

## Curriculum links

Resource cards	Citizenship learning outcomes	Economic wellbeing and financial capability / Careers and the world of work / Skills for learning, life and work / Education for employability	Business and Economics courses	Business and Administration Diploma and Welsh Baccalaureate
<p><b>Information and Activity card 1</b></p> <p><b>Information and Activity card 2</b></p> <p><b>Information and Activity card 3</b></p> <p><b>Information and Activity card 4</b></p>	<p><b>England</b></p> <p><b>Key Stage 4</b></p> <p><b>Unit 5: How the economy functions</b></p> <p><b>Section 1: Where does our income go?</b></p> <p>Understand that income comes from a variety of sources and recognise that spending is limited by income, so people have to make choices and that there are reasons for different choices.</p> <p><b>Section 2: What is the economy and how does it function?</b></p> <p>Understand what the economy is and that there are links and connections between individuals, business and government through the flow of money, products and activity, including work.</p> <p>Know how and why the government collects revenue through different forms of taxation. Be able to identify how and why the government spends money and give examples of public services.</p> <p><b>Section 4: What are the economic links and connections between the UK and the rest of the world?</b></p> <p>Understand that the UK economy is connected to the rest of the world and that economies are interdependent.</p> <p>Understand that events in the rest of the world can affect the UK economy, and give examples.</p>	<p><b>Work-related learning</b></p> <p><b>Key Stage 4</b></p> <p>The DCSF suggests that as a minimum ‘students have at least two curriculum activities that develop their understanding of business and work’. One outcome is that students ‘demonstrate a basic knowledge and understanding of a range of economic concepts’.</p> <p>These materials provide opportunities to cover much of this element of WRL.</p> <p>As part of the the economic wellbeing and financial capability strand of PSHE Education, students look at the nature of the world of work and the diversity and function of business.</p> <p>This resource could provide opportunities for research work linked to Element 9 of ‘Career, work-related learning and enterprise 11–19: A framework to support economic wellbeing’ (2008).</p> <p>This resource can also help to deliver the guidelines in ‘Careers and the world of work: a framework for 11 to 19-year-olds in Wales’; the Northern</p>	<p><b>Business courses</b></p> <p><b>AQA GCSE Business Studies Specification 3133 (B)</b></p> <p>10.2: External factors affecting business</p> <p><b>OCR GCSE Business Studies B Specification 1952</b></p> <p>Element 5.2.2: Business and the economy</p> <p>Element 5.2.3: External factors</p> <p><b>OCR GCSE Business Studies Specification J253</b></p> <p>Unit A293: Production, Finance and External Business Environment</p> <p><b>Edexcel GCSE Business Studies Specification 1503</b></p> <p>Element 1.6: Government and EU influences on business activity and objectives</p> <p>Element 4.1: The market</p> <p><b>Edexcel GCSE in Business Studies and Economics</b></p> <p>Unit 5: Introduction to Economic Understanding</p> <p><b>WJEC GCSE Business Studies</b></p> <p>5.1: The business environment</p> <p>5.2: The external environment</p>	<p><b>OCR Level 2 Diploma in Business and Administration</b></p> <p><b>Unit F277: Change in the Business Environment</b></p> <p>Learning outcomes 1 and 2.</p> <p>Students could consider the impact of changes in the economy on how businesses operate.</p> <p><b>Edexcel Level 2 Diploma in Business and Administration</b></p> <p><b>Unit 7: Responding to Change in Business</b></p> <p>Learning outcome 1 requires learners to understand the interaction between a business and the economy including changes in spending and taxation.</p> <p><b>AQA Level 2 Diploma in Business and Administration</b></p> <p><b>Unit 6: Understanding Business in a changing world</b></p> <p>Learning outcome 3: Understand the different types of change that occur in the business environment.</p> <p><b>Welsh Baccalaureate</b></p> <p>These materials could inform part of a student’s research within the ‘Individual Investigation’ component.</p>



