

SUBJECT CURRICULUM INTENT 2020-21: A level Economics

- Our curriculum is ambitious and designed to give all students, particularly disadvantaged students and including students with SEND, the knowledge and cultural capital they need to succeed in life.
- Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Our curriculum intent will be reviewed and evaluated in advance of 2020-21.

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="488 587 1413 1023"> <thead> <tr> <th data-bbox="488 587 889 624">Topic</th> <th data-bbox="889 587 1413 624">Cultural Capital Benefits</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 624 889 767">AS 3.1.1.1-2 (Teacher 1) Demand and supply PED, IED CED, composite demand, equilibrium.</td> <td data-bbox="889 624 1413 767">Develop a critical understanding of why prices change to differing extents in different product markets.</td> </tr> <tr> <td data-bbox="488 767 889 1023">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="889 767 1413 1023">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 1203 1413 1493"> <thead> <tr> <th data-bbox="488 1203 889 1240">Topic</th> <th data-bbox="889 1203 1413 1240">Cultural Capital Benefits</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 1240 889 1493">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 1240 1413 1493">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</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	<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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	<p>AS 3.2.4 (Teacher 2) Monetary, fiscal and supply side policies.</p>	<p>markets such as obesity and pollution and the policy options.</p> <p>Understanding of how the UK progressive taxation system works and the reasons for changing tax bands. Understanding how interest rate changes will affect their household. Understanding of the policy options available to the government. Students will understand budget announcements and be better informed voters on economic policy.</p>							
<p>Summer Term: Exam practice in preparation for Paper 1 & Paper 2 AS.</p>									
<p>Year 13 (KS5)</p>	<p>Autumn Term:</p>		<p>At A2, the two teachers first teacher Paper 2 together, then Paper 1 before jointly preparing for Paper 3 which has no new content. Teachers deliberately re-visit the content that they DIDN'T teach the previous year so that teaching feels fresh.</p> <p>Paper two is considered easier in terms of technical content and students have better recall if the more complex models (Theory of the firm) are taught before the exam.</p> <p>A2 4.2.3-5 (Paper 2) builds upon and revisits AS paper 1 with some more complex models.</p> <p>A2 4.2.6 (Paper 1) does not use the same models, but would not be possible without the AS teaching and a sound understanding of demand and supply analysis.</p>						
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Economic Performance indicators. Growth, Inflation Employment, Monetary Supply Side and Fiscal Policy	Understanding of the UK complex banking system and the risks it 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	Students will access high level technical economic models that analyse why firms behave in the

	<p>competition, monopolistic competition, oligopoly, monopoly, price discrimination, contestable markets, efficiencies, consumer and producer surplus.</p>	<p>ways that they do, models behind the behaviour of firms, the impact on consumers and the logic for government intervention.</p>	
<p>Summer Term: Preparation for Paper 3.</p>			
	<p>Preparation for Paper 3. (Both Teachers)</p>	<p>Dealing with complex data. Digesting newspaper articles. Applying numeracy skills – calculating % changes. Critically appraising data for bias based on funding and political leanings.</p>	

Cultural Capital – *It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*