

National 5 Economics Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable)

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 5 Economics Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification* and the Unit Specifications for the Units in the Course.

General guidance on the Course

Aims

The Course aims to enable learners to develop:

- ◆ an awareness of how economic issues relating to resources and markets affect our daily lives
- ◆ understanding of economic problems and the ability to consider options in solving those problems
- ◆ confidence and decision-making, by providing opportunities for them to use their initiative in resolving economic issues
- ◆ numeracy skills, by requiring them to analyse and interpret straightforward economic data from a range of sources, such as tables, charts and graphs
- ◆ skills of reasoning to encourage critical thinking in providing economic solutions to economic problems
- ◆ the skills of analysing economic information and of communicating it in different forms, and in a clear and concise way

Progression into this Course

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or equivalent experience:

- ◆ National 4 Business Course or relevant Units
- ◆ Numeracy (National 4) Unit
- ◆ Literacy (National 4) Unit
- ◆ equivalent qualifications in other social subjects

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course. Where learners have not completed Curriculum for Excellence experiences and outcomes this need not present a barrier to them completing this Course.

Experiences and outcomes

The National 5 Economics Course draws on and further builds on the following experiences and outcomes from the social studies and technologies curriculum areas. There is an expectation that learners who study this Course will have overtaken these relevant experiences and outcomes.

Organiser	Experiences and outcomes — level 4
People, place and environment	<i>I can evaluate conflicting sources of evidence to sustain a line of argument.</i> (SOC 4-01a)
	<i>I can discuss the sustainability of key natural resources and analyse the possible implications for human activity.</i> (SOC 4-08a)

	<p><i>Having studied an economic activity, I can explain its development and assess the impact of change within its locality and beyond.</i></p> <p style="text-align: right;">(SOC 4-10c)</p> <p><i>Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment.</i></p> <p style="text-align: right;">(SOC 4-11a)</p> <p><i>I can explain how the distribution and control of important natural resources affects the international power and influences of states.</i></p> <p style="text-align: right;">(SOC 4-11b)</p> <p><i>I can compare the population structure of Scotland with a contrasting country and can express informed views about the future implications for these societies.</i></p> <p style="text-align: right;">(SOC 4-11c)</p>
People in society, economy and business	<p><i>I can contribute to a discussion on the extent to which people's needs should be met by the state or individual.</i></p> <p style="text-align: right;">(SOC 4-16a)</p> <p><i>I can critically examine how some economic factors can influence individuals, businesses or communities.</i></p> <p style="text-align: right;">(SOC 4-20a)</p>
ICT to enhance learning	<p><i>I can use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks.</i></p> <p style="text-align: right;">(TCH 4-03b)</p> <p><i>Throughout my learning, I can make effective use of a computer system to process and organise information.</i></p> <p style="text-align: right;">(TCH 4-04a)</p>

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Teachers and lecturers should refer to the National 5 Economics *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course, as the Course assessment will be based on this.

The skills, knowledge and understanding that will be developed in the National 5 Economics Course are outlined in the following table.

Mandatory skills, knowledge and understanding	Economics of the Market	UK Economic Activity	Global Economic Activity
Drawing conclusions from straightforward economic data, concepts and evidence from a limited range of sources	✓	✓	✓
Evaluating real-life economic situations to make informed economic judgements	✓	✓	✓
Communicating economic reasoning and conclusions effectively in familiar and unfamiliar contexts	✓	✓	✓
Applying knowledge and understanding of the impact of the basic economic problem on our daily lives	✓		
Assessing straightforward economic choices by considering their impact on the market	✓	✓	
Demonstrating knowledge of the economic aims and policies of the UK Government		✓	✓
Demonstrating knowledge of the role of Scotland in the UK economy		✓	
Assessing the impact of global trade in straightforward contexts			✓
Basic knowledge and understanding of the impact of aid on developing economies			✓

