

Business Curriculum Intent

Business acts as a bridge between students' studies and the real world. All pupils will work and be part of an organisation in their future and the subject allows them to understand how organisations operate, giving them an advantage when entering the world of work. This is achieved through the teaching of the curriculum in context of businesses in the local area, nationally and internationally. Links to real life businesses give students a portal into the world of business. Developing students' knowledge, analytical and evaluative skills that can be used in all their studies. As well as giving students real life skills such as the understanding of how interest rates impacts on consumers as well the economy.

Key Stage 4

To deliver an engaging and inspiring 2 year course which will embed students with key skills and knowledge making them ready for the world of work or to continue with their Business pathway at KS5 studying A-level Business, A level Economics

Key stage 5

Our curriculum Intent is to ensure that students gain a full understanding of key business theories and principles as they complete the A Level course. We expect students to develop an understanding of how business works in the real world, discover the problems and opportunities faced by local, national and international businesses and learn about how business functions such as marketing, finance, human and physical resources work together as part of a whole business. Learners should develop an enthusiasm for studying business and gain a holistic understanding of business in a range of contexts.

Years 7, 8 and 9	N/A
Years 10 and 11 <u>Edexcel GCSE Specification</u>	KS4 students are given the opportunity to build a foundation of business knowledge, focussing on key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In their final year of the course, students will delve deeper by examining how a business develops beyond the start-up phase. The course focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis
Year 12 and 13 <u>Edexcel A Level Specification</u>	'What is Business?' and moves into decision making within the functional areas of business; marketing, operations, finance and human resources. The first year will have the same content as AS course and the second year will be more focussed on the strategies business use and their effectiveness. Theme 3 and Theme 4 move from functions to strategy. You will explore influences on business strategy and decision making and understand how businesses mitigate risk and uncertainty. You will also explore global business and the opportunities and issues facing businesses in today's global world. The subject content is designed to engage students through topics and issues that are relevant in today's society – they will study key contemporary developments such as digital technology, business ethics, and globalisation. Business is a contemporary subject that is dynamic, progressive and useful in every aspect of life. It is relevant to all professions whether you choose to start your own business or progress in the business you work for. Anyone with a general interest in business, ethics, the economy, finance, marketing, human resources, management, will enjoy the course.

Business Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	N/A	N/A	N/A	N/A	N/A	N/A
Year 8	N/A	N/A	N/A	N/A	N/A	N/A
Year 9	N/A	N/A	N/A	N/A	N/A	N/A
Year 10	<u>THEME 1</u> <u>INVESTIGATING SMALL BUSINESS</u> 1.1 ENTERPRISE and ENTREPRENEURSHIP 1.1.1 Dynamic nature of business 1.1.2 Risk And Reward 1.1.3 Role Of Business Enterprise <i>Skill focus: 3 mark response</i>	<u>THEME 1</u> 1.2 SPOTTING A BUSINESS OPPORTUNITY 1.2.1 Customer needs 1.2.2 Market research 1.2.3 Market Segmentation 1.2.4 The Competitive Environment <i>Skill focus: 3 mark response</i>	<u>THEME 1</u> 1.3 PUTTING A BUSINESS IDEA INTO PRACTICE 1.3.1 Business aims and objectives. 1.3.2 Business revenues, costs and profits. 1.3.3 Cash and Cash-Flow <i>Skill focus: 6 mark response</i>	<u>THEME 1</u> 1.4 MAKING THE BUSINESS EFFECTIVE 1.3.4 Sources of finance 1.4.1 Types Of Ownership 1.5.1 Importance Of Stakeholders <i>Skill focus: Introduce 9 mark structure, Case Study and Applications</i>	<u>THEME 1</u> 1.5 UNDERSTANDING EXTERNAL INFLUENCES 1.4.2 Location 1.4.3 Marketing Mix 1.4.4 Business Planning Essay Writing Skills Practice <i>Skill focus: Introduce 12 mark structure, including Application & Case study</i>	<u>THEME 1</u> 1.5 UNDERSTANDING EXTERNAL INFLUENCES 1.5.2 Technology In Business 1.5.3 Protecting Staff Through Legislation (Laws) 1.5.4 The Economy And Business 1.5.5 External Influences <i>Consolidation, closing gaps in skills and knowledge</i> <i>Exam preparation (Paper 1)</i>
Year 11	<u>THEME 2 BUILDING A BUSINESS</u> 2.1 GROWING A BUSINESS 2.1.1 Business Growth	<u>THEME 2</u> 2.2 MAKING MARKETING DECISIONS 2.2.1 Product 2.2.2 Price 2.2.3 Promotion 2.2.4 Place	<u>THEME 2</u> 2.3 MAKING OPERATIONAL DECISIONS 2.3.1 Business Operations	<u>THEME 2</u> 2.5 MAKING HUMAN RESOURCE DECISIONS 2.5.1 Organisational Structures 2.5.2 Effective Recruitment	<u>EXAM PREP & TECHNIQUES</u> Reviewing themes 1 - 5 Using: • Past papers • Exemplars • Examiners' reports	EXAM SERIES

