



YEAR 12 A LEVEL Economics Term 3

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – The National and International Economy



Intent	<ul style="list-style-type: none">• Pupils should be taught:• Market Structures• Perfect Competition• Monopoly• Oligopoly• Monopolistic Competition• Price Discrimination
Cross Curricular Links	<ul style="list-style-type: none">• SMSC: Should one firm be allowed to control a market?• PSHE: Understand how and why firms charge different group of customers different prices.• Literacy: Use of tier 3 vocabulary as identified in the SOW.• Numeracy: Calculate 3 and 5 firm concentration ratios. Be able to calculate market share by value and by volume.
Becoming future ready	<p>Personal Skills: Listening – watching videos, group work, individual communication.</p> <p>Employability: Develop the ability to see alternative points of view and be able to present points of view even if you don't agree with them</p>
Differentiation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p>By resource: Worksheets are clearly presented and accessible, they are also graduated with the level of difficulty and challenge rising as the worksheet progresses. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Handouts are differentiated by outcome. Scaffolding of tasks and modelling of responses.</p> <p>By Intervention: by providing different levels of supervision and support as required.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style. Grouping are adapted as required during the course.</p> <p>By Task: When appropriate tasks are differentiated with different students being given different tasks depending on their individual needs and prior attainment. Pupils are encouraged to reflect on their own weaknesses and set targets which are meaningful to them, choosing their own tasks to address these weaknesses.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.</p> <p>By assessment: The use of writing frames and modelling to support with making progress for all in exam technique and assessments</p>
Intent & Implementation	<p>The focus on this term is exam technique as the end of year examinations approach. In particular the ability to write evaluatively and present different viewpoints. In addition students will be doing the A2 content with market structures from the micro part of the specification</p> <p>By the end of the term students should be able</p>
Learning Outcomes (Core Knowledge)	<ul style="list-style-type: none">• To identify market structures and use concentration ratios to support their judgement• Be able to explain the model of perfect competition• Be able to explain the model of monopoly and evaluate if a monopoly should be broken up• Be able to explain the model of oligopoly and explain step government can take to avoid collusion• Be able to explain the model of monopolistic competition and identify monopolistically competitive markets• Explain how firms price discriminate and evaluate if it only benefits the firm
Current learning to be developed in the future within:	<ul style="list-style-type: none">• How market structure impacts outcomes for consumers and why government may need to intervene• If natural monopolies would be better in state hands (nationalisation)• How UK and international competition policy can be used to make markets work better

Impact	See assessment map
Assessment	