



GCSE Economics Curriculum Map

Subject: GCSE Economics	Year Group:10?11	Key Stage: 4
Links to prior learning Key Links from KS3 to GCSE Economics <u>Foundational Economic Concepts</u> At KS3, students are introduced to basic economic ideas such as scarcity, choice, resources, and the roles of consumers, producers, and governments. These underpin the more advanced study of demand, supply, market equilibrium, and economic systems at GCSE level. KS3 geography often covers economic activity, population trends, and globalisation, which directly relate to GCSE Economics topics like economic growth, unemployment, and the impact of global markets.	Retrieval Practice (Explain the techniques used to help students recall and apply previously learned material) Low-stakes quizzes (Weekly quizzes on mixed topics) Retrieval clock (Timed recall of key points for each Economics topic) Concept maps (Visual linking of Economics concepts and terminology) 'Because, leads to, therefore' Sentence completion to prompt analysis and evaluation Flashcards (Self-testing Economical terms, formulas, and definitions) Exam-style questions (Practice with past papers and essay plans) Word banks (Incorporate old topic vocabulary into new responses)	Adaptive teaching strategies Flexible grouping (Targets support and promotes peer learning) Scaffolding (Builds independence through structured support) Formative assessment (Informs real-time and future adaptations) Differentiated resources (Ensures access for all without lowering expectations) Modelling (Makes processes and success criteria explicit) Questioning (Checks and deepens understanding) Peer teaching (Reinforces learning and builds collaboration) Learning stations (Offers varied, self-paced engagement) Personalised plans (Meets individual needs (SEND, EAL, etc.) In-the-moment adaptation (Responds directly to classroom needs) Clear feedback (Guides improvement and consolidates learning)

<u>Data Handling and Numeracy</u> KS3 maths develops skills in interpreting graphs, calculating percentages, and handling data, all of which are essential for analysing economic data, calculating elasticity, and understanding financial concepts at GCSE. Students apply these numeracy skills in GCSE Economics when calculating and interpreting demand and supply, elasticity, and business finance. <u>Citizenship and PSHE</u> KS3 citizenship and PSHE introduce concepts of government, taxation, public services, and ethical considerations. GCSE Economics builds on this by exploring the mixed economy, market failure, government intervention, and the role of public and private sectors. <u>Critical Thinking and Evaluation</u>		Reflection/planning (Drives ongoing improvement and responsiveness)
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KS3 encourages students to consider different perspectives, make decisions, and evaluate outcomes—skills that are directly assessed in GCSE Economics through application, analysis, and evaluation of economic scenarios and policies. <u>Real-World Application</u> Both KS3 and GCSE encourage students to connect their learning to real-world situations, such as how economic changes affect individuals, businesses, and society. GCSE Economics deepens this with case studies, topical issues, and policy evaluation		
Literacy <u>Reading and Comprehension</u> Students are expected to read and interpret articles written by economists, as well as reports, case studies, and data sources. This develops their ability to extract key information, understand arguments, and distinguish between fact and opinion. The curriculum encourages engagement with both current and historical economic issues, fostering the ability to comprehend and	Oracy <u>Developing Economic Understanding</u> • Classroom discussions, debates, and oral explanations help students clarify their understanding of complex economic concepts and terminology before expressing them in writing. • Talking through economic scenarios and case studies enables students to practise applying theory to real-world contexts, a key exam requirement⁷.	Numeracy Numeracy is a core component of GCSE Economics, explicitly embedded in both the curriculum and assessment. Here's how numeracy is developed and assessed in the course: How Numeracy is Built Into GCSE Economics <u>Quantitative Skills Requirement</u> At least 10% of the total marks in GCSE

