		Си	rriculum Map 2023-24			
			Year 12			
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	Theme 1 1.1 Nature of Economics 1.2 How markets work Theme 1	1.1 Gives students a basic understanding of the basic economic problems of scarcity and choice, and how economic modelling is used to approach thinking about these. 1.2 Gives students an understanding of the core concepts of demand and supply which are used throughout the course. The concept of elasticity is also introduced to give an understanding of the effects of changes in prices due to e.g. changes in the levels of indirect taxation. 1.3 This gives students an understanding of	In this theme students will consider how markets work, looking at how supply and demand interact to allocate resources in local, national, and international markets. They will learn how to apply supply and demand analysis to real-world situations and be able to offer explanations of consumer behaviour. This will involve looking at both how consumers act in a rational way to maximise utility and how firms maximise profit, but also why consumers may not behave rationally. Having investigated how markets work,	Students will need to build upon the knowledge, skills and understanding developed from Theme 1 in Theme 3, Making connections across these two microeconomic themes for Paper 1, and across Themes 1, 2, 3 and 4 in Paper 3.	Students will undertake case studies, exam style questions in class and essay- based responses.	End of topic tests including a range of exam style questions.

Spring 1	Theme 2 • 2.1 Measures of economic performance • 2.2 Aggregate demand (AD) • 2.3 Aggregate supply (AS)	2.1 Revisits familiar concepts of inflation etc, but students are now expected to understand these in much greater detail, e.g., measurement of inflation and the effects of the supply of money. Students also understand the important distinction between economic growth and economic welfare. 2.2 Students learn about the circular flow of income (2.4.1), to give some basic knowledge of how the macroeconomy works. The separate parts of aggregate demand is then investigated to illustrate and analyse the demand side of the macroeconomy in	quantitative skills that are relevant to and applied in the context of this theme. Students will be introduced to the aggregate demand/aggregate supply model so that they can use it to analyse changes in real output and the price level. They will: examine the use of demand-side policies, supply-side policies and direct controls as means of improving an economy's performance; recognise the underlying assumptions; predict the likely impact and effectiveness of such policies; and consider these in an historical context. Students should consider the different approaches that may be used by policymakers to	To develop their skills, knowledge and understanding in economics, students need to have acquired competence in quantitative skills that are relevant to and applied in the context of this theme. Students will need to build upon the knowledge, skills and understanding developed from Theme 2 in Theme 4, making connections	Students will undertake case studies, exam style questions in class and essay- based responses.	End of topic tests including a range of exam style questions.
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Spring 2 • 2.4 National income visited in the context of varying growth rates growth • 2.5 Economic growth • 2.6 Economic growth • 2.7 Economic growth • 2.5 Economic growth • 2.5 Economic growth rates involving the business cycle. The important Distinction between benefits and costs of • 2.4 National income visited in the context of varying growth rates involving the business cycle. The important benefits and costs of • 2.4 National income visited in the context of varying growth rates involving the business cycle. This theme is one of two in this qualification that focuses on macroeconomics. This theme introduces the			2.5 The concept of		current economic		End of topic tests
• 2.5 Economic growth • 2.5 Economic growth Distinction between benefits and costs of the macroeconomics. This theme introduces the the policies. This theme is one of two in this qualification that focuses on macroeconomics. This theme introduces the theme introduces the theme introduces the theme introduces. This theme is one of two in this qualification that focuses on macroeconomics. This theme introduces the theme int	Spring 2	• 2.4 National	economic growth re-	think as an economist.	events and		including a range
• 2.5 Economic growth rates involving the business cycle. The important Distinction between benefits and costs of theme introduces the line in this qualification that focuses on macroeconomics. This theme is one of two in this qualification that focuses on macroeconomics. This theme is one of two in this qualification that focuses on theme introduces the line in the product of t	Spring 2	income	visited in the context of		policies.	•	of exam style
growth cycle. The important Distinction between benefits and costs of benefits and costs of cycle. The important benefits and costs of cycle. The important that focuses on macroeconomics. This theme introduces the based responses.		• 2.5 Economic	varying growth rates			' '	questions.
Distinction between macroeconomics. This benefits and costs of theme introduces the		growth	involving the business	-		•	
benefits and costs of theme introduces the			cycle. The important	that focuses on		based responses.	
			Distinction between				
economic growth is key measures of			benefits and costs of	theme introduces the			
economic growth is key measures of			economic growth is	key measures of			
introduced. economic performance			introduced.	economic performance			
Summer 1 Theme 2 2.6 Students further and the main End of topic tests	Cummor 1	Theme 2	2 6 Students further	and the main			End of topic tests
instruments of including a range	Sulliller 1		2.0 Students further	instruments of			including a range