Other skills developed	
Research	<ul style="list-style-type: none"> ◆ Developing the ability to carry out research and interpreting and evaluating information which will assist with decision making. ◆ Using websites such as BBC, World Trade Organisation, World Bank, TUTOR2U, Bized and/or relevant paper-based sources such as newspapers and economic journals will assist learners to find up-to-date economic data, statistics and other information.
Communication	<ul style="list-style-type: none"> ◆ The development of communication skills will permeate through the whole Course as learners demonstrate their communication both orally and in written situations. ◆ Using the telephone or e-mail to gather information regarding aspects of the Course, eg local banks to support personal economics, local employment office regarding unemployment statistics. ◆ Using IT to present outcomes of learning, eg in describing opportunity cost in the choices made by individuals, firms and governments.
Decision making	<ul style="list-style-type: none"> ◆ Developing the ability to identify straightforward economic issues or problems, devising alternative solutions to these issues/problems and making decisions on the best course of action to take.
Analytical	<ul style="list-style-type: none"> ◆ Interpreting economic graphs, charts and statistics and by carrying out simple calculations involving percentages and percentage changes assists learners to develop these skills.
Application of knowledge and understanding of underpinning theory	<ul style="list-style-type: none"> ◆ Applying economic concepts to real-life situations through consideration of current economic issues in local, national or global contexts, along with the ability to use relevant economic vocabulary and terminology.

The development of subject specific and generic skills is central to the Course. Learners should be made aware of the skills they are developing and of the transferability of them. It is the transferability that will help learners with further study and enhance their personal effectiveness.

Progression from this Course

This Course or its components may provide progression to:

- ◆ Higher Economics
- ◆ Higher Business Management
- ◆ Units or qualifications in related business or social subjects further study, employment and/or training

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

In Economics the Courses and Units are offered from SCQF level 5 to SCQF level 7.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

This may be achieved through the planned use of appropriately differentiated activities and contexts within Units. The level of learner support and the sophistication of responses expected would also be a useful factor in ensuring progression rather than repetition.

Learners will be expected to demonstrate a greater degree of autonomy with less support offered by the teacher/lecturer the higher they progress through the hierarchy. This should increase the sense of ownership the learners have over their work and ensure that, even if they have previously completed the Course at a lower level, their interest in the subject is kept alive.

To the learners who might exceed the SCQF level they are working at, a hierarchical arrangement gives the opportunity to have their best achievements recognised. For those who might fall short in some areas, on the other hand, it provides fallback. A hierarchical arrangement also enables learners to work at different levels in one class, and it is envisaged that this will happen in some centres.

Approaches to learning and teaching

Teachers/lecturers should encourage learners to use an enquiring, critical and problem solving approach to the study of economics. This can be done by enabling learners to demonstrate their understanding of how economics contributes to the wider social environment.

Learners should be given the opportunity to apply economic concepts and theories to address issues arising from current economic events. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers/lecturers should consider this. This could be done through mini-projects or case studies. A few examples are highlighted below.

Economics of the Market	UK Economic Activity	Global Economic Activity
<ul style="list-style-type: none"> ◆ Personal economics theme of pocket money or family holidays, with an emphasis on choice. ◆ Football market with reference to buying and selling of football players. ◆ Market for seasonal foods such as fruit and vegetables. 	<ul style="list-style-type: none"> ◆ Government finance from a Scottish perspective. ◆ Researching why multinationals choose to locate in Scotland. 	<ul style="list-style-type: none"> ◆ Studying emerging economies, such as China, and their effects on Scottish exports. ◆ Researching recent aid agreements eg Scotland and Malawi.

Some topics may lend themselves to an integrated project across all three Units, eg Olympic Games or the Commonwealth Games.

Centres are free to sequence the teaching of the Outcomes, Units and/or Course in any order they wish. For example:

- ◆ Each Unit could be delivered separately in any sequence.
- ◆ All three Units may be delivered in an integrative way as part of the Course. If this approach is used, the Units may either be taught in sequence or be partially or fully integrated. If the Units are delivered in an integrated way, individual Outcomes may be assessed both within and across Units.

Due to the nature of the subject a partially integrated approach is recommended. This will enable learners to acquire skills, knowledge and understanding in a more meaningful way and can help with knowledge retention. Such an approach can help learners transfer newly developed skills to new contexts.

When an integrated approach is used, it is advisable to teach the basic economic problem and choice first, as these concepts form the basis of economics and should be an underlying theme throughout.

