

Key Stage 5 Curriculum Overview 2025-26 A Level Economics Year 12: Microeconomics

|        |                  | Theme 1:How Markets Work, Market failure   | Theme 1: Market Failure   | Theme 3   | Theme 3  | Theme 3   | Revision and Consolidation   |  | Review                                   |
|--------|------------------|--|---|---|--|---|--|--|--|
|        |                  | AUTUMN 1   | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1  | SUMMER 2   |  |  |
| 1<br>2 | Unit description | <p><b>1.1.1 The Economic Problem</b><br/>Students will learn about the fundamental ‘economic problem’, infinite wants and limited resources.<br/><b>How markets work</b><br/><b>Retrieval: Using their knowledge of the economic problem</b><br/>students will learn how supply and demand interact to set free market prices. They will learn the concept of elasticity of both demand and supply.</p> <p><b>Intent:</b><br/><b>How Markets Work</b><br/><b>Retrieval: Using their knowledge of the price mechanism</b> students will learn how markets are interrelated, and therefore price changes in one market will influence prices in other markets.<br/><b>Retrieval: using their knowledge of elasticity</b> they will learn about cross price and income elasticity of demand.<br/><b>Retrieval: Using supply and demand diagrams</b> they will examine both consumer and producer surplus.<br/><b>Intent:</b> This is the foundation model of the whole study of economics and provides the basis for the rest of the course.</p> <p><b>Intent:</b> This section provides a basis for the understanding of</p> | <p><b>1.3.1 Market Failure</b><br/><b>Retrieval: Using their knowledge of the free-market price mechanism</b><br/>students will learn how markets can fail through positive and negative externalities. They will examine merit and demerit goods.</p> <p><b>Market Failure</b><br/><b>Retrieval: Using their knowledge of the free-market price mechanism</b><br/>students will examine public goods and how they lead to market failure.</p> <p>They will evaluate potential government policies to correct market failure in merit and demerit goods</p> | <p><i>3.1.2 How firms grow ,3.1.3 Mergers and demergers</i></p> <p><b>Retrieval: Using their knowledge of supply and demand</b> Students will learn about how and why firms grow in size<br/><i>3.3.1 Revenue</i><br/><b>Retrieval: Using their knowledge of demand</b> students will learn how firms make revenue how to calculate revenues and what average and marginal revenue curves look like</p> | <p><i>3.3.1 Costs</i><br/><b>Retrieval: Using their knowledge of Revenues, supply and demand</b> students will learn how to calculate costs and how to construct diagrams<br/><i>3.3.3 Diminishing returns</i><br/><b>Retrieval: Using their knowledge of costs and revenues and diagrams</b> students will learn the concept of diminishing returns, the short run and how to apply it.</p> | <p><i>3.3.3 Economies of scale</i><br/><b>Retrieval: Using their knowledge of</b> Diminishing returns, costs and revenues, students will learn about the long run in terms of costs<br/><i>3.3.3 Returns to scale</i><br/><b>Retrieval: Using their knowledge of</b> Economies of scale students will learn about output in the long run.</p> | <p><b>Retrieval: Using their knowledge of</b> Market failure, supply and demand, diminishing returns, economies of scale, students will learn about behavioural economics and how it impacts and influences everything that they have done so far in economics</p> |  | <p>Students will review the Y!2 exam</p> |

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|------------|---|--|--|--|---|--|--|
|            | government policy studied in macro economics                      |  |  |  |   |  |  |
| Assessment | 1x Short answer test. Multichoice, calculation, diagram. AO1, AO2 | 1 x 8 marker micro AO1, AO2, AO3<br>1x 5 mark question AO1, AO2, AO3<br>1x 6 mark question AO1, AO2, AO3 | 1x 25 marker Market failure AO1, AO2, AO3, AO4 | 1 x 15 marker on merit and demerit Goods. (AO1, AO2, AO3, AO4) | 1x mc, short answer, diagram paper on the work covered so far. AO1, AO2 |  |  |

- **AO1: Demonstrate knowledge of terms/concepts** and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues.
- **AO2: Apply knowledge and understanding** to various economic contexts to show how economic agents are affected by and respond to economic issues.
- **AO3: Analyse issues within economics**, showing an understanding of their impact on economic agents.
- **AO4: Evaluate economic arguments** and use qualitative and quantitative evidence to support informed judgements relating to economic issues



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|------------|---|--|--|--|---|---|--|
|            |   |  |  |  | <p><b>Intent:</b> This is a valuable link to government policy in macro economics</p> |   |  |
| Assessment | <p>1x short answer test.<br/>Multichoice, 5 marker. AO1, AO2</p> <p>1x 25 mark essay (AO1, AO2, AO3, AO4)</p> | <p>1x 12 mark essay<br/>AO1,AO2,AO3,AO4</p> <p>1x 8 mark essay AO1,AO2,AO3</p> | <p>10 mark essay<br/>AO1,AO2,AO3,AO4</p> <p>15 mark essay<br/>AO1,AO2,AO3 ,AO4</p> |  | <p>Paper 3 mock paper<br/>AO1,AO2,AO3,AO4</p>   | Individualised past question assessments. |  |

