

The Quality of Education: **Economics - Curriculum Map**



St Christopher's:
A Church of England Academy

Economics - Curriculum Map

Key Stage 5: Economics A-level (8ECo)

Year Group 12		
Year title / big question: Can't We Just Print More Money?		
Autumn Term 1 title: Theme 1 Intent and composite knowledge (overview):	Spring Term 1 title: Theme 2 Intent and composite knowledge (overview):	Summer Term 1 title: Theme 2 Intent and composite knowledge (overview):
<p>Composite knowledge of the specified economics curriculum involves understanding key economic principles and models, and how they apply to real-world situations. It integrates insights into economic thinking, such as the use of models and assumptions (like <i>ceteris paribus</i>) and the limitations of economic experiments. It also encompasses the distinction between positive and normative statements and the role of value judgments in economic policy. Core concepts include the problem of scarcity, opportunity costs, and the use of production possibility frontiers to depict economic potentials and resource allocation. It highlights the benefits and drawbacks of specialisation and the functions of money. Additionally, it examines rational and irrational consumer behaviours, the mechanisms of supply and demand, price determination, and the roles of price elasticity and market forces in resource allocation. The intent is to provide students with a comprehensive framework to analyse and interpret economic phenomena critically and apply this knowledge to both theoretical and practical contexts.</p> <p>IN CWJPM, we look at demand/supply theory and how this relates to consumer choice and climate change.</p>	<p>The intent of this curriculum is to equip students with a solid foundation in macroeconomic concepts and quantitative skills, enabling them to understand and analyse key economic indicators and performance measures. Composite knowledge encompasses index numbers in various contexts, the distinctions between CPI and RPI, and their relevance to real and nominal GDP. Students will explore inflation, deflation, and their impacts, along with measures and implications of economic growth and unemployment. The curriculum covers the balance of payments and macroeconomic objectives, emphasising aggregate demand and supply, consumption, investment, government expenditure, and net trade. Additionally, it includes the circular flow of income, injections and withdrawals, and the multiplier effect. By integrating real-world examples and current events, students will develop a practical understanding of macroeconomic dynamics and policy implications.</p> <p>IN CWJPM, we look at comparative advantage theory (a later Programme of Learning concept) and inflation.</p>	<p>The intent of this curriculum is to equip students with a comprehensive understanding of macroeconomic objectives and the policies used to achieve them. Composite knowledge includes key macroeconomic goals such as economic growth, low unemployment, stable inflation, balance of payments equilibrium, a balanced government budget, environmental protection, and income equality. The curriculum distinguishes between monetary and fiscal policies, detailing instruments like interest rates, quantitative easing, government spending, and taxation, and illustrates these using AD/AS diagrams. It explores the role of the Bank of England and historical policy responses to major economic crises. Additionally, it covers supply-side policies, differentiating between market-based and interventionist approaches to enhance incentives, competition, labour market reforms, skills, and infrastructure. Finally, students will analyse the strengths and weaknesses of these policies and understand the potential conflicts and trade-offs between different macroeconomic objectives, including the implications of the Phillips curve.</p> <p>IN CWJPM, we look at the financial crashes of the 1930s and 2008, as well as other applied examples of macroeconomic failure.</p>
Summative assessment:	Summative assessment:	Summative assessment:
Short-answer questions related to bolded content. (Theme 1)	Past-paper questions related to synoptic content [essays] and bolded content in Spring Term 1 [short answer questions]. (Themes 1 & 2)	Past-paper questions related to synoptic content [essays] and bolded content in Summer Term 1 [short answer questions and data response]. (Theme 2)