Examples of appropriate learning and teaching approaches would include the following:

- ◆ Active and open-ended learning activities, such as research, case study and presentation tasks.
- ◆ Use of real-life contexts and experiences familiar and relevant to young people to meaningfully hone and exemplify skills, knowledge and understanding.
- ◆ Appropriate and effective use of technological resources (eg web-based resources) to hone and exemplify skills, knowledge and understanding.
- ◆ Appropriate and effective use of media resources (eg video clips) to hone and exemplify skills, knowledge and understanding.
- ◆ Collaborative and enterprising learning opportunities to develop team working ability.
- ◆ Discussion and informed debate to provide challenge and enjoyment, breadth and depth to learning.
- ◆ Field trips, visits and input by partner agencies to bring the subject to life.
- ◆ A weekly economics news bulletin board could be set up, where learners are encouraged to bring in economic news articles relevant to the Unit content and the class discuss it for 10 minutes.
- ◆ Headlines relating to the economics concepts covered in the Unit could be given in which some of the words are 'blanked' out and learners need to complete the missing word or words.
- ◆ Recent relevant media topics could be put in a hat and individuals or groups pick one out and have to talk about it for a minute ('Just a Minute').
- ◆ Research tasks making use of the internet to find out and make recommendations about different local markets/industries. These tasks could end with a class presentation to demonstrate their findings. This could be a group task to encourage team working skills.
- ◆ End-of-week five-minute class quizzes to ensure learning is ongoing. Keep total scores on a leader board and reward top players with prizes at the end of each term.

The Course provides opportunities to apply the subject content to local, national and global economic circumstances. The context for learning is therefore very important and teachers/lecturers are encouraged to use current events to integrate topics and to bring the subject to life, for example:

- ◆ The concept of economic choice could be integrated with personal economics and in government finance, when talking about taxes and the personal choices surrounding buying an item (eg VAT).
- ◆ The generic aspect of inflation could be incorporated into personal economics and the choices that learners face.
- ◆ Learners could choose a Scottish entrepreneur to research and show how the entrepreneur or their business affects the Scottish economy.
- ◆ Making choices about which school subjects to take could bring in opportunity cost or could be used to research employment in the local area by researching available job opportunities.
- ◆ Research undertaken on a developing country could take in influences of aid and be integrated with government finance.
- ◆ Global trade could be incorporated into the choices of goods that supermarkets provide consumers and how individuals decide to make their choices of what to buy.

Developing skills for learning, skills for life and skills for work

The generic skills for learning, skills for life and skills for work which this Course develops include aspects of literacy, numeracy, employability and thinking skills. It will be important for teachers/lecturers to offer learners ample opportunity to develop these skills as an integral part of their learning experience because this will highlight those skills' relevance.

The coverage of skills for learning, skills for life and skills for work is illustrated in the table below:

Skill	How it is developed
Literacy	<ul style="list-style-type: none"> ◆ watching news updates ◆ reading newspapers (media) ◆ communicating through presentations/working in groups ◆ mini investigations ◆ self/peer-evaluation ◆ listening to economic radio broadcasts or podcasts ◆ outside speakers ◆ attending lectures <p>Teachers/lecturers should encourage learners to develop narratives on economic issues. Learner should be encouraged to take time to interpret questions and to respond to them. Emphasis should be placed on written work through the use of developed answers, using structured sentences and paragraphs.</p>
Numeracy	<ul style="list-style-type: none"> ◆ simple numerical calculations, eg fractions/percentages ◆ interpreting diagrams and construct simple graphs ◆ gathering different sources of numerical information ◆ interpreting numerical information ◆ presenting numerical information (eg graphs, pie charts)
Employability, enterprise and citizenship	<ul style="list-style-type: none"> ◆ encouraging autonomy/initiative through personal research ◆ enhanced time management and organisational skills ◆ improved IT skills for a technology driven society ◆ increased economic and political awareness (watching news reports, reading newspapers) ◆ exploring different 'real-life' topic areas (budgeting, uncertainty, taxation, saving and aid) ◆ working with others ◆ increased knowledge of the local/Scottish economy ◆ The Course will enhance learners' employability through developing their flexibility, resilience and the ability to work with others and accept the responsibility for themselves and their actions. Learners' citizenship skills will be improved through debating ideas and developing an understanding of economic issues which affect their everyday life.

Thinking skills	<ul style="list-style-type: none"> ◆ mini case studies ◆ setting concepts in real-life examples ◆ personal research and team working ◆ personal experience ◆ sharing information ◆ applying economic concepts to newspaper articles, television and radio broadcasts, web searches, case studies, talks, games, debates, peer- and self-evaluation <p>Learners should be able to correctly decode and interpret information and to use it in different settings or contexts. Learners should be able to apply the knowledge they have learned in different contexts, emphasising their understanding of the key concepts of economics. Once learners have the ability to think critically about a given scenario, they should be able to analyse economic decisions, and based on that analysis, evaluate various outcomes and performance.</p>
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Approaches to assessment

There are different approaches to assessment, and teachers/lecturers should use their professional judgement, subject knowledge and experience, as well as understanding of their learners and their varying needs, to determine the most appropriate ones and, where necessary, to consider workable alternatives.

