

# Key Stage 5 Curriculum Pages

## A Level Economics Edexcel Specification B

### Curriculum Intent:

Do the following questions fascinate you? Why were politicians so keen to open up the economy post Covid? Why did the global economy crash in 2008? Were bankers to blame? Why was there such strong feeling on both sides of the Brexit argument? What does the EU even do? Does it matter that most of the stuff we buy is not made in the UK? Why is it big news if the Bank of England changes base interest rates? I could go on.....An A level in Economics will answer all this and much more. Never has Economics been more relevant to study than now. Rarely a day goes by without the economy being mentioned in the news and the importance of an economic recovery, post Covid. The main political parties had economic growth as a central feature of their manifestos in the 2024 General Election. An A level in Economics will help you to make sense of the current economic situation by understanding the relevant theories and concepts which underpin much of this story. Economic thinking has been critical to the recovery of nations after seismic events such as world wars, stock market crashes, natural disasters and more. Economics is a subject that we study as an academic subject, but which we can contextualise into our lives today and in the recent past.

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Economics B which we follow enables you to:

- develop an interest in, and enthusiasm for, the subject
- appreciate the contribution of economics to the understanding of the wider economic and social environment
- develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
- use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- understand that economic behaviour can be studied from a range of perspectives
- develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life.

### There are four themes that students will study during the year:

Students are introduced to economics through building knowledge of core microeconomic and macroeconomic concepts, and by investigating economic theory through real-world businesses and the environments in which they operate. Breadth and depth of knowledge and understanding with applications to more complex concepts throughout the course of study.

Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessment and demonstrate an awareness of current economic events and policies.

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<b>Theme 1: Markets, consumers and firms</b>	<b>Theme 2: The wider economic environment</b>
<p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• scarcity, choice and potential conflicts</li> <li>• enterprise, business and the economy</li> <li>• introducing the market</li> <li>• the role of credit in the economy</li> <li>• market failure and government intervention</li> <li>• revenue, costs, profits and cash.</li> </ul>	<p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• business growth and competitive advantage</li> <li>• firms, consumers and elasticities of demand</li> <li>• productive efficiency</li> <li>• life in a global economy</li> <li>• the economic cycle</li> <li>• introduction to macroeconomic policy.</li> </ul>
<b>Theme 3: The global economy</b>	<b>Theme 4: Making markets work</b>
<p>This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• globalisation</li> <li>• economic factors in business expansion</li> <li>• impact of globalisation on global companies</li> <li>• impact of globalisation on local and national economies</li> <li>• global labour markets</li> <li>• inequality and redistribution.</li> </ul>	<p>This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• competition and market power</li> <li>• market power and market failure</li> <li>• market failure across the economy</li> <li>• macroeconomic policies and impact on firms and individuals</li> <li>• risk and the financial sector.</li> </ul>

This sequence of topics is our current approach but as with all the best teaching schemes, it can and is reviewed in order that the subject makes the most sense to students. We don't simply plough through theme by theme but follow a logical order that enables deep learning and understanding to take place. The nature of economics also means that real life events may mean that we may take a minor detour to another topic if there is an opportunity to activate some prior learning or learn something new in a topical context.

### Curriculum implementation

There are usually two teachers teaching A level economics and they have their own topics that have been planned to follow a logical sequence and across the two years; some of the content covered by one teacher is reactivated in the second year, for example macroeconomic policy, as this is a difficult concept that needs revisiting more than once to ensure deep understanding.