	2.1.2 Changes In Business Aims And Objectives 2.1.3 Business And Globalisation 2.1.4 Ethics, The Environment And Business <i>Skill focus: Introduce 9 mark structure, Case Study and Applications</i>	2.2.5 Using The Marketing Mix To Make Business Decisions 2.4 MAKING FINANCIAL DECISIONS 2.4.1 Business Calculations 2.4.2 Understanding Business Performance <i>Skill focus: Introduce 12 mark structure, including Application & Case study</i> <i>Trial Exam</i>	2.3.2 Working With Suppliers 2.3.3 Managing Quality 2.3.4 The Sales Process <i>Skill focus: Section B & Section C Exam techniques</i>	2.5.3 Effective Training And Development 2.5.4 Motivation <i>Skill focus: Section B & Section C Exam techniques</i> <i>Trial Exam</i>	• Timed tasks • Essay writing skills • Writing sophisticated conclusions <i>Skill focus: Section B & Section C Exam techniques</i> <i>Including Applications Using service based businesses</i>	
Year 12	THEME 1 MARKETING AND PEOPLE 1.5 ENTREPRENEURS AND LEADERS 1.5.1 Role of an entrepreneur 1.5.2 Entrepreneurial motives and characteristics 1.5.3 Business objectives 1.5.4 Forms of business 1.5.5 Business choices 1.5.6 Moving from entrepreneur to leader 1.1 MEETING CUSTOMER NEEDS 1.1.1 The market 1.1.2 Market research 1.1.3 Market positioning	1.2 THE MARKET 1.2.1 Demand 1.2.2 Supply 1.2.3 Markets 1.2.4 Price elasticity of demand 1.2.5 Income elasticity of demand 1.3 MARKETING MIX & STRATEGY 1.3.1 Product/service design 1.3.2 Branding and promotion 1.3.3 Pricing strategies 1.3.4 Distribution 1.3.5 Marketing strategy	1.4 MANAGING PEOPLE 1.4.1 Approaches to staffing 1.4.2 Recruitment, selection and training 1.4.3 Organisational design 1.4.4 Motivation in theory and practice 1.4.5 Leadership THEME 2 MANAGING BUSINESS ACTIVITIES 2.1 RAISING FINANCE 2.1.1 Internal finance 2.1.2 External finance	2.2 FINANCIAL PLANNING 2.2.1 Sales forecasting 2.2.2 Sales, revenue and costs 2.2.3 Break-even 2.2.4 Budgets 2.3 MANAGING FINANCE 2.3.1 Profit 2.3.2 Liquidity 2.3.3 Business failure	2.4 RESOURCE MANAGEMENT 2.4.1 Production, productivity and efficiency 2.4.2 Capacity utilisation 2.4.3 Stock control 2.4.4 Quality management	2.5 EXTERNAL INFLUENCES 2.5.1 Economic influences 2.5.2 Legislation 2.5.3 The competitive environment

