Introduction

Why use these activities?
First and foremost, these activities are fun. They help engage students, creating situations in which they can enjoy lessons, and although students might regard many of these activities as games, their potential for knowledge building is powerful. Such an approach makes learning active rather than passive, a methodology that has been advocated by many current educational gurus, such as Geoff Petty and Robert Powell.

Many educational theorists favour formative learning: students need to be tested regularly in order to build confidence, highlight areas of weakness, and allow for reflection and discussion of topics studied in class. These activities give direct feedback to students on their level of understanding of key terms and concepts.

Students work best using a variety of learning styles. The work of theorists such as Howard Gardner advises that revision activities should be varied, allowing students to work in small groups (matching, triominoes), whole-class groups (dominoes, bingo), and individually (crosswords, missing words, wordsearches). This taps into linguistic, logical, interpersonal and intrapersonal intelligence traits. The use of small cards also fulfils the requirements of kinaesthetic learners. Students possess all these intelligences, and more, to different degrees. If they only use one learning style, for example answering exam-style questions, this fails to tap into their multiple intelligences.

According to Bloom’s taxonomy, education that encourages higher skills of synthesis and evaluation develops much deeper learning than occurs with the recitation of basic knowledge. Constructivist teachers should allow students to apply their learning, and many exercises in this resource pack engage the brain in a much better way than recall alone does. For example, triominoes and matching exercises encourage students to discuss in small groups why specific topics can be linked in a particular way.

Such an approach prepares students for examinations, when they will need to be able to make judgements, a requisite skill for advanced-level study. Of course, terminology and specific knowledge are also vital — all the activities in this pack aim to reinforce key terms and theoretical and evaluative concepts, so the teacher and student can check continually that progression is taking place.

Ofsted expects students to understand and show confidence in using relevant terminology and concepts. The activities in this pack seek to reinforce and build upon prior learning — this is useful for teachers and gives a confidence boost to students.
How to use this pack

Dominoes
There are several uses for these cards.

Whole-class activity
Photocopy one set of dominoes onto card. Each domino has a question on one half and an answer (to another question) on the other half. Cut out the dominoes and give one or more to each student. One student starts by reading out the question on his/her domino; the other students listen and read out their answer if they think it is the correct one. The student who has read out the correct answer then reads out the question from the same domino and the game continues until every student has answered. The game will finish with the person who read his/her question first.

If there are blank faces after a particular question, you can clarify it or give the correct answer so that the game continues with each domino card being followed by the next one in the correct sequence. You can check answers by looking at the teacher answer sheet.

Small-group dominoes
Photocopy several sets of dominoes and cut them out as before. Students should be divided into groups of three or four and each group given a complete set of dominoes (you may wish to copy each set onto different coloured card to prevent the sets becoming mixed up). Dominoes are dealt equally, and the youngest player places the first one. Play then moves to the left, and each player should lay a domino with a corresponding answer (or question) to a domino already on the table. The winner is the player who gets rid of his/her dominoes first. Students should ‘knock’ (tap the table and miss a turn) if they cannot place a domino.

An alternative method is to give each group a complete set of dominoes and ask students to make a complete chain of connected dominoes, working as a team rather than taking turns. Again, reward the group that finishes first.

Small-group matching
Photocopy and cut out several sets of dominoes and then cut them into separate questions and answers. Divide students into small groups, give each group a set of dominoes and ask them to match each answer to the correct question. Time the exercise and reward the group that finishes first.

Matching exercises
Photocopy several sets of a matching exercise onto card and cut them up. In groups of two or three, students should match each tinted card to its white partner(s). Read out the answers at the end.
As a variation, one group should read out a tinted card, and nominate another group to provide the correct match. Once the nominated group has done so, it should then read out another tinted card, and nominate another group to provide the correct match.

**Triominoes**
Photocopy several sets of triominoes onto card and cut them out. Divide the students into small groups, give each group the central black triangles and outer triangles separately, and ask them to match three outer triangles to each of the relevant central topics (as on the original templates).

**Play your cards right**
Photocopy the cards and cut them out. Give each student a set of four cards and ask them to stand up, holding their four cards. Read out the first definition or concept — students must then quickly hold up the most appropriate card. Students who hold up a wrong answer must sit down. The game continues until only one person is standing — this student has won and could be rewarded with a prize.

