

Subject: Economics

Teachers: Mrs L Kearne

Exam Board: Edexcel

NEWPORT GIRLS' HIGH SCHOOL

KS5 CURRICULUM OVERVIEW

Curriculum Intent & Organisation		
<ul style="list-style-type: none">• Economics will be new to the majority of students when they join Year 12. By the end of the two years, the expectation is that students appreciate the contribution of economics to the understanding of the wider economic and social environment.• Students will gain an understanding of markets and how they work and as well as the macroeconomic economy and how it affects those operating within it. A deeper understanding of current affairs and its relevance will also be nurtured.• Students will be encouraged to develop an enquiring, critical and thoughtful approach and the ability to think strategically as an economist.• Students will be equipped with analytical and quantitative skills together with the relevant qualities and attitudes needed to manage the challenges and opportunities offered by the course and further study at Higher Education. Many students will go on to study Economics and/or Business at University as entire subjects or as combined subjects.• It is intended that students develop a holistic approach to the course and are able to apply their ideas systematically using relevant context		
Examination Information		Facilitating Subject?
Assessed at end of Year 13 by three examination papers 2 hours each with no coursework. The third examination paper is based on pre-released case-study with specified research areas.		Yes
Impact of Prior Learning from KS4		
<ul style="list-style-type: none">• Topics covered in history and geography KS4/3 as follows: Migration, hyperinflation in Year 8, wall street crash, causes of the Economic boom, the great depression in Year 9. This will provide students with some contextual understanding of relevant economic events and themes• Introduction to enterprise in Year 10 PSHE. This provides a basic understanding and introduction to the role of firms in the economy.• A holiday research task is set prior to the start of Year 12 in order to provide students with an understanding of how well a country is performing and how this can be measured using relevant economic indicators. The task requires the preparation of a short explanation on the pattern of the economic data the UK in the last 8-10 years. This includes GDP, Interest Rates, Unemployment and Inflation.		
Equipment Required for this course		
<ul style="list-style-type: none">• Standard classroom stationery• Mathematical calculator		
Curriculum Implementation – Areas of Focus Year 12		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Scarcity, choice and opportunity cost• Role of the Entrepreneur and entrepreneurial motives• Risk and Liability• The role of credit in the economy• Revenue, costs and Profit• Understanding the Consumer• The wider Economic Environment	<ul style="list-style-type: none">• Introduction to Demand and Supply factors and diagrammatical analysis• Market failure and externalities• Government Intervention and failure• Spectrum of competition and oligopoly• Barriers to Entry• Market power and market failure• Business Regulation	<ul style="list-style-type: none">• Market failure in society• Policies to deal with market failure• Risk and the financial sector• The AS/AD Model• Demand-side policies• Supply side policies• Macroeconomic policies and impact on firms and individuals

Subject: Economics

Teachers: Mrs L Kearne

Exam Board: Edexcel

Curriculum Implementation – Areas of Focus Year 13		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Business growth and methods of growth• Research, development and innovation• The impact of small firms• Non-price competition• Price and Income elasticities of demand• Productive efficiency• Life in a global economy• The economic cycle• Introduction to macroeconomic policy• Globalisation and trade• Inflation and Exchange rates	<ul style="list-style-type: none">• Unemployment causes and effects• Global labour markets• Policy Instruments and trade-offs• Inequality and re-distribution• Growing economies BRICS• Trading blocs and trade policy• Factors affecting expansion in to markets• Responding to global demand• MNC's – Impact and control/Ethical issues• Global labour markets• Minimum wage legislation	<ul style="list-style-type: none">• Poverty, Inequality and redistribution of wealth• Preparation for paper 3 – researching the topic in the case study and guided revision areas• Unit 3 practice papers
Impact / Outcomes		
Learning will be assessed throughout the course by: Classroom discussion and questioning and essays/questions for homework. In class assessments of both timed pre-prepared and timed unseen questions. Case-studies with short and longer questions, presentations on selected topic areas, short knowledge tests, longer exam style tests as well as mock examinations in January of Year 13		
Homework / Self Study		
<ul style="list-style-type: none">• Reading newspapers and preparing a talk on a current issue• Research questions o particular topics• Practice questions and answers		
Ways to support learning		
Economics is a dynamic subject, keeping pace with the ever-changing world in which we live. Students are encouraged to take an active interest in business developments by reading newspapers, following current affairs, visiting businesses and drawing on their own and other's experiences at work and of running a business. Take an interest in current economic issues, national and international business news		

Subject: Economics

Teachers: Mrs L Kearne

Exam Board: Edexcel

Inclusion	Inclusion within Economics
<ul style="list-style-type: none">• Teachers follow student passports to ensure that the needs of all students with SEND are met.• Work is enlarged to the necessary size for visually impaired students.• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.• Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.• Students are seated according to their needs, students work with the SENDCo to decide upon this.	<ul style="list-style-type: none">• In addition to the whole-school inclusion points, visits to businesses in the Economics department are always made inclusive. Itineraries are adapted to ensure all students are able to safely take part• The use of graphs and numerical work can be difficult for visually impaired students; therefore students are able to use a magnifier to ensure that small details can be seen.• Writing frames are provided for students who struggle with structuring longer essays• Extra-curricular opportunities such as Young are available for all students, with Economics students being encouraged to attend and take a leading role.
Field Work / Extension / Enrichment Opportunities	
<ul style="list-style-type: none">• Visit to Cadbury World for an educational talk on Marketing and to view modern production methods to support learning	
Next Steps	
University courses in Economics, Business Studies, Finance or other related areas. Many students will go on to study Economics and/or Business at University as entire subjects or as combined subjects. Other related degree courses include: European Business, Management Studies, Marketing, Accounting and Finance.	

For more information, contact Mrs Kearne