

A Level Economics

Curriculum Intent 2021-2022

Core aims of the subject at Key Stage 5

Economics is a course that requires a good level of literacy and numeracy and, at A level at least, gives students an opportunity to develop their critical analysis and evaluation skills. The ability to use data and sources to support extended essay answers is key. It allows students of economics to learn and apply reasoning skills, while also gaining insight into how to interpret the frequent current affairs, politics and news stories related to the economy at home and abroad. The course includes challenging opportunities for students to interrogate their own existing belief systems and achieve an objective appreciation for the decision making of economic agents – including consumers, producers and governments, and thus provides strong personal development.

Economics is ultimately the study of how to allocate resources, and given the common global issues related to production, commerce, climate change, political unrest and many more – students of economics gain knowledge and are inspired to engage with these concerns through the lens of an economist. The economics curriculum follows two distinct strands – microeconomics equips students with the knowledge and skills they need to understand the singular, individual context of economic agents (consumers, producers and the government) and their decision making. Macroeconomics motivates students to have greater engagement in the wider economic community and community involvement, and understand the wider context of economic principles locally, regionally, nationally and globally.

The curriculum begins with Theme 1 – which provides depth of understanding via the introduction of the building-blocks of knowledge needed to understand, analyse and evaluate markets. Students learn about the fundamental ‘economic problem’ that underpins the subject – that of how to utilise our finite global resources to maximise the satisfaction of unlimited human wants and needs. This proceeds to equip learners with knowledge of how supply and demand affect price and output, and the various measures that can be employed to correct market failures – when the market forces do not allocate resources efficiently. Theme 3 takes the focus to that of individual firms and looks at market structures with added depth. For example, learners will appreciate why and how a monopoly firm uses its’ price setting power and why this might not always be a bad thing.

By the completion of the macro-focused units (Themes 2 and 4), students should confidently be able to analyse government decisions related to concepts such as fiscal spending, taxation, regulation and trade agreements – and understand appropriate pros and cons as to different implementations. By Theme 4, the curriculum achieves breadth and depth by moving to the international context, which gives an opportunity to understand the position of the UK in comparison to various other developed and emerging economies. Cultural insight can be afforded by studying the development topics – looking at how economies can grow and develop and ultimately, come closer to reducing inequality and poverty.

An economics student will complete the course with newfound appreciation of their own place and context in the world, as well as an ability to critically analyse the drawbacks and benefits of national and international policy in terms of allocating resources. The subject touches on - and is

intertwined within - a wide variety of broad subject areas including mathematics, business, politics, geography, history, sociology and more. This is a course which inspires and provides future preparation for a huge range of careers, from banking to environmental science, and learners will have their eyes opened wide to issues they may have previously taken for granted, but which are fundamental to their life-long learning and participation as global citizens.

Assessment

Internal Assessment

Students will be given a wide range of opportunities to apply their knowledge, application, analysis and evaluation through multiple choice, short, medium and long answer questions that are mapped to the course exam structure. Over time, their performance in assessed work and practice examinations will determine predicted grades based on the core principles of A Level Economics and appropriate mark schemes. Please see website for the formal internal assessment record.

Paper 1 – Markets and business behaviour: 2 hours // 100 marks // 35% of the A Level. Subject coverage: Microeconomics – Theme 1 (Introduction to markets and market failure) and Theme 3 (Business behaviour and the labour market).

Paper 2 – The national and global economy: 2 hours // 100 marks // 35% of the A Level. Subject coverage: Macroeconomics – Theme 2 (The UK economy – performance and policies) and Theme 4 (A global perspective).

Paper 3 – Microeconomics and Macroeconomics: 2 hours // 100 marks // 30% of the A Level. Subject coverage: Theme 1, 2, 3 and 4 (all subject content).

Paper 1 and Paper 2 each comprise three sections. Students answer all questions from Section A and Section B, and one from Section C. Section A comprises a range of multiple-choice and short-answer questions. Section B comprises one data response question broken down into a number of parts. Section C comprises a choice of extended open-response questions; students select one from a choice of two. Paper 3 comprises two sections. Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two.

Homework

Homework will most typically be in the form of an extended exam-style question or series of shorter questions, with one piece set every two weeks by each teacher if applicable. Occasionally, research-based homework tasks, revision, workbook activities and other assignments may be set as an alternative.

Clubs and/or intervention

Revision sessions and / or additional support classes will be provided during the second half of Year 13 if appropriate. There may also be the opportunity for students to participate in the 'Student Investor Challenge' as an additional extra-curricular activity, and enter external essay-writing competitions.

Parental/Carer support

Students should be encouraged to take an active interest in current affairs and stories in the news related to economics. Discussions about politics and business also help to give students real-world context to their studies. Students should be reminded to be completing extra reading

in their own time at home. It is recommended to complete 1 hour independent study for every 1 hour contact time in class (in addition to time spent completing assignments).

Helpful sources of information

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html> - Exam board homepage includes links to the specification, past papers etc.

<http://www.economicsonline.co.uk> – An excellent summary revision site with guided explanations.

<https://www.tutor2u.net/economics> - A number of economics resources

<https://www.senecalearning.com/> - This is a highly effective revision website which has complete coverage of the Edexcel A –Level Economics course.

All credible newspapers online news sites (e.g. Guardian, Telegraph, BBC, Independent etc.)

<https://www.economicshelp.org/> - Another revision site which closely maps to the Edexcel A level course and includes definitions, explanations and diagrams, as well as frequent application / contextual blog articles.

Connections to future pathways

Example Careers: Chartered accountant, Management accountant, Tax adviser / associate, Marketing Engagement manager, PR executive, SEO specialist, Budget planner, Project manager, Bond trader, Banker, Finance assistant, Research analyst, Business / management consultant, Financial researcher, Pension fund manager, Mortgage adviser, Risk manager, Actuarial accountant, Economist
Government relations analyst, Policy adviser, Civil servant, Data scientist, Political scientist, Retail manager, Member of parliament.

University courses: Economics, Economics with Business / Languages / Politics / History / Law, etc., Accountancy, Retail management / business, Business Marketing, Actuarial accountancy, Mathematics, International management

Apprenticeship Pathways: Accountancy apprenticeships, Management apprenticeships, Commercial banking degree apprenticeship.

