

Curriculum Map

Subject: Economics Year Group: Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content <i>Descriptive/propositional knowledge</i> <i>'knowing that'</i>	<p>Micro</p> <ul style="list-style-type: none"> ✓ Economies of scale and diseconomies of scale ✓ Recap Objectives of firms and diagrams ✓ Growth of firms - vertical and horizontal integration ✓ Market Structures <p>Macro</p> <ul style="list-style-type: none"> ✓ Economic Development and Growth ✓ Employment / Unemployment: evaluate the causes and consequences of the changes in 	<p>Micro</p> <ul style="list-style-type: none"> ✓ Market structures: perfect competition, monopoly, oligopoly, monopolistic competition ✓ Contestable markets ✓ Interdependence of firms <p>Macro</p> <ul style="list-style-type: none"> ✓ Calculate average and marginal rates of tax, Laffer curve, automatic stabilisers, ✓ Approaches to policy macroeconomic context throughout liquidity trap, symmetric and asymmetric inflation targets 	<p>Micro</p> <ul style="list-style-type: none"> ✓ Labour Market wage determination - TU activity, monopsonist and why wage differentials exist ✓ Labour market issues and themes – minimum wage, changes in mobility, migration and informal labour market <p>Macro</p> <ul style="list-style-type: none"> ✓ Globalisation ✓ The role of the financial sector in the real economy ✓ The financial sector in developing & emerging economies 	<p>Micro</p> <ul style="list-style-type: none"> ✓ Government intervention – inequality (distinguish between wealth and income inequality and policies) and include inequity from market failure ✓ Market Failure and Government intervention – ✓ Environment with policies to reduce market failure <p>Macro</p> <ul style="list-style-type: none"> The role of the central bank Financial regulation 	Revision and preparation for exams	FINAL Exams

	<p>the patterns of unemployment</p> <ul style="list-style-type: none"> ✓ Income distribution and welfare – Lorenz curve / Gini coefficient. Relative and absolute poverty ✓ AD: accelerator theory ✓ AS: Keynesian and neo-Classical approach to Economics Macroeconomic ✓ Equilibrium: evaluate Keynesian, Neo-Classical and Austrian schools of how the Economy works ✓ The Phillips Curve 	<ul style="list-style-type: none"> ✓ Globalisation ✓ International trade and aid to developed, emerging and developing economies. ✓ Different measures of exchange rates, ✓ Trade policies & negotiations 	<ul style="list-style-type: none"> ✓ The role of the central bank ✓ Financial regulation 	<p>INTRODUCE SYNOPTIC PAPERS. NO NEW CONTENT JUST FAMILIARISE WITH EXAM PAPER</p>		
<p>Skills <i>Ability knowledge</i> <i>'knowing how'</i></p>	<p>Data interpretation (graphs/ charts)</p> <p>Case study analysis</p> <p>Numeracy skills (economics calculation questions)</p> <p>*AO = Assessment Objectives</p>	<p>Data interpretation (graphs/ charts)</p> <p>Case study analysis</p> <p>Numeracy skills (economics calculation questions)</p> <p>*AO = Assessment A01 – Knowledge skills</p>	<p>Data interpretation (graphs/ charts)</p> <p>Case study analysis</p> <p>Numeracy skills (economics calculation questions)</p> <p>*AO = Assessment A01 – Knowledge skills</p>	<p>Data interpretation (graphs/ charts)</p> <p>Case study analysis</p> <p>Numeracy skills (economics calculation questions)</p>	<p>Prep for UCAS exams</p> <p>Data interpretation (graphs/ charts)</p> <p>Case study analysis</p> <p>Numeracy skills (economics)</p>	