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Year	Term		Content		
			Teacher 1 2 hours	Teacher 2 2 hours	Teacher 3 1 hour
12	Autumn	1	<p><b>Introduction to macroeconomics and macroeconomic objectives.</b>  This is the starting point so that students get an early introduction to macroeconomics and usually have some basic knowledge of some of these concepts from popular news. This gets students quickly enthused by the subject as they can see its relevance as a real subject as well as an academic study.</p> <p>The main macroeconomic objectives:  Economic growth  Stable inflation  Low unemployment  Balance of payments – reduce deficit  Reduce income inequality</p> <p>Understanding of the economic cycle</p> <p>What GDP is.  How it is measured.  Why it is the main measure of a successful economy. Touch on idea of inequality.</p> <p>Which markets are firms in that thrive/suffer at different stages of the economic cycle?</p> <p>Understand UK GDP compared to other economies, developed, and developing.</p> <p>Characteristics of a boom  Characteristics of a recession  Implications for firms of fluctuations in economic activity  The multiplier effect</p> <p><b>It is deliberate that much time is spent on the above learning as it is essential that students have time to understand these concepts; they are reactivated over and over as the economics course builds, particularly when studying policy again in year 13.</b></p>	<p><b>The economic problem</b>  This is the fundamental starting point for any economics course to understand the ‘economic problem’ of scarcity and allocating finite resources; this underpins so many following concepts.</p> <p>a) The problem of scarcity (where there are unlimited wants and finite resources)  b) Choices and potential trade-offs  c) The importance of opportunity costs to consumers, producers and government, PPF curve.</p> <p><b>Factors of Production</b>  a) Enterprise ,  b) Capital, land and labour:  o premises  o equipment  o raw materials  o managers and employees</p> <ul style="list-style-type: none"> <li>• Role of an entrepreneur in the economy</li> <li>• Creative destruction (organising factors of production to create and set up an enterprise)</li> <li>• Making decisions to operate, expand and develop a business</li> <li>• Selling the output for more than the cost of the inputs (adding value)</li> </ul>	<p><b>The importance of credit and finance can be introduced to students here m,iy7</b>  <b>Role of banks in the economy</b>  a) , Channelling savings towards investment  b) , Role of banks in providing credit  c) , Interest rates and collateral</p> <p><b>Risk and liability</b>  a) , The meaning of risk  b) , Implications of limited and unlimited liability</p> <p><b>Types and sources of credit and the impact of credit within the economy</b>  a) Types of credit:  o loans  o overdrafts  o trade credit</p> <p><b>b) , Sources of credit:</b>  o banks  o other firms</p> <p><b>c) Other types of finance:</b>  o venture capital  o share capital  o leasing</p> <p><b>d) Other sources of finance:</b>  o owner’s capital: personal savings</p>

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		<p>After the overview of the macroeconomy, students are now ready to learn more about the individual objectives and their accompanying theories. Interest rates are taught here as their understanding underpins much subsequent learning.</p> <p><b>Implications for firms of changes in: interest rates</b></p> <p>How they are set and their significance</p> <p><b>exchange rates/Balance of payments</b></p> <p>Understand the implications of a strong and weak currency on importers and exporters</p> <p>Inflation provides an opportunity to learn why numerical values may be presented in index form, which appears throughout the course.</p> <p><b>Inflation</b></p> <p>Inflation, what it is and the two types. How it is measured using the CPI. Show how an index is used</p> <p>Conversion of nominal to real values</p> <p>The concept of nominal v real values crops up often in data in questions, so is taught early in the course.</p> <p><b>Calculating and interpreting index numbers</b></p> <p>consumers purchasing power</p> <p>Introduction to supply and demand side policy to support understanding of how macroeconomic objectives may be achieved.</p>	<ul style="list-style-type: none"> <li>• Entrepreneurial motives</li> <li>• Profit as an incentive</li> <li>• Non-financial motives: ethical stance, social entrepreneurship, independence, home working.</li> </ul> <p>Business Objectives-</p> <p>a) Different business objectives and reasons for them:</p> <ul style="list-style-type: none"> <li>• profit maximisation</li> <li>• sales maximisation</li> <li>• satisficing</li> </ul> <p>b) Other objectives:</p> <ul style="list-style-type: none"> <li>• survival</li> <li>• market share</li> <li>• cost efficiency</li> <li>• return on investment</li> <li>• employee welfare</li> <li>• customer satisfaction</li> <li>• social objectives</li> </ul> <p>Stakeholders (economic agents) and their objectives</p> <p>a) Stakeholders (economic agents)</p> <p>b) Stakeholder objectives</p> <p>c) Stakeholder conflicts</p> <p>d) Corporate social responsibility</p> <p>Students now have the basic knowledge of the different objectives' firms may pursue so now learn the fundamentals of supply and demand, which are essential concepts which are reactivated many times over the course.</p> <p>Markets- how they differ</p>	<ul style="list-style-type: none"> <li>o retained profit</li> <li>o sale of assets</li> <li>o individual investors</li> <li>o online collaborative funding</li> </ul> <p><b>e) Challenges in obtaining credit:</b></p> <ul style="list-style-type: none"> <li>o role and impact of credit on the economy</li> </ul>
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			<ul style="list-style-type: none"> <li>• Demand- The distinction between movements along a demand curve and shifts of a demand curve</li> <li>• The factors that may cause a shift in the demand curve (non-price determinants)</li> <li>• Consumer surplus diagrammatically</li> </ul>	
Autumn	2	<p><b>Taxation</b> Taxation - direct/indirect, income, corporate, VAT. Be aware of UK levels compared to other countries and impact on firms if they change.</p> <p><b>Unemployment</b> Unemployment, types/causes and touch on solutions as it depends on cause</p> <p><b>Introduction to Policy</b> Aggregate demand and aggregate supply.  How these two sides of the economy can be affected by changes in levels of tax and interest.  Look in depth at the specific components of aggregate demand.  Supply side policy Demand side policy fiscal, monetary, exchange rate policy</p> <p><b>This work is reactivated again in Year 13; policy is an essential topic to understand so it is revisited and retrieved many times.</b></p>	<p>Supply</p> <ul style="list-style-type: none"> <li>• The distinction between movements along a supply curve and shifts of a supply curve</li> <li>• The factors that may cause a shift in the supply curve (the conditions of supply)</li> </ul> <p>Producer Surplus diagrammatically</p> <p>The Equilibrium</p> <ul style="list-style-type: none"> <li>• Equilibrium price and quantity and how they are determined</li> <li>• The use of supply and demand diagrams to depict excess supply and excess demand</li> <li>• The operation of market forces to eliminate excess demand and excess supply</li> </ul> <p>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 Price Mechanism</p>	<p><b>The following learning continues to focus on the microeconomic issues in the course. This enables students to see the concept of profit maximisation in the context of reported financial information from firms.</b></p> <p><b>Profit and loss</b> a) Profit as an incentive in a competitive market: market entry and exit , b) How firms calculate: o gross profit o operating profit o profit for the year (net profit) c) Statement of comprehensive income (profit and loss account) d) How firms measure profitability: o gross profit margin o operating profit margin o profit for the year (net profit) margin e) How firms increase profit</p>