analyse a range of texts in different contexts. <u>Use of Economic Terminology</u> Building a strong vocabulary of economic terms and concepts is essential. Students must use precise language to explain economic behaviour, apply theories, and analyse scenarios. Accurate use of terminology is assessed in both written exams and coursework, demonstrating depth of understanding and clarity of communication. <u>Structured Argument and Extended Writing</u> Students are required to construct logical economic arguments, using evidence and economic concepts to support their points. Extended writing tasks—such as essays and evaluation questions—demand clear structure, coherent reasoning, and the ability to weigh up alternative viewpoints and reach justified conclusions. <u>Analysis and Evaluation</u> Literacy in economics goes beyond description: students must analyse and evaluate economic situations, policies, and data, making reasoned judgments and considering multiple perspectives.	<u>Building Analytical and Evaluative Skills</u> • Oral activities such as structured debates or group discussions encourage students to construct arguments, justify viewpoints, and consider alternative perspectives—mirroring the analytical and evaluative skills needed for extended written answers⁷. • Explaining economic diagrams and data aloud helps students internalise the process of interpreting and analysing information, which is essential for exam success. <u>Enhancing Exam Performance</u> • Practising verbal responses to exam-style questions allows students to organise their thoughts, use precise economic vocabulary, and develop coherent arguments before writing them down⁷. • Peer discussion and teacher questioning can help identify misconceptions and deepen understanding. <u>Real-World Relevance</u> • Oracy skills developed in economics lessons are highly transferable, supporting future study, employment, and participation in public debate about economic issues.	Economics are awarded for quantitative (numeracy) skills, which must be assessed at a level at least as demanding as Key Stage 3 mathematics. These skills are always applied within economic contexts, not tested in isolation. <u>Range of Numeracy Skills Developed</u> Students are expected to: Calculate percentages and percentage changes, including interest on savings. Calculate averages, such as average costs. Calculate totals, including revenue, costs, and profit. Calculate income, including gross and net pay. Construct and interpret graphs, including supply and demand curves and other economic diagrams. Interpret and use quantitative data from tables, charts, and graphs to support and justify economic decisions (e.g., unemployment rates, exports, imports). Analyse and evaluate economic data, integrating numeracy into broader economic
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This involves synthesising qualitative and quantitative information, interpreting complex data, and expressing nuanced arguments in writing. <u>Critical Thinking</u> The curriculum develops critical and reflective thinking, encouraging students to question assumptions, assess the validity of sources, and engage in debate. These skills are central to academic literacy and are highly valued in further study and employment. d issues. Students are expected to use specialist vocabulary, construct well-argued responses, and analyse both qualitative and quantitative information, preparing them for higher education and informed participation in economic debate.	Practical Oracy Activities for GCSE Economics • Debates: Students argue for and against economic policies (e.g., government intervention, taxation). • Presentations: Explaining economic concepts, current events, or case studies to the class. • Role-play: Simulating stakeholders (government, consumers, firms) in economic scenarios. • Think-pair-share: Discussing answers to exam questions or interpreting data before sharing with the class. • Explaining diagrams: Students talk through supply and demand shifts, market failures, or policy impacts.	arguments and justifications. <u>Integration with Curriculum Content</u> Numeracy is not taught as a standalone skill but is woven through topics such as market analysis, business finance, government economic management, and international trade. Students regularly apply numeracy to real-world economic scenarios, such as calculating the impact of tax changes, analysing business profitability, or interpreting macroeconomic indicators. <u>Teaching and Learning Approaches</u> Lessons include practical exercises, numeric problem-solving, and diagrammatic tasks to build confidence and fluency with economic data. Students develop skills through constructing graphs, analysing news stories with data, and tackling quantitative exam questions.
Careers across the Curriculum Finance and Banking: Roles such as bank manager, investment analyst, financial adviser, actuary, and stockbroker.	Wider Curriculum opportunities Real-world application: Case studies, current events, financial markets	Super Curriculum We recommend you complete relevant Futurelearn courses. Courses on FutureLearn are structured into

Accountancy and Auditing: Accountant, auditor, tax adviser, and compliance officer. Business and Management: Business analyst, business development manager, management consultant, project manager, and sales manager. Government and Public Policy: Economist, economic development officer, policy officer, civil service fast streamer, or MP. Insurance and Risk: Insurance underwriter, pensions manager, risk manager, and transport planner. Data and Research: Data analyst, statistician, social researcher, and information scientist. Media and Communication: Journalist, newspaper or magazine editor, political researcher, and communications officer. Education: Economics teacher or lecturer, especially with further qualifications	Government and policy: Fiscal/monetary policy, taxation, redistribution, market failure International/global economy Trade, globalisation, exchange rates, balance of payments Markets and competition: Supply/demand, price setting, market structures, labour market Numeracy and data skills: Graphs, calculations, data interpretation Critical thinking/evaluation: Debates, policy evaluation, ethical/social/environmental impacts Cross-curricular links Maths, geography, citizenship, PSHE	weeks and steps, featuring videos, articles, audio content, and interactive quizzes. Learners can engage in discussions, comment on course materials, and receive guidance from educators and peers, fostering a social and collaborative learning environment. The platform emphasizes flexible, self-paced learning and offers both free and paid options, including certificates and long-term access through subscriptions. FutureLearn is designed to help users develop new skills, pursue interests, and advance their careers in an accessible and supportive online setting https://www.futurelearn.com/subjects/business-and-management-courses
Assessment and feedback Assessment strategies: Knowledge quizzes -weekly low stakes quizzing, exit tickets, mini whiteboards, peer and self assessment, questioning techniques, end of unit tests, Walk and Talk past papers Feedback: Whole class feedback, verbal feedback, purple pen feedback,		



