

Sustainability activities

Cambridge International AS & A Level Economics 9708

For examination from 2023



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Introduction

This document aligns with the Cambridge International AS & A Level Economics scheme of work and has been designed to support you in your teaching and lesson planning. This resource includes additional teaching activities, reference to the United Nations Sustainable Development Goals (SDG) <https://SDG.un.org/goals> and resources linked to sustainability.

You can choose what approach to take as you know the nature of your institution and the levels of ability of your learners. What follows are suggestions of how to include sustainability in your classroom activities related to the subject you are teaching.

Websites

This resource includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

1. Basic economic ideas and resource allocation (AS Level)

Syllabus ref. and SDG	Additional teaching activities	Teacher guidance and resources
1.1 Scarcity, choice and opportunity cost		
SDG 12 – Responsible Consumption and Production	<p>List several choices like grocery shopping in a supermarket, buying a car, selecting a restaurant for a dinner with family or friends etc. and ask learners to pick a choice (from the choices mentioned or any other choice) and identify factors they would consider while shopping and making decisions.</p> <p>Familiarise learners with Sustainable Development Goals (SDG) to encourage them to study Economics and the fundamental problem of scarcity in the context of these goals. The list of goals with their brief meaning would be sufficient at this stage.</p>	<p>Encourage learners to go through these notes to see how consumer behaviour is adapting to embrace sustainability.</p> <p>www2.deloitte.com/ch/en/pages/consumer-business/articles/shifting-sands-sustainable-consumer.html</p> <p>Encourage learners to express their opinions on whether sustainability would become a key factor in times to come.</p> <p>The following link provides the list of SDG: https://SDG.un.org/goals</p>
1.2 Economic methodology		
SDG 1 – No Poverty	<p>Ask learners, divided in groups, to prepare different normative and positive statements using SDG. Encourage inter group discussions, where one group comments on the statements prepared by other groups and explains why they think a certain statement is a positive or normative one.</p> <p>For example, a decrease in poverty will inevitably lead to good health and well-being.</p>	
1.3 Factors of production		
SDG 4 – Quality Education SDG 14 – Life Below Water SDG 16 – Peace, Justice and Strong Institutions	<p>Encourage learners to link SDG with different factors of production and briefly explain how achieving one goal might help improve the quality and quantity of production factors.</p> <p>Give learners a worksheet with three columns, two already filled, and the third to be filled by them (template below).</p>	<p>Learners may find this video useful in learning the link between SDG and production factors: https://youtu.be/JNwhtQS5zoQ</p>

Syllabus ref. and SDG	Additional teaching activities	Teacher guidance and resources												
	<table border="1"> <thead> <tr> <th data-bbox="600 229 871 293">SDG</th> <th data-bbox="871 229 1144 293">Brief Analysis</th> <th data-bbox="1144 229 1420 293">Production Factor</th> </tr> </thead> <tbody> <tr> <td data-bbox="600 293 871 389">4 Quality Education</td> <td data-bbox="871 293 1144 389">Improvement in skills/productivity</td> <td data-bbox="1144 293 1420 389">Labour & Entrepreneur</td> </tr> <tr> <td data-bbox="600 389 871 485">16 Peace & Justice Strong Institutions</td> <td data-bbox="871 389 1144 485">Strong legal framework</td> <td data-bbox="1144 389 1420 485">Entrepreneur</td> </tr> <tr> <td data-bbox="600 485 871 580">14 Life Below Water</td> <td data-bbox="871 485 1144 580">Preservation of natural resources</td> <td data-bbox="1144 485 1420 580">Land</td> </tr> </tbody> </table>	SDG	Brief Analysis	Production Factor	4 Quality Education	Improvement in skills/productivity	Labour & Entrepreneur	16 Peace & Justice Strong Institutions	Strong legal framework	Entrepreneur	14 Life Below Water	Preservation of natural resources	Land	
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1.4 Resource allocation in different economic systems														
SDG 3 – Good Health and Well-Being	Discussion on: <ul style="list-style-type: none"> • Which economic system is more likely to achieve SDG, e.g. Is a planned economy more likely to ensure good health and well-being of its citizens than a market economy? • How SDG influence what to produce, how to produce and for whom to produce. 													
1.5 Production possibility curves (PPC)														
SDG 13 – Climate Action	Use Production Possibility Curve to illustrate opportunity cost of economic growth in terms of adverse effects on the environment.	Learners may find this video useful: https://youtu.be/1cEkqU_iKuY												
1.6 Classification of goods and services														
SDG 4 – Quality Education SDG 6 – Clean Water and Sanitation SDG 1 – No Poverty	Give learners a worksheet to link SDG with different types of goods. For example, SDG 6 could be used to explain private and public goods, while SDG 4 and 12 could be linked with merit and demerit goods.													