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			<ul style="list-style-type: none"> <li>• Functions of the price mechanism to allocate resources:</li> <li>• rationing</li> <li>• incentive</li> <li>• signalling</li> </ul> <p><b>Understanding the Consumer:</b></p> <ul style="list-style-type: none"> <li>• Primary and secondary market research data (quantitative and qualitative) used to quantify likely demand and gain insight into consumer behaviour</li> <li>• Limitations of market research, sample size and bias</li> <li>• Categorising consumers: market segmentation</li> </ul> <p><b>The competition:</b></p> <p>a) Market positioning: market mapping and market maps</p> <p>b) Competitive advantage of a product or service</p> <p>c) Product differentiation</p> <p>d) Adding value to products/services</p> <p>e) How firms decide on price and level of output</p> <p>f) Nature and range of markets: stable and dynamic markets</p> <p style="color: red;">Supply and demand need deep understanding before students can learn and understand the various elasticities, which now follow.</p> <p><b>PED</b></p> <ul style="list-style-type: none"> <li>• Understanding of price elasticity of demand</li> <li>• Use formulae to calculate PED</li> </ul>	<p><b>Business survival and cash flow</b></p> <p>a) Distinction between profit and cash flow</p> <p>b) Importance of cash flow for business survival</p> <p>c) Forecasting and interpreting cash flow</p> <p>d) Use of a cash-flow forecast to identify credit requirements and minimise risk</p>
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Spring	3	<p><b>Policy is reactivated again next year. Students are now ready to consider economic activity in a global context.</b></p> <p><b>The Characteristics of globalisation:</b></p> <ul style="list-style-type: none"> <li>• increased investment flows</li> <li>• world trade rising as a proportion of world Gross Domestic Product (GDP)</li> <li>• increased migration</li> </ul> <p>Factors contributing to globalisation in the last 50 years:</p> <ul style="list-style-type: none"> <li>• trade liberalisation</li> <li>• capital market liberalisation</li> <li>• political change resulting in the opening up of China and the former Soviet Union</li> <li>• reduced cost of transport and communications</li> <li>• increased significance of global (transnational) companies</li> </ul> <p><b>Indicators of growth:</b></p> <ul style="list-style-type: none"> <li>• GDP per capita</li> <li>• literacy</li> <li>• health</li> </ul>	<p><b>YED</b></p> <ul style="list-style-type: none"> <li>• Understanding of income elasticity of demand</li> <li>• Use formula to calculate YED</li> <li>• Interpret numerical values of YED</li> <li>• Factors influencing YED</li> <li>• The significance of the values</li> </ul> <p>Changes in real income Competition and market research</p> <p><b>Having studied the impact of price on demand, this knowledge can be used when learning about the different pricing strategies a firm may use.</b></p> <p><b>Competing on price</b> <b>-Pricing strategies:</b></p> <ul style="list-style-type: none"> <li>• cost plus (calculating mark up on unit cost)</li> <li>• price skimming</li> <li>• penetration</li> </ul>	<p><b>Productivity</b></p> <p><b>This is a concept that appears throughout economics at both micro and macro levels. It reactivates learning on the PPF curve and is now introduced as a crucial factor in a firm being competitive and being able to profit maximise.</b></p> <p>-Productivity (output per unit of input in a given time period):</p> <ul style="list-style-type: none"> <li>• factors influencing productivity</li> <li>• link between productivity and competitiveness</li> <li>• productivity and wages</li> <li>• productivity and economic growth</li> </ul>

