

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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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

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

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at www.philipallan.co.uk/literatureguidesonline *Debates in Geography Education* Mark Jones, David Lambert, 2017-09-07
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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

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web patrick hamilton writer rope patrick hamilton was born on 17 march 1904 in hassocks sussex england uk he was a writer known for rope 1948 gaslight 1944 and gaslight 1940 he was previously married to lois m martin and lady ursula chetwynd talbot he died on 23 september 1962 in sheringham norfolk england uk

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