A Level Economics Curriculum Map

Subject: A Level Economics	Year Group: 12/13	Key Stage: 5
Links to prior learning Mathematics: A good grasp of mathematical skills (usually at least a grade 4/C at GCSE) is recommended, as A Level Economics involves quantitative analysis, interpreting data, and constructing or analysing graphs and tables. At least 10% of assessment marks are for quantitative skills, so confidence with percentages, ratios, and basic calculations is helpful. Literacy and Communication: Strong written English skills are important for constructing logical arguments, writing essays, and analysing or evaluating economic issues. Many providers recommend at least a grade 4/C in GCSE English.	Retrieval Practice (Explain the techniques used to help students recall and apply previously learned material) Low-stakes quizzes (Weekly quizzes on mixed topics) Retrieval clock (Timed recall of key points for each Economics topic) Concept maps (Visual linking of Economics concepts and terminology) 'Because, leads to, therefore' Sentence completion to prompt analysis and evaluation Flashcards (Self-testing Economical terms, formulas, and definitions) Exam-style questions (Practice with past papers and essay plans) Word banks (Incorporate old topic vocabulary into new responses)	Adaptive teaching strategies Flexible grouping (Targets support and promotes peer learning) Scaffolding (Builds independence through structured support) Formative assessment (Informs real-time and future adaptations) Differentiated resources (Ensures access for all without lowering expectations) Modelling (Makes processes and success criteria explicit) Questioning (Checks and deepens understanding) Peer teaching (Reinforces learning and builds collaboration) Learning stations (Offers varied, self-paced engagement) Personalised plans (Meets individual needs (SEND, EAL, etc.)) In-the-moment adaptation (Responds directly to classroom needs) Clear feedback (Guides improvement and consolidates learning)

General Knowledge and Critical Thinking: While not essential, prior exposure to current affairs, business, geography, or citizenship at KS3/GCSE can help students contextualise economic concepts and engage with real-world examples. GCSE Economics (if taken): Students who have studied GCSE Economics will find that A Level Economics builds on and extends the core concepts, models, and analytical skills introduced at GCSE, but the course is designed to be accessible to those new to the subject		Reflection/planning (Drives ongoing improvement and responsiveness)
Literacy <u>Understanding and Using Economic Terminology</u> Students are expected to master and accurately use a wide range of specialist economic terms and concepts, such as elasticity, market failure, aggregate demand, and opportunity cost. Command of this vocabulary is essential for clear explanations and for meeting the requirements of assessment objectives (AO1: knowledge and understanding).	Oracy <u>Developing Economic Understanding</u> - Classroom discussions, debates, and oral explanations help students clarify their understanding of complex economic concepts and terminology before expressing them in writing. - Talking through economic scenarios and case studies enables students to practise applying theory to real-world contexts, a key exam requirement⁷. <u>Building Analytical and Evaluative Skills</u> - Oral activities such as structured	Numeracy <u>Quantitative Skills Requirement</u> At least 20% of the overall A Level Economics marks are awarded for quantitative (numeracy) skills, which are assessed across all exam papers and topics. These skills are expected to be at least at Level 2 (GCSE standard), but applied in economic contexts and often at a higher level. <u>Types of Numeracy Skills Developed</u> Students are required to:

<u>Reading and Interpreting Complex Texts</u> The course requires students to read and analyse stimulus material, case studies, data, and extracts from articles—often on unfamiliar topics or real-world economic events. Students must identify key information, distinguish between facts and opinions, and interpret qualitative and quantitative evidence. <u>Structured and Analytical Writing</u> Extended written responses are a major part of assessment, including essays and data response questions that require students to construct logical arguments, use evidence, and reach justified conclusions. Students must organise their answers clearly, develop coherent lines of reasoning, and use appropriate economic language and structure. <u>Application, Analysis, and Evaluation</u> Literacy in A Level Economics goes beyond description; students are required to apply knowledge to different contexts (AO2), analyse issues (AO3), and evaluate arguments using evidence (AO4).	debates or group discussions encourage students to construct arguments, justify viewpoints, and consider alternative perspectives—mirroring the analytical and evaluative skills needed for extended written answers⁷. - Explaining economic diagrams and data aloud helps students internalise the process of interpreting and analysing information, which is essential for exam success. <u>Enhancing Exam Performance</u> - Practising verbal responses to exam-style questions allows students to organise their thoughts, use precise economic vocabulary, and develop coherent arguments before writing them down⁷. - Peer discussion and teacher questioning can help identify misconceptions and deepen understanding. <u>Real-World Relevance</u> - Oracy skills developed in economics lessons are highly transferable, supporting future study, employment, and participation in public debate about economic issues. Practical Oracy Activities for GCSE Economics	Calculate and interpret percentages, percentage changes, and percentage points (e.g., inflation rates, growth rates). Work with fractions, ratios, and averages (e.g., average costs, profit margins). Construct, interpret, and analyse graphs and charts, including supply and demand diagrams, cost curves, and macroeconomic data representations. Calculate and interpret interest rates, index numbers, and rates of change. Distinguish between correlation and causation when analysing economic data. Use statistical and comparative language to describe and explain trends, anomalies, and relationships in data. Apply quantitative skills in contextual economic analysis, supporting arguments and evaluations with data. <u>Entry Requirements and Preparation</u> A strong mathematical foundation is highly beneficial, especially for students considering economics or related degrees at university. <u>Teaching and Assessment</u>
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This involves weighing up different viewpoints, considering the limitations of data or arguments, and making informed judgments. <u>Assessment Objectives and Command Words</u> Exam questions use a range of command words (e.g., "explain," "analyse," "evaluate," "compare") that require precise and thoughtful written responses. Success depends on understanding what each command word requires and tailoring written answers accordingly. Skills booklets, model answers, and practice with essay writing are common tools to build confidence and proficiency.	• Debates: Students argue for and against economic policies (e.g., government intervention, taxation). • Presentations: Explaining economic concepts, current events, or case studies to the class. • Role-play: Simulating stakeholders (government, consumers, firms) in economic scenarios. • Think-pair-share: Discussing answers to exam questions or interpreting data before sharing with the class. • Explaining diagrams: Students talk through supply and demand shifts, market failures, or policy impacts.	Numeracy is embedded in lessons through regular data interpretation, calculations, and analysis of economic statistics. Exam papers feature multiple-choice, short answer, and data response questions that require quantitative analysis, as well as essay questions that expect the integration of data and calculations into arguments.
Careers across the Curriculum Finance and Banking: Roles such as bank manager, investment analyst, financial adviser, actuary, and stockbroker.	Wider Curriculum opportunities ECA: Economics Club (student lead opportunity to debate Economics in the news)	Super Curriculum We recommend you complete relevant Futurelearn courses. Courses on FutureLearn are structured into