Year 12 Overview

| Term | Knowledge | Assessment | Connections to learning |
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| Autumn 1 | <p style="text-align: center;">The nature of economics and how markets work</p> <p>This unit acts as a starting point for the entire course by providing an initial overview of what economics is, how modelling is used to draw simplified conclusions, positive vs normative approaches, and the concept of the economic problem and opportunity cost. With a basic understanding of the economic problem, students can now move on to look at the core elements of a market – demand and supply, and what causes changes in each. Furthermore, now that PPF diagrams have been introduced, students’ diagram skills can be further developed as they learn how to draw more complex graphs representing revenues and elasticities, as well as supply / demand shifts and movements.</p> | | |
| | <p>➤ 1.1 Nature of Economics</p> <p>1.1.1 Economics as a social science</p> <ul style="list-style-type: none"> ➤ Thinking like an economist: the process of developing models in economics, including the need to make assumptions ➤ The use of the ceteris paribus assumption in building models ➤ The inability in economics to make scientific experiments <p>1.1.2 Positive and normative economic statements</p> <ul style="list-style-type: none"> ➤ Distinction between positive and normative economic statements ➤ The role of value judgements in influencing economic decision making and policy <p>1.1.3 The economic problem</p> <ul style="list-style-type: none"> ➤ The problem of scarcity – where there are unlimited wants and finite resources ➤ The distinction between renewable and non-renewable resources | <ul style="list-style-type: none"> ➤ In-class questioning. ➤ Regular low-stakes quizzes / MCQs / Key terms tests ➤ Practice exam questions – MCQs, short-answer and extended answer (A level standard) ➤ Completion of the knowledge workbook (pre-prepared knowledge organiser) ➤ Completion of accompanying workbook (knowledge and exam style questions) ➤ Topic worksheets ➤ Custom written end of unit formal assessments. ➤ Seneca online learning tool (progress reviews) ➤ Research topics and independent learning reviews. | <ul style="list-style-type: none"> ➤ Some overlap with mathematics in terms of using numerical data and modelling (in graphs / charts) to simulate economic outcomes. ➤ Comparisons can be drawn to skills needed for the Extended Project in terms of testing hypotheses and using positive and normative data. ➤ Non-renewable and renewable resources may overlap with elements of other courses such as Geography ➤ Division of labour and specialisation are concepts which are also taught in A Level Business. ➤ Rationality and consumer behaviour can be linked to the study of human behaviour in subjects such as Psychology and Sociology. ➤ |

- The importance of opportunity costs to economic agents (consumers, producers and government)

1.1.4 Production possibility frontiers

- The use of production possibility frontiers to depict:
- The maximum productive potential of an economy
- Opportunity cost (through marginal analysis)
- Economic growth or decline
- Efficient or inefficient allocation of resources
- Possible and unobtainable production
- The distinction between movements along and shifts in production possibility curves, considering the possible causes for such changes
- The distinction between capital and consumer goods

1.1.5 Specialisation and the division of labour

- Specialisation and the division of labour: reference to Adam Smith
- The advantages and disadvantages of specialisation and the division of labour in organising production
- The advantages and disadvantages of specialising in the production of goods and services to trade
- The functions of money (as a medium of exchange, a measure of value, a store of value, a method of deferred payment)

➤ **1.2 How markets work**

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| | <p>1.2.1 Rational decision making</p> <ul style="list-style-type: none"> ➤ The underlying assumptions of rational economic decision making: ➤ Consumers aim to maximise utility ➤ Firms aim to maximise profits <p>1.2.10 Alternative views of consumer behaviour</p> <ul style="list-style-type: none"> ➤ The reasons why consumers may not behave rationally: ➤ Consideration of the influence of other people's behaviour ➤ The importance of habitual behaviour ➤ Consumer weakness at computation | | |
| | <p>➤ 1.2 How markets work</p> <p>1.2.2 Demand (introduction)</p> <ul style="list-style-type: none"> ➤ The distinction between movements along a demand curve and shifts of a demand curve ➤ The factors that may cause a shift in the demand curve (the conditions of demand) ➤ The concept of diminishing marginal utility and how this influences the shape of the demand curve <p>1.2.4 Supply (introduction)</p> <ul style="list-style-type: none"> ➤ The distinction between movements along a supply curve and shifts of a supply curve ➤ The factors that may cause a shift in the supply curve (the conditions of supply) <p>1.2.6 Price determination</p> | <ul style="list-style-type: none"> ➤ In-class questioning. ➤ Regular low-stakes quizzes / MCQs / Key terms tests ➤ Practice exam questions – MCQs, short-answer and extended answer (A level standard) ➤ Completion of the knowledge workbook (pre-prepared knowledge organiser) ➤ Completion of accompanying workbook (knowledge and exam style questions) ➤ Topic worksheets ➤ Custom written end of unit formal assessments. ➤ Seneca online learning tool (progress reviews) ➤ Research topics and independent learning reviews. ➤ | <ul style="list-style-type: none"> ➤ |

- Equilibrium price and quantity and how they are determined
- The use of supply and demand diagrams to depict excess supply and excess demand
- The operation of market forces to eliminate excess demand and excess supply
- The use of supply and demand diagrams to show how shifts in demand and supply curves cause the equilibrium price and quantity to change in real-world situations

1.2.7 Price mechanism

- Functions of the price mechanism to allocate resources:
 - Rationing
 - Incentive
 - Signalling
- The price mechanism in the context of different types of markets, including local, national and global markets

1.2.3 Price, income and cross elasticities of demand

- Understanding of price, income and cross elasticities of demand
- Use formulae to calculate price, income and cross elasticities of demand
- Interpret numerical values of:
 - Price elasticity of demand: unitary elastic, perfectly and relatively elastic, and perfectly and relatively inelastic
 - Income elasticity of demand: inferior, normal and luxury goods;

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| | <p>relatively elastic and relatively inelastic</p> <ul style="list-style-type: none"> ➤ Cross elasticity of demand: substitutes, complementary and unrelated goods ➤ The factors influencing elasticities of demand ➤ The significance of elasticities of demand to firms and government in terms of: <ul style="list-style-type: none"> ➤ Changes in real income ➤ Changes in the prices of substitute and complementary goods ➤ The relationship between price elasticity of demand and total revenue (including calculation) | | |
| Autumn 2 | <p style="text-align: center;">Market Analysis, Market Failure and Government Intervention</p> <p>The initial understanding of economic principles is built upon in this Theme 1 unit where students will follow on from where they left off in Autumn 1 to look at changes in supply and demand of individual and collective micro markets in order to analyse the effects on producers and consumers. Furthermore, price determination is looked at in more depth as well as analysis of elasticities now that supply and demand has been mastered.</p> <p>With understanding of how to analyse markets, students move on to study market failure – what it is and the main types of market failure including externalities, public goods, and information failure. We will also study how governments may intervene in markets in order to try to correct market failure.</p> | | |
| | <p>➤ 1.2 How markets work</p> <p>1.2.5 Elasticity of supply</p> <ul style="list-style-type: none"> ➤ Understanding of price elasticity of supply ➤ Use formula to calculate price elasticity of supply ➤ Interpret numerical values of price elasticity of supply: perfectly and relatively elastic, and perfectly and relatively inelastic | <ul style="list-style-type: none"> ➤ In-class questioning. ➤ Regular low-stakes quizzes / MCQs / Key terms tests ➤ Practice exam questions – MCQs, short-answer and extended answer (A level standard) ➤ Completion of the knowledge workbook (pre-prepared knowledge organiser) ➤ Completion of accompanying workbook (knowledge and exam style questions) ➤ Topic worksheets | <ul style="list-style-type: none"> ➤ |

