

Curriculum Intent

By the end of the course, Students will comprehend many Economic Principles and interactions, helping them to understand the operation of individual markets, industries and nations whilst informing them of the drivers for many industrial and governmental actions and reactions.

Key areas include:

- The central purpose of economic activity is the production of goods and services to satisfy **needs and wants**.
- The fundamental economic problem is scarcity and that it results from **limited resources and unlimited wants**.
- **Rational economic decision making** and economic incentives.
- **Utility theory**: total and marginal utility, and the hypothesis of diminishing marginal utility.
- The importance of altruism and **perceptions of fairness**.
- A **demand** curve shows the relationship between price and quantity demanded.
- Be able to calculate price, income and cross **elasticities** of demand.
- How the interaction of demand and supply determines **equilibrium prices in a market economy**.
- The spectrum of competition ranging from **perfect competition at one end of the spectrum to pure monopoly** at the other end of the spectrum.
- The existence of market failure, in its various forms, provides an argument for **government intervention in markets**.

What do students *do* with this knowledge or these skills?

Students will need to demonstrate a realistic understanding of the decisions made by firms and how their behaviour can be affected by the structure and characteristics of the industry in which they operate. Other key models relate to the operation of labour markets, wage determination and causes of inequalities in the distribution of income and wealth.

They should be able to apply their knowledge and skills to a wide variety of situations and to different markets and examples of market failure, including environmental and labour market failures. They should appreciate and be able to assess the impact that developments in the European Union and in the global economy have upon microeconomic behaviour and performance.

How does the KS5 curriculum build on that from KS4?

Economics is a Social Science and as such, utilizes some statistical and numerical methodologies which students will have mastered during earlier studies. The fundamental problems and scarcity and resource allocation are key concepts which are intrinsically linked to previous studies in **History and Geography** whilst the concepts of **Utility, Altruism and Value Judgement** are all present – albeit perhaps using different terminology – within PSHE studies.

Economics brings all of these and other concepts together to clarify how **Consumers, Businesses and Countries** interact with the world around them.

What new knowledge or skills are students taught?

| Term | Year 12 | Year 13 |
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| Autumn | <ul style="list-style-type: none"> • Introduction to Microeconomics • Demand • Supply • Market Equilibrium • The Function of Price • Interconnected Markets • Market Interventions | <ul style="list-style-type: none"> • Revisit and expand on Macroeconomics and the Circular flow • Revisit Aggregate Demand and Aggregate Supply • Output Gaps • Economic Growth • Unemployment • Inflation |
| Spring | <ul style="list-style-type: none"> • Market Failure • Competition/ Monopoly (brief) • Immobility of FoPs • Externalities incl Nudges • Merit/ Demerit • Public goods • Government Failure • Government Objectives | <ul style="list-style-type: none"> • Financial Markets/Investments • Central Banks • Revisit Taxation • Spending and Overspending • Debt and Deficits • Supply Side Policies • Globalisation and Trade • Barriers to trade • Exchange rates • Criticisms of GDP • Economic Growth and Development |
| Summer | <ul style="list-style-type: none"> • Macroeconomics • Central banks and monetary policy • Fiscal policy • Supply-side policies • The balance of payments • Economic growth and the economic cycle | <ul style="list-style-type: none"> • Revision and Exams |

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| <p>Rationale for this sequencing</p> | <p>The year is structured in such a way as to introduce key principals on a human scale which can be appreciated by observing everyday life and by looking back at prior History, Geography, PSHE learning. These principals are then expanded to a Macroeconomic scale. Terminology is built up from the everyday to the more technical, throughout the course.</p> | <p>This year will give greater depth and breadth of understanding of topics covered during Year 12 whilst also building on those foundations to aid understanding of how apparently, less tangible markets operate and influence society around the globe. There will be significant emphasis on exam technique as the Summer approaches</p> |
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Additional support at home

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| <p>Additional reading for enjoyment, enhancement and extension</p> | <ul style="list-style-type: none"> • Freakonomics – an alternative way of looking at the world • This book got a lot of attention, recently • Foundation by Isaac Asimov • Of Mice and Men by John Steinbeck • Dune by Frank Herbert. |
| <p>Online resources to practice, consolidate and revise</p> | <ul style="list-style-type: none"> • How the world works • EconplusDal – Short snappy presentations on different topics Excellent • Jacob Clifford US based but some good, enthusiastically presented principles • Some easily accessible clips for a quick hit • Office for National Statistics |
| <p>Workbooks & revision guides to practice, consolidate and revise</p> | <ul style="list-style-type: none"> • Basic Course Books for Year 1 and Year 2 |