	<p>A01 – Knowledge skills A02 Application - understanding context using real examples to apply concepts. A03 – Analysis skills – practice chain of arguments – gain a sense of reasonable, good and strong analysis.</p>	<p>A02 Application - understanding context using real examples to apply concepts. A03 – Analysis skills – practice chain of arguments – gain a sense of reasonable, good and strong analysis. To develop A04 (evaluative) skills – highlighting arguments that are strong/ weak and being able to explain why (reasonable, good, strong)</p>	<p>A02 Application - understanding context using real examples to apply concepts. A03 – Analysis skills – practice chain of arguments – gain a sense of reasonable, good and strong analysis. To develop A04 (evaluative) skills – highlighting arguments that are strong/ weak and being able to explain why (reasonable, good, strong)</p>	<p>*AO = Assessment A01 – Knowledge skills A02 Application - understanding context using real examples to apply concepts. A03 – Analysis skills – practice chain of arguments – gain a sense of reasonable, good and strong analysis. To develop A04 (evaluative) skills – highlighting arguments that are strong/ weak and being able to explain why (reasonable, good, strong)</p>	<p>calculation questions *AO = Assessment A01 – Knowledge skills A02 Application - understanding context using real examples to apply concepts. A03 – Analysis skills – practice chain of arguments – gain a sense of reasonable, good and strong analysis. To develop A04 (evaluative) skills – highlighting arguments that are strong/ weak and being able to explain why (reasonable, good, strong)</p>	
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<p>Key Questions</p>	<p>Knowledge recall Define, list,</p> <p>MICRO What are Maximisation objectives: profit, sales revenue, sales volume, growth and utility? • What are the Non-maximising objectives: profit satisficing, social welfare, corporate social responsibility (CSR) ? •What is the principal-agent problem</p> <p>What are fixed, variable, total, average, marginal costs (with calculations)? • Explain the difference between Short run and long run in terms of fixed and variable factors (With the aid of diagrams) What is the law of diminishing returns • What are the Internal and</p>	<p>Knowledge recall and application Explain using examples MICRO • Using diagrams analyse and evaluate the characteristics of monopoly and natural monopoly?? • What is Dynamic efficiency? • What is X-inefficiency? • Using diagrams analyse and evaluate the characteristics of monopolistic competition?</p> <p>Using diagrams characteristics analyse and evaluate an oligopoly • What is meant by non-price competition? •What is meant by Interdependence: kinked demand curve? • What are the types of collusion? • What is meant by product differentiation?</p>	<p>Knowledge recall, application, analysis and evaluation Using a diagram, analyse / evaluation MICRO • What is meant by derived demand for labour? • Explain the factors affecting the demand and supply for labour in an industry • What the factors affecting wage elasticity of demand and supply for labour • Explain productivity and unit labour costs</p> <p>MACRO • What is the role of the financial sector? • What is the role of savings and investment in promoting economic development • Explain the Harrod-Domar model</p>	<p>Knowledge recall, application, analysis and evaluation Using a diagram, analyse / evaluation To what extent... MICRO • Explain wage differentials • Evaluate a Monopsony using diagrams • Evaluate the effectiveness of Trade union • Evaluate a Bilateral monopoly</p> <p>PRACTICE SYNOPTIC STYLE PAPERS</p>	<p>Knowledge recall, application, analysis and evaluation Using a diagram, analyse / evaluation Examine To what extent... PRACTICE EXAM PAPERS</p>	<p>Knowledge recall, application, analysis and evaluation PRACTICE EXAM PAPERS</p>
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	<p>external economies of scale and diseconomies of scale?</p> <ul style="list-style-type: none"> • What is meant by the minimum efficient scale? • What is Total, average and marginal revenue (with calculations)? • Define Profit/loss (with calculations) • Define accounting, normal and supernormal profit <p>Explain The characteristics of perfect competition with a diagram (short run and long run equilibrium)</p> <p>MACRO</p> <ul style="list-style-type: none"> • What is Globalisation? • What is International competitiveness and the impact of an Absolute and comparative advantage? 	<p>Analyse the characteristics of a contestable market</p> <ul style="list-style-type: none"> • What is meant by Productive and allocative efficiency in a contestable market? <p>MACRO</p> <ul style="list-style-type: none"> • What are the Functions and characteristics of money? • Explain the creation and supply of money • Explain narrow and broad money in terms of liquidity • What is the relationship between the money supply and the price level; Fisher equation of exchange? • How are interest rates determined? (diagram needed) 	<ul style="list-style-type: none"> • Explain the different forms of microfinance • What is the purpose and methods of financial regulation • What is the role and functions of a central bank 			
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	<ul style="list-style-type: none"> • What are Terms of trade? • What is the Marshall-Lerner condition and J-curve? <p>Explain the methods of Protectionism</p> <ul style="list-style-type: none"> • Explain economic integration through free trade areas, customs unions, monetary union, economic union 					
Assessment	<p>Weekly MCQ Regular Data response Essay questions</p>	<p>Weekly MCQ Regular Data response Essay questions</p>	<p>Weekly MCQ Regular Data response Essay questions</p>	<p>Weekly MCQ Regular Data response Essay questions</p>	<p>Lessons focus on revision of content and exam technique. No official assessments are set during this time in order to maximise revision.</p>	Final Exams
Literacy/ Numeracy/ SMSC/ Character	<p>Development in numeracy / communication/ literacy skills, tolerance, understanding of different viewpoints and developing own opinions using Economic schools of thought e.g. Free Market Vs Interventionist. Form value judgement based on formative and normative statements. Use economics jargons and concepts necessary for the understanding of the subjects. Employ good use of English to write assumptions and evidence with a good chain of reasoning. Know the correct spelling of economic terms and concepts. Write cohesively and coherently by sharpening their own use of economics jargons and concepts. Evaluate the use of structure, sequence and chain of reasoning to develop their own writing style. Develop confidence in their writing with the correct use of data and models. / Time management to complete given tasks. Create, plot and interpret graphs and charts. Evaluate graphs, charts, tables and various mathematical diagrams. Be logical in drawing conclusions. Create analysis from various mathematical diagrams. Able to read and interpret mathematical data.</p>					