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| | <ul style="list-style-type: none"> ➤ Factors that influence price elasticity of supply ➤ The distinction between short run and long run in economics and its significance for elasticity of supply <p>1.2.6 Price determination</p> <ul style="list-style-type: none"> ➤ Return to this topic (started in week 5). Highlight how equilibrium price and quantity changes will depend upon both: ➤ How much a demand or supply curve shifts in a given situation ➤ The PED or PES on the curve in which there is a movement along <p>1.2.8 Consumer and producer surplus</p> <ul style="list-style-type: none"> ➤ The distinction between consumer and producer surplus ➤ The use of supply and demand diagrams to illustrate ➤ Consumer and producer surplus ➤ How changes in supply and demand might affect consumer and producer surplus. <p>1.2.9 Indirect taxes and subsidies</p> <ul style="list-style-type: none"> ➤ Supply and demand analysis, elasticities, and: ➤ The impact of indirect taxes on consumers, producers and government ➤ The incidence of indirect taxes on consumers and producers ➤ The impact of subsidies on consumers, producers and government ➤ The area that represents the producer subsidy and consumer subsidy | <ul style="list-style-type: none"> ➤ Custom written end of unit formal assessments. ➤ Seneca online learning tool (progress reviews) ➤ Research topics and independent learning reviews. | |
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1.2.3 Price, income and cross elasticities of demand

- The significance of elasticities of demand to firms and government in terms of:
- The imposition of indirect taxes and subsidies

1.1.6 Free market economies, mixed economy and command economy

- Revisit 1.2.7 here as functions of price mechanism leads nicely into advantages of free market economies.
- The distinction between free market, mixed and command economies: reference to **Adam Smith, Friedrich Hayek and Karl Marx**
- The advantages and disadvantages of a free market economy and a command economy
- The role of the state in a mixed economy

1.3 Market Failure

1.3.1 Types of market failure (introduction)

- Understanding of market failure
- Types of market failure (quick introduction):
- Externalities
- Under-provision of public goods
- Information gaps

1.3.2 Externalities

- Distinction between private costs, external costs and social costs

- Distinction between private benefits, external benefits
- And social benefits
- Use of a diagram to illustrate:
- The external costs of production using marginal analysis
- The distinction between market equilibrium and social optimum position
- Identification of welfare loss area
- Use of a diagram to illustrate:
- The external benefits of consumption using marginal analysis
- The distinction between market equilibrium and social optimum position
- Identification of welfare gain area
- The impact on economic agents of externalities and government intervention in various markets.

1.3.3 Public goods

- Distinction between public and private goods using the concepts of non-rivalry and non-excludability
- Why public goods may not be provided by the private sector: the free rider problem

1.3.4 Information gaps

- The distinction between symmetric and asymmetric information
- How imperfect market information may lead to a misallocation of resources

➤ **1.4 Government Intervention**

1.4.1 Government intervention in markets

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| | <ul style="list-style-type: none"> ➤ Purpose of intervention with reference to market failure and using diagrams in various contexts: ➤ Indirect taxation (ad valorem and specific) ➤ Subsidies ➤ Maximum and minimum prices ➤ Other methods of government intervention: ➤ Trade pollution permits ➤ State provision of public goods ➤ Provision of information regulation <p>1.4.2 Government failure</p> <ul style="list-style-type: none"> ➤ Understanding of government failure as intervention that results in a net welfare loss ➤ Causes of government failure: ➤ Distortion of price signals ➤ Unintended consequences ➤ Excessive administrative costs ➤ Information gaps <p>Government failure in various markets.</p> <p>END OF THEME 1 ASSESSMENT</p> | | |
| <p>Spring 1 Theme 2</p> | <p style="text-align: center;">Measures of economic performance and Aggregate Demand / Supply</p> <p>The most appropriate topic to start with in the macro side of the course is to look at what economic measures are used to assess the performance of the economy. Many students will hopefully have heard these terms used in the news, but by the end of the topic they will be able to apply them to the UK economy and also selected other countries to assess the performance of those economies. By starting this unit with some basic quantitative / numeracy skills, this allows for development of appropriate mathematic calculations to be applied throughout this unit.</p> | | |

Aggregate Demand and Aggregate Supply will involve building upon Demand and Supply from micro side of the course in Theme 1 and applying the exact same principles learnt to the context of the whole economy. The new concept of comparing short run and long run is more challenging and adds complexity to the analysis of S/D but also allows for interleaving of the original concepts from Theme 1 as revision.

➤ **Review quantitative skills**

- Develop an understanding of index numbers in different contexts (e.g. production, productivity, unit labour cost, etc.)
- Include CPI and RPI data as this will help to explain real and nominal GDP in 2.1.1 and 2.1.2

➤ **2.1 Measures of economic performance**

2.1.1 Economic growth

Rates of change of real Gross Domestic Product (GDP) as a measure of economic growth

- Distinction between:
 - Real and nominal
 - Total and per capita
 - Value and volume
- Other national income measures:
 - Gross National Income (GNI)
 - Comparison of rates of growth between countries and over time
- Understanding of Purchasing Power Parities (PPPs) and the use of PPP-adjusted figures in international comparison
- The limitations of using GDP to compare living standards between countries and over time
- National happiness:
 - UK national wellbeing

- In-class questioning.
- Regular low-stakes quizzes / MCQs / Key terms tests
- Practice exam questions – MCQs, short-answer and extended answer (A level standard)
- Completion of the knowledge workbook (pre-prepared knowledge organiser)
- Completion of accompanying workbook (knowledge and exam style questions)
- Topic worksheets
- Custom written end of unit formal assessments.
- Seneca online learning tool (progress reviews)
- Research topics and independent learning reviews.

- Overlap with mathematics in using data and numeracy skills to be able to assess economic measures.
- Links closely to UK politics and the media in terms of the analysis of different economic measures.

