What makes us rich or poor?

Pupil Name	
Handbook Designed by	Dr Emmanuel Okyere

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1			
2			
3			
4			
5			
6			
7 (Feedback)			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1		
Tutorial 2		
Tutorial 3		
Tutorial 4		
Tutorial 5		
Tutorial 6		

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on submission date	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Uni Pathways – Pupil Feedback Report

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at AS-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Name of PhD Tutor	
Tiltle of assignment	Is the country you made up rich or poor?
Name of Pupil	
Name of School	Great Yarmouth Charter Academy

ORIGINAL MARK/100		FINAL MARK/100	
DEDEUCTED MARKS		FINAL GRADE	

If marks are deducted (late submission, plagiarism) the PhD tutor should give an explanation in this section.

Contents

Course Rationale P5

Mark Scheme P6-7

Knowledge Organiser P8

Subject Vocabulary P20

Tutorial 1 P9

- Activity 1 P10
- Activity 2 P11
- Homework (Baseline Assignment) P12

Tutorial 2 P13

- Activity 1 P14
- Activity 2 P14-15
- Activity 3 P16
- Homework P17

Tutorial 3 P18

- Activity 1 P19
- Activity 2 P19
- Homework P19

Tutorial 4 P21

- Activity 1 P22
- Activity 2 P23
- Homework P23

Tutorial 5 P24

- Activity 1 P25
- Activity 2 P26
- Homework P26

Tutorial 6 P27

- Homework (Final Assignment) P28

Tutorial 7 P30

- Reflection on feedback P30

Appendices P31

- Referencing correctly P31

Course Rationale

Gross domestic product (GDP) of a country represents the total money value of all goods and services produced over a year. It is often referred to as the size of a country. The question is, why should we care about GDP?

GDP aims to best capture the true monetary value of a country. It's the main indicator of a country's economic health, but what do the latest GDP numbers really mean?

Although steady GDP figures indicate the economy is managing to grow at a sustainable pace, when taken alone, it does not provide a complete picture of how well-off individuals may be feeling.
A more significant measure of individual's well-being is GDP divided by the number of people in a country. This is called per capita GDP.
If per capita GDP fails to grow as fast as GDP it could be indicating to mention a few, a growing population or income inequality is largely responsible for rising GDP. Hence the need for action on the part of the government and or communities to correct any anomalies.
The course is intended to let you grasp the concepts of GDP and per capita GDP and how the two concepts are measured and interpreted. Using simple techniques, you will be introduced to and gain an understanding of the two concepts and what their components are. How changes in these components affect the two concepts would be looked at. You should be able to assess the economic health of a country at the basic level.
The final assessment will put you in a position of a consultant who has been able to gather data and information on a country and you are to advise government and or your community on the way forward.
The basis for the course design was an ORS and Allan Nesta and Ferguson funded research on how price, tax and skills changes affect everyone in a country. This was done in a computable general equilibrium model.