			2.1.3 Liability 2.1.4 Planning			
Year 13	<u>THEME 3 BUSINESS DECISIONS AND STRATEGY</u> 3.1 BUSINESS OBJECTIVES STRATEGY 3.1.1 Corporate objectives 3.1.2 Theories of corporate strategy 3.1.3 SWOT analysis 3.1.4 Impact of external influences 3.2 BUSINESS GROWTH 3.2.1 Growth 3.2.2 Mergers and takeovers 3.2.3 Organic growth 3.2.4 Reasons for staying small <i>Skill focus: Paper 1 Practice - Exam techniques</i>	3.3 DECISION-MAKING TECHNIQUES 3.3.1 Quantitative sales forecasting 3.3.2 Investment appraisal 3.3.3 Decision trees 3.3.4 Critical Path Analysis 3.4 INFLUENCES ON BUSINESS DECISIONS 3.4.1 Corporate influences 3.4.2 Corporate culture 3.4.3 Shareholders versus stakeholders 3.4.4 Business ethics <i>Skill focus: Papers 2 & 3 Practice - Exam techniques</i>	3.5 ASSESSING COMPETITIVENESS 3.5.1 Interpretation of financial statements 3.5.2 Ratio analysis 3.5.3 Human resources 3.6 MANAGING CHANGE 3.6.1 Causes and effects of change 3.6.2 Key factors in change 3.6.3 Scenario planning <i>Skill focus: Paper 2 & 3 Practice - Exam techniques</i>	<u>THEME 4 GLOBAL BUSINESS</u> 4.1 GLOBALISATION 4.1.1 Growing economies 4.1.2 International trade and business growth 4.1.3 Factors contributing to increased globalisation 4.1.4 Protectionism 4.1.5 Trading blocs 4.2 GLOBAL MARKETS & BUSINESS 4.2.1 Conditions that promote trade 4.2.2 Assessment of a country as a market 4.2.3 Assessment of a country as a production location 4.2.4 Reasons for global mergers or joint ventures 4.2.5 Global competitiveness <i>Skill focus: Paper Practice - Exam techniques</i>	4.3 GLOBAL MARKETING 4.3.1 Marketing 4.3.2 Niche markets 4.3.3 Cultural/social factor 4.4 GLOBAL INDUSTRIES AND COMPANIES (MULTINATIONAL CORPORATIONS) 4.4.1 The impact of MNC 4.4.2 Ethics 4.4.3 Controlling MNCs <i>Skill focus: Paper Practice - Exam techniques</i>	EXAM SERIES

SUBJECT		FUNCTIONS OF ASSESSMENT		
Business Studies KS4				
		FORMATIVE The instructional guidance that identifies central points of learning and plans for the progression of individual students.	SUMMATIVE This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)	EVALUATIVE This is about institutional accountability and comes after terminal exams.
TIM ESC ALE	Annually	Year 10 Class tests - This will shape future formative assessment eg. questioning. Year 11: Year 10 End of Year exam and assessment data can be used in order to make formative judgements of students' performance and understanding. This will shape future formative assessment i.e. questioning Every lesson through observation and verbal feedback, questioning and clarification of understanding. Feedback sheets Parents evening	Topics assessed for each year group <u>Year 10 - End of year exam</u> Year 10 will sit their end of year exam to measure progress and outcomes from their starting points <u>Year 11 – GCSE Exams</u> Year 11 will have their GCSE final exams in May/June which are externally marked by EDEXCEL. Results in August. There will be 2 papers: Theme 1 Investigating a small business Theme 2: Building a Business Year 11 will also have 2 papers for their trial exams in December & following March. Theme 1 Investigating a small business Theme 2: Building a Business	Results GCSE Data drops Final outcomes December trial exam High stakes accountability: GCSE performance measures Throughout KS4, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils. Students have ownership and track and evaluate their own progress throughout the year using both formative and summative assessment outcomes to form a holistic view of student performance and progress. The same data is tracked by the subject leader and is used to inform teaching, feedback, targets and intervention strategies. Year 10 exams will be used to evaluate progress over the first two years and allow for analysis of suitability of continuation of the course for Business or Economics