Accountancy and Auditing: Accountant, auditor, tax adviser, and compliance officer. Business and Management: Business analyst, business development manager, management consultant, project manager, and sales manager. Government and Public Policy: Economist, economic development officer, policy officer, civil service fast streamer, or MP. Insurance and Risk: Insurance underwriter, pensions manager, risk manager, and transport planner. Data and Research: Data analyst, statistician, social researcher, and information scientist. Media and Communication: Journalist, newspaper or magazine editor, political researcher, and communications officer. Education: Economics teacher or lecturer, especially with further qualifications	Economics Essay Competition https://www.mindsunderground.com/economics-competition Government and policy: Fiscal/monetary policy, taxation, redistribution, market failure International/global economy Trade, globalisation, exchange rates, balance of payments Markets and competition: Supply/demand, price setting, market structures, labour market Numeracy and data skills: Graphs, calculations, data interpretation Critical thinking/evaluation: Debates, policy evaluation, ethical/social/environmental impacts Cross-curricular links Maths, geography, citizenship, PSHE Maths: <u>Graphs (linear, quadratic)</u> Demand/supply curves, cost/revenue analysis <u>Algebra</u> Rearranging formulas, solving equilibrium <u>Statistics</u> Data interpretation, averages, probability <u>Percentages</u> Inflation, growth rates,	weeks and steps, featuring videos, articles, audio content, and interactive quizzes. Learners can engage in discussions, comment on course materials, and receive guidance from educators and peers, fostering a social and collaborative learning environment. The platform emphasizes flexible, self-paced learning and offers both free and paid options, including certificates and long-term access through subscriptions. FutureLearn is designed to help users develop new skills, pursue interests, and advance their careers in an accessible and supportive online setting https://www.futurelearn.com/subjects/business-and-management-courses Suggested Reading: https://www.topuniversities.com/courses/economics-econometrics/7-books-read-if-youre-economics-student Super Curriculum https://docs.google.com/document/d/1fhPTv5_zS27tTXd0yZ0dW_JPJy_Bf19m8MqGR4xh_hQM/edit?tab=t.0
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	elasticity <u>Simultaneous Equations</u> Market equilibrium calculations <u>Ratios/Proportions</u> National income, cost structures <u>Index Numbers</u> Price indices, inflation measurement Geography: <u>Economic activity</u> Sectors, employment, productivity <u>Globalisation</u> Trade, TNCs, economic integration <u>Development</u> Indicators, inequality, growth strategies <u>Urban regeneration</u> Economic policy, investment, regional development <u>Government policy</u> Fiscal/monetary policy, regulation <u>International trade</u> Trade blocs, global markets, organisations <u>Data/statistics</u> Analysis, interpretation, evaluation PD: <u>Data analysis, critical thinking</u> Problem-solving, decision making <u>Group projects</u>, presentations Communication, teamwork, leadership Reflective assignments, Self-awareness, goal	
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	setting, adaptability. <u>Career modules</u> , CV workshops Employability, career planning <u>Independent research</u> Time management, self-directed learning	
Assessment and feedback Assessment strategies: Knowledge quizzes -weekly low stakes quizzing, exit tickets, mini whiteboards, peer and self assessment, questioning techniques, end of unit tests, Walk and Talk past papers Feedback: Whole class feedback, verbal feedback, purple pen feedback,		

Scheme of Work for OCR GCSE (9–1) in Economics (J205) – teaching across 2 years

Year 1	GCSE Specification		Textbook Reference and Resources	Teaching weeks
Autumn 1	Introduction to Economics			
	1. Introduction to Economics			
	1.1 Main economic groups and factors of production	• Explain the role of the main economic groups: consumers, producers and the government, including their interdependence • Explain the factors of production: land, labour, capital and enterprise, including how they might be combined	Chapter 1.1 Slides WorkSheets	Week 1
	1.2 The basic economic problem	• Explain what is meant by scarce resources and unlimited wants • Explain the economic problem, including the questions of how resources should be allocated, what, for whom and how goods and services should be produced	Chapter 1.2 Slides WorkSheets	Week 2
• Explain what is meant by opportunity cost • Evaluate the costs and benefits of economic choices, including the impact on economic, social and environmental sustainability		Week 3		