Assessments must be fit for purpose and should allow for consistent judgements to be made by all assessors. They should also be conducted in a supervised manner to ensure that the evidence provided is valid and reliable.

Assessments must ensure that the evidence generated demonstrates, at least, the minimum level of competence for each Unit. Assessors preparing assessment methods should be clear about what that evidence will look like for their centre or learner. Examples of suitable forms of evidence could include:

- ◆ multiple choice questions
- ◆ short written responses
- ◆ participation in group work and discussion (making use of log books, blogs, question and answer sessions to confirm individual learners have met the required standards)
- ◆ presenting information to other groups and/or recorded oral evidence
- ◆ extended response essay type questions
- ◆ exemplifying concepts using a diagram
- ◆ interpretation of numerical data

Where appropriate, evidence should include the use of appropriate economic terminology as well as the use of real-life examples.

Flexibility in the method of assessment provides opportunities for learners to demonstrate attainment in a variety of ways and so reduce barriers to attainment. The structure of an assessment used by a centre can take a variety of forms, for example:

- ◆ assessment of each individual Assessment Standard — individual pieces of work could be collected in a folio
- ◆ assessment of each complete Outcome
- ◆ assessment that combines Outcomes of one or more Units
- ◆ assessment that requires more than the minimum competence, which would allow learners to prepare for the Course assessment

Teachers/lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially. Such naturally occurring evidence may be used as a contribution towards Unit assessment.

Preparation for Course assessment

Each Course has an allocation of time which may be used at the discretion of the teacher/lecturer to enable learners to prepare for Course assessment. This time may be used throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment or for further integration, revision and preparation for Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

Examples of activities to include within this notional time are described below.

- ◆ preparing for the assignment — this time could be used by learners for identifying and agreeing a topic or issue for the assignment; gathering information and carrying out the research which may include using books, the internet, interviews, fieldwork; analysing and evaluating their findings; preparing their conclusion and revising before the write-up
- ◆ revising for the question paper — this may be done individually, in small groups or within the class or group as a whole, at the discretion of the teacher or lecturer, and could include the exemplification of command words to assist learners in developing their responses
- ◆ revising and preparing for Unit assessment — this can support Course assessment as it may be done by written assessments which cover multiple Outcomes that could gauge learners' ability to demonstrate the breadth and depth of knowledge required for the question paper component of the Course assessment

Combining assessment across Units

Centres are free to deliver and assess Units and Outcomes in any order they wish. This provides an opportunity for flexibility in sequencing the delivery of the Course and/or Units. In this situation, assessments could be combined across Units as other topics of the Course can offer the opportunity to be assessed synoptically. This will require learners to:

- ◆ understand the interrelatedness of many economic issues, problems and institutions
- ◆ understand how certain economic concepts, theories and techniques may be relevant to a range of different contexts
- ◆ apply such concepts, theories and techniques in analysing economic issues and problems and in evaluating arguments and evidence

Circumstances in which this could occur are outlined below:

- ◆ A thematic approach of international aid to a developing economy that will assess concepts of: needs, wants and scarcity; markets; global trade and its impact on the UK economy.
- ◆ A thematic approach could be around government finance and its influence on multinationals locating in Scotland, and the effects of these aspects on the Scottish economy.

Combined assessment will minimise repetition, allow more time for learning and enable centres to manage the assessment process more efficiently.

When assessment across Units is combined, teachers/lecturers should take particular care to track the evidence for each Outcome/Unit to ensure learners who do not achieve the entire Course will still get credit for the Unit or Units they have achieved.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

The high degree of flexibility within this Course in terms of possible approaches to assessment means that Course planners can consider and remove potential barriers to learning and assessment. Alternative assessment arrangements and reasonable adjustments can be made in order that this Course and its Units are accessible to all learners.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)

Administrative information

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History of changes to Course Support Notes

Version	Description of change	Authorised by	Date

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Unit Support Notes — Economics of the Market (National 5)



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Economics of the Market* (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Assessment Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The general aim of this Unit is to enable learners to understand that the scarcity of resources leads to the need for individuals, firms and governments to make choices. Learners will be introduced to personal economic decisions, the basic economic problem, demand and supply and their place in a market economy and costs.