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		<ul style="list-style-type: none"><li>Human Development Index (HDI)</li></ul> <p><b>Characteristics of developed (mature), emerging and developing economies</b></p> <p>Mean and median incomes This gives another opportunity to reactivate learning on index numbers and nominal v real.</p> <p>Growth rate of the UK and BRIC (Brazil, Russia, India and China) economies since 2000</p> <p>Growing economic power of:</p> <ul style="list-style-type: none"><li>Asia (China and India)</li><li>Africa</li><li>other emerging markets</li></ul> <p>Implications of economic growth for individuals and firms:</p> <ul style="list-style-type: none"><li>trade and rationalisation opportunities for firms</li><li>shifting employment patterns</li><li>c) Rising incomes</li></ul>	<ul style="list-style-type: none"><li>predatory</li><li>competitive</li><li>psychological</li></ul> <p><b>Factors that determine the most appropriate pricing strategy for a particular situation:</b></p> <ul style="list-style-type: none"><li>number of USPs/amount of differentiation</li><li>price elasticity of demand</li><li>amount of competition</li><li>strength of brand</li><li>stage in the product life cycle</li><li>costs and the need to make a profit</li><li>Changes in pricing to reflect social trends (online sales and price comparison sites)</li></ul> <p><b>Types of non-price competition</b></p> <p>product differentiation advertising and other promotional methods distribution methods Devising appropriate marketing approaches</p> <p>All of the above learning is an opportunity to reactivate learning on the impact that price has on demand.</p> <p>-achieving competitive advantage through relationships with stakeholders</p>	<p><b>Distinction between labour and capital intensive production</b></p> <p><b>Capacity utilisation</b></p> <p>-Full capacity and spare capacity</p> <p>-Capacity utilisation:</p> <ul style="list-style-type: none"><li>Current output (divided by) maximum possible output (as a percentage)</li><li>Implications of under- and over-utilisation of capacity</li><li>Ways of improving capacity utilisation</li></ul> <p><b>Efficiency and competitiveness using lean production</b></p> <p>-Quality: control, assurance, Total Quality Management (TQM)</p> <p>-Continuous improvement (Kaizen)</p> <p>-Just in time (JIT) management of stock</p> <p>-Competitive advantage from lean production</p> <p>-Impact on costs and sales revenue</p> <p>-Impact on average costs</p> <p>-Minimising waste of resources</p>
Spring	4	<p><b>Trade and growth</b></p> <p>Imports and exports: visibles and invisibles</p> <p>Impact of cheap imports on standards of living</p>	<p><b>Research and development (R&amp;D) and innovation</b></p> <p>-Competitive advantage through innovation</p>	