	• 2.6	develop their	economic policy		of exam style
	Macroeconomic	understanding of	primarily in a UK		questions.
	objectives and	macroeconomic	context.		•
	policies	analysis by placing this in			
	po	the context of			
		Government policy used			
		to affect different			
		macroeconomic			
		variables. An important			
		element here is the			
		potential for conflicting			
		results from policy, and			
		an evaluation of the steps			
		taken to attempt to			
		correct these conflicts.			
			AO1 Demonstrate		
			knowledge of		
			terms/concepts and		
			theories/models to		
			show an understanding		
			of the behaviour of		
		Revise and Recap	economic agents and	Theme 1 and 2	
	Mock Exam	Theme 1&2	how they are affected	will be revisited	Mock examination
Summer 2 (1)			by and respond to	and revised in	comprising past
	Preparation	Prepare for Y12 mock	economic issues	lesson.	papers.
		exams		1633011.	
			AO2 Apply knowledge		
			and understanding to		
			various economic		
			contexts to show how		
			economic agents are		
			affected by and		

			respond to economic			
			issues.			
			1000001			
			AO3 Analyse issues			
			within economics,			
			showing an			
			understanding of their			
			impact on economic			
			agents.			
			AO4 Evaluate economic			
			arguments and use			
			qualitative and			
			quantitative evidence			
			to support informed			
			judgements relating to economic issues			
		3.5 The workings of the	economic issues	Theme 3 builds		
		labour market must be viewed and analysed separately from	3.5.1 Demand for labour a) Factors that influence the demand for labour	on the content of Theme 1: Introduction		
Summer 2 (2)	 Theme 3 and 4 3.5 Labour market 4.4 The financial sector financial sector dother markets due to the nature of the factor of production which is labour. 4.4 The role of the financial sector must be understood to appreciate the far-reaching effect this has on the real economy distribution of 	b) Demand for labour as a derived demand 3.5.2 Supply of labour	to markets and market failure and focuses on business economics.	Students will undertake case studies, exam	End of topic tests including a range of exam style	
		a) Factors that influence the supply of labour to a particular occupation b) Market failure in labour markets: the geographical and	Students will need to build upon the knowledge, skills and understanding developed from	style questions in class and essay- based responses.	questions.	

	Th 4 t.
occupational mobility	Theme 1 in
and immobility of	Theme 3,
labour	making
3.5.3	connections
Wage determination	across these two
in competitive and	microeconomic
non-competitive	themes in Paper
markets	1, and across
a) Diagrammatic	Themes 1, 2, 3
analysis of labour	and 4 in
market equilibrium	Paper 3. Teaching
b) Understanding of	approaches to
current labour market	content must
issues	reflect this.
c) Government	Students will
intervention in the	need to apply
labour market:	their knowledge
maximum and	and
minimum wages	understanding to
 public sector wage 	both familiar and
setting	unfamiliar
 policies to tackle 	contexts in
labour market	the assessments
immobility	and demonstrate
d) The significance of	an awareness of
the elasticity of demand	current economic
for labour	events and
and the elasticity of	policies.
<u> </u>	F55.55
supply of labour	Theme 4 builds
4.4.1	on the
4.4.1	knowledge and
Role of financial	
markets	skills gained in