This is a mandatory Unit of the National 5 Economics Course and is also available as a free-standing Unit.

Learners who complete this Unit will be able to:

- ◆ examine economic choices that an individual has to make regarding whether to spend, to save or to borrow
- ◆ apply knowledge and understanding of the basic economic problem to the choices made by participants in society
- ◆ apply knowledge and understanding of the concepts of demand and supply in a market economy

Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or equivalent qualifications and/or experience:

- ◆ other National 5 Economics Units: UK Economic Activity and/or Global Economic Activity
- ◆ National 4 Business Course or relevant Units
- ◆ Numeracy (National 4) Unit
- ◆ Literacy (National 4) Unit

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

Examples of other such relevant prior learning and experiences would include an interest in the workings of the economy and current affairs.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 Economics *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit or its components may provide progression to:

- ◆ other National 5 Economics Units: UK Economic Activity and/or Global Economic Activity
- ◆ Higher Economics
- ◆ National 5 Business Management
- ◆ further study, employment and/or training

Approaches to learning, teaching and assessment

The context in which *Economics of the Market* can be taught is relevant to everyday economic issues faced by individuals, firms and governments. The context for learning in this Unit is therefore very important and teachers/lecturers are encouraged to use current events to bring the topics to life.

The table below suggests some activities which could support the delivery of this Unit and which may suit the needs of learners with different learning styles.

Topic	Examples of possible approaches	Suggested experiences and activities for learners
Basic economic problem	<ul style="list-style-type: none"> ◆ Distinguishing between and giving examples of needs and wants. ◆ Defining concepts of scarcity, choice and opportunity cost. ◆ Giving examples of opportunity cost for individuals, firms and governments. ◆ Defining and giving examples of the factors of production — land, labour, capital and enterprise. 	<ul style="list-style-type: none"> ◆ Asking learners to describe three choices they made that week and explaining why they had to choose and how they decided what to choose. This is a good way of introducing the concept of scarcity and opportunity cost. ◆ Using ‘the survival game’ to illustrate aspects of limited resources. ◆ Creating a questionnaire to collect data regarding needs and wants and analyse the results by creating graphs and charts.

Personal economics	<ul style="list-style-type: none"> ◆ Giving reasons why people spend, save or borrow. ◆ Giving examples of types of savings and methods of personal borrowing — where to save and borrow. ◆ Selecting and justifying suitable savings or borrowing methods for a specific purpose. ◆ Using budgeting and financial planning to reduce uncertainties. ◆ Analysing the effects that changes in prices, taxation, interest rates, redundancy and unemployment have on a person's income and expenditure. 	<ul style="list-style-type: none"> ◆ Working in groups to research information on saving and borrowing and then creating a leaflet for 16–18 year olds offering them advice. ◆ Use of interactive websites; eg RBS Moneysense for schools. ◆ Using spreadsheets to prepare personal budgets.
Demand	<ul style="list-style-type: none"> ◆ Describing what is meant by total, marginal and diminishing marginal utility. ◆ Defining effective demand, drawing demand curves from demand schedules, describing the shape of the demand curve. 	<ul style="list-style-type: none"> ◆ Conducting market research with the class, eg what would happen to their demand for a good they regularly if its price doubled/halved?
Determinants of demand	<ul style="list-style-type: none"> ◆ Using demand curve diagrams to describe how changes in the determinants of demand affect price and quantity demanded. ◆ Outlining the determinants of demand. ◆ Describing what is meant by substitute goods and complementary goods. 	<ul style="list-style-type: none"> ◆ Drawing demand diagrams from a range of scenarios that illustrate movements along and shifts in the demand curve.
Costs, revenue and profit	<ul style="list-style-type: none"> ◆ Defining fixed costs, variable costs, total costs, average costs, total sales revenue, average sales revenue and profit. ◆ Identifying and drawing costs curves on a short run cost diagram. 	<ul style="list-style-type: none"> ◆ Drawing diagrams that show short run cost curves.