	<p>Write and interpret formulas. Combine mathematical formulas with economics statements to solve problems. Make assumptions based on models and data. / To develop a sense of right or wrong from the presentation of characters and plot development. To express reader response in a manner which shows development of their emotional intelligence. Students should be able to express their thoughts and feelings in an atmosphere free from intimidation and bias, as it relates to issues highlighted in the various texts read. Show a deep understanding of how culture and experiences shape the texts and poems that they explore throughout the periods, and make connections to the world around them. Examine their responsibilities as citizens of this country, as well as, how they can make positive contributions as global citizens. Exhibit attributes of tolerance, respect, dignity, discipline and decorum in their own mannerism, as well as, their rapport with peers and teachers alike. /Creating an understanding of the responsibilities of the agents of economies to the welfare state. Building awareness of the ways our choices, as economic agents, affect society and the environment. Establishing the need for sustainable economic growth and development worldwide. Exploring and considering the moral quandaries that may result from growth of economies around the globe. Acknowledging the implication of government policies on the choices of economic agents. Giving opportunities for critical thinking and judgement on matters relating to the ideologies and activities of economic agents.</p>
<p>Enrichment</p>	<p>Inclusive but not exhaustive of Econplustal Revision Workshop, IEA(Institute of Economics Affairs) webinars, LSE (London School of Economics) public lectures or similar, ICAEW (Institute of Chartered Accountants for England and Wales)Work Experience. Bank of England invited speaker. Target 2.0 (Bank of England Competition) if successful. Tutor2u revision blast sessions live or recorded. Econplustal Revision Workshop. Revision sessions outside of lesson time to support students. In-class debates and challenges. Independent research and presentations. Discussion of career options with suggestions on display board including FE options.</p> <p>References include: https://www.ucas.com/explore/career-path/11.3?assessmentId=false https://www.ucas.com/explore/career-page/2.3/2425?assessmentId=false https://www.uniadmissions.co.uk/application-guides/economics-degree-career-options/ https://www.encyclopedia.com/finance/finance-and-accounting-magazines/careers-economics</p>