	2. The role of markets and money			
	2.1 The role of markets	• Explain what is meant by a market • Explain the features of the primary, secondary and tertiary sectors, including the difference between the production of goods and services	Chapter 2.1 Slides WorkSheets	Week 4
		• Explain the difference between factor and product markets, including their interdependence		Week 5
		• Evaluate the costs and benefits of specialisation and exchange in markets including for producers, workers, regions and countries		Week 6
	2.2 Demand	• Explain what is meant by demand • Draw and explain a demand curve using data, including individual and market demand • Draw shifts of, and movements along, the demand curve • Analyse the causes and consequences for consumers and producers, of shifts of, and movements along, the demand curve	Chapter 2.2 Slides WorkSheets QUIZ Elasticities MCQ	Week 7
		• Explain price elasticity of demand • Draw demand curves of different elasticity • Evaluate the importance of price elasticity of demand for consumers and producers		Week 8
	Autumn 2			

	2.3 Supply	•Explain what is meant by supply •Draw and explain a supply curve using data, including individual and market supply •Draw shifts of, and movements along, the supply curve	Chapter 2.3 Slides WorkSheets QUIZ Elasticities MCQ	Week 2	
		•Analyse the causes and consequences for consumers and producers, of shifts of, and movements along, the supply curve •Explain price elasticity of supply •Draw supply curves of different elasticity •Evaluate the importance of price elasticity of supply for consumers and producers		Week 3	
	2.4 Price	•Explain price as a reflection of worth and its role in determining an efficient distribution of resources •Explain what is meant by equilibrium price and quantity •Draw and analyse the interaction of demand and supply	Chapter 2.4 Slides WorkSheets	Week 4	
		•Explain the role of markets in the determination of price and the allocation of resources •Analyse how the market forces of demand and supply affect equilibrium price and quantity		Week 5	
	Assessment and Feedback				Week 6
	Assessment and Feedback				Week 7

Spring 1				
	2.5 Competition	• Explain competition between producers in a market economy, including the reasons why producers compete • Analyse how competition affects price	Chapter 2.5 Slides WorkSheets	Week 1
		• Evaluate the economic impact of competition on producers and consumers		Week 2
		• Explain the meaning of monopoly and oligopoly and how they differ from competitive markets		Week 3
	2.6 Production	• Explain the role of producers, including individuals, firms and the government • Evaluate the importance of production and productivity for the economy	Chapter 2.6 Slides WorkSheets	Week 4
		• Calculate and explain total cost, average cost, total revenue, average revenue, profit and loss		Week 5
		Explain what is meant by economies of scale		Week 6

Spring 2					
	2.7 The labour market	• Explain the role and operation of the labour market, including the interaction between workers and employers •Analyse the determination of wages through supply and demand, including factors affecting the supply and demand of labour	Chapter 2.7 Slides WorkSheets QUIZ	Week 1	
		•Explain and calculate gross and net pay, including deductions through income tax, national insurance and pension contributions		Week 2	
	2.8 The role of money and financial sector	•Explain the role of money as a medium of exchange •Explain the role of the financial sector for the economy, including financial institutions such as banks, building societies and insurance companies	Chapter 2.8 Slides WorkSheets	Week 3	
		•Evaluate the importance of the financial sector for consumers, producers and government •Analyse how different interest rates affect the levels of saving, borrowing and investment		Week 4	
		•Calculate the effect on savings and borrowings of changes in the rate of interest.		Week 5	
Summer 1					
	Mock Prep and Exam Techniques (2019 Past Paper) J205/01				Week 1
	Mock Prep and Exam Techniques (2020 Past Paper) J205/01				Week 2
	Mock Prep and Exam Techniques (2021 Past Paper) J205/01				Week 3
	Mock Prep and Exam Techniques (2022 Past Paper) J205/01				Week 4
	Mock Prep and Exam Techniques (2023 Past Paper) J205/01				Week 5

Summer 2				
	National and International Economics			
	3. Economic objectives and the role of government			
	3.1 Economic growth	• Explain what is meant by economic growth • Calculate and explain how economic growth is measured with reference to Gross Domestic Product (GDP) and GDP per capita	Chapter 3.1 Slides WorkSheets	Week 1
		Analyse recent and historical GDP data • Analyse the determinants of economic growth, including investment, changes in technology, size of workforce, education and training, availability of natural resources and government policies • Evaluate the costs and benefits of economic growth, including the impact on economic, social and environmental sustainability		Week 2
	3.2 Low unemployment	• Explain what is meant by employment and unemployment • Explain how unemployment is measured using the Claimant Count • Calculate the unemployment rate • Analyse recent and historical unemployment figures	Chapter 3.2 Slides WorkSheets	Week 3
		• Explain the types of unemployment, including cyclical, frictional, seasonal and structural unemployment • Evaluate the causes and consequences of unemployment for individuals, regions and the government		Week 4