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		<p>Learning on economic growth [RGDP], employment, keeping inflation low and disposable incomes can be reactivated here.</p> <ul style="list-style-type: none"> <li>• Specialisation and international trade:</li> <li>• Increasing trade liberalisation</li> <li>• The role of specialisation and increasing specialisation by country</li> </ul> <p>Trade liberalisation and economic growth <b>reactivate RGDP knowledge</b></p> <p>Foreign direct investment (FDI) and link to growth</p> <p><b>Reactivate knowledge of the circular flow of income.</b></p> <p>Trade creation and trade diversion</p> <p><b>Expansion of trading blocs:</b></p> <ul style="list-style-type: none"> <li>o EU and the single market</li> <li>o ASEAN</li> <li>o NAFTA</li> </ul> <p>Impact on firms of trading blocs</p> <p>Growing interdependence</p> <p><b>The learning on trade and trade blocs gives many opportunities to reactivate learning on growth, real incomes, exchange rates and inflation, hence they are studied early in the course.</b></p>	<p>-Incentive to increase market power</p> <p>-Product and process innovation</p> <p>-Role of state funding</p> <p>-Product life cycle and extension strategies</p> <p>-Competitive advantage of short product development lead times</p> <p><b>The following work reactivates learning on supply and demand in markets.</b></p> <p><b>How the digital economy affects markets and firms</b></p> <p>Market information in the digital economy:</p> <ul style="list-style-type: none"> <li>-price comparison sites</li> <li>-viral marketing</li> <li>-social media</li> </ul> <p><b>The supply-side:</b></p> <ul style="list-style-type: none"> <li>-micromarketing</li> <li>-online retailing and online distribution</li> <li>-recruiting and training staff with digital skills</li> </ul> <p><b>The demand-side:</b></p> <ul style="list-style-type: none"> <li>-satisfying consumers with the long tail</li> <li>-wider geographical markets</li> </ul> <p>-Impact on markets and firms:</p> <ul style="list-style-type: none"> <li>-impact on costs, prices, profit and loss</li> <li>-firm creation and destruction in a new business environment</li> </ul>	
Summer	5	<p>Understanding globalisation and trade blocs enables students to understand why some countries may pursue protectionist measures. This reactivates learning supply and demand for the tariff diagram.</p>	<p>Learning on the objectives of firms is reactivated here and the degree to which growth may further enable a firm to profit maximise.</p>	

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		<p><b>Trade policy and trade negotiations</b></p> <p>Protectionism:</p> <ul style="list-style-type: none"> <li>o tariffs and import quotas (with diagrammatic representation)</li> <li>o other trade barriers</li> <li>o government legislation and domestic subsidies</li> </ul> <p>International trade negotiations:</p> <p>O role of G20</p> <ul style="list-style-type: none"> <li>o role of international institutions (World Trade Organisation (WTO), International Monetary Fund (IMF), World Bank)</li> </ul> <p><b>Changes in exchange rates</b></p> <p>Exchange rates were studied earlier in the context of their impact on demand for imports and exports and therefore the balance of payments, so this learning is reactivated and built on by learning about the effective exchange rate.</p> <p>Impact of changing exchange rates on firms</p> <p>Interpretation of exchange rate data</p> <p>Interpretation of effective exchange rates</p> <p>The following reactivates learning from term one on the wider economic environment.</p> <p>Impact of changes in exchange rates and the possible effects on:</p> <ul style="list-style-type: none"> <li>o the current account and the balance of payments</li> <li>o economic growth; firms</li> <li>o employment/unemployment</li> <li>o the rate of inflation</li> <li>o FDI flows</li> </ul> <p>Exchange rate understanding again is reactivated here as is the reason for and against membership of a trading bloc.</p> <p>The Eurozone</p>	<p><b>Methods of growth</b></p> <p>-Organic and inorganic growth</p> <p>-Horizontal, vertical and conglomerate integration</p> <p>Growth</p> <p>a) Objectives of growth:</p> <ul style="list-style-type: none"> <li>● to achieve economies of scale (internal and external)</li> <li>● increased market power over consumers and suppliers</li> <li>● increased market share and brand recognition</li> <li>● increased profitability</li> </ul> <p>Reactivate learning on productivity and efficiency when learning about diseconomies of scale.</p> <p><b>Problems arising from growth:</b></p> <ul style="list-style-type: none"> <li>-diseconomies of scale</li> <li>-internal communication</li> <li>-potential skills shortages</li> <li>- the role of corporate culture</li> </ul> <p><b>How small firms compete</b></p> <ul style="list-style-type: none"> <li>-product differentiation and unique selling points (USPs)</li> <li>-flexibility in responding to customer needs</li> <li>-customer service</li> <li>-targeting niche markets</li> </ul>	
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		<p>Now students can appreciate the need for firms to pursue overseas markets and market products globally in an appropriate way.</p> <p><b>Conditions that prompt trade</b></p> <p>Push factors:</p> <ul style="list-style-type: none"> <li>• saturated markets</li> <li>• competition</li> </ul> <p>Pull factors:</p> <ul style="list-style-type: none"> <li>• economies of scale</li> <li>• risk spreading</li> <li>• Possibility of offshoring and outsourcing</li> <li>• Extending product life cycles by selling in multiple markets</li> </ul> <p>Reactivates learning from teacher two.</p> <ul style="list-style-type: none"> <li>• Raising capacity utilisation</li> </ul> <p><b>Assessing the potential of different economies</b></p> <p>Factors influencing expansion into a market:</p> <p>O levels and growth of disposable income</p> <p>O ease of doing business</p> <p>O infrastructure</p> <p>O political stability</p> <p>O exchange rate</p> <p>Another opportunity to reactivate exchange rates which students find challenging.</p> <p><b>Factors influencing the location of production sites:</b></p> <p>O costs of production</p> <p>o skills and availability of labour force</p> <p>O infrastructure</p> <p>o location in trade bloc</p> <p>O government incentives</p> <p>o ease of doing business</p> <p>O political stability</p>		
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			<p>O natural resources</p> <p>o likely return on investment</p> <p><b>Responding to global demand</b></p> <ul style="list-style-type: none"> <li>• Globalisation vs glocalisation</li> </ul> <p>Different approaches to global markets:</p> <ul style="list-style-type: none"> <li>• domestic/ethnocentric</li> <li>• mixed/geocentric</li> <li>• international/polycentric</li> </ul> <p>Price and non-price competition in global markets</p> <p>o adapting marketing strategies for global markets</p> <p>Branding and differentiation in global markets</p> <p>Demand-side factors in global markets</p> <p>Cultural/social factors:</p> <p>O cultural differences</p> <p>O different tastes</p> <p>Information and communication factors:</p> <p>O language, unintended meanings, inappropriate/inaccurate translations</p> <p><b>How firms respond to these demand-side factors</b></p> <p>o adapting marketing strategies for niche and mass markets</p> <p>Links with work on markets with teacher two; reactivate learning on niche and mass market and pricing.</p>		
	Summer	6	<p>After the 'big picture' of globalisation, we focus now on the impact of MNCs. Prior learning about the impact of injections into the economy, job creation, membership of trade blocs can all be reactivated here.</p> <p><b>The impact of multinational corporations (MNCs)</b></p>	<p>Introduction to market failure; this complements well the work of teacher 1 on the impact of MNCs and arguably, the need to regulate them.</p> <p><b>Market Power and Market Failure:</b></p>	

