

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

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Ian J. Cawood



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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 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 researches 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 line 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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