	3.3 Fair distribution of income	• Explain what is meant by the distribution of income, including different types of income and the difference between income and wealth • Calculate income and wealth • Evaluate the causes of differences in the distribution of income and wealth and the consequences for an economy	Chapter 3.3 Slides Worksheets	Week 5
	Mock Feedback			Week 6
	Mock Feedback			Week 7

Year 2				
Autumn 1				
	3. Economic objectives and the role of government			
	3.4 Price stability and inflation	• Explain what is meant by price stability and inflation, including the difference between real and nominal values • Explain how inflation is measured using the Consumer Price Index (CPI) • Calculate the effect of inflation on prices	Chapter 3.4 Slides Worksheets	Week 1
		• Analyse recent and historical inflation figures • Evaluate the causes of inflation and the consequences for consumers, producers, savers and the government		Week 2

	3.5 Fiscal policy	• Explain purposes of government spending and sources of government revenue, including direct taxes and indirect taxes • Explain what is meant by a balanced government budget, budget surplus and budget deficit • Explain what is meant by fiscal policy and how it can be used to achieve economic objectives	Chapter 3.5 Slides WorkSheets QUIZ	Week 3
		• Calculate and analyse how taxes and government spending can affect markets as well as the overall economy • Evaluate the costs, including opportunity cost, and the benefits of fiscal policy on the economy to achieve economic objectives • Evaluate economic consequences of measures to redistribute income and wealth, including progressive taxes		Week 4
	3.6 Monetary policy	• Explain what is meant by monetary policy and how it can be used to achieve economic objectives	Chapter 3.6 Slides WorkSheets	Week 5
		• Analyse how monetary policy can affect growth, employment and price stability • Evaluate the effects of monetary policy on consumer spending, borrowing, saving and investment		Week 6
	3.7 Supply side policies	• Explain what is meant by supply side policy and how it can be used to achieve economic objectives • Evaluate the costs, including opportunity cost, and the benefits of supply side policies for the economy	Chapter 3.7 Slides WorkSheets	Week 7

	3.8 Limitations of markets	• Explain what is meant by positive and negative externalities • Explain government policies to correct positive and negative externalities, including taxation and subsidies, state provision, legislation and regulation and information provision	Chapter 3.8 Slides WorkSheets	Week 8
	Autumn 2			
	3.8 Limitations of markets	• Evaluate the use and impact of government policies to correct positive and negative externalities • Evaluate the costs, including opportunity cost, and the benefits of government policies to correct positive and negative externalities.	Chapter 3.8 Slides WorkSheets	Week 1
	4. International trade and the global economy			
	4.1 The importance of international trade	• Explain why countries import and export goods and services and the benefits of this for consumers and producers • Explain free trade agreements including the European Union • Explain the balance of payments on current account • Explain the meaning of a balanced current account, a current account surplus and current account deficit • Calculate deficits and surpluses	Chapter 4.1 Slides WorkSheets	Week 2

	4.2 Balance of payments	•Analyse recent and historical data on exports and imports •Evaluate the importance of the balance of payments on current account to the UK economy •Evaluate the causes of surpluses and deficits of the balance of payments on current account	Chapter 4.2 Slides WorkSheets	Week 3
	4.3 Exchange rates	• Draw and analyse how exchange rates are determined through the interaction of supply and demand •Calculate currency conversion •Analyse recent and historical exchange rate data •Evaluate the effect of changes in the exchange rate on consumers and producers	Chapter 4.3 Slides WorkSheets	Week 4
	4.4 Globalisation	•Explain globalisation, including its driving factors •Explain how development is measured, including GDP per capita, life expectancy, access to health care, technology and education	Chapter 4.4 Slides WorkSheets	Week 5
		•Evaluate the costs and benefits of globalisation to producers, workers and consumers in developed countries, including the impact on economic, social and environmental sustainability		Week 6
		•Evaluate the costs and benefits of globalisation to producers, workers and consumers in less developed countries, including the impact on economic, social and environmental sustainability.		week7
	Spring 1			
	Exam Preparation			

Exams Period

The Pearson Edexcel Level 3 Advanced GCE in Economics A is structured into four themes and consists of three externally examined papers.

Students build knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4.

Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

Theme 1: Introduction to markets and market failure	Theme 2: The UK economy – performance and policies
This theme focuses on microeconomic concepts. Students will develop an understanding of: • nature of economics • how markets work • market failure • government intervention.	This theme focuses on macroeconomic concepts. Students will develop an understanding of: • measures of economic performance • aggregate demand • aggregate supply • national income • economic growth • macroeconomic objectives and policy.
Theme 3: Business behaviour and the labour market	Theme 4: A global perspective
This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of: • business growth • business objectives • revenues, costs and profits • market structures • labour market • government intervention.	This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of: • international economics • poverty and inequality • emerging and developing economies • the financial sector • role of the state in the macroeconomy.