Mark Scheme Table

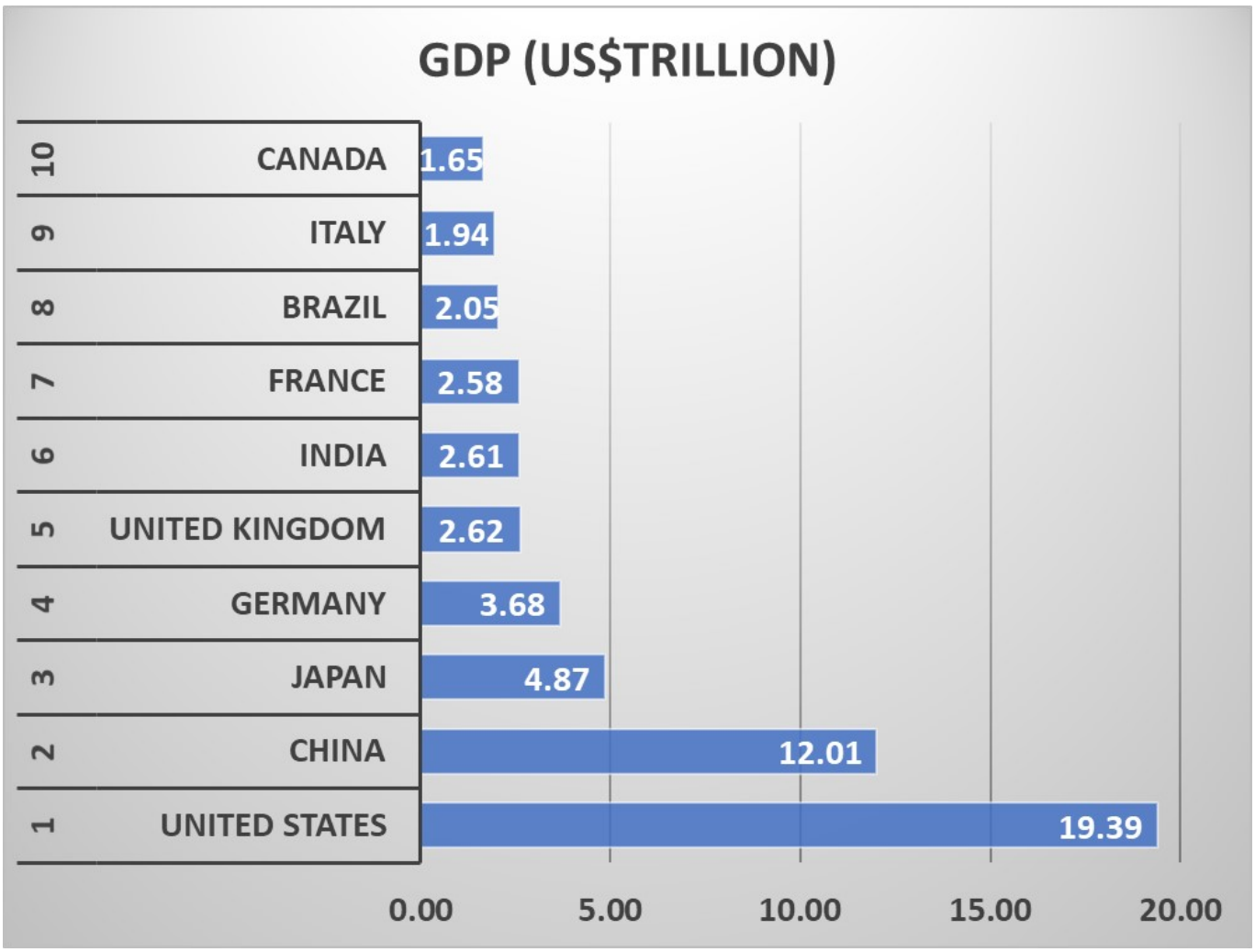
	Skills	1st (70-100)	2:1 (60-69)	2:2 (50-59)
Subject knowledge	Knowledge and Understanding	• All materials used are relevant to the general topic and to the specific question/ title • Good understanding of all the relevant topics • Clear justification on how the material used is related to the specific issues that are the focus of the essay	• Most of the materials used are relevant to the general topic and to the specific question/title • Good understanding of most the relevant topics • Adequate justification on how the material used is related to the specific issues that are the focus of the essay	• Some of the materials used are relevant to the general topic and to the specific question/title • Good understanding on some of the relevant topics but occasional confusion on others • Some justification on how the material used is related to the specific issues that are the focus of the essay
Critical thinking	Research and Evidence	• Inclusion of rich sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas • Use evidence to support claims/assertions/ideas, consistently clearly and convincingly • Evidence of further reading beyond materials provided which were used in an appropriate context	• Inclusion of adequate sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas • Use evidence to support claims/assertions/ideas, mostly clearly and convincingly • Evidence of further reading beyond materials provided but not necessarily used in the right context	• Inclusion of some sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas • Use evidence to support claims/ assertions/ideas, at times clearly and convincingly • Limited evidence of further reading beyond materials provided
	Developing an Argument	• A point of view or position in relation to the title or question is consistently clear • Argument exceptionally well -developed and well-justified • A position is clearly established in relation to the question, and is developed effectively and consistently throughout the essay • Makes links effectively between subjects that have not previously been associated. • Uses concepts from the tutorials in an unfamiliar context, and does so accurately and confidently • Material is analysed effectively to support the argument	• A point of view or position in relation to the title or question is adequately clear • Argument clear and well-developed and position justified • A position is established in relation to the question, and is well-developed in most of the essay • Some evidence of linking subjects that have not previously been associated • Use some concepts from the tutorials in an unfamiliar context, and but not always accurate • Analysis of material to support the argument	• A point of view or position in relation to the title or question is somewhat clear • Argument clear but not well-developed • A position is established in relation to the question, and is well-developed in parts of the essay • Limited evidence of linking subjects that have not previously been associated • Limited use of concepts from the tutorials in other contexts • Some analysis of material to support the argument

Critical thinking	Critical Evaluation	• Moved beyond description to an assessment of the value or significance of what is described • Evaluative points are consistently explicit/ systematic/reasoned/ justified • Effective critiques on the reliability of sources provided	• Mostly description but some assessment of the value or significance of what is described • Evaluative points are mostly explicit/ systematic/reasoned/ justified • Some evidence of critiques on the reliability of sources provided	• Only description with minimal assessment of the value or significance of what is described • Evaluative points are at times explicit/systematic/reasoned/ justified • Limited evidence of critiques on the reliability of sources provided
Written communication	Structure and Presentation	• Ideas are presented in paragraphs and arranged as a logical sequence of ideas • The introduction clearly outlines how the essay will deal with the issues • The conclusion summarises all the main points clearly and concisely • All sources are referenced correctly in the agreed format	• Ideas are presented in paragraphs with some structure • The introduction adequately describes how the essay will deal with the issues • The conclusion summarises most of the main points clearly • Most of the sources are referenced correctly in the agreed format	• Ideas are presented in paragraphs and are loosely structured • The introduction mentions how the essay will deal with the issues • The conclusion summarises some of the main points clearly • Some sources are referenced correctly in the agreed format with occasional errors
	Language and Style	• No spelling, grammar or punctuation errors • Writing style consistently clear, tone appropriate and easy to follow • Accurate and consistent use of technical language and vocabulary	• Minimal spelling, grammar or punctuation errors • Writing style mostly clear, tone appropriate and easy to follow • Some attempts of using technical language and vocab alary, but not always accurate	• Some spelling, grammar or punctuation errors • Writing style moderately clear, tone appropriate and easy to follow • Use of simple language and vocabulary effectively but struggles to use technical language

Knowledge Organiser

Word	Definition	Notes
Gross Domestic Product (GDP)	The total value of all final goods and services produced by a country in certain year.	
Consumption (C)	Pound value of all goods and services bought by households	
Investment (I)	Pound value of all goods and services bought by firms for the purpose of using in their firms	
Government Expenditure (G)	Pound value of all goods and services bought by the various government agencies of the United Kingdom	
Exports (X)	Pound value of all goods and services produced in the United Kingdom and bought by other countries	
Imports (M)	Pound value of the goods and services bought from other countries by UK	
Expenditure approach to measuring GDP. GDP = C + I + G + X - M	As most goods and services that are produced are sold, then the value can be measured by adding up the total amount spent on final goods and services in an economy. This includes expenditure by households, firms and the government. Spending on exports is included into the figure, but the amount spent on imports is deducted.	
Population (P)	Number of people in a country	
GDP per capita	GDP divided by the number of people in a country	
Taxes (T)	Mandatory money paid by households and firms to the government.	