**Bingo**
Photocopy the bingo card and give one to each student. Ask students to select terms from those provided to fill their card. Read out definitions randomly from the list provided, and ask students to listen carefully and cross off each term on their cards once they think it has been defined. When all the terms on their card have been crossed off, students should shout ‘bingo!’ The first student to shout out should read out the terms on his or her card, so you can check they were defined. This activity helps students to learn vocabulary, concentrate on terminology and have fun at the same time. Come prepared with a prize for the winner if you feel generous.

As a variation, ask the winning student to repeat the definitions as he/she reads out the terms on the winning card. Other students could assist, in order to help learning further.

**Crosswords**
Photocopy enough crosswords for the whole class and give out individually to test understanding. Crosswords are particularly good at the start of a lesson because punctual students are rewarded by completing theirs first. You might need to walk around and see which questions are creating difficulties, giving subtle extra clues when needed. Read out the answers at the end, or get students to read out their own answers and check them.

Note that one of the crosswords in the pack is a ‘crossnumber’, in which the answers are all numbers. The procedure to be followed is exactly the same as with a normal crossword.
Missing words
Photocopy enough for the whole class and give out individually. Give clues if needed and go over the answers. Alternatively, nominate different students to read out their answers.

Wordsearches
Photocopy a wordsearch for each student and give out individually. As with crosswords, wordsearches are particularly good at the start of a lesson for punctual students. Students must solve the clues, and then look for the answer in the wordsearch grid. Again, you might need to give subtle extra clues when necessary. Go over the answers at the end, or nominate students to read out their answers. Note that words can read forwards, backwards, up, down or diagonally.

Cross out the incorrect word
Photocopy a class set and give out individually. Ask students to select the correct word to complete each sentence. This activity encourages students to think about and apply economic transmission mechanisms. Read out the answers at the end.

More variations
For strongly kinaesthetic, visual and verbal learners, if classroom space permits, you could provide enlarged photocopies of the cards for activities (dominoes, matching) and conduct the activity in silence. For matching activities students should find their ‘partner’ and stand together, holding their cards for everyone to see. For dominoes, students should line themselves up in order, again holding their cards for everyone to see.

Timing of activities
It is difficult to state definitively how long an activity should take as it depends on whether you decide to intervene — for example, you might stop a dominoes activity whenever someone has difficulty and explain the key concept in depth to the whole class. Naturally, this will lengthen timings from the rough guidelines given below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
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<tbody>
<tr>
<td>Bingo</td>
<td>10–15 minutes</td>
</tr>
<tr>
<td>Cross out the incorrect word</td>
<td>10 minutes (plus 5 minutes to go through the answers)</td>
</tr>
<tr>
<td>Crosswords</td>
<td>15–20 minutes (plus 5 minutes to go through the answers)</td>
</tr>
<tr>
<td>Dominoes</td>
<td>5–10 minutes</td>
</tr>
<tr>
<td>Matching</td>
<td>10 minutes (plus 5–10 minutes to go through the answers)</td>
</tr>
<tr>
<td>Missing words</td>
<td>10 minutes (plus 5 minutes to go through the answers)</td>
</tr>
<tr>
<td>Play your cards right</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Triominoes</td>
<td>10–15 minutes (plus 5 minutes to go through the answers)</td>
</tr>
<tr>
<td>Wordsearches</td>
<td>15–20 minutes (plus 5 minutes to go through the answers)</td>
</tr>
</tbody>
</table>

Take the time to pick up on any problems your students have. These activities can highlight areas of knowledge that students are lacking — it is up to you to use the time wisely.
When to use the activities
Most of these activities can be used at the start, middle or end of a lesson. For example, crosswords, missing words and wordsearches are useful at the start of a lesson, giving punctual students something to do while latecomers arrive. A more interactive activity, such as play your cards right, can add variation in the middle of a long theoretical session.

The activities are also useful for revisiting a particular module or topic — for example, when teaching development economics, you could include a game of ‘macroeconomic policy’ dominoes to add variety and revisit prior learning.
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* If relevant A2 option is chosen (either Unit F583: Economics of Work and Leisure or Unit F584: Transport Economics)
## Contents and specification coverage

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<th>AQA</th>
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<td><strong>5 Macroeconomic policies</strong></td>
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<td>A2 Missing words: Monetary policy</td>
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<td>A2 Bingo: Trading blocs</td>
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<tr>
<td>AS/A2 Cross out the incorrect word: Exchange rates</td>
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<td>✔</td>
<td>✔</td>
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<tr>
<td>AS/A2 Dominoes: Economic development</td>
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<td>A2 Matching: Exchange rate systems</td>
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<td>AS/A2 Matching: Free trade and protectionism</td>
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<td>A2 Missing words: Balance of payments</td>
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<td>A2 Missing words: External assistance for development</td>
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<td>A2 Wordsearch: Globalisation</td>
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### Teacher answers