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- The relationship between real incomes and subjective happiness

2.1.2 Inflation

- Understanding of:
 - Inflation
 - Deflation
 - Disinflation
- The process of calculating the rate of inflation in the UK using the Consumer Prices Index (CPI)
- The limitations of CPI in measuring the rate of inflation
- The Retail Prices Index (RPI) as an alternative measure of the rate of inflation
- Causes of inflation:
 - Demand pull
 - Cost push
 - Growth of the money supply
- The effects of inflation on consumers, firms, the government and workers.

2.1.3 Employment and unemployment

- Measures of unemployment:
 - The claimant count
 - The International Labour Organisation (ILO) and the UK Labour Force Survey
- The distinction between unemployment and under-employment
- The significance of changes in the rates of:
 - Employment
 - Unemployment
 - Inactivity
- The causes of unemployment:

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| | <ul style="list-style-type: none"> ➤ Structural unemployment ➤ Frictional unemployment ➤ Seasonal unemployment ➤ Demand deficiency and cyclical unemployment ➤ Real wage inflexibility ➤ The significance of migration and skills for employment and unemployment ➤ The effects of unemployment on consumers, firms, workers, the government and society <p>2.1.4 Balance of payments</p> <ul style="list-style-type: none"> ➤ Components of the balance of payments, with particular reference to the current account, and the balance of trade in goods and services ➤ Current account deficits and surpluses ➤ Introduce the key macro objectives which follow from these performance indicators. ➤ The relationship between current account imbalances and other macroeconomic objectives ➤ The interconnectedness of economies through international trade <p>Measures of economic performance assessment.</p> | | |
| | <ul style="list-style-type: none"> ➤ 2.2 Aggregate demand (AD) 2.2.1 The characteristics of AD <ul style="list-style-type: none"> ➤ Components of AD: $C+I+G+(X-M)$ | <ul style="list-style-type: none"> ➤ In-class questioning. ➤ Regular low-stakes quizzes / MCQs / Key terms tests | <ul style="list-style-type: none"> ➤ |

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| | <ul style="list-style-type: none"> ➤ The relative importance of the components of AD ➤ The AD curve ➤ The distinction between a movement along, and a shift of, the AD curve <p>2.2.2 Consumption (C)</p> <ul style="list-style-type: none"> ➤ Disposable income and its influence on consumer spending ➤ An understanding of the relationship between savings and consumption ➤ Other influences on consumer spending: ➤ Interest rates ➤ Consumer confidence ➤ Wealth effects <p>2.2.3 Investment (I)</p> <ul style="list-style-type: none"> ➤ Distinction between gross and net investment ➤ Influences on investment: ➤ The rate of economic growth ➤ Business expectations and confidence ➤ Keynes and 'animal spirits' ➤ Demand for exports ➤ Interest rates ➤ Access to credit ➤ The influence of government and regulations <p>2.2.4 Government expenditure (G)</p> <ul style="list-style-type: none"> ➤ The main influences on government expenditure: ➤ The trade cycle ➤ Fiscal policy ➤ Consider main components of government spending | <ul style="list-style-type: none"> ➤ Practice exam questions – MCQs, short-answer and extended answer (A level standard) ➤ Completion of the knowledge workbook (pre-prepared knowledge organiser) ➤ Completion of accompanying workbook (knowledge and exam style questions) ➤ Topic worksheets ➤ Custom written end of unit formal assessments. ➤ Seneca online learning tool (progress reviews) ➤ Research topics and independent learning reviews. | |
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2.2.5 Net trade (X-M)

- The main influences on the (net) trade balance:
- Real income
- Exchange rates
- State of the world economy
- Degree of protectionism
- Non-price factors

2.3.1 The characteristics of AS

- The AS curve
- The distinction between movement along, and a shift of, the AS curve
- The relationship between short-run AS and long-run AS

2.3.2 Short-run AS

- Factors influencing short-run AS:
- Changes in costs of raw materials and energy
- Changes in exchange rates
- Changes in tax rates

2.3.3 Long-run AS

- Different shapes of the long-run AS curve:
- Keynesian
- Classical
- Factors influencing long-run AS:
- Technological advances
- Changes in relative productivity
- Changes in education and skills
- Changes in government regulations
- Demographic changes and migration
- Competition policy

Spring 2

National Income and Economic Growth

These topics develop from the initial 'measures of economic performance' and the aggregate demand and supply theory, to allow students to delve deeper into the concept of how income (money) flows around the macro economy and also a more detailed look at the concept of economic growth. Equipped with the knowledge of AS / AD, students can represent economic growth in diagrammatic formats.

➤ **2.4 National income**

2.4.1 National income

- The circular flow of income
- The distinction between income and wealth

2.4.2 Injections and withdrawals

- The impact of injections into, and withdrawals from, the circular flow of income

2.4.3 Equilibrium level of real national output

- The concept of equilibrium real national output
- The use of AD/AS diagrams to show how shifts in AD or AS cause changes in the equilibrium price level and real national output

2.4.4 The multiplier

- The multiplier ratio
- The multiplier process
- Effects of the economy on the multiplier
- Understanding of marginal propensities and their effects on the multiplier:
 - The marginal propensity to consume (MPC)
 - The marginal propensity to save (MPS)
 - The marginal propensity to tax (MPT)

- In-class questioning.
- Regular low-stakes quizzes / MCQs / Key terms tests
- Practice exam questions – MCQs, short-answer and extended answer (A level standard)
- Completion of the knowledge workbook (pre-prepared knowledge organiser)
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- The marginal propensity to import (MPM)
- Calculations of the multiplier using the formulae $1/(1-MPC)$ and $1/MPW$, where $MPW=MPS+MPT+MPM$
- The significance of the multiplier to shifts in AD

END OF UNIT ASSESSMENT – NATIONAL INCOME

➤ **2.5 Economic growth**

2.5.1 Causes of growth

- Factors which could cause economic growth
- The distinction between actual and potential growth
- The importance of international trade for (export-led) economic growth

2.5.2 Output gaps

- Distinction between actual growth rates and long-term trends in growth rates
- Understanding of positive and negative output gaps and the difficulties of measurement
- Use of an AD/AS diagram to illustrate an output gap (level of spare capacity) in an economy

2.5.3 Trade (business) cycle

- Understanding of the trade (business) cycle
- Characteristics of a boom
- Characteristics of a recession