Autumn Term 1 title: Theme 1 Intent and composite knowledge (overview):	Spring Term 1 title: Theme 2 Intent and composite knowledge (overview):	Summer Term 1 title: Consolidation Intent and composite knowledge (overview):
<p>The intent of this curriculum is to provide a comprehensive understanding of economic principles, focusing on market mechanisms, elasticity, consumer and producer behaviour, and the role of government. Composite knowledge includes mastering concepts such as price elasticity of supply, price determination, and consumer and producer surplus through supply and demand analysis. It covers the impact of indirect taxes and subsidies on markets, and explores different economic systems, emphasising the advantages and disadvantages of free market and command economies. The curriculum also delves into market failures, including externalities, public goods, and information gaps, and examines government interventions to correct these failures and the potential for government failure. This integrated approach equips students with the analytical tools needed to evaluate economic policies and their effects on various stakeholders.</p> <p>In CWJPM, we look at labour markets, growth, and development (areas we look at later in the Programme of Learning).</p>	<p>The intent of this curriculum is to provide a thorough understanding of macroeconomic principles, with a focus on inflation, unemployment, economic growth, and international trade. Composite knowledge includes calculating and understanding the limitations of CPI and RPI, causes of inflation and unemployment, and the significance of migration and skills. It covers the balance of payments and its relation to macroeconomic objectives, as well as the role of Purchasing Power Parities in international comparisons. Students will explore factors driving economic growth, output gaps, and the trade cycle, analysing the benefits and costs of growth on various stakeholders. The curriculum also delves into limitations of GDP in comparing living standards, national happiness, and macroeconomic objectives.</p> <p>In CWJPM, we look at financial markets (later in the Programme of Learning) and the role of money and saving in an economy.</p>	<p>The intent of this curriculum is to reinforce and assess students' understanding of key economic principles covered in Themes 1 and 2, through comprehensive revision and exam practice for AS level examinations or the end of year examinations. Composite knowledge includes mastering the fundamental concepts of microeconomics and macroeconomics, applying analytical tools, and effectively communicating economic arguments. Additionally, students will engage in the Young Economist of the Year essay competition, fostering critical thinking, research skills, and the ability to articulate economic insights on contemporary issues.</p> <p>In CWJPM, we look at demand-side policies and their effect on the macroeconomy, as well as summarise the content of CWJPM.</p> <p>(Recap MM Chapters 7-9)</p>
Summative assessment:	Summative assessment:	Summative assessment:
Past-paper questions related to synoptic content and bolded content in Autumn Term 2. (Theme 1)	Past-paper questions related to synoptic content [20 marker essay] and bolded content in Spring Term 2 [short answer questions and data response question]. (Themes 1 & 2)	Past papers with a distinct paper on Theme 1 and a distinct paper on Theme 2. (Themes 1 & 2)

Key Stage 5: Economics A-level (9ECo)

Year Group 13		
Year title / big question: Doughnut Economics		
Autumn Term 1 title: Theme 3 Intent and composite knowledge (overview):	Spring Term 1 title: Theme 4 Intent and composite knowledge (overview):	Summer Term 1 title: Consolidation Intent and composite knowledge (overview):
<p>The intent of this curriculum is to provide students with a comprehensive understanding of firm behaviour, business growth, and market structures. Composite knowledge includes analysing the reasons behind the varying sizes and types of firms, the principal-agent problem, and distinguishing between different organisational structures. It covers the methods and implications of business growth, such as organic growth and various forms of integration, as well as the constraints and advantages associated with each. Students will also explore the reasons for and impacts of demergers. The curriculum delves into revenue and cost calculations, the concept of economies and diseconomies of scale, and the conditions for different profit scenarios. It examines various business objectives, their underlying reasons, and how they can be represented diagrammatically. Additionally, the curriculum covers efficiency types, market structures like perfect competition, monopolistic competition, and oligopoly, including their characteristics, behaviours, and outcomes. Through this, students will gain a robust understanding of the dynamics within different market environments and the strategic decisions businesses make.</p> <p>In DE, we look at the issue of a goal of GDP growth, a “regenerative and distributive economy”, and moving from a self-contained economy to an embedded economy.</p>	<p>This curriculum section aims to provide students with a comprehensive understanding of international economics, focusing on globalisation, trade, and exchange rates. It explores the characteristics, factors, and impacts of globalisation over the past 50 years, and delves into specialisation and trade, including theories of absolute and comparative advantage, and the advantages and disadvantages of international trade. Students will analyse factors influencing trade patterns, such as emerging economies and trading blocs, and learn to calculate and interpret terms of trade. The section covers various types of trading blocs, the role of the World Trade Organisation, and the costs and benefits of trade agreements. Restrictions on free trade, including tariffs, quotas, and subsidies, are examined alongside their impacts. The balance of payments is introduced, focusing on its components, causes of deficits and surpluses, and measures to address imbalances. Exchange rate systems and their effects on economic indicators like inflation and employment are studied, as well as factors influencing international competitiveness and its significance for economies.</p> <p>In DE, we look at the issues in inequality and environmental degradation, replacing this with a model that is distributive and regenerative by design.</p>	<p>This section aims to provide students with a comprehensive understanding of the application and impact of macroeconomic policies in a global context. It explores how fiscal policy, monetary policy, exchange rate policy, supply-side policies, and direct controls are utilised by different countries, particularly focusing on the effects of interest rate changes and money supply adjustments. It also examines the use and impact of these policies in responding to external shocks to the global economy, measures to regulate the operations of global companies (including transfer pricing regulations), and the limitations faced by governments in controlling transnational corporations. Additionally, the section addresses the challenges policymakers encounter, such as dealing with inaccurate information, risks and uncertainties, and the inability to control external shocks.</p> <p>The intent of this curriculum is to reinforce and assess students’ understanding of key economic principles covered in Themes 1 to 4 through comprehensive revision and exam practice for A level examinations. Composite knowledge includes mastering the fundamental concepts of microeconomics and macroeconomics, applying analytical tools, and effectively communicating economic arguments. Additionally, students will revise the Paper 3 synoptic paper, looking at the microeconomic and macroeconomic effects of government policies and issues studied in the last 2 years.</p>
Summative assessment:	Summative assessment:	Summative assessment:
Past-paper questions related to synoptic content (Theme 1) and bolded content in Autumn Term 1 (Theme 3). (Themes 1 & 3)	Past-paper questions related to synoptic content (Theme 2) and bolded content in Spring Term 1 (Theme 4). (Themes 2 & 4)	Past-paper questions related to synoptic content. (Themes 1-4)