Tutorial 1 – What makes up a country's income



What is the Purpose of Tutorial 1?

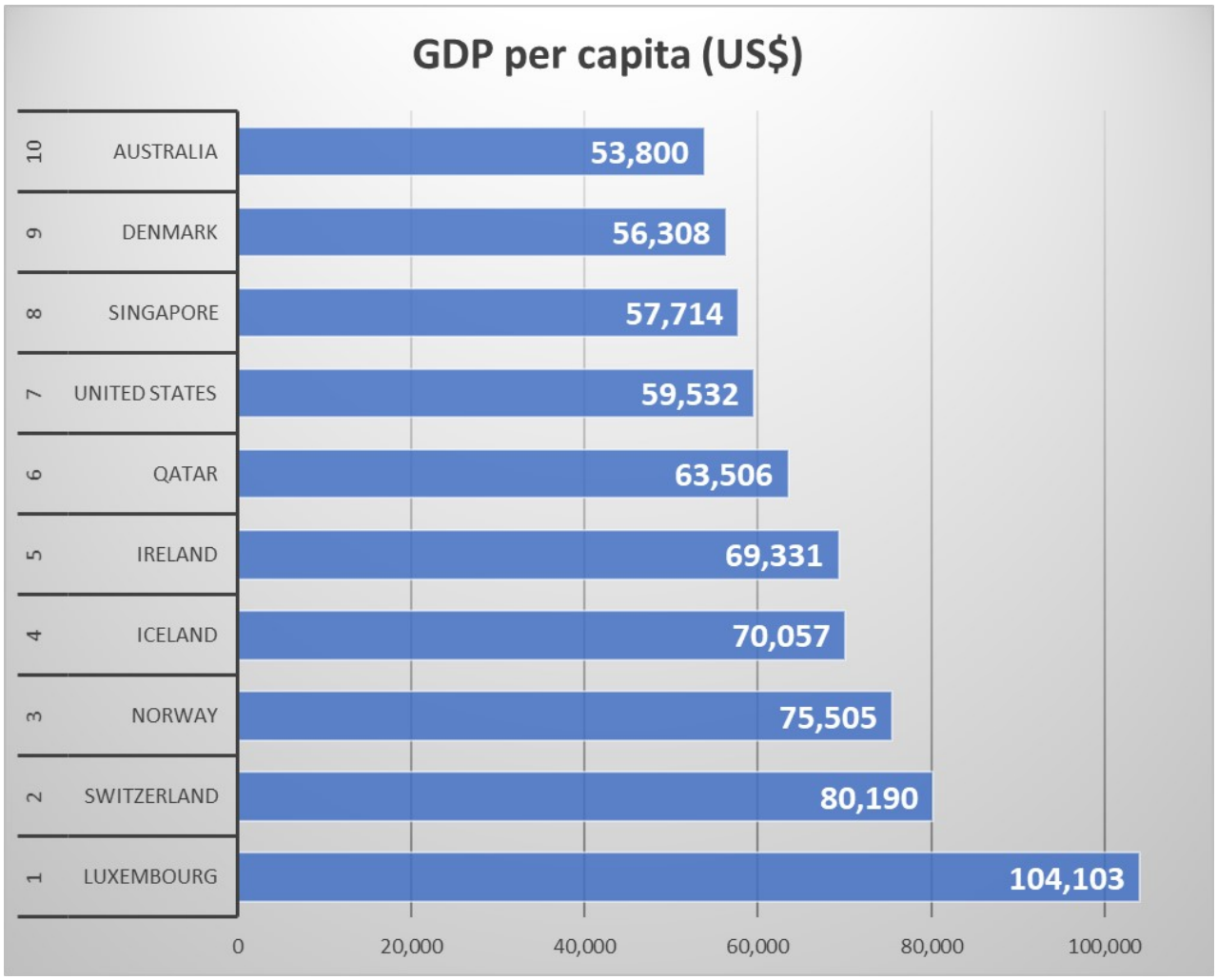
This tutorial will introduce students to the concept of Gross Domestic Product (GDP), components of GDP and GDP per capita (the average income of individuals in a country).

By the end of this tutorial you should be able to :

- Define GDP and its component
- Understand the concept of GDP and its component
- Know the Expenditure approach to measuring GDP
- Know the concept of GDP per capita

These knowledge and skills will help prepare you for the next five tutorials where we will study in more detail how GDP and it's components interact.

