co.uk/literatureguidesonline](http://www.philipallan.co.uk/literatureguidesonline)

**Teaching and Learning in Further Education** Prue Huddleston, Lorna Unwin, 2013-03-05 Teaching and Learning in Further Education is established as an authoritative wide ranging introductory text for those training to work in the further education post compulsory education and lifelong learning sectors It offers an easy to read picture of the practitioner's everyday working life a thorough historical account of the FE context and excellent advice on how to improve practice and enhance professional development Essential topics covered include Key theorists Teaching strategies Assessment issues The diverse curriculum The nature of the student body Blended learning and virtual learning E assessment and personal records of

achievement The fourth edition will be significantly updated in light of the latest research into teaching and learning as well as extensive changes in the field including Revision to the professional standards for teachers tutors and trainers in the lifelong learning sector increased provision of HE in FE the introduction of functional skills and the 14 19 Diploma and the shifting nature of vocational qualifications Illustrated throughout by case studies and vignettes and supported by reflective activities and references to well respected research and literature Teaching and Learning in Further Education is an essential text to be used throughout an FE tutor s journey from trainee to qualified lecturer *The ICT Teacher's Handbook* Roger Crawford,2013-06-26 The ICT Teacher s Handbook is an indispensable guide for all teachers responsible for the teaching and management of ICT in the secondary school both as a comprehensive introduction for students learning to teach ICT and as a source of ongoing support for busy practising teachers Illustrated throughout with case studies key further reading and guidance on where to find and how to choose the best software and resources the book also features a guide to specifications software for whole school support and a useful glossary of key terms Key topics covered include Organising and delivering the ICT National Curriculum at key stages 3 and 4 and post 16 Teaching and learning with VLEs IWBs social networking and mobile technologies Assessment record keeping and reporting Popular hardware software and networks External assessment target setting and tracking Managing technical support and technicians Preparing for promotion and managing an ICT department Strategies for whole school management of ICT Written for trainee and experienced ICT teachers and managers in both English and international schools The ICT Teacher s Handbook is an authoritative guide designed to support effective teaching and learning and efficient use of technology in all schools **Teaching Business Education 14-19** Martin Jephcote,Ian Abbott,2013-09-05 Written in association with the EBEA this authoritative text provides a comprehensive and insightful study of current curriculum development and classroom practice with business education Up to date practical and covering the very latest issues it presents Advice on planning courses and managing the curriculum The latest developments in 14 19 Guidance on the emerging work related curriculum A focus on key topics such as enterprise education e learning and citizenship A teacher reviewed annotated resource guide of text based and web based resources Philip Allan Literature Guide (for A-Level): Jane Eyre Anne Crow,2013-04-26 For study or revision these guides are the perfect accompaniment to the set text providing invaluable background and exam advice Philip Allan Literature Guides for A level offer succinct and accessible coverage of all key aspects of the set text and are designed to challenge and develop your knowledge encouraging you to reach your full potential Each full colour guide Gives you the confidence that you know your set text inside out with insightful coverage for you to develop your understanding of context characters quotations themes and style Ensures you are fully prepared for your exams each guide shows you how your set text will be measured against assessment objectives of the main specification Develops the skills you need to do well in your exams with tasks and practice questions in the guide and lots more completely free online including podcasts glossaries sample essays and revision advice

at [www.philipallan.co.uk/literatureguidesonline](http://www.philipallan.co.uk/literatureguidesonline)      *Debates in Geography Education* Mark Jones, David Lambert, 2017-09-07  
*Debates in Geography Education* encourages early career teachers, experienced teachers and teacher educators to engage with and reflect on key issues, concepts and debates. It aims to enable readers to reach their own informed judgements with deeper theoretical knowledge and understanding. The second edition is fully updated in light of the latest research, policy and practice in the field as well as key changes to the curriculum and examination specifications. Expert contributors provide a range of perspectives on international, historical and policy contexts in order to deepen our understanding of significant debates in geography education. Key debates include geography's identity as an academic discipline, what constitutes knowledge in geography, places and regional geography, what it means to think geographically, constructing the curriculum, how we link assessment to making progress in geography, the contribution of fieldwork and outdoor experiences, technology and the use of Geographical Information Systems, school geography and employability, understanding the gap between school and university geography, evidence-based practice and research in geography education. The comprehensive, rigorous coverage of these key issues together with carefully annotated selected further reading will help support and shape further research and writing. *Debates in Geography Education* is a key resource that is essential reading for all teachers and researchers who wish to extend their grasp of the place of geography in education. Mark Jones is Senior Lecturer in Education at the University of the West of England, Bristol, UK. David Lambert is Professor of Geography Education at UCL Institute of Education, London, UK.