Autumn Term 1 title: Theme 3 Intent and composite knowledge (overview):	Spring Term 1 title: Theme 4 Intent and composite knowledge (overview):	Summer Term 1 title: Examinations Intent and composite knowledge (overview):
<p>This curriculum section aims to equip students with an in-depth understanding of market structures, firm behaviour, and the role of government intervention. It encompasses the characteristics and dynamics of monopolies, including profit maximisation, price discrimination, and the impacts on various stakeholders. Students will also explore the concept of natural monopoly and the implications of market contestability, examining barriers to entry, sunk costs, and firm behaviour in contestable markets. The curriculum delves into monopsony, analysing its conditions, and its effects on firms, consumers, employees, and suppliers. Additionally, it covers government interventions to regulate monopolies, promote competition, and protect stakeholders, assessing the impacts and limitations of such interventions. Finally, the curriculum addresses labour market dynamics, including factors influencing the demand and supply of labour, wage determination, and government policies in the labour market, supported by diagrammatic analysis and real-world issues.</p> <p>In DE, we look at the flaws in “Homoeconomicus” and look at a model of “Homosociologicus”, evaluating the demand/supply model we use in the course compared to a model of dynamic complexity.</p>	<p>This curriculum section aims to provide students with a comprehensive understanding of poverty, inequality, development, public expenditure, taxation, public sector finances, financial markets, and macroeconomic policies in a global context. It covers the distinction between absolute and relative poverty, their measurement, and the causes of changes in poverty levels. It examines income and wealth inequality, using tools like the Lorenz curve and Gini coefficient, and explores the impact of economic change and development on inequality. The section delves into measures of development such as the Human Development Index and other indicators, as well as factors influencing growth and development, including economic and non-economic factors. Strategies for growth and development, both market-oriented and interventionist, are analysed, along with the role of international institutions and NGOs. Public expenditure is discussed in terms of its types, changing size, and global impact on various economic variables. Taxation is explored through its different types and economic effects. The public sector finances section distinguishes between automatic stabilisers, discretionary fiscal policy, fiscal deficits, and national debt, examining their influencing factors and significance. The role of financial markets is explained, focusing on their functions and market failures. The role of central banks and their key functions are covered.</p> <p>In DE, we compare the view of growth as an aspiration versus growth as a byproduct of human progress. We summarise the views of DE.</p>	<p>External examinations</p>
<p>Summative assessment:</p>	<p>Summative assessment:</p>	<p>Summative assessment:</p>
<p>Past-paper questions related to synoptic content (Themes 1 & 3) and bolded content in Autumn Term 2 (Theme 3). (Themes 1 & 3)</p>	<p>st-paper questions related to synoptic content (Theme 2) and bolded content in Spring Term 2 (Theme 4). (Themes 2 & 4)</p>	<p>Paper 1 (Themes 1 & 3), Paper 2 (Themes 2 & 4), Paper 3 (Synoptic)</p>