Activity 1—Spectrum activity on economic life

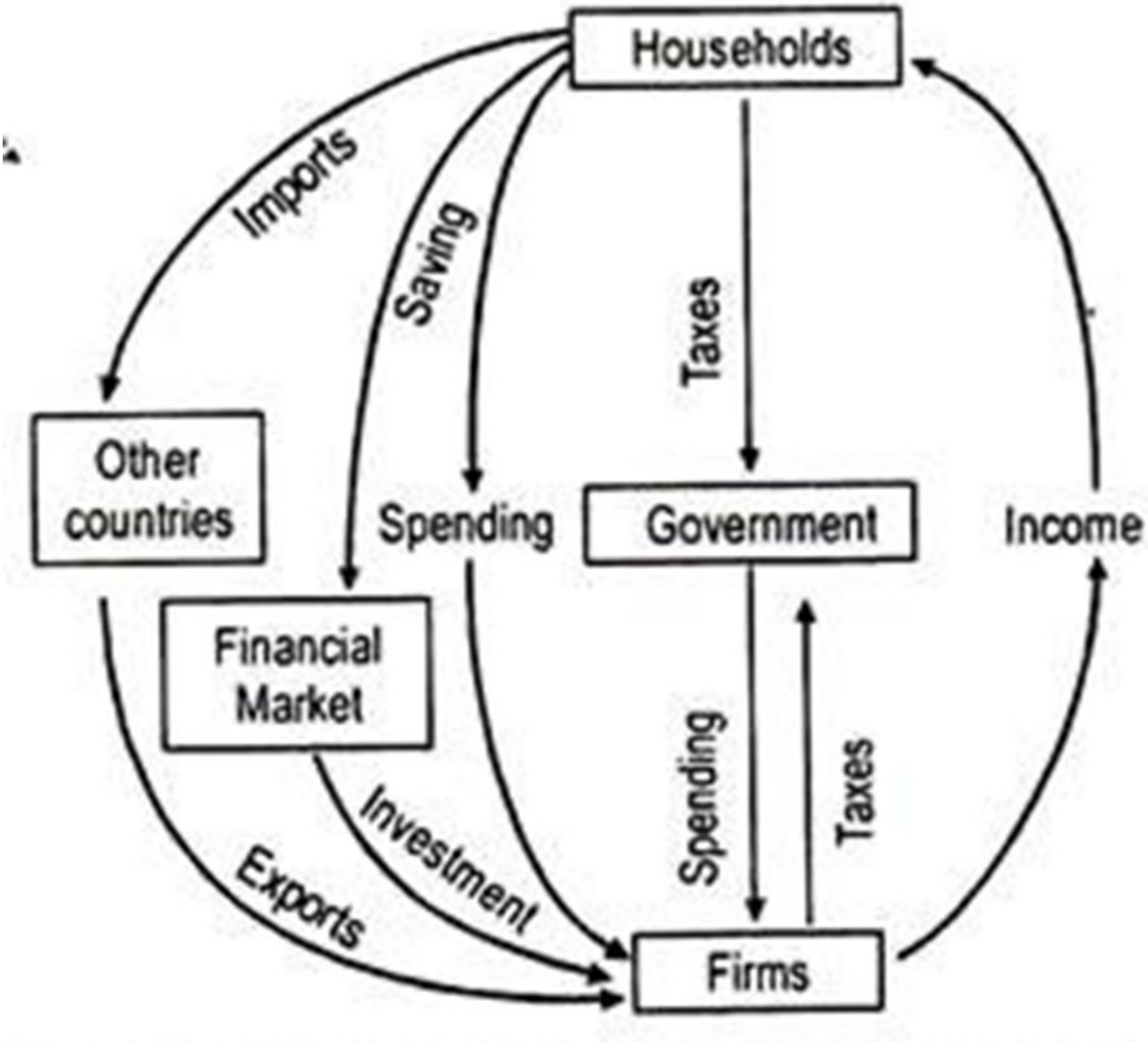


- Identify and discuss in pairs, signs you see around you that indicate how the community is doing.
- Spectrum activity on family values and how healthy/successful a community is.

  Spectrum statements like, "You know a community, or a particular place is healthy and/or successful because…

  In other words, what are the indicators of a healthy community?
- Do you know any standard indicator used in determining the economic progress of a community and/or country?
- Family values, how healthy/successful a community is, the Gross Domestic Product (GDP) and per capita GDP. Are there any links.

Activity 2—Think—pair—share



The above diagram shows a circular flow of income and expenditure in a country. The circular flow shows how Gross Domestic Product of a country is calculated.

- There are 9 flows. Write down any 5 flows. Indicate where the flow starts and stop. Hint: a flow in the diagram is simply where an arrow starts and stop.
- What can be gathered from the diagram above?

Baseline Assignment: Tutorial 1

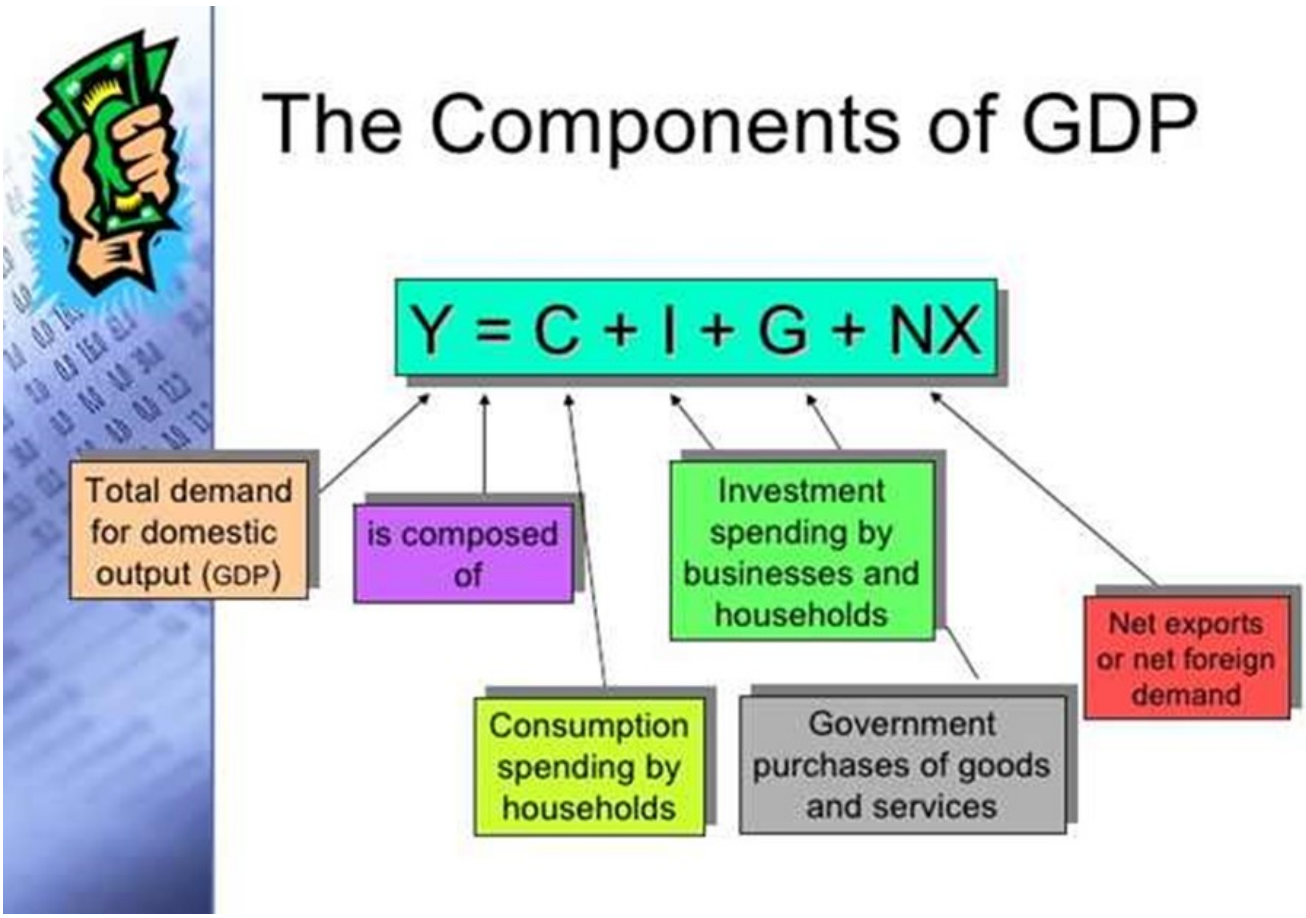
- Write a 500 word report detailing what you know about
  - GDP,
  - its components (C, I, G, X and M) and
  - GDP per capita.

