

## Stepney Green Sixth Form: Economics AS and A Level. Curriculum Statement.

### **Intent**

At Stepney we offer 'Edexcel Economics A' – this course has been specifically chosen over its counterpart 'Edexcel Economics B' due to its use of academic theories rather than Business context reliance. We have offered Economics A as an academic and challenging course for students with high abilities within the sixth form and this course offers a theoretical look into the subject with many of the key economists and models linking to university courses our students have gone on to study.

The course is taught by two staff members, whom together contribute a wealth of experience both teaching the subject and within the field of finance. This has allowed the subject teachings to be underpinned by relevant examples that can be used to develop student understanding of theoretical concepts. The Edexcel course offers students a holistic introduction to economics as a subject – with emphasis on both Micro and Macroeconomics throughout the two years, we feel this provides students the best foundation if they wish to continue into university with the subject as many key concepts and economists are explored in A level.

We provide students the knowledge needed to become free thinking individuals who are able to debate and discuss political, ethical, economical and geographical events impacting their lives.

### **Implementation**

The course is designed with the teachers' specific skills in mind as we have Macro and Micro expertise the units are taught simultaneously to both classes. One teacher specialising in Micro will teach Theme 1 and 3 (Micro) to all classes and the other teacher will deliver Themes 2 and 4 (Macro units). This breakdown allows students to have clear separation between Micro and Macro concepts as they are aware this is how the papers are split.

Students are introduced to the paper requirements early on for both AS and A level as we feel this allows them to structure their verbal and written responses immediately and therefore develop their exam skills as they increase their knowledge base. This is a great form of self-aware feedback for students as they can clearly see/hear improvements in their answering over the year(s).

All classes follow the set 2-year Scheme of Work, but differentiation is provided by teachers on a specific and real time basis. Support and scaffolding of concepts is available to students through a variety of verbal and physical resources that are tailored as and when needed. There is a clear emphasis on collaborative learning within the subject as students are encouraged to challenge and support each other in written and verbal tasks. This supports the peer tutoring we have seen developing in KS5 Economics as students find this is an effective method of consolidating learning once topics have been taught.

Debate and verbal communication skills are a core principal within our Economics lessons as students are encouraged to have opinions and share them. This key life skill is nurtured and developed through scaffold response structures from the beginning of the course, allowing students to not just defend their points but build upon and learn from others with a very clear policy for respecting others within class and during debates/conversations.

### **Impact**

We measure the impact of the course through AP testing throughout the academic year – these official exam points allow us to test previous learning on a wider scale as the tests grow in their size and weighting. We utilise Feedback in lessons both verbally and formatively written on exam practice questions.

The subject sees very high recruitment, as one of the most popular KS5 subjects we have enjoyed large numbers of diverse students, further enhancing the experience of our students. We have seen students go on to study economics at a variety of respected universities including LSE, UCL and Queen Mary, proving the excellent economic foundation they receive at A level provides them necessary skills to study the subject further into their academic careers.

We have enjoyed 100% A\*-C every year the course has run, a testimony to the engaging course structure and delivery of the content, utilising resources such as the Economist and Financial Times to provide examples and engage students in the real world application of the theories taught.