**Secondary History in Action** Catherine Priggs, Hugh Richards, David Hibbert, Elizabeth Carr, 2025-06-06 Drawing on over 60 years combined experience of history teaching and history curriculum leadership, Carr, Hibbert, Priggs and Richards explore ways to make history memorable, engage students in historical thinking and secure excellent outcomes for all. Their perspective is grounded in history's disciplinary distinctiveness and a vision for its purpose in students' education. The authors of *Secondary History in Action* articulate practical approaches to history curriculum design, ways to teach disciplinary history in the classroom and methods to assess students' knowledge and understanding. They draw together recent research and established traditions in history teaching discourse in a coherent summary that will be helpful to trainee and beginning teachers, non-specialist teachers of history, subject leaders and senior leaders managing history departments.      **Britain in the Twentieth Century** Ian J. Cawood, 2013-08-21 *Britain in the Twentieth Century* is a new approach to teaching and learning twentieth-century British history at A level. It meets the needs of teachers and students studying for today's revised AS and A2 exams. In a unique style, *Britain in the Twentieth Century* focuses on the key topics within the period. Each topic is then comprehensively explored to provide background, essay writing advice and examples, source work and historical skills. From 1900 to the new millennium, the key topics featured include Britain in a new century, 1900-1914, the First World War and its impact, inter-war domestic problems, British foreign policy, 1919-1939, Britain and the Second World War, social and economic change, 1945-1979.      *The Great University Gamble* Andrew McGettigan, 2013-04-05 In 2010 the UK government

imposed huge cuts and market driven reforms on higher education Proposals to raise undergraduate tuition fees lead to angry student led protests What will become of higher education under this new policy regime The Great University Gamble outlines the architecture of the new frontier for higher education surveying the financial and policy details Andrew McGettigan asks the big questions What will be the role of universities within society How will they be funded What kind of experiences will they offer students Where does the public interest lie With privatisation infringing on our universities and colleges education is threatened with transformation from a public good into a private individual financial investment

*Edexcel AEA. Edexcel, 2004*

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## **Table of Contents May 2013 Cedexcel Markscheme**

1. Understanding the eBook May 2013 Cedexcel Markscheme
  - The Rise of Digital Reading May 2013 Cedexcel Markscheme
  - Advantages of eBooks Over Traditional Books
2. Identifying May 2013 Cedexcel Markscheme
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an May 2013 Cedexcel Markscheme
  - User-Friendly Interface
4. Exploring eBook Recommendations from May 2013 Cedexcel Markscheme
  - Personalized Recommendations
  - May 2013 Cedexcel Markscheme User Reviews and Ratings
  - May 2013 Cedexcel Markscheme and Bestseller Lists
5. Accessing May 2013 Cedexcel Markscheme Free and Paid eBooks
  - May 2013 Cedexcel Markscheme Public Domain eBooks
  - May 2013 Cedexcel Markscheme eBook Subscription Services
  - May 2013 Cedexcel Markscheme Budget-Friendly Options
6. Navigating May 2013 Cedexcel Markscheme eBook Formats

- ePub, PDF, MOBI, and More
- May 2013 Cedexcel Markscheme Compatibility with Devices
- May 2013 Cedexcel Markscheme Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of May 2013 Cedexcel Markscheme
  - Highlighting and Note-Taking May 2013 Cedexcel Markscheme
  - Interactive Elements May 2013 Cedexcel Markscheme
- 8. Staying Engaged with May 2013 Cedexcel Markscheme
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers May 2013 Cedexcel Markscheme
- 9. Balancing eBooks and Physical Books May 2013 Cedexcel Markscheme
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection May 2013 Cedexcel Markscheme
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine May 2013 Cedexcel Markscheme
  - Setting Reading Goals May 2013 Cedexcel Markscheme
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of May 2013 Cedexcel Markscheme
  - Fact-Checking eBook Content of May 2013 Cedexcel Markscheme
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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web the laramie project is a 2000 play by moisés kaufman and members of the tectonic theater project specifically leigh fondakowski writer director stephen belber greg pierotti barbara pitts stephen wanh amanda gronich sara lambert john mcadams maude mitchell andy paris and kelli simpkins about the reaction to the 1998

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web apr 17 2020 outline 21 frames reader view theme gore sarah ellis by jasmeen kowsar minuki aliza tiana plot gore surrounds the lives of twins amy and lucas and their almost trivial conflicts right off the bat it is shown that amy and lucas do not have a good relationship their sibling rivalry tends to get the best of them

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web in the short story gore by sarah ellis the character of amy is able to effectively deceive her brother lucas that there is an alien like creature in the house in order to get her book back soon after their parents go out to do the usual saturday grocery lucas grabs the book from amy s hands and hides inside the washroom

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web ellis was born in vancouver british columbia canada in 1952 the youngest of three children in her family as she once noted my joy in embroidering the truth probably comes from my own childhood

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web short story gore by sarah ellis how we can relate to this story images how people can relate to this story is that everyone has that one person that always finds a way to annoy them rather it be a family member or a really good friend character

selection the character that i ve selected is lucas lucas is a

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web feb 15 2015 setting time this was taken place in amy and lucas house specifically the front door washroom living room and their hallway this story takes place on a saturday afternoon the peace keeping forciers are out at mega foods doing the saturday shop ellis 5 initiating incident marcus denouement

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web nov 3 2017 outline 11 frames reader view gore by sarah ellis main conflict the main conflict in the story was when the brother lucas took his sisters favourite book and ran to the washroom to keep amy from getting the book they fought for a good amount of time also the type of conflict that was happening in the story was person vs person

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web 36 frames reader view plot diagram amy is reading her book by herself lucas steals her book hides in the bathroom amy answers the door and strange beings walk into her house the aliens take amy to the living room and they try to make her eat their food she calls her brother for help but he ignores her

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web in numerous ways amy reveals herself to be resourceful throughout the short story gore by sarah ellis her resourcefulness is demonstrated by her imaginative spirit and capability to think outside of the box her intelligence and her willingness to persevere even when faced with obstacles throughout the journey

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web two 2 specific details from the story to support your opinion we get a biased view of lucas because the narration is in 1st person the reader doesn t get to see lucas point of view maybe amy bullies him about academics amy doesn t really have good opinion of her brother lucas is more like an unevolved thugoid

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