2. The price system and the microeconomy (AS Level)

Syllabus ref. and SDG	Additional teaching activities	Teacher guidance and resources
2.2 Price elasticity, income elasticity and cross elasticity of demand		
The range of elasticities of demand SDG 12 – Responsible Consumption and Production	Using a worksheet, learners should: <ul style="list-style-type: none"> Identify the reasons that may stop people from buying sustainable goods. Briefly explain how those reasons may be overcome and how this would affect the PED for environment friendly goods. 	https://thesustainablelivingguide.com/why-are-eco-friendly-products-expensive
2.4 The interaction of demand and supply		
Joint demand (complements) and alternative demand (substitutes) SDG 13 – Climate Action	The article (see link) may help learners understand various types of markets and encourage them to use demand and supply diagrams to analyse effects of producing and consuming more sustainable goods. For example, learners may be asked to show the effects of subsidizing heat pumps on the markets for both heat pumps and heating boilers using the context of proposed action 1. Similarly, the context of the proposed action 3 could be used to explain the role of complementary goods.	www.bbc.co.uk/news/business-58885545.amp

3. Government microeconomic intervention (AS Level)

Syllabus ref. and SDG	Additional teaching activities	Teacher guidance and resources
3.2 Methods and Effects of government intervention in markets		
Direct Provision SDG 3 – Good Health and Well-Being	<p>Think-Pair-Share</p> <p>Encourage learners to discuss whether beef may be considered a demerit good, share ideas that may help lower its consumption and explain how effective those steps might be.</p> <p>Matching Game</p> <p>Give learners a list of various types of goods and services and ask them to identify which ones should be taxed or subsidized, and then ask them to give a brief explanation for their choice.</p>	https://youtu.be/3lrJYTsKdUM
3.3 Addressing Income and wealth inequality		
Economic reasons for inequality of income and wealth SDG 10 – Reduced Inequalities	<p>Research Task</p> <p>Ask learners to collect data of a few economies (particularly from their own region) and compare their Gini Coefficient and Lorenz curve for at least two years and comment which countries have performed better or poorly in reducing income inequalities.</p>	https://youtu.be/v4GESvq28lo https://worldpopulationreview.com/country-rankings/gini-coefficient-by-country

4. The macroeconomy (AS Level)

Syllabus ref. and SDG	Additional teaching activities	Teacher guidance and resources
4.2 Introduction to the circular flow of income		
Equilibrium and disequilibrium SDG 9 – Industry, Innovation and Infrastructure SDG 11 – Sustainable Cities and Communities	Circular flow of national income and a circular economy are unrelated concepts; however, learners may confuse the two. To introduce the concept of circular economy, give learners a worksheet and encourage them to give examples from their own country where businesses conserve resources by redesigning, reducing, reusing and recycling.	www.weforum.org/agenda/2019/01/how-a-circular-approach-can-turn-e-waste-into-a-golden-opportunity/ https://recyclecoach.com/blog/an-intro-to-e-waste-why-its-a-problem/
4.3 Aggregate Demand (AD) and Aggregate Supply (AS) analysis		
Effects of shifts in the AD curve and the AS curve on the level of real output, the price level and employment SDG 13 – Climate Action	Encourage learners to explain, with the help of a flow chart, the impact of protecting the environment on the long run potential to produce. For example, reduced emissions decrease global warming, help conserve resources, and increase production in the long run.	https://earth.org/carbon-emissions-economy
4.4 Economic Growth		
Consequences of economic growth SDG 15 – Life on Land	Ask learners to watch this brief video clip and identify, using a mind map, lessons that could be learnt about the impacts of economic growth.	https://youtu.be/nJ4jf_sbfUE
4.6 Price stability		
Progress check – inflation SDG 10 – Reduced Inequalities	Encourage learners to discuss the redistributive effects of inflation.	www.clasp.org/blog/how-inflation-reinforces-economic-disparities