2.5.4 The impact of economic growth

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| | <ul style="list-style-type: none"> ➤ The benefits and costs of economic growth and the impact on ➤ Consumers ➤ Firms ➤ The government ➤ Current and future living standards <p>END OF UNIT ASSESSMENT – ECONOMIC GROWTH</p> | | |
| Summer 1 | <p style="text-align: center;">Macroeconomic objectives and policies</p> <p>Rationale: By now, all students will understand the measures of economic performance from Theme 2 and be able to apply some analysis as to whether an economy is performing well or badly. This next topic introduces the government objectives for the economy, and how they can use policy to achieve them. Finally, we also evaluate the effectiveness of those policies and the government itself in relation to the economic objectives.</p> <p>NB – Year 12 Assessment Period will most likely also be accommodated during this H/T, possibly with adapted AS exam papers to be used that do not include unit 2.6 (or selected elements of 2.6) if this has not been covered by the start of the assessment period as per the school calendar.</p> | | |
| | <ul style="list-style-type: none"> ➤ 2.6 Macroeconomic objectives and policies 2.6.1 Possible macroeconomic objectives <ul style="list-style-type: none"> ➤ Economic growth ➤ Low unemployment ➤ Low and stable rate of inflation ➤ Balance of payments equilibrium on current account ➤ Balanced government budget ➤ Protection of the environment ➤ Greater income equality 2.6.2 Demand-side policies <ul style="list-style-type: none"> ➤ Distinction between monetary and fiscal policy ➤ Monetary policy instruments: ➤ Interest rate ➤ Asset purchases to increase the money supply (quantitative easing) ➤ Fiscal policy instruments: | <ul style="list-style-type: none"> ➤ In-class questioning. ➤ Regular low-stakes quizzes / MCQs / Key terms tests ➤ Practice exam questions – MCQs, short-answer and extended answer (A level standard) ➤ Completion of the knowledge workbook (pre-prepared knowledge organiser) ➤ Completion of accompanying workbook (knowledge and exam style questions) ➤ Topic worksheets ➤ Custom written end of unit formal assessments. ➤ Seneca online learning tool (progress reviews) ➤ Research topics and independent learning reviews. | <ul style="list-style-type: none"> ➤ |

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| | <ul style="list-style-type: none"> ➤ Government spending and taxation ➤ Distinction between government budget (fiscal) deficit and surplus ➤ Distinction between, and examples of, direct and indirect taxation ➤ Use of AD/AS diagrams to illustrate demand-side policies ➤ The role of the Bank of England: ➤ the role and operation of the Bank of England's Monetary Policy Committee ➤ Awareness of demand-side policies in the Great Depression and the Global Financial Crisis of 2008 ➤ Different interpretations ➤ Policy responses in the US and UK ➤ Strengths and weaknesses of demand-side policies <p>2.6.3 Supply-side policies</p> <ul style="list-style-type: none"> ➤ Distinction between market-based and interventionist methods ➤ Market-based and interventionist policies: ➤ To increase incentives ➤ To promote competition ➤ To reform the labour market ➤ To improve skills and quality of the labour force ➤ To improve infrastructure ➤ Use of AD/AS diagrams to illustrate supply-side policies ➤ Strengths and weaknesses of supply-side policies <p>2.6.4 Conflicts and trade-offs between objectives and policies</p> | | |
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| | <ul style="list-style-type: none"> ➤ Potential conflicts and trade-offs between the macroeconomic objectives ➤ Short-run Phillips curve ➤ Potential policy conflicts and trade-offs | | |
| <p>Summer 2a</p> | <p style="text-align: center;">Theme 3 – Labour Market</p> <p>Rationale: Following the Year 12 assessments, and conclusion of Theme 2, one teacher will proceed with Labour Market as this is an appropriate ‘stand-alone’ unit from Theme 3 (the year 2 micro unit) which can be taught in full in a single Half Term before the summer break. This gives students an appropriate taste of full A Level content, as well as coverage of a whole topic which will give us a good head start into Year 13 and allow us to finish the whole two year course sooner, allowing more time for revision before final A Level exams.</p> | | |
| <ul style="list-style-type: none"> ➤ 3.5 Labour market 3.5.1 Demand for labour <ul style="list-style-type: none"> ➤ Factors that influence the demand for labour ➤ Demand for labour as a derived demand 3.5.2 Supply of labour <ul style="list-style-type: none"> ➤ Factors that influence the supply of labour to a particular occupation ➤ Market failure in labour markets: the geographical and occupational mobility and immobility of labour 3.6 3.5.3 Wage determination in competitive and non-competitive markets 3.6.1 Diagrammatic analysis of labour market equilibrium 3.6.2 Understanding of current labour market issues 3.6.3 Government intervention in the labour market: <ul style="list-style-type: none"> ➤ Maximum and minimum wages ➤ Public sector wage setting | <ul style="list-style-type: none"> ➤ In-class questioning. ➤ Regular low-stakes quizzes / MCQs / Key terms tests ➤ Practice exam questions – MCQs, short-answer and extended answer (A level standard) ➤ Completion of the knowledge workbook (pre-prepared knowledge organiser) ➤ Completion of accompanying workbook (knowledge and exam style questions) ➤ Topic worksheets ➤ Custom written end of unit formal assessments. ➤ Seneca online learning tool (progress reviews) ➤ Research topics and independent learning reviews. | <ul style="list-style-type: none"> ➤ | |

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| | <ul style="list-style-type: none"> ➤ Policies to tackle labour market immobility <p>3.6.4 The significance of the elasticity of demand for labour and the elasticity of supply of labour</p> <p>3.5 END OF UNIT ASSESSMENT</p> | | |
| <p>Summer 2b</p> | <p>Theme 4 – Financial Markets</p> <p>Rationale: Following the Year 12 assessments, and conclusion of Theme 2, the other teacher will proceed with Financial Markets as this is an appropriate ‘stand-alone’ unit from Theme 4 (the year 2 macro unit) which can be taught in full in a single Half Term before the summer break. This gives students an appropriate taste of full A Level content, as well as coverage of a whole topic which will give us a good head start into Year 13 and allow us to finish the whole two year course sooner, allowing more time for revision before final A Level exams.</p> | | |
| | <p>4 4.4 The financial sector</p> <p>4.4.1 Role of financial markets</p> <p>4.5.1 To facilitate saving</p> <p>4.5.2 To lend to businesses and individuals</p> <p>4.5.3 To facilitate the exchange of goods and services</p> <p>4.5.4 To provide forward markets in currencies and commodities</p> <p>4.5.5 To provide a market for equities</p> <p>4.6 4.4.2 Market failure in the financial sector</p> <p>4.6.1 Consideration of:</p> <ul style="list-style-type: none"> ➤ Asymmetric information ➤ Externalities ➤ Moral hazard ➤ Speculation and market bubbles ➤ Market rigging <p>4.7 4.4.3 Role of central banks</p> <p>4.7.1 Key functions of central banks:</p> <ul style="list-style-type: none"> ➤ Implementation of monetary policy ➤ Banker to the government ➤ Banker to the banks – lender of last resort | <ul style="list-style-type: none"> ➤ In-class questioning. ➤ Regular low-stakes quizzes / MCQs / Key terms tests ➤ Practice exam questions – MCQs, short-answer and extended answer (A level standard) ➤ Completion of the knowledge workbook (pre-prepared knowledge organiser) ➤ Completion of accompanying workbook (knowledge and exam style questions) ➤ Topic worksheets ➤ Custom written end of unit formal assessments. ➤ Seneca online learning tool (progress reviews) ➤ Research topics and independent learning reviews. | <p>➤</p> |