Things to include:

- What is GDP?
- What is Consumption (C)?
- What is Investment (I)?
- What is Government expenditure (G)?
- What is Exports (X) ?
- What is Imports (M)?
- What is GDP per capita?
- And how GDP, its components (C, I, G, X and M) and GDP per capita interact.

Reference accurately how you found your information. It could be this handbook, books, websites and journals. You can use footnotes or endnotes.

Tutorial 2– What are the constituent of GDP's components



What is the Purpose of Tutorial 2?

- Consolidate what pupils know about the components of GDP and GDP per capita.

By the end of this tutorial you should be able to :

- Define and identify GDP and it's components
- Understand the concept of national income GDP and it's components
- Know the Expenditure approach to measuring GDP
- Know the concept of per capita GDP
- Know the constituents of GDP's components

Activity 1

Pupils will participate in a vocabulary sort activity to assess their knowledge of GDP and identify the basic components of the expenditure approach to calculating GDP.

GDP = C + I + G + X - M

It is a check to see how quickly pupils can match some basic terms related to GDP to their definitions.

Activity 2

Detailed guided discussion

What is GDP? GDP = C + I + G + X - M

• GDP is

• Total income of a nation

• Measure of a nation's _____ from one period to the next

• Most commonly calculated via _____

ONLY counts goods produced in the _____

What is GDP per capita?

Five components of GDP expenditures

- **Consumption (C):**

Examples: _____

- **Investment (I):**

Examples: _____

- **Government (G):**

Examples _____

- **Exports (X)**:

Examples: _____

- **Imports (M)**:

Examples: _____

- **Net Exports (NX) = X - M**

What's NOT included in GDP?

- Intermediate goods
- Used goods
- Underground production (black market)
- Financial transactions
- Household production
- Transfer payments (eg. Benefits)

Activity 3: Which of the following affects GDP?

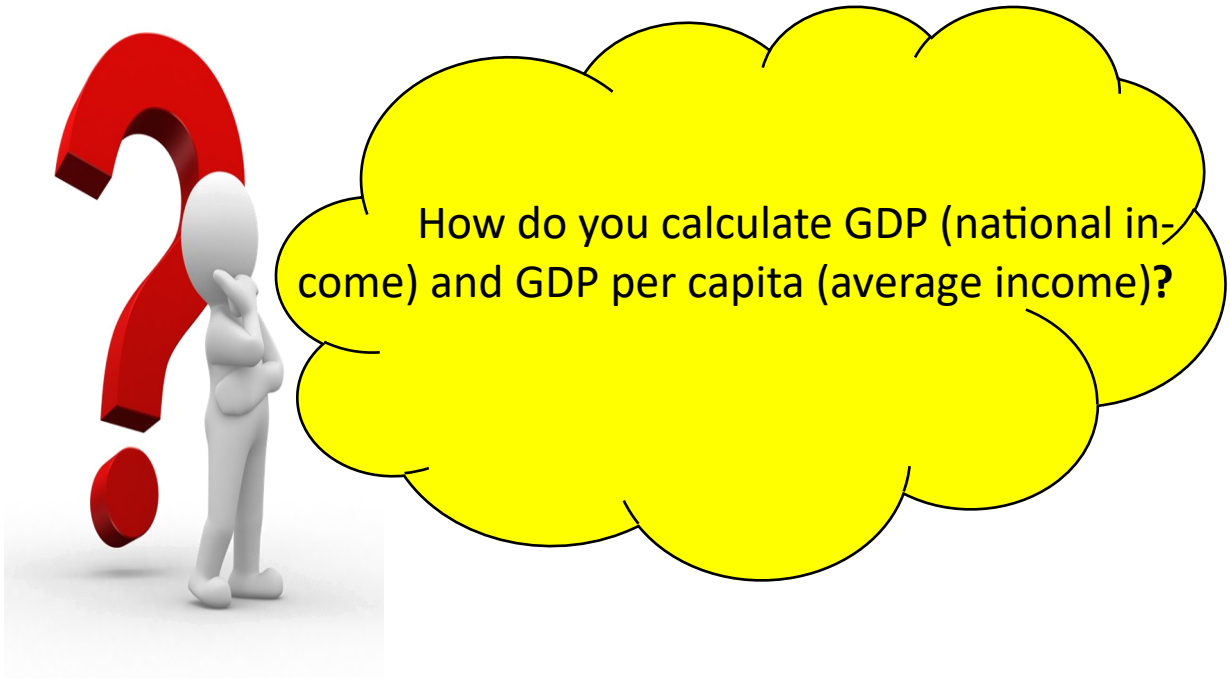
Item	Component of GDP affected: C, I, G, X-M, or NC (not counted)	Effect on GDP (increase, decrease, no change)
A farmer purchases a new tractor.		
Businesses increase their current investment.		
You spend $7 to attend a movie.		
Government closes a school.		
A US citizen purchases a Manchester United seasonal ticket.		
The UK government hires 10 French-language experts from France to train UK workers.		
A person pays £450 a month to rent a house.		
People saving more money.		
Your parents buy you a new school uniform.		
Chinese buys some goods from Tesco.		