a) To facilitate saving	Theme 2: The UK
b) To lend to businesses	economy –
and individuals	performance and
c) To facilitate the	·
	policies, and
exchange of goods and	applies them in a
services	global context.
d) To provide forward	Students will
markets in currencies	need to build
and	upon the
commodities	knowledge, skills
e) To provide a market	and
for equities	understanding
4.4.2	developed from
Market failure in the	Theme 2 in
financial sector	Theme 4,
a) Consideration of:	making
o asymmetric	connections
information	across these two
o externalities	macroeconomic
o moral hazard	themes in Paper
o speculation and	2, and across
market bubbles	Themes 1, 2, 3
o market rigging	and 4 in
4.4.3	Paper 3.
Role of central	Students will
banks	need to apply
a) Key functions of	their knowledge
central banks:	and
o implementation of	understanding to
monetary policy	both familiar and
o banker to the	unfamiliar
government	contexts in
00.0	

A leve	el Economics – Curriculum Ma	np		
	o banker to the banks – lender of last resort o role in regulation of the banking industry	the assessments and demonstrate an awareness of current economic events and policies.		
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		Cu	rriculum Map 2023-24						
Year 13									
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria			
Autumn 1	 Theme 3 3.1 Business growth 3.2 Business objectives 3.3 Revenues, costs, and profits 	3.1 A knowledge of how and why firms grow (and shrink) is essential for a full understanding of the impact of different forms of market structure on the welfare of a range of economic stakeholders. 3.2 Students must understand that profit maximisation is an assumed aim for the purposes of analysis, and that other objectives may be held by firms in different contexts. 3.3 A firm understanding of how costs, revenues and profits behave with output is essential to analyse market structure.	This theme examines how the number and size of market participants, and the level of contestability, affect the pricing and nature of competition among firms. Students will consider the size and growth of firms through exploring organic growth, mergers and takeovers. They will look at the reasons for demergers and why some firms tend to remain small. Students will look at the rational assumption that firms are profit maximisers and then challenge this by looking at	This theme builds on the content of Theme 1: Introduction to markets and market failure and focuses on business economics. Students will need to build upon the knowledge, skills and understanding developed from Theme 1 in Theme 3, making connections across these two microeconomic themes in Paper 1, and across	Students will undertake case studies, exam style questions in class and essay- based responses.	End of topic tests including a range of exam style questions.			

fferent analyse and evaluate the pricing and output decisions of e firms in different contexts and understand the role of competition in business decision making. Supply and demand analysis is specifically applied to the labour market to see how wages are determined in competitive. In their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.	objectives. Revenues, costs and profits are explored before linking these ideas to different market structures. Students will then be able to analyse and evaluate the pricing and output decisions of firms in different contexts and understand the role of competition in business decision making. Supply and demand analysis is specifically applied to the labour market to see how wages are determined in competitive and noncompetitive markets. At the end of this theme students should be capable of making an appraisal of government intervention aimed at promoting competitive	3.4 Students need to understand how different market structures affect firms' behaviour and how this can impose benefits and costs on consumers, business owners and taxpayers. 3.6 The government plays an important part in regulating several markets, and students have to analyse how this role affects competition and efficiency in those markets.	Theme 3 • 3.4 Market structures • 3.6 Government intervention	Autumn 2
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			This theme will provide a coherent coverage of microeconomic content, drawing on local, national and global contexts. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. To develop their skills, knowledge and understanding in economics, students need to have acquired competence in quantitative skills that are relevant to and applied in the context of this theme			
Spring 1	Theme 4 4.1 International economics	4.1 International trade has been growing at a significant rate for decades and is an increasingly important part of most country's macroeconomies.	Students will be expected to understand the significance of globalisation, international trade, the balance of payments	This theme builds on the knowledge and skills gained in Theme 2: The UK economy –	Students will undertake case studies, exam style questions in class and essaybased responses.	End of topic tests including a range of exam style questions.

