

SUBJECT CURRICULUM: A level Economics

Year Group	Curriculum coverage – name topics, and give key knowledge and skills, and cultural capital opportunities students will have to succeed in life	Rationale/evaluation of why the curriculum is planned and sequenced in this way to ensure knowledge and skills for future learning and employment											
Year 12 (KS5)	<p>Autumn Term:</p> <table border="1" data-bbox="488 469 1413 903"> <thead> <tr> <th data-bbox="488 469 889 501">Topic</th> <th data-bbox="889 469 1413 501">Cultural Capital Benefits</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 501 889 683">AS 3.1.1.1-2 (Teacher 1) Demand and supply PED, IED CED, composite demand, equilibrium.</td> <td data-bbox="889 501 1413 683">Develop a critical understanding of why prices change to differing extents in different product markets.</td> </tr> <tr> <td data-bbox="488 683 889 903">AS 3.2.2-3 (Teacher 2) Macro-economic indicators, GDP Growth, inflation, unemployment, balance of payments, aggregate demand, aggregate supply.</td> <td data-bbox="889 683 1413 903">Inflation/unemployment/growth figures - Understanding possible implications for themselves of the economic cycle. Ability to interpret economic data presented in the news.</td> </tr> </tbody> </table> <p>Spring Term:</p> <table border="1" data-bbox="488 1082 1413 1479"> <thead> <tr> <th data-bbox="488 1082 889 1118">Topic</th> <th data-bbox="889 1082 1413 1118">Cultural Capital Benefits</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 1118 889 1406">AS 3.1.4- 5 (Teacher 1) Market structures, monopoly power, market failure, positive and negative externalities, merit and demerit goods, government intervention, and government failure.</td> <td data-bbox="889 1118 1413 1479" rowspan="2">Why government provide public services from general taxation? – how our taxes are spent and why. How consumers can be exploited and how the government attempts to prevent this through regulation and other methods. Failures in markets such as obesity and pollution and the policy options.</td> </tr> <tr> <td data-bbox="488 1406 889 1479">AS 3.2.4 (Teacher 2)</td> </tr> </tbody> </table>	Topic	Cultural Capital Benefits	AS 3.1.1.1-2 (Teacher 1) Demand and supply PED, IED CED, composite demand, equilibrium.	Develop a critical understanding of why prices change to differing extents in different product markets.	AS 3.2.2-3 (Teacher 2) Macro-economic indicators, GDP Growth, inflation, unemployment, balance of payments, aggregate demand, aggregate supply.	Inflation/unemployment/growth figures - Understanding possible implications for themselves of the economic cycle. Ability to interpret economic data presented in the news.	Topic	Cultural Capital Benefits	AS 3.1.4- 5 (Teacher 1) Market structures, monopoly power, market failure, positive and negative externalities, merit and demerit goods, government intervention, and government failure.	Why government provide public services from general taxation? – how our taxes are spent and why. How consumers can be exploited and how the government attempts to prevent this through regulation and other methods. Failures in markets such as obesity and pollution and the policy options.	AS 3.2.4 (Teacher 2)	<p>The basic operation of market forces must be understood before students can analyse how markets fail and how governments can intervene to prevent this (AS & A2 Exam theme).</p> <p>Economic indicators, influences on them and key measures of them must be understood before policies to improve them can be discussed (AS & A2 Exam theme).</p> <p>The AS course is taught as 2 separate courses because the knowledge is discreet at AS. There is a wide range of new technical vocabulary in both units. It needs time and practice for students to become sufficiently economically literate to deconstruct the exam case studies and write at length using the terminology, so students benefit from learning both topics for a whole year.</p>
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Growth, Inflation Employment, Monetary Supply Side and Fiscal Policy	presents to the Global Economic System.
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Spring Term:

Topic	Cultural Capital Benefits
A2 4.1.6 (Teacher 2) Labour Markets, wage determination, demand and supply, the minimum wage, poverty and inequality. Policies.	Students understand how wages are arrived at, why they are not fair, the impact of a minimum wage and the trade-offs with other costs. Students understand the complex causes poverty and the difficulty of arriving at solutions without generating unwanted consequences. Students should become more empathetic citizens.
A2 4.1.2-5 (Teacher 2) Imperfect information, consumer behaviour and behavioural economics	Understanding why decision making is flawed and irrational and how that influences government policy to change the behaviour of economic agents.
A2 4.1.8 (Teacher 2) Market failure and government intervention	Students review a range of complex case studies relevant to their everyday lives, the rail industry, the house market, the oil industry, looking at how the markets are imperfect and evaluating possible solutions.
A2 4.1.5 (Teacher 1) The theory of the firm, market structures, objectives, perfect competition, monopolistic	Students will access high level technical economic models that analyse why firms behave in the ways that they do, models behind

competition, oligopoly, monopoly, price discrimination, contestable markets, efficiencies, consumer and producer surplus.

the behaviour of firms, the impact on consumers and the logic for government intervention.

Summer Term:

Preparation for Paper 3.

Preparation for Paper 3. (Both Teachers)

Dealing with complex data.
Digesting newspaper articles.
Applying numeracy skills – calculating % changes.
Critically appraising data for bias based on funding and political leanings.