

Subject: Economics

Teachers: P Bentley

Exam Board: EdExcel

NEWPORT GIRLS' HIGH SCHOOL

KS5 CURRICULUM OVERVIEW

Curriculum Intent & Organisation

Economics is a social science which examines the allocation of scarce resources in society. This A level course was chosen to provide an accessible path for students who are studying mathematics and those who are not to access further study in the area. The course is good preparation for both BA and BSc Economics courses at university and for degree apprenticeships in economics such as those offered by OfGEM and the Bank of England. The course gives learners a strong foundation in both quantitative and qualitative aspects of economics, building a broad knowledge of both Micro and Macro economic issues. The second year of the course in particular includes scope for learners to engage with current developments, examining contemporary case studies. Even for those students not planning to study Economics or a cognate discipline at level 4 and beyond, the course equips students with the knowledge and analytical skills that they need to be informed consumers of news and to give them a good understanding of a range of issues that they will face in everyday life such as borrowing money or planning purchases.

Examination Information

Option subject examined end of Year 13 by three two hour examination papers. Questions range from one mark multiple choice items to 25 mark extended writing items.
There is no coursework.

Facilitating Subject?

Yes

Impact of Prior Learning from KS4

Most students are unlikely to have studied this subject at Key Stage 4. Some concepts will have been acquired in other subjects. Compound interest may have been examined in mathematics or PHSE. GDP may have been covered in geography. Historians may know about the great depression.

But overall, the assumption on day one of the course is that students are starting from the same starting point – they are all tabula rasa, and all content is covered as if no one has any prior knowledge.

Summer work prepares learners by giving them a grounding in significant events in economic history – the project is focussed on economic crises from the great frost of 1709 through to the closure of the Strait of Hormuz in 2026, via the 2008 financial crisis. This equips learners with a range of case studies through which concepts throughout the course can be explored.

Equipment Required for this course

- Standard classroom stationery
- Mathematical calculator
- Own lined paper
- Level arch file
- Student textbook
- Access to newspapers/magazines.

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Curriculum Implementation – Areas of Focus Year 12

| Autumn Term | Spring Term | Summer Term |
|--|---|--|
| <p>Theme 1: Introduction to markets and market failure</p> <ul style="list-style-type: none">- The nature of Economics- How markets Work- Market Failure- Government Intervention | <p>Theme 2: The UK economy – performance and policies</p> <ul style="list-style-type: none">- measures of economic performance- aggregate demand- aggregate supply- national income- economic growth- macroeconomic objectives and policy. | <p>Theme 3: Business behaviour and the labour market</p> <ul style="list-style-type: none">- business growth- business objectives- revenues, costs and profits |

Curriculum Implementation – Areas of Focus Year 13

| Autumn Term | Spring Term | Summer Term |
|---|---|---|
| <p>Theme 3: Business behaviour and the labour market</p> <ul style="list-style-type: none">- market structures- labour market- government intervention <p>Theme 4: A global perspective</p> <ul style="list-style-type: none">- international economics | <p>Theme 4: A global perspective</p> <ul style="list-style-type: none">- poverty and inequality- emerging and developing economies- the financial sector- role of the state in the macroeconomy. | <ul style="list-style-type: none">• Exam technique• Mock Examinations• Final Examinations |

Impact / Outcomes

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Learning will be assessed throughout the course by:

- Regular formative assessments in lessons using mini-whiteboard for activities such as hinge questions
- Multi-choice questions/quizzes
- File checks
- End of Topic tests
- Exam style questions in times conditions
- Mock examinations

Homework / Self Study

As well as formal homework being set, students are expected to do approximately 5-6 hours per week of extra study and reading around the subject outside of lessons. Formal homework will be set, including preparation for examination questions and essays.

Ways to support learning

Relevant reading is recommended to students and books are loaned regularly to those who wish to read around the subject. A stock of relevant magazines and textbooks is available for students to borrow in study periods. Quizlet sets are shared with students to help them revise for exams and topic tests. Essay competitions are promoted to students in all three terms to incentivise reading around the subject and relevant further study.

Field Work / Extension / Enrichment Opportunities

Although the course does not directly require field work, there are numerous opportunities for enrichment and to examine economic issues in the real world.

The Economics Society, run by subject ambassadors has booked guest speaker sessions with a number of professional economists. In the last year we have hosted sessions on the economics of carbon capture, obesity and crime. Through the bank of England, we have an annual visit from an economist to talk about monetary policy, and every December, students visit the Bank of England Museum and the money gallery at the British Museum, along with other economic sites. We run an annual visit to Manchester to visit the science and industry museum and the peoples history museum to learn about key part of the economic history of industrialisation and trade unionism.

Young Enterprise is a key enrichment program that sits adjacent to the economics curriculum, giving students the chance to set up and run their own company for one year.

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Next Steps

Economics is a facilitating subject which opens doors to a range of different university courses. As a social science, it occupies a middle ground between sciences and humanities. It has relevance to a wide range of different fields of study and has relevance to many careers. A growing number of students apply to read economics each year, at both Russel Group institutions and at Oxbridge.

Economics has relevance to a broad range of careers, including:

- Economics
- Social research
- Accounting
- Finance
- Insurance
- Actuarial science
- Teaching and research
- Business management
- Law
- Health service roles
- Civil Service roles

For more information, contact p.bentley@nghs.org.uk.