Homework Assignment: Tutorial 2

For your assignment, you are to list

1) Two items in your community that counts as part of Consumption (C)
2) Two items in your community that counts as part of Investment (I)
3) Two items in your community that counts as part of Government Expenditure (G)
4) Two items in your community that counts as part of Exports (X)
5) Two items in your community that counts as part of Imports (M)

Tutorial 3 – Measuring GDP and per capita GDP



What is the Purpose of Tutorial 3?

- Each pupil will create data for a country for exercises in tutorials 3, 4 and 5
- Introduce class to a computer model of a country for exercises in tutorials 3, 4 and 5
- Measure GDP numerically using the Expenditure Approach through the model
- Find numerically, GDP per capita of a country.

By the end of this tutorial you should be able to :

- Through the workings of the computer model, find numerically, the GDP and GDP per capita of a country.

Activity 1

As a consultant what is your ideal country make up. Make up your own country (data wise) and come up with a name. Eg Charternia

Bounds for your country make up exercise

a) $50 < I < 200$

b) $100 < G < 500$

c) $50 < X < 200$

d) $I + G + X = 700$

e) $0.4 < b < 0.8$

f) $0.1 < t < 0.5$

g) $0.1 < m < 0.5$

h) $50 < P < 500$

Activity 2

Pupils introduced to a GDP model in Excel. The model is used to find the GDP of a country. It is a numerical expression of using the Expenditure approach in finding the GDP of a country.

Computer exercise to find GDP and GDP per capita of the country you have made up in activity 1.

Homework Assignment: Tutorial 3

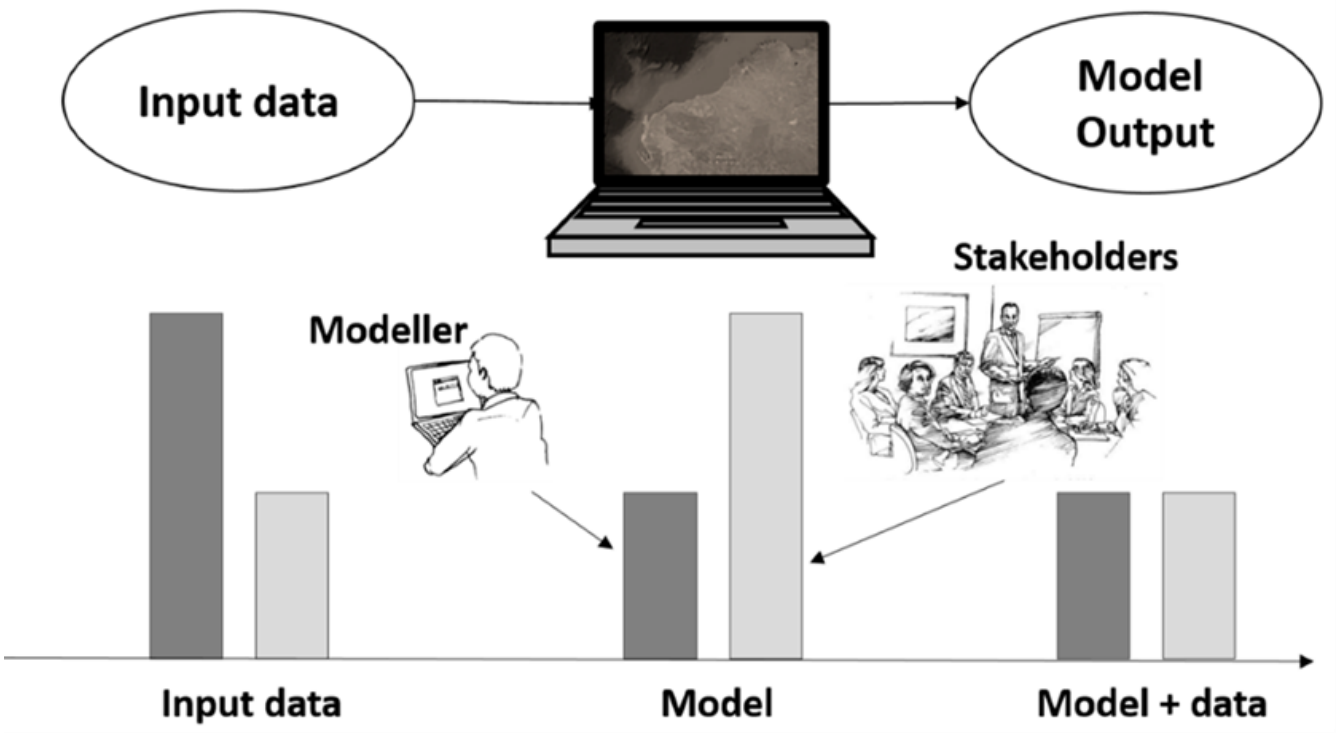
Below are the make up for a country called Charternia.
$I = 200$, $G = 500$, $X = 200$, $b = 0.8$, $t = 0.5$, $m = 0.5$ and $P = 500$.

What is the Charternia's GDP and per capita GDP?