5. Government macroeconomic intervention (AS Level)

Syllabus ref. and SDG	Additional teaching activities	Teacher guidance and resources
5.2 Fiscal policy		
Taxation progressive/ regressive/ proportional rates of tax: marginal and average rates of taxation (mrt, art) SDG 10 – Reduced Inequalities	After learners have watched the videos, divide them in groups favouring and opposing progressive tax system. Ask them to comment on changes in income tax rates for their own country or any other country, such as India (the provided link is useful) and identify if the changes have made the tax system more or less progressive and whether it is beneficial or harmful.	https://youtu.be/S6HEH23W_bM https://youtu.be/junBJZRDFzk The following link is about the tax slabs in India: www.maxlifeinsurance.com/income-tax-slab-2020-21
5.4 Supply-side policy		
AD/AS analysis of the impact of supply-side policy on the equilibrium national income and the level of real output, the price level and employment SDG 17 – Partnerships for the Goals	Encourage learners to give group presentations on the role of macroeconomic policies to achieve sustainable development goals and whether governments alone can achieve these goals or public/private sector partnerships would be more effective.	https://blogs.worldbank.org/ppps/SDG-and-ppps-whats-connection

6. International economic issues (AS Level)

Syllabus ref. and SDG	Additional teaching activities	Teacher guidance and resources
6.3 Current account of the balance of payments		
Progress check – balance of payments SDG 13 – Climate Action	Using a worksheet, encourage learners to discuss the pros and cons of international trade, especially in the context of its impact on the environment.	www.oecd.org/trade/topics/trade-and-the-environment www.wto.org/english/tratop_e/envir_e/envt_intro_e.htm

7. The price system and the macroeconomy (A Level)

Syllabus ref. and SDG	Additional teaching activities	Teacher guidance and resources
7.2 Indifference curves and budget lines		
Progress check – law of diminishing marginal utility, indifference curves and budget lines SDG 12 – Responsible Consumption and Production	Ask learners to show the impact of improved awareness about sustainable goods on the shape of indifference curves, which show, for example, organic food on one axis and junk food on the other.	www.brinknews.com/the-rise-of-demand-for-sustainable-goods/ www.newscientist.com/article/2294352-watch-a-wooden-knife-that-is-sharper-than-steel-cut-through-steak/
7.3 Efficiency and market failure		
Progress check – productive and allocative efficiency SDG 1 to 17	Learners may watch this video to know more about SDG. It will help them study the remaining Economics course in the context of these goals.	https://youtu.be/qfOgdj4Okdw
7.4 Private costs and benefits, externalities and social costs and benefits		
Deadweight welfare losses arising from positive and negative externalities. SDG 11 – Sustainable Cities and Communities	Ask learners to watch this video to have an idea about the effects of global warming on economies. Give them a partially filled worksheet to identify the effects of global warming on resources (production factors), production potential and possible solutions to the issue of global warming.	https://youtu.be/G4H1N_yXBIA
Progress check – cost-benefit analysis SDG 11 – Sustainable Cities and Communities	Spider Diagram Ask learners to identify a mega project with significant implications on the environment and list down costs and benefits associated with it (the activity already mentioned in the SOW seems relevant and appropriate).	www.investopedia.com/terms/c/cost-benefitanalysis.asp
7.5 Types of cost, revenue and profit, short-run and long-run production		
Internal and external economies of scale and diseconomies of scale SDG 7 – Affordable and Clean Energy	Worksheet Encourage learners to identify the effects on the fixed and variable costs of production if firms choose to produce in a more	https://readymachinery.com/green-manufacturing-eco-friendly-ideas-factories/ https://solumesl.com/en/insights/how-can-factories-become-good-for-the-environment