	Interim Could be termly or half termly	Self, peer, teacher assessment Deep marking dialogue between student and teacher Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance. Each topic has a Personalised Learning Checklist (PLC) style 'Tracker Sheet' which should be stuck into students' books at the front. Termly units of work Half term units of topic/style/issue based work are completed. Lesson ready is given when necessary and takes the form of independent research End of unit common assessments Peer and self-assessment Re-ACT written feedback and student response Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance. Following topical assessment: Each topic has a Personalised Learning Checklist (PLC). Students will use this to reflect on their own areas for development and make actions plans to address areas of weakness – this will allow for self-efficacy and development of growth mind-set.	<u>Year 10</u> KS4 Assessments at end of each topic (5 points during the year) 1.1 Enterprise and Entrepreneurship 1.2 Spotting a business opportunity 1.3 Putting a business idea into practice 1.4 Making the business effective 1.5 Understanding external influences on business KS4 Assessment at end of each topic (at 5 points during the year) <u>Year 11</u> KS4 Assessments at end of each topic (5 points during the year) 2.1 Growing the Business 2.2 Making Marketing decisions 2.3 Making Operational decisions 2.4 Making Financial decisions 2.5 Making Human Resource Decisions Past Unit 1 past exam questions used throughout the course of the year. Past Unit 2 past exam questions used throughout the course of the year.	
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		Each student will have an assessment tracker sheet which they will use to track their own progress over both formative and summative assessment – this is a reflection tool and will allow students to reflect on their overall progress – this is designed to complement topical PLC's Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance. Half term units of topic based work are completed and assessed.		
	Weekly	Low stakes testing on: • Key Business terms (peer assessed) Teacher, peer and self-evaluation used in lessons to ensure progress and next steps are considered and 're-acted' to. Verbal feedback, HL, classwork, self, peer and teacher assessments. Having completed students immediately self or peer assess and reflect on their learning, making actions plans for improvement. This is then also completed in the assessment tracker. Lesson ready HL varied and open ended. Trackers filled in to monitor progress Use of success criteria every lesson which is differentiated for all learners. Formative assessment strategies take place including the following strategies: • Shared success criteria or student checklists • Exam questions, mark schemes and model answers		

		Lesson Ready – Students given tasks to do outside of lesson that feed into the next lessons work Sub-topical exam style questions: • Throughout the weeks past paper questions are embedded into each topic • Having completed students immediately self or peer assess and reflect on their learning, making actions plans for improvement. This is then also completed in the assessment tracker. Understanding exam requirements: • Students will view mark schemes weekly. • Model answers will be used to support learning.
	Hourly	Growth mindset learning environment Solo and blooms taxonomy Questioning/socratic dialogue Every lesson the following formative assessment takes place using the following strategies: • Retrieval quiz • Discussions • Focused questioning/targeted questioning • Direct and Targeted questioning • Tiered verbal questioning (Bloom’s taxonomy) • Mini quiz and plenaries. • Use of keywords and learning word wall throughout lessons. • Hinge point questions and self-reflection exercises to encourage meta-cognition.