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Key Stage 5 Curriculum Overview 2025-26 A Level Economics Year 12: Macroeconomics

|        |                  | Introduction to Economics   | Macroeconomic indicators  | Macroeconomic indicators  | Demand Side and Supply Side Policies   | Demand Side and Supply Side Policies   | Recap and Consolidation   | International Economics   |
|--------|------------------|---|---|---|--|--|---|---|
|        |                  | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2  |   |
| 1<br>2 | Unit description | <p><i>Students will study microeconomics only until half term – see the Curriculum Overview for microeconomics.</i></p> <p><b>Macroeconomic Objectives:</b> Students will learn about the goals of the Government in managing a successful economy.<br/><b>Retrieval: as they progress students will learn how all indicators are interrelated.</b></p> <p><b>The Macroeconomic Model</b><br/><b>Retrieval: Using their knowledge of microeconomic supply and demand</b> students will learn how Aggregate Demand and Aggregate Supply work in the macroeconomy, and how their interaction determines levels of growth and price levels. This knowledge will underpin all future learning of macroeconomics.<br/><b>Intent:</b> This builds on the microeconomic model, and is the foundation for all macroeconomic</p> | <p><b>Macroeconomic indicators:</b> Students will learn about Economic Growth, employment levels, and price levels. For each indicator they will learn how it is calculated, what factors influence its level, and how government policy might be used to change its level.<br/><b>Retrieval: Using their knowledge of Macroeconomic Objectives and AD/AS, students will use these to undertake analytical interpretations.</b></p> | <p><b>Macroeconomic indicators:</b> Students will learn about Economic Growth, employment levels, and price levels. For each indicator they will learn how it is calculated, what factors influence its level, and how government policy might be used to change its level.<br/><b>Retrieval: Using their knowledge of Macroeconomic Objectives and AD/AS, students will use these to undertake analytical interpretations.</b></p> | <p><b>Demand Side and Supply Side Policies</b> Students will learn how both demand side and supply side policies have been used in the UK to manage its economy.<br/><b>Retrieval: They will evaluate the likely effect of these policies on the four indicators</b></p> <p><b>Intent:</b> An opportunity to reflect on macroeconomics and how governments intervene</p> | <p><b>Demand Side and Supply Side Policies</b> Students will learn how both demand side and supply side policies have been used in the UK to manage its economy.<br/><b>Retrieval: They will evaluate the likely effect of these policies on the four indicators</b></p> <p><b>Intent:</b> An opportunity to reflect on macroeconomics and how governments intervene</p> | <p>Students will use past questions to consolidate learning from the whole of the macroeconomic course.</p> | <p><b>International Economics</b> Students will learn the benefits and costs of both globalisation and international trade to both developed and developing economies. They will evaluate both free trade and protectionist policies. <b>Retrieval: All of this will require students to retrieve their knowledge of the UK macro economy studied in Year 12.</b></p> <p><b>Intent:</b> Using all area of macroeconomics studied so far, to have a deeper understanding of the UKs place in the world</p> |

**A Level Economics**

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|------------|--|---|-------------------------------------|-------------------------------------|---|--|--|--|
| Assessment | 1x short answer test.<br>Multichoice, . AO1, AO2 | 1 x 8 mark question<br>AO1,AO2,AO3<br>1x5 mark question<br>AO1,AO2,AO3<br>1x 6 mark question<br>AO1,AO2,AO3 | 1x 15 mark essay<br>AO1,AO2,AO3,AO4 | 1x 12 mark essay<br>AO1,AO2,AO3,AO4 | 1x mc,,short<br>answer,diagram<br>paper on the work<br>covered so far.<br>AO1,AO2,AO3 |  |  |  |
|------------|--|---|-------------------------------------|-------------------------------------|---|--|--|--|

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Key Stage 5 Curriculum Overview 2025-26 A Level Economics Year 13 Macroeconomics