<table>
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<td>Crosswords</td>
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<td>131–132</td>
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1 Markets

- AS Bingo: Introduction to economics
- AS Crossnumber: Elasticities
- AS Matching: Interpreting market diagrams
- AS Missing words: Elasticities
- AS Play your cards right: Changes in demand and supply
Markets

Introduction to economics

Free market economy
Transition economy
Command economy
Opportunity cost
Basic economic problem

Capital
Labour
Enterprise
Land
PPF

Price mechanism
Productive efficiency
Allocative efficiency
Division of labour
Mixed economy

Price mechanism
Productive efficiency
Allocative efficiency
Division of labour
Mixed economy

B I N G O

B I N G O

B I N G O
Teacher definitions

Allocative efficiency
The optimum use of resources to meet the needs of consumers, achieved where the price of the product equals the marginal cost of producing it

Basic economic problem
Infinite wants combined with finite resources

Capital
A factor of production consisting of all the man-made resources, such as machinery and factories

Command economy
An economic system where resources are allocated by the government

Division of labour
A type of specialisation where the production of a good is broken down into a number of tasks, which are each carried out by a different worker

Enterprise
A factor of production that combines and coordinates all the other factors of production in order to achieve profit

Free market economy
An economic system where resources are allocated through the interaction of demand and supply, with no government intervention

Labour
A factor of production consisting of all the physical and mental work performed by people

Land
A factor of production consisting of all the natural resources available

Mixed economy
An economic system where resources are allocated by a combination of free markets and government intervention

Opportunity cost
The cost of the next best alternative foregone when a product is produced or consumed

PPF
Stands for production possibility frontier: a diagram showing the maximum potential output of an economy, assuming that all factors of production are fully and efficiently used

Price mechanism
The way that the interaction of demand and supply determines prices, which then act as a signalling and rationing device

Productive efficiency
The use of resources to make as much as possible at the lowest average cost

Transition economy
A country that is in the process of changing from a centrally planned economy to a free market economy
**Across**

1. The revenue earned from selling 12 books at £14 each (3)

3. The percentage change in quantity demanded if PED is −1.25 and the percentage change in price is −20% (2)

4. The new level of income if YED is 1.2, the percentage change in quantity demanded is 24% and the old level of income is £124 000 (6)

6. The new quantity demanded if PED is −2, the percentage change in price is 22% and the old quantity demanded is 938 500 (6)

7. The profit earned when the cost per unit is £18, the price is £25 and the number sold is 4236 (5)

9. The new level of income earned when YED is 2.5, the percentage change in demand is 25% and the old income is £36 750 (5)

12. The change in total revenue when PED is -0.97, the old price is £5, the old quantity is 25 500 and the percentage change in price is 60% (5)

13. The new quantity supplied when PES is 0.2, the percentage change in price is 10% and the old quantity supplied is 748 900 (6)

**Down**

2. The original price when PES is 0.45, the percentage change in quantity supplied is 36% and the new price is £121 365 (5)

3. The new quantity demanded of Good X when XED is −0.5, the percentage change in price of Good Y is −22% and the old quantity demanded of Good X is 1849 (4)

4. The percentage change in income when YED is 1.1 and the percentage change in quantity demanded is 110% (3)

5. The PES when percentage change in quantity supplied is 2.4% and the percentage change in price is 6.4% (4, decimal point not to be included)

8. The old price of Good X when XED is 1.8, the percentage change in quantity demanded of Good Y is 18% and the new price of Good X is £5600 (4)

10. The XED when percentage change in quantity demanded of Good X is 17.94% and the percentage change in price of Good Y is 20% (4, decimal point not to be included)

11. The YED when the percentage change in quantity demanded is 28% and the percentage change in income is 32% (4, decimal point not to be included)
### Interpreting market diagrams

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<th>Term</th>
<th>Definition</th>
<th>Figure</th>
</tr>
</thead>
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<tr>
<td>Consumer surplus</td>
<td>The difference between the market price and the maximum price that the consumer would be willing to pay</td>
<td><img src="Price.png" alt="Diagram" /></td>
</tr>
<tr>
<td>Producer surplus</td>
<td>The difference between the market price and the price that the producer would be willing to accept</td>
<td><img src="Price.png" alt="Diagram" /></td>
</tr>
<tr>
<td>Revenue</td>
<td>The value of sales, calculated by price (\times) quantity</td>
<td><img src="Price.png" alt="Diagram" /></td>
</tr>
<tr>
<td>Maximum price</td>
<td>A price set below the market equilibrium price, causing a shortage</td>
<td><img src="Price.png" alt="Diagram" /></td>
</tr>
</tbody>
</table>
**Minimum price**
A price set above the market equilibrium price, causing a surplus or glut.