Syllabus ref. and SDG	Additional teaching activities	Teacher guidance and resources
SDG 9 – Industry, Innovation and Infrastructure	environment friendly manner, and if it is possible for industries producing sustainable goods to exploit economies of scale.	https://thesustainablelivingguide.com/why-are-eco-friendly-products-expensive After reading the article and listening to the audio clip in the following link, learners should identify the impact of the commitment of Saudi Aramco on their fixed and variable costs as well as the cost of other businesses, such as automobiles: www.livemint.com/industry/energy/saudi-aramco-pledges-to-reach-net-zero-emissions-by-2050/amp-11635073600061.html
7.7 Growth and survival of firms		
The reasons for different sized firms SDG 9 – Industry, Innovation and Infrastructure	Worksheet Ask learners if being environment friendly is the concern of only larger businesses. Ask them to identify more reasons for smaller businesses to be environment friendly.	https://blueandgreentomorrow.com/economy/small-businesses-becoming-eco-friendly/amp/ https://youtu.be/4WNh3m7BQow
7.8 Differing objectives and policies of firms		
Other objectives of a firm – survival, profit satisficing, sales maximisation, revenue of a business SDG 9 – Industry, Innovation and Infrastructure	Role Play Learners act as members of the board of directors of a hypothetical company and debate on the idea of changing emphasis from the goal of profit maximizing to being more socially responsible. Encourage other learners to ask them questions and see if both these goals always have a conflict or can be achieved at the same time.	https://growensemble.com/environmentally-friendly-companies www.pbs.org/newshour/economy/making-sense/4-reasons-its-hard-to-become-a-sustainable-business https://blog.involvesoft.com/5-examples-of-socially-responsible-companies https://youtu.be/uhnrfzqC3v8

8. Government microeconomic intervention (A Level)

Syllabus ref. and SDG	Additional teaching activities	Teacher guidance and resources
8.1 Government policies to achieve efficient resource allocation and correct market failure		
Property rights SDG 14 – Life Below Water	Worksheet Encourage learners to identify policy instruments such as licensing, prohibitions and property rights to protect life under sea.	https://youtu.be/jWTee-J7gNc
Pollution permits SDG 11 – Sustainable Cities and Communities	Using a worksheet, encourage learners to identify the benefits and drawbacks of relying on pollution permits to reduce emissions.	https://youtu.be/FQSaoPPe2F0
8.2 Equity and redistribution of income and wealth		
Distinction between absolute poverty and relative poverty SDG 1 – No Poverty SDG 2 – Zero Hunger SDG 4 – Quality Education SDG 6 – Clean Water and Sanitation	Ask learners to define both types of poverty. Hand them a worksheet to identify ways to reduce poverty and hunger and explain the extent to which the measures could be effective.	www.globalpartnership.org/blog/5-ways-education-can-help-end-extreme-poverty www.concernusa.org/story/solutions-to-hunger https://borgenproject.org/how-to-stop-poverty-actions
Progress check – equity and policies towards income and wealth redistribution SDG 1 – No Poverty SDG 10 – Reduced Inequalities	Encourage learners to have group discussions on the following and other related questions: <ul style="list-style-type: none"> • Does a reduction in income inequality always reduce poverty? • What are the ways that can help reduce income inequalities? • Do attempts to reduce income inequalities inevitably lead to reduced efficiencies? 	https://youtu.be/Jtxuy-GJwCo https://youtu.be/aOJ93tAbPP0
8.3 Labour market forces and government intervention		
Wage determination in imperfect markets – the influence of trade	Encourage learners to debate and argue on the following and other related questions:	https://youtu.be/8H4yp8Fbi

Syllabus ref. and SDG	Additional teaching activities	Teacher guidance and resources
unions, governments and monopsonies SDG 1 – No Poverty SDG 10 –Reduced Inequalities	<ul style="list-style-type: none"> • Is minimum wage a solution to reducing income inequality and does it help reduce poverty? • Does it always make workers better off? 	www.dawn.com/news/1654311/nobel-prize-and-minimum-wages
Determination of wage differentials by labour market forces SDG 5 – Gender Equality	Hold an essay writing competition on the topic: “Why are women paid less than men?” Encourage learners to use economic analysis to discuss the extent to which wages of women and men performing similar tasks should be equal.	https://youtu.be/mpE8ttCEd-w

