

Key Stage 5

Subject: A-Level Economics-A

Intent

Our aim for the Economics curriculum at FBA is to **passionately develop** the enquiring **quantitative/analytical/evaluative** economic minds of our students.

Our purpose is to **facilitate in-depth learning** of the subject.

Teaching and learning the Economics curriculum at FBA, focuses on the understanding about **unlimited wants and scarce resources**, which means that no society, economic system or government can provide sufficient goods/ services to satisfy everyone's wants. Therefore, economic agents making **assumptions, decisions and selections** into how to allocate resources, between alternative uses, is critical.

Students will gain microeconomic **knowledge and understanding** into how markets work, demand and supply model interaction to allocating resources, examine the nature and causes of market failure before considering the strengths and weaknesses of possible government intervention to remedy the failures. Students **apply** the economic theories and models learnt in context to the UK, Europe, US amongst other developed and developing economies, along with different market structures as well as the firms that exist.

Students will also gain macroeconomic **knowledge and understanding** into the aggregate demand/ aggregate supply models and then examine the use of demand-side policies, supply-side policies as well as direct controls as means of improving an economy's performance. In addition, students will learn about the significance of globalisation, international trade, the balance of payments and exchange rates. They will examine public finance, macroeconomic policies and the role of the financial sector. Students **apply** the theories and models to historical and current real-world context, including the UK economy in the last 10 years as well as the trends in the global economy over the last 25 years.

When considering both microeconomics and macroeconomics, students are taught, **encouraged and academically challenged** to use **quantitative**, enquiring, critical and thoughtful approaches to learning Economics. This includes developing strong **analytical** and **evaluative** skills.

Cultural diversity, women's Economic empowerment and **leading female figures** are highlighted as well as celebrated throughout the Economic curriculum, taught at FBA. It goes without saying at an all-girls school!

The Economics curriculum at FBA also focuses on **British Values**; examining **democracy**, the **rule of law**, **individual liberties** and the **tolerance** of those with different faiths, values as well as beliefs.

Overall, there is a **strong underlying belief** in our **broad and balanced** Economics curriculum that our students can effectively develop their skills to think like an Economist. Thereafter, whatever future endeavours and challenges our students face, they are better prepared in their adult lives.

Programme of Economics study and assessment

	Autumn Term	Spring Term	Summer Term
Year 12	<ul style="list-style-type: none">• Nature of Economics• How markets work• Market failure• Government intervention	<ul style="list-style-type: none">• National income• Measures of economic performance• Aggregate demand• Aggregate supply• Economic growth	<ul style="list-style-type: none">• Macroeconomic objectives and policies• Year 12 AS-Level Economics mock assessment preparation and skills practice• Business objectives

			<ul style="list-style-type: none"> • Revenues, costs and profits • Economics Synoptic learning using Themes 1 and 2 • Wider classroom reading and debating using The Economist and FT
Assessment	<ul style="list-style-type: none"> • Year 12 Settling in Economics assessment (AO1, AO2, AO3) • How markets work * • Market failure and Government intervention * 	<ul style="list-style-type: none"> • National income and Measures of economic performance * • Aggregate demand and Aggregate supply * 	<ul style="list-style-type: none"> • Economic growth and Macroeconomic objectives and policies * • Year 12 AS-Level Economics mock Paper 1 and Paper 2 assessment * • Themes 1 and 2 Economics Synoptic Essays * <p>* (AO1, AO2, AO3, AO4)</p>
Year 13	<ul style="list-style-type: none"> • Revenues, costs and profits (continued) • Business growth • Market structures • Labour market • Government intervention • Wider classroom reading and debating using The Economist and FT 	<ul style="list-style-type: none"> • International economics • Poverty and inequality • Emerging and developing economies • The financial sector • Role of the state in the macroeconomy • Year 13 mock assessment preparation • Economics Synoptic learning using Themes 1 – 4 • Wider classroom reading and debating using The Economist and FT 	<ul style="list-style-type: none"> • Revision, skills practice and preparation for the final A-Level Economics examinations
Assessment	<ul style="list-style-type: none"> • Business objectives, Revenues, costs and profits and Business growth • Market structures • Labour market • Government intervention 	<ul style="list-style-type: none"> • International economics, Emerging and developing economies • Poverty and inequality • The financial sector • Role of the state in the macroeconomy • Year 13 A-Level Economics mock Paper 1 and Paper 2 (modified to include topics learnt by students) • Theme 1 - 4 Economics Synoptic Essays * 	<ul style="list-style-type: none"> • Themes 1 - 4 Economics Synoptic Essays * • Full A-Level Economics Paper 1, 2, 3 assessment practice papers * <p>* (AO1, AO2, AO3, AO4)</p>