	<ul style="list-style-type: none"> ◆ Giving examples of fixed and variable costs. ◆ Calculating total fixed cost, total variable cost and total cost. ◆ Calculating average fixed cost, average variable cost and average total cost. ◆ Calculating total sales revenue, average sales revenue and profit. 	
Supply	<ul style="list-style-type: none"> ◆ Defining supply, drawing supply curves from supply schedules, describing the shape of the supply curve. 	
Determinants of supply	<ul style="list-style-type: none"> ◆ Using supply curve diagrams to describe how changes in the determinants of supply affect price and quantity supplied. ◆ Outlining the determinants of supply. 	<ul style="list-style-type: none"> ◆ Drawing supply diagrams from a range of scenarios that illustrate movements along and shifts in the supply curve.
Markets	<ul style="list-style-type: none"> ◆ Defining of a market. ◆ Describing different types of market. ◆ Using a demand and supply curve diagram to describe how equilibrium price and quantity are set. ◆ Using demand and supply curve diagrams to describe how changes in the determinants of demand and supply affect equilibrium price and quantity. 	<ul style="list-style-type: none"> ◆ Discussing, in groups, the factors affecting demand and supply in different markets. ◆ Researching a market of their choice, ie oil market, car market, football market, agriculture and presenting the findings to the class in various ways. ◆ Drawing demand and supply diagrams to show what will happen in the market for: <ul style="list-style-type: none"> — cream, if there is an increase in the supply of strawberries — Shell petrol, if there is a decrease in the price of BP petrol — wool, if there is an increase in the demand for mutton

During group discussions, learners should make clear and relevant contributions and develop points while listening and responding to others. They should encourage other group members to contribute to the discussion when appropriate.

There are a number of assessment methods that could be used in this Unit, including:

- ◆ a short written test or data response with short answer questions at the end of a series of lessons
- ◆ observation of class/group/individual role plays or group presentations where learners are assessed following set criteria. An observation checklist for each learner could be stored as evidence
- ◆ computer- or paper-based multiple choice questions
- ◆ a portfolio of tasks could be submitted by learners

Information about assessment approaches is given in the National 5 Economics *Course Support Notes*.

Combining assessment within the Unit

Evidence for all Outcomes may be either presented separately or gathered through a range of activities assessed holistically. If the latter approach is used, it must be clear how the evidence covers each Outcome.

When assessment within the Unit is holistic, teachers/lecturers should take particular care to track the evidence for each individual Outcome to ensure that learners who do not achieve all Outcomes may still get recognition for the Outcome they have achieved.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

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Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
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- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ [SQA e-assessment web page](#)

Administrative information

Published: September 2015 (version 1.2)

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
1.1	Minor changes to wording in ' <i>General guidance to the Unit (Aims)</i> ' section. ' <i>Approaches to learning, teaching and assessment</i> ' table amended to include more detail.	Qualifications Manager	May 2014
1.2	Updated to accommodate International Accounting Standards terminology.	Qualifications Manager	September 2015

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Unit Support Notes — UK Economic Activity (National 5)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *UK Economic Activity* (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Assessment Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The general aim of this Unit is to enable learners to understand the different ways that the UK Government raises taxation revenue and how it spends it. It will enable learners to understand the economic aims of the government, the concept of economic growth, and the causes and effects of inflation and unemployment. Learners will also demonstrate knowledge and understanding of economic activity from a UK and Scottish perspective.

This is a mandatory Unit of the National 5 Economics Course and is also available as a free-standing Unit.

Learners who complete this Unit will be able to:

- ◆ apply knowledge and understanding of the UK Government's economic aims relating to inflation, unemployment and economics growth
- ◆ describe key aspects of government taxation and spending in the UK economy
- ◆ apply knowledge and understanding of the role of Scotland in the UK economy

Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 Business Course or relevant Units
- ◆ Numeracy (National 4) Unit
- ◆ Literacy (National 4) Unit

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

Examples of other such relevant prior learning and experiences would include an interest in the workings of the economy and current affairs.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 Economics *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit or its components may provide progression to:

- ◆ other National 5 Economics Units: Economics of the Market and/or Global Economic Activity
- ◆ Higher Economics
- ◆ National 5 Business Management
- ◆ further study, employment and/or training

Approaches to learning, teaching and assessment

The context in which *UK Economic Activity* can be taught is relevant to everyday economic issues faced by individuals, firms and governments. The context for learning in this Unit is therefore very important and teachers/lecturers are encouraged to use current events to bring the topics to life.

The table below suggests some activities which could support the delivery of this Unit and which may suit the needs of learners with different learning styles.

