

Mission Statement: To inspire our students to become lifelong learners of economics and to develop their ability to analyse a range of national and international economic issues. Our students will be able to develop and use a range of problem solving and analytical skills and will be able to apply them to a range of complex economic case studies. By the end of the course, every student will be suitably apprised with an understanding of the wider economy and strategies to do with the management of those issues.

A Level Subject AOS	AO1 Knowledge	AO2 Application	AO3 Analysis	AO4 Evaluation
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KS5		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12 Teacher Peter Rogers 4 (+1 Lecture) periods per fortnight	Exam: AS Paper 1: 90 minutes; 80 marks; theme 1 only	Topic: The nature of economics; Supply/Demand	Topic: Price determination in markets including elasticity	Topic: Taxes, subsidies and Market Failure	Topic: government intervention in markets incl. government failure	Topic: Revision for UCAS mocks in year 12 classes.	Topic: Theme 4 Globalisation and trade liberalisation
		Subject Skills:  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.				Rationale:  By giving James 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. James and I will be conscious of not rushing topics	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 / JH after the UCAS internal exams.  Forward planning required for this based on retention of students carrying between Year 12 and Year 13 and the growth of Business A level with Year 12 entering Year 13.
		Learner Skills:  Throughout the year, the intention is to create curious, competent learners. Stress is placed on four assessment criteria; knowledge (facts about economic theory), application (their understanding of the context of the economy), analysis (their ability to clearly explain how the knowledge they're citing, answers the question) and evaluation (their ability to explain the other side of the argument). By achieving this, students should have the skills to cope with a range of challenging problems given to them in exam conditions.					
		Rationale:  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					

Josh Houston 5 periods per f/n	Exam: AS Paper 2; 90 minutes; 80 marks; theme 2 only	Topic: Measuring economic performance, quantitative methods and Agg. Demand	Topic: Aggregate Supply and measuring national income	Topic: the behaviour of the macroeconomic objectives within the national economy	Topic: Demand and supply-side policy solutions to macro problems and conflicts between them.		
		Subject Skills:					
		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.					
		Learner Skills:					
		The intention is for our learners to broaden their passion and increase their thirst for national economic understanding. As the national economic picture changes, so too must our student's capacity to adapt and adjust their understanding of the contextual picture. By introducing new concepts to them, always with a direct link to the real world, this passion should be developed well. In so doing, their macroeconomic understanding will grow and their ability to answer extended essays responding to case studies should strengthen.					
		Rationale:					
		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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KS5		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
13 Teacher Pete Rogers 4 (+ 1 lecture) periods per fortnight	Exam: Contributes to both Paper 1 (assesses T1 and T3) and Paper 3 (assesses all Themes from both years)	Topic: revenues, costs and profits; business growth	Topic: Market structures – monopoly and perfect competition	Topic: Market structures – oligopoly and monopolistic competition (and market failure)	Topic: contestability and the labour market	Topic: Revision	Year 13:  Exams Paper 1 – 2 hours Paper 2 – 2 hours Paper 3 – 2 hours
		Subject Skills:				Exam: all 3 papers	
		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. Labour markets are also introduced.				Subject Skills:  Focus on problem solving especially when addressing two-year linear synoptic papers	
		Learner Skills:				Learner Skills:	

		Our intention is to build on last year's microeconomics by using big business case studies to introduce new syllabus content and further broaden their passion for the subject. <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; this is critical given the make-up of the papers at the end of the year.</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 – without this, students won't be able to adapt to the wide range of possible questions they could be posed with.</li></ul>				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	Assessment: three two-hour papers; paper one all micro; paper two all macro and paper three, everything
		<b>Rationale:</b>  Develop a critical approach to economic line of enquiry; understand microeconomic and macroeconomic market models; students will 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.					
Teacher Josh Houston 4 (+ 1 shared) periods per fortnight	Exam: Contributes to Paper 2 (assesses T2 and T4) and Paper 3 (assesses all Themes from both years)	Topic: Balance of Payments and Exchange Rates	Topic: Absolute/Relative poverty and Inequality	Topic: Development Economics and Fiscal Policy	Topic: Macroeconomic management and Financial Markets		
		<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 looking at several new topics including Central Banking and Financial Markets.  <b>Learner Skills:</b>  Our intention is to take Year 12 macro, and put a global spin on it; so that students can see and understand the nature of international impact on domestic economic issues. <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>					
		<b>Rationale:</b>  develop a critical approach to economic line of enquiry; understand microeconomic and macroeconomic market models; students will 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.					
Year 12:  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							