**Inelastic demand**
Demand that is not responsive to a change in price.

**Elastic supply**
Supply that is responsive to a change in price.

**Market equilibrium**
Achieved when demand is equal to supply, and the market clears.

**Total costs**
The costs incurred as a result of production, equal to fixed costs + variable costs.
Elasticity measures ………………… to a change in a variable such as price or income.

Price elasticity of demand, or …………………, measures the responsiveness of demand for a good to a change in …………………. PED is always a ………………… number.

A ………………… demand curve shows that demand is relatively price inelastic, whereas a ………………… demand curve shows that demand is relatively price …………………. Demand is more price ………………… when the good is addictive or a …………………. A perfectly inelastic demand curve is …………………. An example of a good with price inelastic demand is ………………….

Price elasticity of supply, or PES, measures the responsiveness of ………………… of a good to a change in price. PES is always a ………………… number. A ………………… supply curve shows that supply is relatively price elastic, whereas a steep supply curve shows that supply is ………………… price inelastic. Supply is more price inelastic when the production of the good uses very ………………… raw materials and the production process is ………………… and …………………. Supply is more price elastic when a good is easy to produce and the production process is ………………….

An example of a good with price inelastic supply is a ………………….

Income elasticity of demand, or …………………, measures responsiveness of demand to a ………………… in income. YED is a negative number when the good is
This means that as income rises, demand increases. An example of an inferior good is... YED is a number when the good is normal. This means that as income rises, demand increases. An example of a normal good is...

Elasticity of demand, or XED, measures responsiveness of demand for one good to a change in the price of another good. If XED is positive, the goods are said to be... When XED is negative, the goods are said to be... When XED is zero, the goods are... of each other.
An increase in demand

A decrease in demand
An increase in supply

A decrease in supply
Teacher questions and answers

Students should identify the market response to each of the following scenarios.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Market response</th>
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</thead>
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<tr>
<td>The market for cars following an increase in income</td>
<td>Increase in demand</td>
</tr>
<tr>
<td>The market for supermarket own-brand pasta following an increase in income</td>
<td>Decrease in demand</td>
</tr>
<tr>
<td>The market for mobile phones following a fall in the cost of raw materials</td>
<td>Increase in supply</td>
</tr>
<tr>
<td>The market for fast food following the imposition of a government tax on fatty foods</td>
<td>Decrease in supply</td>
</tr>
<tr>
<td>The market for tennis balls following a fall in the price of tennis rackets</td>
<td>Increase in demand</td>
</tr>
<tr>
<td>The market for tea following a fall in the price of coffee</td>
<td>Decrease in demand</td>
</tr>
<tr>
<td>The market for beer following the introduction of new technology that reduces brewing time</td>
<td>Increase in supply</td>
</tr>
<tr>
<td>The market for fish following an illness causing depletion of fish stocks</td>
<td>Decrease in supply</td>
</tr>
<tr>
<td>The market for fruit juice following a successful advertising campaign</td>
<td>Increase in demand</td>
</tr>
<tr>
<td>The market for beef following a government warning that it may cause health problems</td>
<td>Decrease in demand</td>
</tr>
<tr>
<td>The market for wheat following an excellent growing season</td>
<td>Increase in supply</td>
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<tr>
<td>The market for t-shirts following a fall in the number of suppliers as production of jeans becomes more profitable</td>
<td>Decrease in supply</td>
</tr>
<tr>
<td>The market for hot-water bottles in a period of cold weather</td>
<td>Increase in demand</td>
</tr>
<tr>
<td>The market for ice-cream in a period of cold weather</td>
<td>Decrease in demand</td>
</tr>
<tr>
<td>The market for bus travel following the introduction of a government subsidy to bus companies</td>
<td>Increase in supply</td>
</tr>
<tr>
<td>The market for laptops following a rise in the cost of raw materials</td>
<td>Decrease in supply</td>
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