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		<p><b>Impact of MNCs on the local economy:</b></p> <ul style="list-style-type: none"> <li>O local labour, wages, working conditions and job creation</li> <li>O local firms               <ul style="list-style-type: none"> <li>o the local community and the environment</li> </ul> </li> </ul> <p><b>Impact of MNCs on the national economy:</b></p> <ul style="list-style-type: none"> <li>O economic growth</li> <li>O FDI flows</li> <li>O balance of payments               <ul style="list-style-type: none"> <li>o technology and skills transfer</li> </ul> </li> <li>O consumers</li> <li>O business culture               <ul style="list-style-type: none"> <li>o tax revenues and transfer pricing</li> </ul> </li> </ul> <p><b>Ethical issues</b></p> <p><b>Stakeholder conflicts</b></p> <p>Pay and working conditions</p> <p>Environmental considerations:</p> <ul style="list-style-type: none"> <li>O emissions</li> <li>O waste disposal</li> </ul> <p>Supply chain considerations:</p> <ul style="list-style-type: none"> <li>O exploitation of labour</li> <li>O child labour</li> </ul> <p>Marketing considerations:</p> <ul style="list-style-type: none"> <li>O misleading product labelling</li> <li>O inappropriate promotional activities</li> </ul> <p>Controlling MNCs</p> <ul style="list-style-type: none"> <li>• Factors to consider:               <ul style="list-style-type: none"> <li>• political influence</li> <li>• legal control</li> <li>• pressure groups</li> <li>• social media</li> <li>• Self-regulation</li> </ul> </li> </ul>	<p><b>Market failure and Externalities</b></p> <ul style="list-style-type: none"> <li>a) Private costs, external costs and social costs</li> <li>b) Private benefits, external benefits and social benefits</li> <li>c) Costs and benefits from the production and consumption of goods and services</li> <li>d) Strength of the market economy: markets work well , when the private and social benefits exceed (or are equal to) the private and social costs</li> <li>e) Weaknesses of the market economy: some markets fail because of the existence of external costs, leading to under/over production or consumption</li> </ul> <p><b>Government intervention and Failure</b></p> <ul style="list-style-type: none"> <li>a) Purpose of intervention with reference to market failure in various contexts</li> <li>b) Methods of government intervention:               <ul style="list-style-type: none"> <li>o regulation</li> <li>o legislation</li> <li>o indirect taxation</li> <li>o grants and subsidies</li> <li>o voluntary agreements</li> </ul> </li> <li>c) Causes of government failure:               <ul style="list-style-type: none"> <li>o distortion of price signals</li> <li>o unintended consequences</li> <li>O excessive administrative costs</li> </ul> </li> </ul>	
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## Key Stage 5 Curriculum Pages