		Lesson Outcomes are shared with students. Verbal questioning used to clarify understanding Use of keywords throughout lessons. Use of mini-plenary and modelling to clarify and exemplify understanding.	
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SUBJECT		FUNCTIONS OF ASSESSMENT		
Business Studies KS5				
		FORMATIVE The instructional guidance that identifies central points of learning and plans for the progression of individual students.	SUMMATIVE This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)	EVALUATIVE This is about institutional accountability and comes after terminal exams.
TIM ESC ALE	Annually	Year 12: Assessment 1 at end of 1.5 o This allows for a starting point to make early judgements and inform subsequent formative assessment. o This will also introduce exam requirements at an early stage. GCSE Business grade (if applicable) Year 13: UCAS exam data from the previous year used in order to make formative judgements of students' performance and understanding. This will shape future formative assessment i.e. questioning. Years 12 and 13 trial exams act as a starting point from which judgements can be made to aid ongoing formative assessment by staff.	Year 12 End of Year exam Internally marked Theme 1 Paper - Marketing and People Year 13 Autumn Assessment - Theme 2 paper Trial exam papers in December -A level paper 1 -A level paper 2 Spring Assessment -A level paper 3 A level Final papers marked externally by EDEXCEL Paper 1: Marketing people and global business 35% Paper 2: Business activities, decisions and strategy 35%	High stakes accountability: - A-level performance measures - Student destinations Results GCSE/A level Data drops Dec exam / UCAS exam Final outcomes Throughout KS5, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils. Students have ownership and track and evaluate their own progress throughout

		Every lesson through observation and verbal feedback, questioning and clarification of understanding. Feedback sheets Parents evening	Paper 3: Investigating business in a competitive environment 30%	the year using both formative and summative assessment outcomes to form a holistic view of student performance and progress. The same data is tracked by the subject leader and is used to inform teaching, feedback, targets and intervention strategies. Year 12 UCAS exams will be used to evaluate progress over the first year and allow for analysis of suitability of continuation of the course. External A level exams for year 13 will form the basis for departmental evaluation.
	Interim Could be termly or half termly	Self, peer, teacher assessment Deep marking dialogue between student and teacher Lesson ready (home learning) is for consolidation and practice purposes and includes reading, research, questions and tasks to aid learning and exam performance. Each topic has a Personalised Learning Checklist (PLC) style 'Tracker Sheet' which should be stuck into students' books at the front. These illustrate the various topics and tasks which students will cover. Each student will have an assessment tracker sheet which they will use to track their own progress over both formative and summative assessment – this is a reflection tool and will allow students to reflect on their overall progress – this is designed to complement topical PLC's	YEAR 12 End of unit assessments- Exam style questions and teacher assessments. Theme 1 1.1 1.2 1.3 1.4 1.5 Theme 2 2.1 2.2 2.3 2.4 2.4 YEAR 13 End of unit assessments- Exam style questions and teacher assessments. Theme 3 3.1 3.2 3.3	

		End of topic units of work are completed and assessed Re-ACT written feedback and student response Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.	3.4 3.5 3.6 Theme 4 4.1 4.2 4.3 4.4	
	Weekly	Low stakes testing on:Key Business terms (peer assessed) Teacher, peer and self-evaluation used in lessons to ensure progress and next steps are considered and 'reacted' to. Lesson ready HL varied and open ended. Use of success criteria every lesson Formative assessment strategies take place including the following strategies: •Shared success criteria or student checklists •Exam questions, mark schemes and model answers Lesson Ready – Students given tasks to do outside of lesson that feed into the next lessons work Throughout the weeks past paper questions are embedded into each topic • Having completed students immediately self or peer assess and reflect on their learning, making actions plans for improvement. This is then also completed in the assessment tracker to monitor progress Understanding exam requirements: •Students will view mark schemes weekly. •Model answers will be used to support learning.		

Hourly

Growth mindset learning environment

Solo and blooms taxonomy
Questioning/Socratic dialogue
Learning objectives
Hooks/Plenaries
Learning mats

Every lesson the following formative assessment takes place using the following strategies:

- Retrieval Quiz
- Discussions
- Focused questioning/targeted questioning
- Tiered verbal questioning (Bloom's taxonomy)
- Mini quiz and plenaries.
- Use of keywords and learning word wall throughout lessons.
- Hinge point questions and self-reflection exercises to encourage meta-cognition.

Learning Foci (formerly Lesson Objectives)

Lecture and seminar style lessons.

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Lesson Outcomes are shared with students.

Verbal questioning used to clarify understanding used by class teachers using Bloom's Taxonomy to challenge.

Use of keywords and learning word walls throughout lessons.

Use of mini-plenary and modelling to clarify and exemplify understanding.