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| | ➤ Role in regulation of the banking industry | | |
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Year 13 Overview

| Term | Knowledge | Assessment | Connections to learning |
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| Autumn 1 | <p style="text-align: center;">Consolidation of 'Lockdown Content'</p> <p>Rationale: From March to July, students covered content remotely which included the conclusion of some unfinished Theme 1 topics, as well as starting Theme 3 content. All students engaged with the content throughout lockdown, with only 1 or 2 of the 18 in this cohort behind by 4 weeks or more by the summer break. The consideration is that students may not have a sufficient level of mastery or in depth knowledge of some of these topics so the first half of Autumn 1 is dedicated to assess learning gaps with initial low / medium stakes assessment and to then re-cover content which is evidenced to be less secure.</p> | | |
| | <ul style="list-style-type: none"> ➤ SENECA AND SHORT-ANSWER KNOWLEDGE QUESTIONS THEME 3 (Week 1 / 2) ➤ AS Exam Papers / Selected Questions as part of the Y13 formal scheduled recovery assessments. ➤ 2-3 weeks of customised 'recovery lessons' based on analysis of outcomes from initial assessments and subsequent learning gaps. <p>*****</p> <p>CONTINUE THEME 3 FROM JULY 2020 END POINT.</p> <p>5 3.2 Business objectives</p> <p>5.5 3.2.1 Business objectives</p> <p>5.5.1 Different business objectives and reasons for them:</p> <ul style="list-style-type: none"> ➤ Profit maximisation ➤ Revenue maximisation ➤ Dales maximisation ➤ Satisficing <p>5.5.2 Diagrams and formulae to illustrate the different business objectives:</p> <ul style="list-style-type: none"> ➤ Profit maximisation ➤ Revenue maximisation | <ul style="list-style-type: none"> ➤ Review and re-assigning of Teams remote learning work if applicable. ➤ In-class questioning. ➤ Regular low-stakes quizzes / MCQs / Key terms tests ➤ Practice exam questions – MCQs, short-answer and extended answer (A level standard) ➤ Completion of the knowledge workbook (pre-prepared knowledge organiser) ➤ Completion of accompanying workbook (knowledge and exam style questions) ➤ Topic worksheets ➤ Custom written end of unit formal assessments. ➤ Seneca online learning tool (progress reviews) ➤ Research topics and independent learning reviews. | <ul style="list-style-type: none"> ➤ Many of the concepts in this topic are also covered in AQA Business ➤ |

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| | <p>➤ Sales maximisation</p> <p>6 3.4 Market structures</p> <p>6.5 3.4.1 Efficiency</p> <p>6.5.1 Allocative efficiency</p> <p>6.5.2 Productive efficiency</p> <p>6.5.3 Dynamic efficiency</p> <p>6.5.4 X-inefficiency</p> <p>6.5.5 Efficiency/inefficiency in different market structures</p> <p>6.6 3.4.2 Perfect competition</p> <p>6.6.1 Characteristics of perfect competition</p> <p>6.6.2 Profit maximising equilibrium in the short run and long run</p> <p>6.6.3 Diagrammatic analysis</p> <p>6.7 3.4.3 Monopolistic competition</p> <p>6.7.1 Characteristics of monopolistically competitive markets</p> <p>6.7.2 Profit maximising equilibrium in the short run and long run</p> <p>6.7.3 Diagrammatic analysis</p> | | |
| <p>Autumn 2</p> | <p style="text-align: center;">Market Structures and Government intervention</p> <p style="text-align: center;">Rationale: Starting with the non-competitive market structures, students will be able to compare to the structures taught at the end of the last half term and analyse the key differences and impacts. Students will then study government intervention and impact in trying to reduce market failures from non-competitive markets. Once this half term is finished, all micro content will be covered and students can sit a full A level paper 1 practice.</p> | | |
| | <p>7 3.4 Market structures</p> <p>7.5 3.4.4 Oligopoly</p> <p>7.5.1 Characteristics of oligopoly</p> <ul style="list-style-type: none"> ➤ High barriers to entry and exit ➤ High concentration ratio ➤ Interdependence of firms ➤ Product differentiation | <ul style="list-style-type: none"> ➤ In-class questioning. ➤ Regular low-stakes quizzes / MCQs / Key terms tests ➤ Practice exam questions – MCQs, short-answer and extended answer (A level standard) ➤ Completion of the knowledge workbook (pre-prepared knowledge organiser) | <ul style="list-style-type: none"> ➤ |

