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| Cultural capital and local context | <p>In Economics students are encouraged to develop a deep sense of understanding about different schools of Economic theory. Students are introduced to the key concepts and famous scientists.</p> <p>Example: Students learn about the variety of schools of Economic thoughts. Across KS5, all pupils will be exposed to Free Market Theory, Keynesian Theory, Behavioural Theory, etc. Students are expected to develop their critical thinking skills when applying theoretical knowledge to various historical and current affairs.</p> |
| Ambitious | <p>All Economics lessons are ambitious in terms of the learning outcomes for students. Students will be exposed to various articles, case studies, legal acts, and be expected to grapple with them in an academically rigorous fashion. All lessons contain stretch and challenge tasks to facilitate the development of high level thinking skills in all students. Year 12 content is structured in such a way to bring in Year 13 content to allow for a seamless transition.</p> <p>Example: Traditional Economics is being taught in Year 12. Behavioural Economics is being taught in Year 13. Key word testing occurs weekly in order to allow all students to develop a rich subject specific vocabulary.</p> |
| Logically structured | <p>Students have a two-year journey in Economics. In Year 12, students are taught key concepts such as the basics of market structures, government intervention, and government failure. In Year 13, students are able to build upon the knowledge developed in Year 12 and are taught more complex market models, inflation, unemployment, globalisation, and other important topics. Summative and formative assessment of various nature are successfully embedded into the curriculum.</p> <p>Example: GCE syllabus has been restructured to ensure a smoother transition towards the linear approach.</p> |
| Intelligent assessment | <p>The department has embedded transitional language into all KS5 lessons which allows students to practice assessment skills. Students are familiar with the AQA terminology at GCE level as this has been heavily incorporated into KS5 tests, assessments, mock exams and homework. There are weekly 15-minute tests, End of Unit tests, and mock exams. The Economics Department follows an A-C policy which requires students to re-submit their work if the required standard was not achieved. At the end of every unit, there is a dedicated feedback lesson to ensure that pupils know what is needed to make good academic progress. There is dedicated improvement time incorporated into these lessons.</p> <p>Example: All assessments are modelled on the GCE paper. There are multiple-choice questions, short questions, and essays. Embedded structures in Year 12 allow for a seamless transition into Year 13 with positive outcomes at the end of Year 13. Analytical and evaluative skills which are reinforced across KS5 are incorporated into AO3 and AO4 questions across all three components of the A Level specification.</p> |
| Breadth and Depth | <p>To enable the teaching of a broad and balanced curriculum in Economics, students are encouraged to further research and challenge various economic theories. We aim for students to be economically literate when they leave BSF – TFA campus at the end of Year 13. To enable this to happen, students will be taught different schools of Economic thought using various scientific sources of information. Students will be expected to apply the main economic concepts to current affairs.</p> <p>Example: In KS5, students are provided with a plethora of extra reading to promote a sense of curiosity around the subject as well as instilling the virtues of scholarship and academia.</p> |
| Retention | <p>Every lesson has a starter and plenary which follow the same structure: a question related to the previous lesson, a question related to previous topic, and a question related to a previous term.</p> <p>Example: To allow students to remember structures in their writing, the department has developed acronyms to allow students to meet all the assessment objectives. At A Level, the PEEL structure is implemented to allow students to succeed, alongside with PECAN PIE, TIGERS, CIGS, etc.</p> |
| Equality | <p>All students are given the opportunity to succeed in Economics as a result of great differentiation strategies. Underachieving students are provided with extra support. A teacher has class packs which contain class context, colour-coded seating plans, annotated progress information, etc. Students are given personalised support by the classroom teacher who fosters positive and open relationships with the students. Differentiation by outcome is promoted throughout KS5 lessons as opposed to differentiation by task.</p> <p>Example: In lesson slides, there are always sentence starters which allow all students to easily access the written tasks within the lesson. There are also exam structures given, as well as writing frames and scaffolding. Intervention groups help to support underperforming students. This has a positive impact on the grade the students receive in the end of KS5.</p> |