



IMBERHORNE SCHOOL

Curriculum Map

Economics A Level

Vision

To promote a life-long interest in the world around us and be able to critically assess issues with objective analysis. To prepare students for future learning and make sure they have the skills, confidence and problem-solving abilities to respond to the wording and criteria of all questions set and to answer them effectively.

Skills and abilities needed over years 12 and 13:

Note taking (Cornell)

Analysis skills

Evaluation skills

Reading and application skills

Diagram skills

Essay writing skills

Time management

Character Education

- Resilience & Empathy
- Collaboration & Communication
- Creativity & Critical Thinking



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Year 12

Theme 1 – taught between two teachers. The rationale behind this is that to teach theme 1 and 2 at the same time confuses students between Supply and Demand and Aggregate Supply and Demand.

	1.1 Nature of economics teacher one	1.2 How markets work – teacher two and some of teacher one	1.3 Market failure teacher one and two	1.4 Government intervention teacher one and teacher two
Exam theory	1.1.1 Economics as a social science 1.1.2 Positive and normative economic statements 1.1.3 The economic problem 1.1.4 Production Possibility Frontiers 1.1.5 Specialisation and the division of labour 1.1.6 Free market economies, mixed economy and command economy	1.2.1. Rational decision making 1.2.2. Demand 1.2.3. Price, income and cross elasticities of demand 1.2.4. Supply 1.2.5. Elasticity of supply 1.2.6. Price determination – teacher one 1.2.7. Price mechanism 1.2.8. Consumer and producer surplus – teacher one 1.2.9. Indirect taxes and subsidies – teacher one 1.2.10. Alternative views of consumer behaviour	1.3.1. Types of market failure - teacher one 1.3.2. Externalities 1.3.3. Public goods 1.3.4. Information gaps	1.4.1. Government intervention in markets – teacher one 1.4.2. Government failure – teacher two
Skills	Cornell note taking Look at analysis of question	Supply and demand diagrams and analysis make sure they are ACE	Start looking at essay writing skills how to make	Look at revision skills and past paper analysis



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	Start some diagrammatic analysis First look at evaluation skills		fewer points but more analysis	Calculations and index numbers
Literacy	Use economics answer codes Reading extracts for application Develop skimming and scanning skills	Looking at key ways to evaluate, magnitude, SR vs LR etc. Start developing reading for comprehension	Essay writing skills construction of arguments	Key words for interpretation
PP and social disadvantage	All students have a revision guide to keep for the two years	Provide with a folder	Seating plan	In key groups
Character education	Critical thinking – looking at the key economic thinkers, Marx, Keynes and Hayek and evaluate how they interpreted the 2008 credit crises	Resilience – hard topic to do first, get students to keep practising	Critical thinking, the negative effects of economics that has just been learnt. Empathy for people negatively affected by others actions	Collaboration, students working together to aide understanding and interpreting key diagrams.

Theme 2 – this is in the second half of year 12 study, again with two teachers delivering it.

	2.2 Aggregate demand	2.3 Aggregate supply	2.1 Measures of economic performance	2.4 National Income	2.5 Economic growth	2.6 Macroeconomic objectives and policies
Exam theory	2.2.1 The characteristics of AD 2.2.2 Consumption (C)	2.3.1 The characteristics of AS 2.3.2 Short-run AS 2.3.3 Long-run AS	2.1.1 Economic growth 2.1.2 Inflation 2.1.3 Employment and Unemployment	2.4.1 National Income 2.4.2 Injections and withdrawals	2.5.1 Causes of economic growth 2.5.2 Output gaps 2.5.3 Trade cycle	2.6.1 Possible economic objectives 2.6.2 Demand-side policies



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	2.2.3 Investment (I) – CMU 2.2.4 Government expenditure (G) CMU 2.2.5 Net trade (X-M)		2.1.4 Balance of Payments	2.4.3 Equilibrium national level of output 2.4.4 The multiplier	2.5.4 The impact of economic growth	2.6.3 Supply-side policies 2.6.4 Conflicts between objectives and policies
Skills	Organisation skills especially notes	Graph drawing skills	Develop analytical and evaluative skills	Calculation skills	More analytical and evaluative skills	Evaluation in detail
Literacy	Using articles and applying theory to examples Skimming and scanning, Sight word practice and reading for comprehension	Using articles and applying theory to examples	Using the correct terminology for the topic Skimming and scanning, Sight word practice and reading for comprehension	More calculations but need to understand what they say	Analyse and evaluate key economic issues	Understand the symbols used in economics to answer effectively Skimming and scanning, Sight word practice and reading for comprehension
PP and social disadvantage	Priority in marking, seating and groups	Priority in marking, seating and groups	Priority in marking, seating and groups	Priority in marking, seating and groups	Priority in marking, seating and groups	Priority in marking, seating and groups
Character Education	Collaboration – working in groups to see what causes the changes in AD	Collaboration – working in groups to see what causes the changes in AS	Empathy – unemployment and the causes and effects	Critical thinking of what the equations show	Empathy – key economic costs on people	Creativity – look at the key policies what could be used and their effect



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Theme 3 - this is taught with one teacher which means that the teaching becomes more specialised.