Topic	Examples of possible learning	Suggested experiences and activities for learners
Government finance	<ul style="list-style-type: none"> ◆ Describing different sources of government income. ◆ Describing the difference between direct and indirect taxation — the main ones reported in the media. ◆ Understanding how recent changes in the balance between direct and indirect taxes affect individuals, businesses and the government. ◆ Describing the main areas of government expenditure and understanding why there is a need for government expenditure. ◆ Understanding the difference between current and capital expenditure and describing what is meant by a transfer payment. ◆ Describing trends in Government spending. ◆ Describing the circular flow of income in a closed economy. 	<ul style="list-style-type: none"> ◆ Working in groups to research information on government spending and sources of income. ◆ Creating graphs/charts illustrate their findings. ◆ Debating current spending issues, eg government debt, how Scotland is dealing with debt. ◆ Use of interactive websites; eg Bank of England education. ◆ Using a diagram to describe equilibrium level of national income in a closed economy.
Government aims (only aims — not how to achieve them)	<ul style="list-style-type: none"> ◆ Describing the main government aims. ◆ Defining real and money income. ◆ Understanding the main causes of inflation. ◆ Understanding the effects of inflation on individuals, firms and the economy. ◆ Defining the unemployment rate and level of 	<ul style="list-style-type: none"> ◆ Giving learners 10 minutes to produce a list of the consequences of inflation. ◆ Allocating one or more of the identified consequences to groups who then make a presentation to the class on the effects of these consequences on prices, savings, wages and unemployment.

	<p>unemployment.</p> <ul style="list-style-type: none"> ◆ Describing ways of measuring unemployment — claimant count, labour force survey, seasonally adjusted. ◆ Understanding the causes of unemployment. ◆ Understanding the effects of unemployment on individuals, firms and government income and expenditure. ◆ Describing what is meant by growth in the economy increase in — total output (GDP), standards of living. ◆ Describing ways of increasing output. 	<ul style="list-style-type: none"> ◆ Discussing for example the causes and constraints on economic growth in various countries, trends in unemployment. ◆ Researching unemployment rates in different regions of Scotland and presenting the findings using graphs or charts.
Place of Scotland in the UK economy	<ul style="list-style-type: none"> ◆ Describing the different types of industry in Scotland and where it is located, employment, understanding why Scotland specialises in certain types of industry. ◆ Impact of entrepreneurship on Scottish economy. 	<ul style="list-style-type: none"> ◆ Researching Scottish industries. ◆ Researching why multinationals choose to locate in Scotland (eg Avaloq) highlighting the costs and benefits to Scotland. ◆ Researching Scottish entrepreneurs and their impact on the UK economy.

During group discussions, learners should make clear and relevant contributions and develop points while listening and responding to others. They should encourage other group members to contribute to the discussion when appropriate.

There are a number of assessment strategies that could be used in this Unit, including:

- ◆ a short written test or data response with short answer questions at the end of a series of lessons
- ◆ observation of class/group/individual role plays or group presentations where learners are assessed following set criteria. An observation checklist for each learner could be stored as evidence
- ◆ computer- or paper-based multiple choice questions
- ◆ a portfolio of tasks could be submitted by learners

Information about assessment approaches is given in the National 5 Economics *Course Support Notes*.

Combining assessment within the Unit

Evidence for all Outcomes may be either presented separately or gathered through a range of activities assessed holistically. If the latter approach is used, it must be clear how the evidence covers each Outcome.

When assessment within the Unit is holistic, teachers/lecturers should take particular care to track the evidence for each individual Outcome to ensure that learners who do not achieve all Outcomes may still get recognition for the Outcome they have achieved.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

The high degree of flexibility within this Course in terms of possible approaches to Unit assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. Alternative assessment arrangements and reasonable adjustments can be made in order that this Course and its Units are accessible to all learners. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approaches to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA’s website at: www.sqa.org.uk/sqa//14977.html.
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Administrative information

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History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
1.1	<i>'Approaches to learning, teaching and assessment'</i> table amended to include more detail.	Qualifications Manager	May 14

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Unit Support Notes — Global Economic Activity (National 5)



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Global Economic Activity* (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Assessment Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The general aim of this Unit is to enable learners to understand the advantages and disadvantages of global trade to the UK economy and the effects of exchange rates on such trade. Learners will also demonstrate their understanding of the role and significance of the EU and developing countries, including measures taken to aid developing countries, within the global economy.