|    |                  | International Economics  | Emerging and Developing Economies  | The Financial Sector   |  | The Role of the State in the Macroeconomy  | Unit 3 Preparation   | Revision and Consolidation  | Final Examinations   |
|----|------------------|--|--|--|--|--|--|---|--|
|    |                  | AUTUMN 1   | AUTUMN 2   | SPRING 1   |  | SPRING 2   |  | SUMMER 1  | SUMMER 2   |
| 13 | Unit description | <p><b>The Global Economy</b><br/>Students will learn the benefits and costs of both globalisation and international trade to both developed and developing economies. They will evaluate both free trade and protectionist policies. <b>Retrieval: All of this will require students to retrieve their knowledge of the UK macro economy studied in Year 12.</b></p> <p><b>Intent:</b> Using all area of macroeconomics studied so far, to have a deeper understanding of the UKs place in the world</p> | <p><b>Emerging and Developing Economies</b><br/>Students will learn the measures of development as well as those factors which influence growth and development, whilst considering strategies that can be used to influence growth and development.<br/><b>Retrieval: All of this will require students to retrieve their knowledge of the UK macro economy studied in Year 12.</b></p> <p><b>Intent:</b> Using all area of macroeconomics studied so far, to have a deeper understanding of the UKs place in the world</p> | <p><b>The Financial Sector</b><br/><b>Retrieval: Using their Y12 knowledge of macroeconomic objectives</b> students will learn how the capital market works in the UK. They will understand the causes of the 2008 financial crash and the policies and regulations introduced by the government during and after the crash. Students will also learn about the role of central banks. <b>Retrieval: They will understand that this was a classic market failure, as studied in Y12 microeconomics.</b></p> <p><b>Intent:</b> Building on Y12 micro economic market failure and government intervention to understand the 2008 crash</p> |  | <p><b>The Role of the State in the Macroeconomy</b><br/><b>Retrieval: Using their Y12 knowledge of macroeconomic objectives</b> students will learn how factors such as Public Expenditure, Taxation, Public Sector Finances and Policies in a Global Context.</p> | <p><b>Retrieval: Students will draw on their knowledge from both micro and macroeconomics</b> to answer multiple choice questions and to offer recommendations for action based on a case study.</p> | <p>Students will use past questions to consolidate learning from the whole of the macroeconomic course.</p> | <p>A Level Exams<br/>Unit 1: Markets and Market Failure<br/>Unit 2: The National and International Economy<br/>Unit 3 Economic Principles and Issues</p> |
|    | Assessment       | <p>1x short answer test.<br/>Multichoice, 5 marker. AO1, AO2</p> <p>1x 25 mark essay (AO1, AO2, AO3, AO4)</p>  | <p>1 x 8 marker AO1, AO2,AO3</p>   | <p>1x15 mark essay (AO1,AO2,AO3AO4)</p>  |  | <p>1x 25 mark essay (AO1, AO2, AO3, AO4)</p>   | <p>Paper 3: 2 hour mock exam in lessons. (AO1, AO2, AO3, AO4)</p>  | <p>Individualised past question assessments.</p>  |  |

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## >Something More?

**Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:**

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

### How does our curriculum do >Something More?

#### 1. Fostering a Sense of Belonging and Interconnectedness with Others, Nature, and the Universe

##### Curriculum Links & Examples:

- Externalities and Market Failure (Theme 1 & Theme 3)
- Concepts like negative externalities, public goods, and environmental degradation highlight how individuals, businesses, and nature are deeply interconnected.
- Students can reflect on how personal choices and economic decisions affect others and the planet.
- Globalisation and Development Economics (Theme 4)
- Explores economic interdependence, trade relationships, and global inequality.
- Encourages empathy and a global sense of belonging — seeing how different countries and populations are tied together through economics.
- Discussion Prompt: How do fair trade and ethical consumption empower producers in developing countries?
- Behavioural Economics (Theme 1)
- Looks at how human decision-making is influenced by psychology and social norms.
- Promotes understanding of how people influence one another and how policies can support collective wellbeing.

## 2. Using Hands-On Activities, Field Trips, and Experiments to Immerse Students in Learning and Evoke Wonder

- **Simulation Games (Theme 1 & Theme 2)**
  - Experiments where students act as buyers and sellers in different market structures (perfect competition, monopoly, oligopoly).
  - These bring abstract concepts to life and evoke excitement through strategy and competition.
- **Classroom Experiments (Behavioural Economics)**
  - Use small-scale experiments on *anchoring*, *framing*, or *loss aversion*.
  - These create “aha” moments, making students question how rational they really are and opening up curiosity.

## 3. Highlighting Extraordinary People, Events, and Discoveries That Inspire Awe or Investigate How Awe Drives Creativity

### Unit Inspiring People & Events

#### Curriculum & People-Based Connections:

- **Great Economic Thinkers**
- Highlight visionaries like **John Maynard Keynes**, **Friedrich Hayek**, **Amartya Sen**, **Elinor Ostrom**, and **Muhammad Yunus**.
- **Activity Idea:** Create a “Hall of Fame” for economists whose ideas changed the world.
- **Historic Economic Events**
- The **2008 financial crisis**, **the Great Depression**, or **hyperinflation in Zimbabwe** can be taught as stories of crisis, resilience, and reform.
- Inspire awe at the complexity of systems and the creative responses that followed.
- **Development Breakthroughs (Theme 4)**
- Microfinance, mobile banking, or clean water tech in low-income countries show how economic solutions can transform lives.
- Case studies like Grameen Bank or M-Pesa showcase creativity meeting human need.
- **Awe Through Big Questions**
- Pose existential economic questions such as:
  - “What would a world without money look like?”
  - “Can capitalism be sustainable?”
  - “What happens if we don’t grow GDP anymore?”