	3.1 Business growth	3.2 business objectives	3.3 revenues, costs and profits	3.4 Market structures	3.5 Labour Market	3.6 Government intervention
Exam theory	3.1.1 Sizes and types of firms 3.1.2 business growth 3.1.3 demergers	3.2.1 business objectives	3.3.1 revenue 3.3.2 Costs 3.3.3 economics and diseconomies of scale 3.3.4 Normal profits, supernormal profits and losses	3.4.1 efficiency 3.4.2 perfect competition 3.4.3 monopolistic competition 3.4.4 Oligopoly 3.4.5 Monopoly 3.4.6 Monopsony 3.4.7 contestability	3.5.1 Demand for labour 3.5.2 Supply of labour 3.5.3 wage determination in competitive and non-competitive markets	3.6.1 Government intervention 3.6.2 The impact of government intervention
Skills	Analysis of world issues	Precise definitions	Calculations and interpretation	Diagrammatic skills, analysis and evaluation	Analysis of real issues applied to economics theory New diagrams with wages for labour market	Complicated new theory needing to apply to industries and evaluating
Literacy	Marking grids Using articles and applying theory to examples	Using articles and applying theory to examples	Be able to take calculations and diagrams and analyse and evaluate in long answers	Be able to take calculations and diagrams and analyse and evaluate in long answers	Using articles and applying theory to examples Skimming and scanning, Sight word practice and reading for comprehension	Using articles and applying theory to examples Skimming and scanning, Sight word practice and reading for comprehension



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PP and social disadvantage	Priority in marking, seating and groups	Priority in marking, seating and groups	Priority in marking, seating and groups	Priority in marking, seating and groups	Priority in marking, seating and groups	Priority in marking, seating and groups
Character education	Creativity – looking at own business examples	Small topic	Resilience in the context of mathematics and diagrams	Critical thinking – complicated analysis of each market structure and evaluation	Empathy – focus on gig economy and zero hours contracts and impacts	Critical thinking and collaboration on ways governments intervene.

Theme 4 – this is taught by one teacher

	4.1 International economics	4.5 Role of the state in the macroeconomy	4.4 The financial sector	4.2 Poverty and inequality	4.3 Emerging and developing economies
Exam theory	4.1.1 globalisation 4.1.2 specialisation and trade 4.1.3 pattern of trade 4.1.4 terms of trade 4.1.5 trading blocs and WTO 4.1.6 restrictions on free trade 4.1.7 balance of payments 4.1.8 exchange rates 4.1.9 international competitiveness	4.5.1 Public expenditure 4.5.2 taxation 4.5.3 public sector finances 4.5.4 macroeconomic policies in a global context	4.4.1 the role of financial markets 4.4.2 market failure in the financial sector 4.4.3 Role of central	4.2.1 Absolute and relative poverty 4.2.2 Inequality	4.3.1 Measures of development 4.3.2 Factors influencing growth and development 4.3.3 Strategies influencing growth and development



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Skills	Calculation and interpretation Comparing data sets Diagrammatic analysis	Need to recap what was learnt in theme 2 and then layer with more complicated theory	Understanding complicated terms which can be interchangeable	Research and know case studies from the key regions	Applying theory to individual countries that they have researched. Selective skills
Literacy	New key terms like “comparative advantage” repeated in many lessons Sight word practice	Re-visit key terms from theme 2 Skimming and scanning, Sight word practice and reading for comprehension	Financial terms like “short selling”	Lots of data collection and research on developing countries	Identifying key data and analysis Skimming and scanning, Sight word practice and reading for comprehension Students need own research
PP and social disadvantage	Priority in marking, seating and groups	Priority in marking, seating and groups	Priority in marking, seating and groups	Priority in marking, seating and groups	Priority in marking, seating and groups
Character education	Resilience, one if not the hardest topics in the A-level. Creativity creating homework questions	Empathy look at government cuts to welfare and the impacts	Critical thinking of the financial markets and collaboration with other students.	Empathy, looking at inequality – use sweets distributed unevenly	Empathy – global poverty and inequality Collaboration on case studies