9. The macroeconomy (A Level)

Syllabus ref. and SDG	Additional teaching activities	Teacher guidance and resources
9.1 The circular flow of income		
Consumption and savings SDG 12 – Responsible Consumption and Production	Encourage learners to use mind maps to identify methods that can encourage consumers to conserve resources and consume less.	https://youtu.be/QidRJZ7yrPI
9.2 Economic growth and sustainability		
Sustainable economic growth SDG 8 – Decent Work and Economic Growth SDG 11 – Sustainable Cities and Communities	Ask learners what they understand by the terms inclusive and sustainable growth. Using a worksheet, encourage them to identify ways to raise economic growth without damaging the environment and make the growth sustainable and inclusive.	www.pgeconomics.co.uk/press+releases/3/Global+economic+benefits+of+GM+crops+reach+++%26%2336%3B150+billion https://youtu.be/A67AfE3ryic
9.3 Employment/unemployment		
Policies to correct unemployment SDG 8 – Decent Work and Economic Growth	Encourage learners to see the impact of global warming on jobs/employment. Encourage a debate in pairs on whether attempts to control global warming reduce or raise unemployment.	https://youtu.be/ZnEBH0N4aqo

10. Government macroeconomic intervention (A Level)

Syllabus ref. and SDG	Additional teaching activities	Teacher guidance and resources
10.2 Links between macroeconomic problems and their interrelatedness		
Progress check – government macro intervention SDG 1 to 17	Divide learners into groups and encourage them to explain, with the help of flow charts, the interdependence between SDG and economic growth and how achieving one helps achieve the other. Different groups may be assigned different SDG.	https://youtu.be/Y-2ZlxUtivM https://youtu.be/vidCVwxTqU8 https://youtu.be/o08ykAqLOxk
10.3 Effectiveness of policy options to meet all macroeconomic objectives		
Fiscal policy including Laffer curve SDG 13 – Climate Action	Worksheet Ask learners to identify reasons why tax revenues would fall if the tax rates were raised.	https://youtu.be/IQ2Eh8_cmqk
Supply-side policy SDG 5 – Gender Equality	Ask learners to explain, with the help of flow charts, steps that may improve gender equality and how it would help raise resources, potential output and achieve SDG.	https://youtu.be/4viXOGvvu0Y https://youtu.be/HbQjIPoBA3U
Existence of government failure in macro-economic policies SDG 16 – Peace, Justice and Strong Institutions	Group presentation Ask learners to discuss the role of government institutions, such as regulatory authorities, in fostering economic growth.	www.sustainablegoals.org.uk/building-effective-institutions/

11. International economic issues (A Level)

Syllabus ref. and SDG	Additional teaching activities	Teacher guidance and resources
11.4 Characteristics of countries at different levels of development		
Economic structure SDG 9 – Industry, Innovation and Infrastructure	Encourage learners to discuss the following: <ul style="list-style-type: none"> • Is lack of infrastructure the biggest problem of developing countries? • How can building infrastructure help developing countries develop? Ask learners to explain, using AD/AS diagrams, the impact of increased investment in infrastructure on SDG.	https://youtu.be/d4Uq1wo1uto
11.5 Relationship between countries at different levels of development		
Role of multinational companies (MNCs) SDG 11 – Sustainable Cities and Communities	Worksheet Encourage learners to identify the benefits and drawbacks of multinational companies with respect to global warming and damage to the environment.	https://youmatter.world/en/multinational-companies-global-emissions
Role of the World Bank SDG 17 – Partnerships for the Goals	Matching Game Provide learners a list of different roles of both IMF and the World Bank and ask them to match them with the relevant institution. Also encourage them to explain these roles in achieving SDG.	https://youtu.be/IN3qrFA4jXc www.imf.org/en/About/Factsheets/Sheets/2016/08/01/16/46/Sustainable-Development-Goals
11.6 Globalisation		
Meaning, causes and consequences SDG 15 – Life on Land	Worksheet Ask learners to identify the benefits and drawbacks of globalization and discuss whether globalization is likely to improve lives or not.	www.tutor2u.net/economics/reference/globalisation www.economicsonline.co.uk/managing_the_economy/alternatives-to-gdp-in-measuring-countries.html https://youtu.be/uVc85DH9au8
Trade creation and trade diversion SDG 16 – Peace, Justice and Strong Institutions	Think-Pair-Share Ask learners to discuss if economic integration benefits only rich countries or this partnership might be beneficial for all.	www.economicshelp.org/blog/glossary/trade-diversion/ www.gvi.co.uk/blog/why-are-partnerships-important-for-sustainable-development-projects

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