

Economics A Level at DAOS: Curriculum Map

Year Group: 13

Overall Intent	Students will gain an understanding of the processes involved in producing and distributing the Goods and Services required by consumers, in the context of the efficient use of economic resources.					
Time period	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics/sub-topics	Teacher 1 Theme 3: Business Behaviour and the Labour market 3.1 Business Growth 3.2 Business Objectives 3.3 Revenue Costs and Profits Teacher 2 Theme 4: A Global Perspective 4.1 International Economics	Teacher 1 3.4 Market Structures 3.5 Labour Market Teacher 2 4.2 Poverty and Inequality	Teacher 1 3.6 Government Intervention Teacher 2 4.4 The Financial Sector	Teacher 1 4.3 Emerging and Developing Economies Teacher 2 4.5 The Role of the State in the Macroeconomy	Teacher 1 Revision Teacher 2 Revision	Exams

Sequence	Teacher 1	Teacher 1	Teacher 1	Teacher 1		
	<p>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.</p> <p>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.</p> <p>3.3 A firm understanding of how costs, revenues and profits behave with output is essential to analyse market structure.</p>	<p>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.</p> <p>3.5 The workings of the labour market must be viewed and analysed separately from other markets due to the nature of the factor of production which is labour.</p>	<p>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.</p>	<p>4.3 Students have to learn that emerging economies have distinct characteristics, and need to understand the theories and strategies concerning the growth or otherwise of such economies.</p>		
	Teacher 2	Teacher 2	Teacher 2	Teacher 2		
	4.1	4.2	4.4 The role of the financial sector has	4.5 The state makes up around 45% of		

	<p>International trade has been growing at a significant rate for decades and is an increasingly important part of most country's macroeconomies. Students have to understand why trade takes place, along with its benefits and costs. This widens knowledge about economic activity in the rest of the world.</p>	<p>Poverty and inequality are now accepted as being significant problems in their own right and an understanding of the causes behind issues is essential for a full appreciation of how international markets operate, and how they sometimes fail to deliver an optimum</p>	<p>to be understood to appreciate the farreaching effect this has on the real economy, distribution of income and wealth.</p>	<p>developed economies' economic activity, and it is therefore essential to understand public sector financing and policy to gain a proper understanding of the economy's operation and efficiency.</p>		
<p>End Point</p>	<p>Students are able to define and calculate costs and revenue, draw diagrams and manipulate them to support analysis. Students understand and can evaluate different business objectives. Students understand the reasons for international trade and can explain and evaluate the theory of comparative advantage</p>	<p>Students understand why different forms of market structure exist, can analyse these diagrammatically, and evaluate each in terms of efficiency and the potential gainers and losers involved.</p>	<p>Students can analyse labour market activity and illustrate this diagrammatically. The reasons for wage differentials are understood. Students understand the structure and operation of financial markets and the damaging impact of systemic failure.</p>	<p>Students have a sound understanding of government involvement in both micro and macroeconomic contexts. They can evaluate policy and appreciate that it frequently leads to policy conflict. Students understand the distinction between growth and</p>		

				development and are able to contrast and evaluate the differing experiences of developed and developing countries.		
Assessment Formative/ Summative	End of Unit Assessments containing a range of exam type questions.	End of Unit Assessments containing a range of exam type questions.	End of Unit Assessments containing a range of exam type questions.	End of Unit Assessments containing a range of exam type questions.	End of Unit Assessments containing a range of exam type questions.	Three examination papers