

A LEVEL Subject AOs		AO1 Knowledge	AO2 Application	AO3 Analysis	AO4 Evaluation	
<b>Year 12 Teacher Pete Rogers</b> <b>5 Periods per fortnight.</b> Exam: AS Paper 1; 90 minutes; 80 marks; theme 1 only	<b>Autumn 1</b> <b>Topic:</b> The nature of economics; Supply/Demand	<b>Autumn 2</b> <b>Topic:</b> Price determination in markets including elasticity	<b>Spring 1</b> <b>Topic:</b> Taxes, subsidies and Market Failure	<b>Spring 2</b> <b>Topic:</b> government intervention in markets incl. government failure	<b>Summer 1</b> <b>Topic:</b> Revision for UCAS mocks in year 12 classes.  <b>Rationale:</b> By giving Brian and I the first half of the summer term as 'revision for UCAS exams', it gives us built in flexibility while keeping the intention of finishing the syllabus by Easter; always advisable in key stage 5. Brian and I will be conscious of not rushing topics	<b>Summer 2</b> <b>Topic:</b> Theme 4 Globalisation and trade liberalisation  All year 12 students to come together for the final half term to be taught the beginning of theme 4 (year 13 content) by PR after the UCAS internal exams.  Forward planning required for this based on retention of students carrying between year 12 and year 13 and current proposed teaching space of 1.25 staff in the department  <b>Rationale:</b> Continuity into year 13 where they will be (based on current capacity) taught by PR.
	<b>Subject Skills;</b> microeconomic analysis; focusing on specific economic agents from individual firms to individual consumers. This is built from the ground up; first establishing the nature of economics and why individual stakeholders in the economy make rational decisions; second, how markets form and determine prices by way of the price mechanism and then lastly, how markets fail and what the government does about it when they do.  <b>Learner Skills;</b> throughout the year, stress is placed on the four assessment criteria; knowledge (facts about the economic theory that they must learn), application (their understanding of the context of the economy / economies that they're studying), analysis (their ability to clearly explain how the knowledge they're citing, answer the question / problem that they're being posed with) and evaluation (their ability to explain the other side of the argument and in so doing, provide the answer with balance).  <b>Rationale:</b> to develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life. Develop an understanding of the benefits of markets and the reasons why they may fail; understand the implications of market failure for individuals, firms and government, and recognise the possibility of government failure					
<b>Year 12 Teacher Brain Judd</b> <b>4 Periods per fortnight.</b> Exam: AS Paper 2; 90 minutes; 80 marks; theme 2 only	<b>Topic:</b> Measuring economic performance, quantitative methods and Agg. Demand	<b>Topic:</b> Aggregate Supply and measuring national income	<b>Topic:</b> the behaviour of the macroeconomic objectives within the national economy	<b>Topic:</b> Demand and supply-side policy solutions to macro problems and conflicts between them.	(Continued from Summer 1)	(Continued from Summer 2)
	<b>Subject Skills;</b> macroeconomic analysis; focusing on the national economy and looking at the UK economy as a whole and how it is managed. This develops and builds on the principals of the price mechanism being taught in theme 1. Theme 2 focuses on the principal of an economy having four primary objectives; it examines how these are achieved, how they are managed when there are problems and where there might be conflicts between them.  <b>Learner Skills;</b> throughout the year, stress is placed on the four assessment criteria; knowledge (facts about the economic theory that they must learn), application (their understanding of the context of the economy / economies that they're studying), analysis (their ability to clearly explain how the knowledge they're citing, answer the question / problem that they're being posed with) and evaluation (their ability to explain the other side of the argument and in so doing, provide the answer with balance).  <b>Rationale:</b> to develop analytical and quantitative skills in selecting, interpreting and using appropriate data from a range of sources, to solve applied economic problems.					

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Year 13 Teacher; Pete Rogers 4 Periods per fortnight.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
	<p><b>Topic:</b> Theme 4 – a Global Perspective</p> <p><b>Exam:</b> Contributes to both Paper 2 (which assesses Theme 2 and Theme 4) and Paper 3 (which assesses all Theme’s from both years)</p> <p><b>Subject Skills;</b> macroeconomic analysis; focusing on the global economy and looking at countries’ economies as a whole and how they are managed. This develops and builds on year 12 whilst also looking at several new topics including Central Banking and Financial Markets.</p> <p><b>Learner Skills;</b></p> <ul style="list-style-type: none"> <li>- Knowledge of macroeconomic problem solving with specific focus on government intervention, why certain macro problems are significant and how the impact of certain problems can affect different economic agents.</li> <li>- Application of this knowledge must be possible in a global context (i.e. to more countries than just the UK)</li> <li>- Each problem must be analysed in depth to understand the consequences of each incident.</li> <li>- Students must be able to write clearly on all of this with an appreciation of the other side of each point which includes questioning their original argument</li> </ul> <p><b>Assessment:</b> all final assessment; three two-hour exams. Theme 4 may appear in paper 2 &amp; / or paper 3</p>		<p><b>Topic:</b> Theme 3 – Business Behaviour and the Labour Market</p> <p><b>Exam:</b> Contributes to both Paper 1 (which assesses Theme 1 and Theme 3) and Paper 3 (which assesses all Theme’s from both years)</p> <p><b>Subject Skills;</b> microeconomic analysis; focusing on specific economic agents from individual firms to individual consumers. A focus on specific markets and how firms / consumers in those markets behave. Also side analysis of the labour markets from both the employer and employee’s point of view.</p> <p><b>Learner Skills;</b></p> <ul style="list-style-type: none"> <li>- Knowledge of microeconomic problem solving with specific focus on how markets might fail, how industries develop and grow and how firms in those industries make decisions to pursue a range of different objectives.</li> <li>- Application of this knowledge must be possible to a range of different industries, from large global multinational monopolies to very small, niche, and perfectly competitive markets.</li> <li>- Analysis of the consequences of each industry must also be possible with the ability to evaluate each argument to give it balance and reason.</li> </ul> <p><b>Assessment:</b> all final assessment; three two-hour papers. Theme 3 may appear in paper 1 &amp; / or paper 3</p>		<p><b>Topic:</b> Revision</p> <p><b>Exam:</b> all 3 papers</p> <p><b>Subject Skills:</b> focus on problem solving especially when addressing two year linear synoptic papers</p> <p><b>Learner Skills:</b> depth and breadth of analysis and essay writing skills. A focus on timing in the exam is designed to best equip each pupil. Students should be looking at how to bring in points from across both year 12 and 13 to best answer each question</p> <p><b>Assessment:</b> three two-hour papers; paper one all micro; paper two all macro and paper three, everything</p>
				<p><b>Year 12;</b></p> <p>Roll forward and start year 13 topics from theme 4 after the internal ‘UCAS’ mocks in the first week of the second half of the summer term</p>	
		<p><b>Rationale:</b> develop a critical approach to economic line of enquiry; understand microeconomic and macroeconomic market models; use the models to explore current economic behaviour; make causal connections; and develop an understanding of how the models shed light on the economy as a whole. Preparation for three written assessments at the end of the second year.</p>			