Subject Vocabulary

Word	Definition	Notes
Tax rate (t)	Taxes (T) as a proportion of GDP	
Marginal propensity to consume (b)	Proportion of GDP spent on consumption (C)	
Marginal propensity to import (m)	Proportion of GDP spent on imports (m)	

Tutorial 4 – Comparator analysis (Change in components of GDP and its' impact on a country's GDP and per capita GDP)



What is the Purpose of Tutorial 4?

- Introduce class to how changes in variables in computer model affect GDP, components of GDP and GDP per capita of a country. This will be continued in tutorial 5.

By the end of this tutorial you should be able to :

- Change values in computer model of the economy and see how GDP and its components interact numerically.
- Under different scenarios, demonstrate the impact of changes to the components of GDP on a country's GDP and GDP per capita.

Activity 1

Computer exercise on changes in components of GDP and the impact on GDP and per capita GDP.

Given the bounds from last week tutorial

a) $50 < I < 200$

b) $100 < G < 500$

c) $50 < X < 200$

d) $I + G + X = 600$

e) $0.4 < b < 0.8$

f) $0.1 < t < 0.5$

g) $0.1 < m < 0.5$

h) $50 < P < 500$

Which of the bounds above changes and what are the changes if

- Government expenditure (G) increase by 20%,
- Tax rate (t) goes up by 10%,
- Exports (X) increase by 30% and
- Marginal propensity to import (m) goes up by 20%.

What happens to GDP and per capita GDP?

Activity 2—Think—pair—share

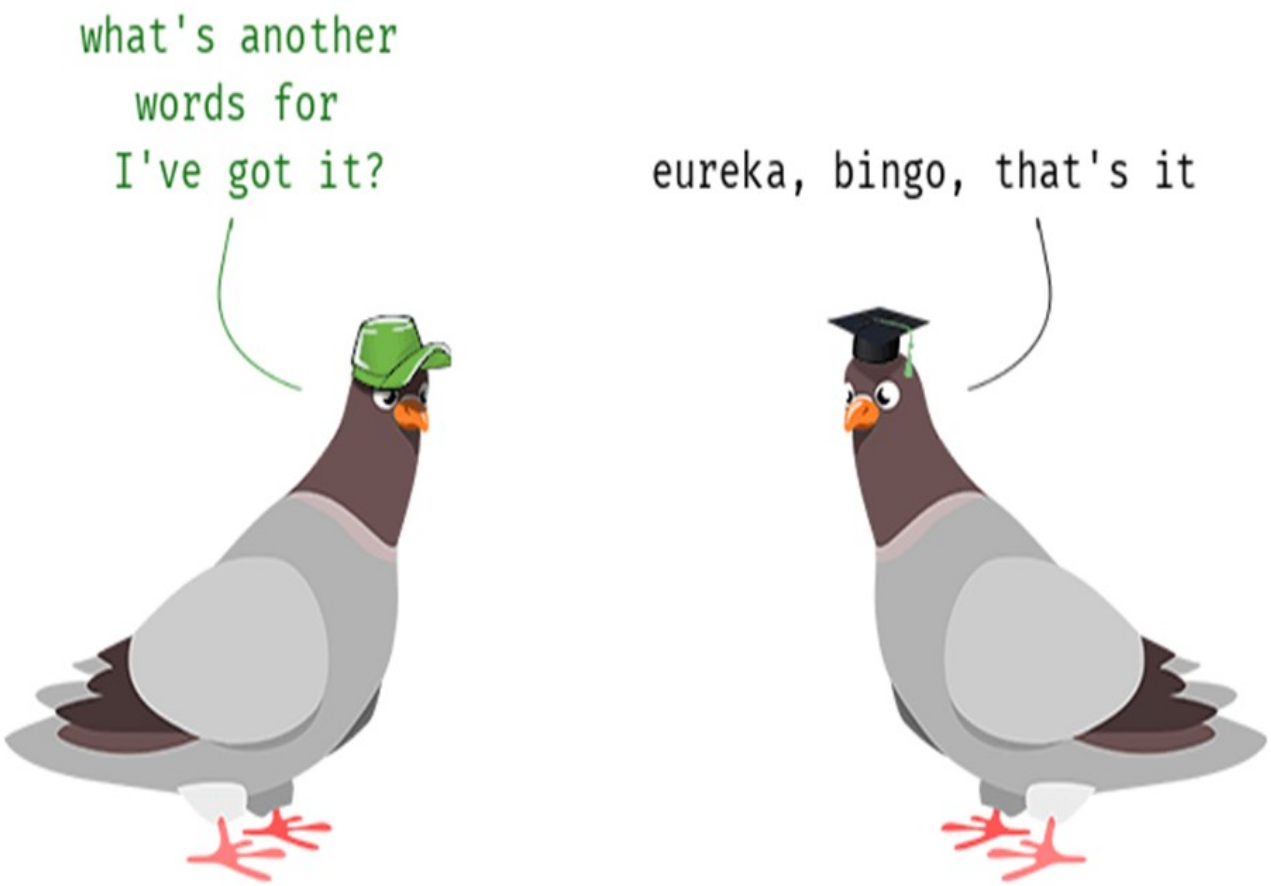
You are told $b + t + m \leq 1$. How is this going to affect your bounds? Any thoughts why this bound.

Homework Assignment: Tutorial 4

Below are the make up for a country called Charternia.
$I = 200$, $G = 500$, $X = 200$, $b = 0.8$, $t = 0.5$, $m = 0.5$ and $P = 500$.

What is the Charternia's GDP and GDP per capita?

Tutorial 5 – Follow up on tutorial 4



What is the Purpose of Tutorial 5?

- Tutorial 5 is a continuation from tutorial 4
- Solve algebraically the model used in our GDP calculations

By the end of this tutorial you should be able to :

- Confidently change values in computer model of the economy and see how GDP and its components interact numerically, algebraically and explain the process.
- Gather more evidence and ideas for your final assignment.