Paper 1: Markets and business behaviour	*Paper code: 9ECO/01
• Externally assessed • Availability: May/June • First assessment: 2017	35% of the total qualification
Overview of content Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3.	
Overview of assessment • Written examination. • The paper comprises three sections. Students answer all questions from Section A and Section B, and one from Section C. • Section A comprises a range of multiple-choice and short-answer questions. • Section B comprises one data response question broken down into a number of parts. • Section C comprises a choice of extended open-response questions; students select one from a choice of two. • Duration: 2 hours. • 100 marks available.	

Paper 2: The national and global economy	*Paper code: 9ECO/02
• Externally assessed • Availability: May/June • First assessment: 2017	35% of the total qualification
Overview of content Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4.	
Overview of assessment • Written examination. • The paper comprises three sections. Students answer all questions from Section A and Section B, and one from Section C. • Section A comprises a range of multiple-choice and short-answer questions. • Section B comprises one data response question broken down into a number of parts. • Section C comprises a choice of extended open-response questions; students select one from a choice of two. • Duration: 2 hours. • 100 marks available.	

Paper 3: Microeconomics and macroeconomics *Paper code: 9ECO/03	
- Externally assessed - Availability: May/June - First assessment: 2017	30% of the total qualification
Overview of content Paper 3 will assess content across all four themes. Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes.	
Overview of assessment - Written examination. - The paper comprises two sections. - Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two. - Duration: 2 hours. 100 marks available.	

Yr 12 Edexcel	FAH 2 HOUR	LUC 3 HOUR
MICRO	FAH THEME 2	LUC THEME 1
Week	Content	Content
1	1.1.3 The Basic Economic Problem	1.1.1 Economics as a social science 1.1.2 Positive and Normative
2	1.1.5 Specialisation and DOL- homework	1.1.4 PPF
3	1.2.7 Price Mechanism.	1.1.4 PPF.
4	1.2.2 Demand	1.1.6 Types of Economies and Famous economists
5	1.2.2 Demand	1.2.1 Rational decision making 1.2.3 PED
6	1.2.4 Supply	1.2.3 YED, XED, PES (FAH)
7	1.2.6 Price Determination 1.2.7 Price Mechanism	1.2.3 YED, XED, PES (FAH)
	1.2.3 YED, XED, PES	
	1.2.3 YED, XED, PES	
OCTOBER HALF TERM	OCTOBER HALF TERM	OCTOBER HALF TERM
MICRO	FAH THEME 2	LUC THEME 1
Week	Content	Content
8	Intro to market failure 1.2.8 Consumer and Producer surplus	1.3.1 Intro to market failure
9	1.2.9 Indirect taxes and subsidies	1.3.2 Externalities
10	1.2.10 Alternative views of consumer behaviour	1.3.2 Externalities
11	1.3.3 Public goods	1.3.2 Externalities
12	1.3.4 Information Gaps	1.4.1 Government intervention
13	1.4.1 Government intervention	1.4.1 Government intervention
14	1.4.2 Government failure	1.4.2 Government failure
CHRISTMAS BREAK	CHRISTMAS BREAK	CHRISTMAS BREAK
MACRO	FAH THEME 2	LUC THEME 2
Week	Content	Content
15	Intro to macro-objectives 2.1.1 Economic growth	2.6.1 Macro objectives (LUCK)
16	2.5.1 Causes of growth	2.2.1 Characteristics of AD 2.2.2 Consumption
17	2.1.2 Inflation	2.2.2 Consumption
18	2.1.2 Inflation	2.2.3 Investment
19	2.1.3 Unemployment	2.2.4 G spending
20	2.1.1 Economic growth	2.2.5 X-M
FEB HALF TERM	FEB HALF TERM	FEB HALF TERM
MACRO	FAH THEME 2	LUC THEME 2
Week	Content	Content
21	2.1.3 Unemployment	2.3.1 Characteristics of AS 2.3.2 SRAS
22	2.1.4 BOP	2.3.3 LRAS 2.4.3 Equilibrium
23	2.1.4 BOP	2.4.1 National Income 2.4.2 Injections & withdrawals Circular Flow of Income
24	2.5.2 Output gaps 2.5.3 Economic cycle	2.4.4 The Multiplier and calculations
25	2.5.4 Impact of Econ growth	2.6.3 Supply side policies
26	2.6.2 Demand side policies (LUCK)	2.6.4 Conflicts and trade offs between Objectives (SR Phillips curve)
EASTER BREAK	EASTER BREAK	EASTER BREAK
MACRO	FAH THEME 2	LUC THEME 2
Week	Content	Content
27	2.6.2 Demand side policies	2.6.2 Demand side policies
28	REVISION	REVISION
29	REVISION	REVISION
30	4.1.1 Globalisation START YR 13 SYLLABUS*****	4.1.3 Pattern of tradeSTART YR 13 SYLLABUS*****
31	4.1.2 Specialisation and trade	4.1.5 Trading blocs and the World Trade Organisation (WTO)
32	4.1.4 Terms of trade	4.1.5 Trading blocs and the World Trade Organisation (WTO)
MAY HALF TERM	MAY HALF TERM	MAY HALF TERM
MACRO	FAH THEME 4	LUC THEME 4
33	4.1.6 Restrictions on free trade	4.1.7 Balance of Payments
34	4.1.6 Restrictions on free trade	4.1.7 Balance of Payments
35	4.2.1 Absolute and relative poverty	4.1.8 Exchange rates
36	4.2.1 Absolute and relative poverty	4.1.8 Exchange rates
37	4.2.2 Inequality	4.1.9 International Competitiveness
38	4.2.2 Inequality	4.1.9 International Competitiveness
39	REVISION/ CONSOLIDATION	REVISION/ CONSOLIDATION
SUMMER HOLIDAY	SUMMER HOLIDAY	SUMMER HOLIDAY