		Ct. danta manat	and analana as			
		Students must	and exchange rates.	performance and		
		understand why trade	They will examine	policies, and		
		takes place, along with	public finance,	applies them in a		
		its benefits and costs.	macroeconomic	global context.		
		This widens knowledge	policies and the role of	Students will		
		about economic activity	the financial sector	need to build		
		in the rest of the world.	in a global context.	upon the		
		4.2 Poverty and	Students will consider	knowledge, skills		
		inequality are now	the factors	and		
		accepted as being	influencing the growth	understanding		
		significant problems	and development of	developed from		
	Theme 4 • 4.2 Poverty and	in their own right and	emerging and	Theme 2 in		
		an understanding of	developing countries.	Theme 4,	Students will undertake case	End of topic tests including a range
		the causes behind	In examining these	making		
		issues is essential for	areas, application,	connections		
		a full appreciation of	analysis and	across these two		
		how international	evaluation of economic	macroeconomic		
		markets operate, and	models is required as	themes in Paper		
Consider 2		how they sometimes	well as an	2, and across		
Spring 2	inequality	fail to deliver an	ability to assess policies	Themes 1, 2, 3	studies, exam	of exam style
	• 4.3 Emerging	optimum.	that might be used to	and 4 in	style questions in	questions.
	and developing economies		address	Paper 3. Teaching	class and essay-	
		4.3 Students have to	national and global	approaches to	based responses.	
		learn that emerging	economic challenges.	content must		
		economies have distinct	Students should	reflect this.		
		characteristics, and need	develop an awareness	Students will		
		to understand the	of trends in the global	need to apply		
		theories and strategies	economy over	their knowledge		
		concerning the	the last 25 years	and		
		growth or otherwise of	through wider reading	understanding to		
		such economies.	and research so	both familiar and		
	Theme 4	4.5 The state makes up		unfamiliar		End of topic tests
Summer 1		around 45% of developed		contexts in		including a range
			L			

	4.5 Role of the	economies' economic	that they can include	the assessments		of exam style
	state in the	activity, and it is	relevant examples in	and demonstrate		questions.
	macroeconomy	therefore essential to	their analysis	an awareness of		
	,	understand public sector	and evaluation.	current		
		financing and policy to	Students are	economic events		
		gain a proper	encouraged to use an	and policies.		
		understanding of the	enquiring, critical and	·		
		economy's operation and	thoughtful approach to			
		efficiency.	the study of economics			
		,	and to			
			develop an ability to			
			think as an economist.			
			To develop their skills,			
			knowledge and			
			understanding in			
			economics, students			
			need to have acquired			
			competence in			
			quantitative skills that			
			are relevant to and			
			applied in the			
			context of this theme.			
	Exam Preparation		AO1 Demonstrate	Past topics		
	To identify student weaknesses and specifically to work	Revise and revisit topics in preparation for Paper	knowledge of	revisited in order	P	
			terms/concepts and	to retrieve and		Public exams as
			theories/models to	solidify		per the exam
			show an understanding	knowledge prior		schedule provided
Summer 2	on these.	1, Paper 2 and Paper 3 of	of the behaviour of	to exams.		by the exam
	Paper 1:	the Edexcel A A level	economic agents and			boards and exams
	Markets and	Economics exams.	how they are affected	Focus on exam		officer.
	business		by and respond to	structure and		
	behaviour		economic issues	how to attempt		
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			exam style		

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• P	Paper 2: The	AO2 Apply knowledge	questions, in	
n	national and	and understanding to	timed conditions.	
g	global economy	various economic		
• P	Paper 3:	contexts to show how		
	Microeconomics	economic agents are		
	and	affected by and		
n	macroeconomics	respond to economic		
		issues.		
		AO3 Analyse issues		
		within economics,		
		showing an		
		understanding of their		
		impact on economic		
		•		
		agents.		
		AO4 Evaluate economic		
		arguments and use		
		qualitative and		
		quantitative evidence		
		to support informed		
		judgements relating to		
		economic issues		