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<p><b>Information and Activity card 5</b></p> <p><b>Information and Activity card 6</b></p>	<p><b>Section 3: How does the economy stay on track?</b></p> <p>Identify problems that can result from economic change and understand the government's role in dealing with the problems of instability in the economy.</p> <p><b>Scotland</b></p> <p>Education for Citizenship is an entitlement for all children in Scotland, and responsible Citizenship is one of the four capacities of the 'Curriculum for Excellence'. 'Education for Citizenship in Scotland – A Paper for Discussion and Development (2002)' states that Education for Citizenship aims to 'develop capability for thoughtful and responsible participation in political, economic, social and cultural life. This capability is rooted in knowledge and understanding, in a range of generic skills and competences, including "core skills", and in a variety of personal qualities and dispositions'.</p> <p>The paper states that 'knowledge and understanding' includes 'the working of the economy, including mechanisms for the creation and uses of wealth'. This resource will help students to learn about this topic and develop core skills.</p>	<p>Ireland Education for Employability framework, a strand of 'Learning for life and work'; and the Scottish 'Skills for learning, life and work'.</p> <p><b>Enterprise</b></p> <p><b>Key Stage 4</b></p> <p>Enterprise education is the development of enterprise capability and is supported by financial capability and economic and business understanding.</p> <p>Much of this latter element can be delivered through these information and activity cards. The broad enterprise themes are shown below.</p> <p><b>Theme 1: Enterprise Knowledge and Understanding</b></p> <p>Economic and business understanding, e.g. market, competition, price, efficiency, economic growth, organisation of business, world of work.</p> <p><b>Theme 2: Enterprise Skills</b></p> <p>Economic and business understanding, e.g. decision making, judgements, investigate simple hypotheses.</p>	<p><b>WJEC GCSE in Business Studies</b></p> <p>Unit 2.5: The External Environment</p> <p><b>CCEA GCSE Business Studies</b></p> <p>3.2: Business: aims, types and organisation</p> <p><b>Scottish Standard Grade in Business Management:</b></p> <p>1.1: What do businesses do?</p> <p><b>Economics courses</b></p> <p><b>AQA GCSE Economics Specification 3144</b></p> <p>Subject content:</p> <p>10: Basic economic problems and decisions:</p> <p>i) the central importance of scarcity</p> <p>ii) markets and resource allocation</p> <p>11: Market systems</p> <p>11.1: Demand – the concept of demand</p> <p>14.1: Macroeconomic concepts and policies</p> <p>Macroeconomic concepts (includes inflation)</p> <p>14.2: Macroeconomic systems</p> <p>The macroeconomy as a flow system</p> <p>14.3: Macroeconomic objectives and policies</p> <p>The objectives of macroeconomic policy (includes price stability)</p>	<p>These could also be linked with assessment of the core eg. work focused on 'Wales, Europe and the World' and 'Work-related education'.</p>



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	<p>The 'Curriculum for Excellence' requires all learners to learn about 'People in society, economy and business'. Aspects of this material could be used to support delivery of this component.</p> <p><b>Wales</b></p> <p>'The National Assembly for Wales Circular No: 11/2005' was issued on 5 May 2005 and sets out the 'Global Citizenship Secondary School Map – Education for Sustainable Development and Global Citizenship'. The themes of 'interdependence' and 'sustainable change' could be supported with this resource.</p> <p>The 'Sustainable development and global citizenship' theme of the PSE framework involves learning about the links between society, economy and environment.</p> <p><b>Northern Ireland</b></p> <p>Since 2007, there have been statutory requirements on 'Learning for Life and Work'. These materials could be used to support the 'Local and Global Citizenship' component.</p>	<p><b>Theme 3: Enterprise Attributes</b></p> <p>Economic and business understanding, e.g. take an interest in economics, resources, role of business and its responsibilities.</p> <p>The material would also be useful for the Creativity and Enterprise strand of Education for Citizenship in Scotland.</p>	<p>The exchange rate as a policy instrument and as a policy objective (includes significance of exchange rate)</p> <p><b>AQA GCSE Economics (4135) and Short Course (4132)</b> Unit 11: Personal Economics Section 1: Money</p> <p><b>OCR GCSE Economics Specification</b> 5.1 (b): Scarcity, choice and opportunity cost 5.1 (d): Money and interest rates 5.3 (c)(iii): Price stability and inflation 5.4 (d): Exchange rates</p> <p><b>OCR GCSE Economics</b> Unit A592: How the Economy Works</p> <p><b>Edexcel GCSE Business Studies and Economics Nuffield Specification 1171</b> Unit 1: Make or break. Enquiry: is there a market? Unit 3: Risk and uncertainty – cost and price inflation</p> <p><b>Edexcel GCSE in Business Studies and Economics</b> Unit 5: Introduction to Economic Understanding</p>	



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			<p><b>CCEA GCSE Economics</b></p> <p>3.1: Economic problems and decisions            3.2: Consumers, producers and the government            3.3: Money and finance            3.4: The national economy            3.5: The global economy</p> <p><b>CCEA GCSE Economics Section</b></p> <p>3.4: Managing the economy</p> <p><b>Scottish Standard Grade in Economics</b></p> <p>1: Economic systems            3: Consumption            4: Market mechanisms            6: International trade            9: Inflation</p>	