Yr 13 Edexcel	LUC (4HRS)	GRC (1HR)	
MACRO	BEN THEME 4	JET THEME 4	
Week	Content	Content	
1	4.3.2 Factors influencing growth and development	4.3.1 Measures of development: HDI; Pros and cons of HD; comparison between countries; other indicators	
2	a) Impact of economic factors in different countries-see spec	4.3.1 Measures of development: HDI; Pros and cons of HD; comparison between countries; other indicators	
3	a) Impact of economic factors in different countries-see spec	4.4.1 Role of financial markets	
4	b) Impact of non-economic factors in different countries	4.4.1 Role of financial markets	
5	4.3.3 Strategies influencing growth and development-see spec	4.4.2 Market failure in the financial sector	
6	4.3.3 Strategies influencing growth and development-see spec	4.4.2 Market failure in the financial sector	
7	4.3.3 Strategies influencing growth and development-see spec	4.4.3 Role of central banks	
OCTOBER HALF TERM	OCTOBER HALF TERM	OCTOBER HALF TERM	
MACRO	LUC THEME 4	LUC THEME 4	
Week	Content	Content	
8	4.5.1 Public expenditure	4.5.4 Macroeconomic policies in a global context	
9	4.5.1 Public expenditure	a) Use of fiscal policy, monetary policy, exchange rate policy, supply-side policies and direct controls in different countries	
10	4.5.2 Taxation	a) Use of fiscal policy, monetary policy, exchange rate policy, supply-side policies and direct controls in different countries	
11	4.5.2 Taxation	b) Use and impact of macroeconomic policies to respond to external shocks to the global economy	
12	4.5.3 Public sector finances	c) Measures to control global companies' (transnationals') operations	
13	4.5.3 Public sector finances	d) Problems facing policymakers when applying policies	
14	REVISION/ CONSOLIDATION	REVISION/ CONSOLIDATION	
CHRISTMAS BREAK	CHRISTMAS BREAK	CHRISTMAS BREAK	
MICRO	GRC THEME 3	GRC THEME 3	
Week	Content	Content	
15	3.1.1 Sizes and types of firms	3.2.1 Business objectives	
16	3.1.2 Business growth	3.3.1 Revenue	
17	3.1.3 Demergers	3.3.2 Costs	
18	3.3.4 Normal profits, supernormal profits and losses	3.3.3 Economies and diseconomies of scale	
19	3.4.2 Perfect competition	3.4.1 Efficiency	
20	3.4.3 Monopolistic competition	3.4.7 Contestability	
FEB HALF TERM	FEB HALF TERM	FEB HALF TERM	
MICRO	LUC THEME 3	LUC THEME 3	
Week	Content	Content	
21	3.4.4 Oligopoly	3.5.1 Demand for labour and 3.5.2 Supply of labour	
22	3.4.5 Monopoly (BEN)	3.5.3 Wage determination in competitive and non-competitive markets	
23	3.4.5 Monopoly (BEN)	3.6.1 Government intervention	
24	3.4.6 Monopsony	3.6.2 The impact of government intervention	

25	REVISION THEME 3	REVISION THEME 3	
26	REVISION THEME 3	REVISION THEME 3	
EASTER BREAK	EASTER BREAK	EASTER BREAK	
MACRO REVISION	LUC THEME 3	LUC THEME 3	
Week	Content	Content	
27	REVISION	REVISION	
28	REVISION	REVISION	
29	REVISION	REVISION	
30	REVISION	REVISION	
31	REVISION	REVISION	
32	REVISION	REVISION	
MAY HALF TERM	MAY HALF TERM	MAY HALF TERM	
Week	Content-RECAP & REVISE	Content-RECAP & REVISE	
33	PAPER 1/2/3 EXAM	PAPER 1/2/3 EXAM	
34	PAPER 1/2/3 EXAM	PAPER 1/2/3 EXAM	
35	PAPER 1/2/3 EXAM	PAPER 1/2/3 EXAM	
36	PAPER 1/2/3 EXAM	PAPER 1/2/3 EXAM	
SUMMER HOLIDAY	SUMMER HOLIDAY	SUMMER HOLIDAY	
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