				<ul style="list-style-type: none"><li>O information gaps</li><li>d) Government failure in various markets</li></ul>	
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# Key Stage 5 Curriculum Pages

## How you are assessed

There are three papers that students will be assessed on:

**Paper 1** – This will cover material from Themes 1 and 4 – contributes 35% towards final grade

**Paper 2**- This will cover material from Themes 2 and 3- contributes 35% towards final grade

**Paper 3**- This will cover material from themes 1, 2, 3 and 4 and is based on a pre-release stimuli material – contributes 30% towards final grade

In each paper the students are assessed using the following skills and weightings:

Skill	Exam Weighting (%)
AO1 Demonstrate knowledge of terms / concepts and theories / models to show an understanding of the behaviour of economic agents and are affected by and respond to economic issues	20-22
AO2 Apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues	22-24
AO3 Analyse issues within economics, showing an understanding of the impact on economic agents.	28-30
AO4 Evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues.	26-28

## Enrichment – How can you deepen your understanding of Economics?

Economics is dynamic and reflects real life situations so there are plenty of opportunities to find out more. We suggest that you read or listen to the news frequently. The Financial Times offers free subscriptions to students using their school e mail address as The Ecclesbourne School is signed up for this. This is a fantastic opportunity to read articles by the best journalists in the field. I find the writing to be accessible whilst challenging. Other sources of economics news:

- The Times
- The Guardian
- BBC News
- Channel 4 News

Books relevant to the course

In addition, books that really bring economics to life:

- The Economics Book – Big Ideas Simply Explained, Niall Kishtainy
- Fifty things that made the modern economy, Tim Harford
- Undercover Economist, Tim Harford
- Undercover Economist Strikes Back, Tim Harford
- The Spirit Level, Pickett and Wilson
- Talking to My Daughter About the Economy: A Brief History of Capitalism – Yanis Varoufakis
- The Equality Effect, Dorling
- Freakonomics, Levitt and Dubner

## Key Stage 5 Curriculum Pages

- Grave New World, Stephen D King
- The Selfish Capitalist, Oliver James
- Affluenza, Oliver James
- The Almighty Dollar, Dharshini David
- Nudge, Richard Thaler
- Economics – The User's Guide – Ha-Joon Chang

Relevant websites

[www.tutor2u.net](http://www.tutor2u.net)

<http://news.sky.com/>

<https://www.theguardian.com/uk/business>

<https://www.thetimes.co.uk/#section-news>

<http://www.independent.co.uk/>

<https://www.bloomberg.com/businessweek>

<https://www.economist.com/>

### **Where next – how can Economics support your future?**

Many students continue to study Economics to degree level after A level and Economics degrees are currently at the top of the list of the most desirable from the point of view of an employer!

During your A level studies you will have improved your numerical, analytical and evaluative skills which are transferable to other courses of study as well as the workplace environment. More students are now considering apprenticeships after school and a knowledge of economics, and the business environment can be a big asset to your application.

Here are some of the jobs that people with economics degrees go into:

Jobs directly related to an Economics degree include:

- Actuarial Analyst
- Chartered Accountant
- Compliance Officer
- Data Analyst
- Economist
- External Auditor
- Financial Risk Analyst
- Investment Analyst
- Political Risk Analyst
- Risk Manager
- Statistician
- Stockbroker



# Key Stage 5 Curriculum Pages

Jobs where an Economics degree would be useful include:

- Business Development Manager
- Civil Service Fast Streamer
- Data Scientist
- Diplomatic Service Officer
- Local Government officer
- Management consultant
- Policy officer
- Quantity surveyor