This is a mandatory Unit of the National 5 Economics Course and is also available as a free-standing Unit.

Learners who complete this Unit will be able to:

- ◆ outline reasons for global trade
- ◆ interpret the effects of exchange rate changes on individuals and firms
- ◆ apply knowledge and understanding of the global economy in relation to the EU, developing economies and emerging economies

Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 Business Course or relevant Units
- ◆ Numeracy (National 4) Unit
- ◆ Literacy (National 4) Unit

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

Examples of other such relevant prior learning and experiences would include an interest in the workings of the economy and current affairs.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 Economics *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit or its components may provide progression to:

- ◆ other National 5 Economics Units: Economics of the Market and/or UK Economic Activity
- ◆ Higher Economics
- ◆ National 5 Business Management
- ◆ further study, employment and/or training

Approaches to learning, teaching and assessment

The context in which the *Global Economic Activity* can be taught is relevant to everyday economic issues faced by individuals, firms and governments. The context for learning in this Unit is therefore very important and teachers/lecturers are encouraged to use current events to bring the topics to life.

The table below suggests some activities which could support the delivery of this Unit and which may suit the needs of learners with different learning styles.

Topic	Examples of possible learning	Suggested experiences and activities for learners
Understanding global trade	<ul style="list-style-type: none"> ◆ Describing the main types of imports to and exports from the UK and identifying who the main UK trading partners are. ◆ Understanding why we trade and what benefits there are to a country of trading globally. ◆ Understanding the disadvantages of global trade to our economy. ◆ Describing the different barriers to trade and why these are erected. ◆ Understanding the structure and location of industry, and employment in export industries, as well as much of our growth in the recent past stemming from export-led growth. 	<ul style="list-style-type: none"> ◆ Work in groups, researching different aspects of global trade, eg information on the UK's main trading partners, the goods traded and how trading patterns have changed in recent years, potential impact of China and India on world trade patterns, and then creating graphs/charts and or presentations of their findings to the other groups. ◆ Investigating barriers to trade and any recent trade activity in retaliation. ◆ Debating the ethics of fair trade and its implications; use of websites, eg Co-operative ethical trading.
Multinationals	<ul style="list-style-type: none"> ◆ Defining a MNE and understanding the basic reasons why MNEs locate in a foreign country. 	<ul style="list-style-type: none"> ◆ Investigating why MNEs locate in foreign countries.
Exchange rates	<ul style="list-style-type: none"> ◆ Defining an exchange rate. ◆ Calculating simple currency exchange rates. ◆ Understanding the effect of changes in the exchange rate on the prices of imports and exports. 	<ul style="list-style-type: none"> ◆ Investigating currencies from a range of countries and analysing how exchange rates of these currencies have changed over a specific period of time. ◆ Drawing demand and supply diagrams to analyse

	<ul style="list-style-type: none"> ◆ Understanding of the effect of exchange rates on firms and individual consumers, eg a UK citizen when holidaying abroad. 	exchange rate determination.
Understanding the impact of global economy	<ul style="list-style-type: none"> ◆ Understanding how membership of the EU affects the UK. ◆ Defining what is meant by Eurozone, EU enlargement and understanding the effects of EU enlargement on the UK economy. ◆ Describing the characteristics of developing economies. ◆ Describing the different types of aid given to developing economies. ◆ Describing the characteristics of emerging economies relative to developing economies. 	<ul style="list-style-type: none"> ◆ Learners could be divided into small groups. Each one chooses a UK/Scottish multinational which has operations in Europe or a developing country to explain their reasons for doing so and briefly reporting their findings to the other groups. ◆ Choosing a developing economy and suggesting what could be done to promote economic growth in that country. ◆ Researching an emerging economy to establish its characteristics and its evaluating its impact on UK exports.

During group discussions, learners should make clear and relevant contributions and develop points while listening and responding to others. They should encourage other group members to contribute to the discussion when appropriate.

There are a number of assessment strategies that could be used in this Unit, including:

- ◆ a short written test or data response with short answer questions at the end of a series of lessons
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Administrative information

Published: September 2016 (version 1.2)

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
1.1	'Approaches to learning, teaching and assessment' table amended to include more detail.	Qualifications Manager	May 2014
1.2	'Balance of Trade' removed from the 'Approaches to learning, teaching and assessment' table, as it is a topic in the Higher Course.	Qualifications Manager	September 2016

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