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| | <p>7.5.2 Calculation of n-firm concentration ratios and their significance</p> <p>7.5.3 Reasons for collusive and non-collusive behaviour</p> <p>7.5.4 Overt and tacit collusion; cartels and price leadership</p> <p>7.5.5 Simple game theory: the prisoner's dilemma in a simple two firm/two outcome model</p> <p>7.5.6 Types of price competition:</p> <ul style="list-style-type: none"> ➤ Price wars ➤ Predatory pricing ➤ Limit pricing <p>7.5.7 Types of non-price competition</p> <p>7.6 3.4.5 Monopoly</p> <p>7.6.1 Characteristics of monopoly</p> <p>7.6.2 Profit maximising equilibrium</p> <p>7.6.3 Diagrammatic analysis</p> <p>7.6.4 Third degree price discrimination:</p> <ul style="list-style-type: none"> ➤ Necessary conditions ➤ Diagrammatic analysis ➤ Costs and benefits to consumers and producers <p>7.6.5 Costs and benefits of monopoly to firms, consumers, employees and suppliers</p> <p>7.6.6 Natural monopoly</p> <p>7.7 3.4.6 Monopsony</p> <p>7.7.1 Characteristics and conditions for a monopsony to operate</p> <p>7.7.2 Costs and benefits of a monopsony to firms, consumers, employees and suppliers</p> <p>7.8 3.4.7 Contestability</p> <p>7.8.1 Characteristics of contestable markets</p> | <ul style="list-style-type: none"> ➤ Completion of accompanying workbook (knowledge and exam style questions) ➤ Topic worksheets ➤ Custom written end of unit formal assessments. ➤ Seneca online learning tool (progress reviews) ➤ Research topics and independent learning reviews. | |
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| | <p>7.8.2 Implications of contestable markets for the behaviour of firms</p> <p>7.8.3 Types of barrier to entry and exit</p> <p>7.8.4 Sunk costs and the degree of contestability</p> <p>3.4 END OF UNIT ASSESSMENT</p> <p>8 3.6 Government intervention</p> <p>8.5 3.6.1 Government intervention</p> <p>8.5.1 Government intervention to control mergers</p> <p>8.5.2 Government intervention to control monopolies:</p> <ul style="list-style-type: none"> ➤ Price regulation ➤ Profit regulation ➤ Quality standards ➤ Performance targets <p>8.5.3 Government intervention to promote competition and contestability:</p> <ul style="list-style-type: none"> ➤ Enhancing competition between firms through promotion of small business ➤ Deregulation ➤ Competitive tendering for government contracts ➤ Privatisation <p>8.5.4 Government intervention to protect suppliers and employees:</p> <ul style="list-style-type: none"> ➤ Restrictions on monopsony power of firms ➤ Nationalisation <p>8.6 3.6.2 The impact of government intervention</p> <p>8.6.1 The impact of government intervention on:</p> <ul style="list-style-type: none"> ➤ Prices ➤ Profit | | |
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| | <ul style="list-style-type: none"> ➤ Efficiency ➤ Quality ➤ Choice <p>8.6.2 Limits to government intervention:</p> <ul style="list-style-type: none"> ➤ Regulatory capture ➤ Asymmetric information <p>3.6 END OF UNIT ASSESSMENT</p> | | |
| <p>Spring 1/2 (Teacher 1)</p> | <p>Globalisation and international trade</p> <p>Rationale: This topic allows students to understand macro economics on a global context and also understand all the various mechanisms involved in international trade including terms of trade, exchange rates, trading blocs etc. There is consideration of what makes a country competitive and how this can affect the domestic and global economy.</p> | | |
| | <p>9 4.1 International economics</p> <p>9.5 4.1.1 Globalisation</p> <p>9.5.1 Characteristics of globalisation</p> <p>9.5.2 Factors contributing to globalisation in the last 50 years</p> <p>9.5.3 Impacts of globalisation and global companies on individual countries, governments, producers and consumers, workers and the environment</p> <p>9.6 4.1.2 Specialisation and trade</p> <p>9.6.1 Absolute and comparative advantage (numerical and diagrammatic): assumptions and limitations relating to the theory of comparative advantage</p> <p>9.6.2 Advantages and disadvantages of specialisation and trade in an international context</p> <p>9.7 4.1.3 Pattern of trade</p> | <ul style="list-style-type: none"> ➤ In-class questioning. ➤ Regular low-stakes quizzes / MCQs / Key terms tests ➤ Practice exam questions – MCQs, short-answer and extended answer (A level standard) ➤ Completion of the knowledge workbook (pre-prepared knowledge organiser) ➤ Completion of accompanying workbook (knowledge and exam style questions) ➤ Topic worksheets ➤ Custom written end of unit formal assessments. ➤ Seneca online learning tool (progress reviews) ➤ Research topics and independent learning reviews. | |

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| | <p>9.7.1 Factors influencing the pattern of trade between countries and changes in trade flows between countries:</p> <ul style="list-style-type: none"> ➤ Comparative advantage ➤ Impact of emerging economies ➤ Growth of trading blocs and bilateral trading agreements ➤ Changes in relative exchange rates <p>9.8 4.1.4 Terms of trade</p> <p>9.8.1 Calculation of terms of trade</p> <p>9.8.2 Factors influencing a country's terms of trade</p> <p>9.8.3 Impact of changes in a country's terms of trade</p> <p>9.9 4.1.5 Trading blocs and the World Trade Organisation (WTO)</p> <p>9.9.1 Types of trading blocs (regional trade agreements and</p> <ul style="list-style-type: none"> ➤ Bilateral trade agreements): ➤ Free trade areas ➤ Customs unions ➤ Common markets ➤ Monetary unions: conditions necessary for their success with particular reference to the Eurozone <p>9.9.2 Costs and benefits of regional trade agreements</p> <p>9.9.3 Role of the WTO in trade liberalisation</p> <p>9.9.4 Possible conflicts between regional trade agreements and the WTO</p> <p>9.10 4.1.6 Restrictions on free trade</p> <p>9.10.1 Reasons for restrictions on free trade</p> <p>9.10.2 Types of restrictions on trade:</p> | | |
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- Tariffs
- Quotas
- Subsidies to domestic producers
- Non-tariff barriers

9.10.3 Impact of protectionist policies on consumers, producers, governments, living standards, equality

9.11 4.1.7 Balance of payments

9.11.1 The components of the balance of payments:

- The current account
- The capital and financial account

9.12 4.1.8 Exchange rates

9.12.1 Exchange rate systems:

- Floating
- Fixed
- Managed

9.12.2 Distinction between revaluation and appreciation of a currency

9.12.3 Distinction between devaluation and depreciation of a currency

9.12.4 Factors influencing floating exchange rates

9.12.5 Government intervention in currency markets through foreign currency transactions and the use of interest rates

9.12.6 Competitive devaluation/depreciation and its consequences

9.12.7 Impact of changes in exchange rates:

- The current account of the balance of payments (reference to

Marshall-Lerner condition and J curve effect)

- Economic growth and employment/unemployment
- Rate of inflation
- Foreign direct investment (FDI) flows

9.13 4.1.7 Balance of payments

- Causes of deficits and surpluses on the current account
- Measures to reduce a country's imbalance on the current account
- Significance of global trade imbalances

4.1.9 International competitiveness

- Measures of international competitiveness:
- Relative unit labour costs
- Relative export prices
- Factors influencing international competitiveness
- Significance of international competitiveness:
- Benefits of being internationally competitive
- Problems of being internationally competitive

4.5 Role of the state in the macroeconomy

4.5.4 Macroeconomic policies in a global context

- Use of fiscal policy, monetary policy, exchange rate policy, supply-side policies and direct controls in different countries, with specific reference to the impact of:

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| | <p>➤ Measures to increase international competitiveness</p> <p>END OF UNIT ASSESSMENT</p> <p>10 4.4 The financial sector</p> <p>10.5 4.4.1 Role of financial markets</p> <p>10.5.1 To facilitate saving</p> <p>10.5.2 To lend to businesses and individuals</p> <p>10.5.3 To facilitate the exchange of goods and services</p> <p>10.5.4 To provide forward markets in currencies and commodities</p> <p>10.5.5 To provide a market for equities</p> <p>10.6 4.4.2 Market failure in the financial sector</p> <p>10.6.1 Consideration of:</p> <ul style="list-style-type: none"> ➤ Asymmetric information ➤ Externalities ➤ Moral hazard ➤ Speculation and market bubbles ➤ Market rigging <p>10.7 4.4.3 Role of central banks</p> <p>10.7.1 Key functions of central banks:</p> <ul style="list-style-type: none"> ➤ Implementation of monetary policy ➤ Banker to the government ➤ Banker to the banks – lender of last resort ➤ Role in regulation of the banking industry | | |
| <p>Spring 1/2 (Teacher 2)</p> | <p style="text-align: center;">Economic development and public sector finances</p> <p>Rationale: The final topics of the course allow the students to apply the knowledge learned from all themes so far, especially the international context from the first topics of theme 4 just completed – to poverty, inequality and economic development. Students will learn how to compare different countries, and why some countries have a more thriving economy to others. They will also learn what barriers stand in the way of an economy becoming more developed – and how these might be overcome.</p> | | |

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| | <p>➤ 4.2 Poverty and inequality</p> <p>4.2.1 Absolute and relative poverty</p> <ul style="list-style-type: none"> ➤ Distinction between absolute poverty and relative poverty ➤ Measures of absolute poverty and relative poverty ➤ Causes of changes in absolute poverty and relative poverty <p>4.2.2 Inequality</p> <ul style="list-style-type: none"> ➤ Distinction between wealth and income inequality ➤ Measurements of income inequality: ➤ The Lorenz curve (diagrammatic analysis) ➤ The Gini coefficient ➤ Causes of income and wealth inequality within countries and between countries ➤ Impact of economic change and development on inequality ➤ Significance of capitalism for inequality <p>➤ 4.5 Role of the state in the macroeconomy</p> <p>4.5.4 Macroeconomic policies in a global context</p> <ul style="list-style-type: none"> ➤ Use of fiscal policy, monetary policy, exchange rate policy, supply-side policies and direct controls in different countries, with specific reference to the impact of: ➤ Measures to reduce poverty and inequality <p>➤ 4.3 Emerging and developing economies</p> | <ul style="list-style-type: none"> ➤ In-class questioning. ➤ Regular low-stakes quizzes / MCQs / Key terms tests ➤ Practice exam questions – MCQs, short-answer and extended answer (A level standard) ➤ Completion of the knowledge workbook (pre-prepared knowledge organiser) ➤ Completion of accompanying workbook (knowledge and exam style questions) ➤ Topic worksheets ➤ Custom written end of unit formal assessments. ➤ Seneca online learning tool (progress reviews) ➤ Research topics and independent learning reviews. | <p>➤</p> |
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4.3.1 Measures of development

- The three dimensions of the Human Development Index (HDI) (education, health and living standards) and how they are measured and combined
- The advantages and limitations of using the HDI to compare levels of development between countries and over time
- Other indicators of development

4.3.2 Factors influencing growth and development

- Impact of economic factors in different countries:
 - Primary product dependency
 - Volatility of commodity prices
 - Savings gap: Harrod-Domar model
 - Foreign currency gap
 - Capital flight
 - Demographic factors
 - Debt
 - Access to credit and banking
 - Infrastructure
 - Education/skills
 - Absence of property rights
- Impact of non-economic factors in different countries

4.3.3 Strategies influencing growth and development

- Market-orientated strategies:
 - Trade liberalisation
 - Promotion of FDI
 - Removal of government subsidies
 - Floating exchange rate systems
 - Microfinance schemes
 - Privatisation

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| | <ul style="list-style-type: none"> ➤ Interventionist strategies: ➤ Development of human capital ➤ Protectionism ➤ Managed exchange rates ➤ Infrastructure development ➤ Promoting joint ventures with global companies ➤ Buffer stock scheme ➤ Other strategies: ➤ Industrialisation: the Lewis model ➤ Development of tourism ➤ Development of primary industries ➤ Fairtrade schemes ➤ Aid ➤ Debt relief ➤ Awareness of the role of international institutions and non-government organisations (NGOs): ➤ World Bank ➤ International Monetary Fund (IMF) ➤ NGOs ➤ 4.5 Role of the state in the macroeconomy 4.5.1 Public expenditure <ul style="list-style-type: none"> ➤ Distinction between capital expenditure, current expenditure and transfer payments ➤ Reasons for the changing size and composition of public expenditure in a global context ➤ The significance of differing levels of public expenditure as a proportion of GDP on: <ul style="list-style-type: none"> ➤ Productivity and growth ➤ Living standards ➤ Crowding out ➤ Level of taxation | | |
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- Equality
- 4.5.2 Taxation
 - Distinction between progressive, proportional and regressive taxes
 - The economic effects of changes in direct and indirect
 - Tax rates on other variables:
 - Incentives to work
 - Tax revenues: the Laffer curve
 - Income distribution
 - Real output and employment
 - The price level
 - The trade balance
 - FDI flows
- 4.5.3 Public sector finances
 - Distinction between automatic stabilisers and discretionary fiscal policy
 - Distinction between a fiscal deficit and the national debt
 - Distinction between structural and cyclical deficits
 - Factors influencing the size of fiscal deficits
 - Factors influencing the size of national debts
 - The significance of the size of fiscal deficits and national debts
- 4.5.4 Macroeconomic policies in a global context
 - Use of fiscal policy, monetary policy, exchange rate policy, supply-side policies and direct controls in different countries, with specific reference to the impact of:
 - Measures to reduce fiscal deficits and national debts

Summer 1

Exam revision and preparation

Rationale: The start of the summer term is normally a few weeks before the external exams start so this time can be used to revise tricky content, practice exam papers and hone exam technique.

➤ Content revision, exam technique and practice exam questions – all 4 themes.

- Regular low-stakes quizzes / MCQs / Key terms tests
- Practice exam questions – MCQs, short-answer and extended answer (A level standard)
- Completion of the knowledge workbook (pre-prepared knowledge organiser)
- Completion of accompanying workbook (knowledge and exam style questions)
- Seneca online learning tool (progress reviews)