Activity 1:

Solve algebraically GDP (Y) = C + I + G + X—M

Where C = b (Y-T),

I = I0,

G = tY = T,

X = X0,

M = mY.

Activity 2:

What happens to GDP algebraically if I0, X0, b, m and t change.

Homework Assignment: Tutorial 5

This assignment is to help you write the final assignment. This homework task will help you create a short piece of academic writing based on what you have learned so far and could be part of your final assignment. You will receive constructive feedback on this homework in your next tutorial session. This is similar to what economists receive from reviewers when they submit their work for publication. This will help you to improve your writing for your final assignment. Remember to note down the details of all the sources that you use as part of your assignment. Resources from this handbook, your own, websites, books and journals can be used.

Assignment

1) What is your country's GDP?
2) What is your country's GDP per capita?
3) What are the effects on GDP, C , I, G, X , M and GDP per capita, if there is a 20% increase in government expenditure (G).
4) What are the effects on GDP, C , I, G, X , M and GDP per capita, if there is a 10% increase in the tax rate (t).
5) What are the effects on GDP, C , I, G, X , M and GDP per capita, if there is a 30% increase in exports
6) What are the effects on GDP, C , I, G, X , M and GDP per capita, if there is a 20% increase in the marginal propensity to import (m).

Country	GDP	GDP per capita
Poor	Below 800	Below 8
Middle level	800 to 2399	8 to 25
Rich	2400 and over	26 and over

The table below shows the GDP and GDP per capita ranges for a rich, midlevel and poor country.

Based on the above you are to write a 500 (minimum 450, maximum 550) word report detailing how GDP interacts with its components and per capita GDP. You are to include a numerical summary of the country you made up as a consultant.

Tutorial 6 – Feedback tutorial

What is the Purpose of Tutorial 6?

- Review feedback from your final homework and go over any questions you might have before you undertake your final assignment.
- To share examples of best practice with the other pupils in your group.

What I did well…	What I could have improved on…

My target for future work is…

Final Assignment

Title: Is the country you made up rich or poor?

For your final assignment, you will use the information you have learnt in your tutorials and your home work assignments to write a report on the country you made up in tutorial 3.
As part of the assignment:

1) What is your country's GDP?
2) What is your country's GDP per capita?
3) What are the effects on GDP, C , I, G, X , M and GDP per capita, if there is a 20% increase in government expenditure (G).
4) What are the effects on GDP, C , I, G, X , M and GDP per capita, if There is a 10% increase in the tax rate (t).
5) What are the effects on GDP, C , I, G, X , M and GDP per capita, if there is a 30% increase in exports
6) What are the effects on GDP, C , I, G, X , M and GDP per capita, if there is a 20% increase in the marginal propensity to import (m).

The table below shows the GDP and GDP per capita ranges for a rich, middle level and poor country

Country	GDP	GDP per capita
Poor	Below 1000	Below 10
Middle level	1000 to 2599	10 to 29
Rich	2600 and over	30 and over

Based on the above you are to write a 1000 word report detailing how GDP interacts with its components and GDP per capita. You may include the algebraic solution of the computer model of the economy. You are to include a numerical summary of the country you made up as a consultant . In addition, you are to advise the government and or your community on the way forward.

Final Assignment Report

The report should include

- Introduction
  - Background
- Discussion and Evaluation
  - This should be the largest part of your report (at least 500 words)
- Conclusion
  - Review the introduction, discussion and evaluation and answer the question with your final thoughts
- Bibliography
  - A list of all the referenced resources
  - The list should be in alphabetical order.

The four main bullet points (Introduction, Discussion, Conclusion and Bibliography) should be the headings of each section in your report. The sub-points are just a guide to remind you what that section should include, you do not need to have sub-headings within the four main sections unless you think they are necessary for clarity

Formatting of the report

Please use size 12 Calibri font with 1.5 or double line spacing.

Pictures and diagrams may be included but each must have a caption or figure legend which explain it underneath. Without reading the report the picture or diagram should be clearly understood by the reader from its caption.

Tutorial 7 – Feedback tutorial

What is the Purpose of Tutorial 7?

- To receive feedback on final assignment
- To complete post self evaluation form.
- To reflect on the programme including what was enjoyed and what was challenging.
- What part of your work you need to work on and look ahead to Uni Pathways in Year 10.

Reflecting on Uni Pathways

What did you most enjoy about Uni Pathways?

What did you find challenging about the programme?	How did you overcome these challenges?

What part of your work you need to work on and look ahead to Uni Pathways in Year 10.

Complete post self evaluation form.

Appendix 1 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

It gives credit to the authors of any sources you have referred to or been influenced by.
It supports the arguments you make in your assignments.
It demonstrates the variety of sources you have used.
It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

You should use a reference when you:

Quote directly from another source.
Summarise or rephrase another piece of work.
Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

1. A marker in your assignment: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].

2. Bibliography: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.

1. Websites – Author of section Surname, Initial(s)/corporate author., (Year). Title of part [online]. *Name of website*. [Date viewed]. Available from: URL

Eg. Met Office., (2013). What do we mean by climate? [online]. *Met Office*. [Viewed 14 October 2015]. Available from: http://www.metoffice.gov.uk/climate-guide/climate

2. Books – Author Surname, Initial(s)., (Year). *Title.* Edition (if not first edition). Place of publication: Publisher.

Eg. Bryman, A., (2016). *Social research methods.* 5th ed. Oxford: Oxford University Press.

3. Author of article Surname, Initial(s)., (Year). Title of article. *Journal title.* Volume in bold(Issue), page range.

Eg. Austin, T., (2012). Takers keepers, losers weepers: theft as customary play in southern Philippines. *Journal of Folklore Research.* 49(3), 263–284.

Notes

Notes

Notes

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