

Subject: Business

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Key Stage 4 - Intention Statement: Business Studies, as a subject, is important as all skills, knowledge and understanding developed by students whilst studying this subject impact on their academic, personal and working futures. Students will be able to see the relevance of the subject. We want to give students a love of Business Studies in the hope they will progress onto further studies, training or employment.

Students will understand the topic of enterprise and entrepreneurship and will develop an understanding of how to spot a business opportunity. Students will know how to put a business idea into practice and develop an understanding of how to make the business effective. Students will understand external influences on business.

Whilst studying Business Studies students will learn how to grow the business and how and why businesses make marketing decisions. Students will also understand operational decisions that businesses have to make and why financial decisions businesses have to make them. Students will also learn the topic making human resource decisions and different job roles and career paths in organisations.

Students who undertake Business Studies as an option will be prepared to face their future with the skills, ambition, passion and the confidence needed. They will have a good understanding of the subject and how they can progress in it Post-16.

Intention Overview:

Curriculum Knowledge

Overview of course structure:

Theme 1: Investigating Small Business (50%)

Topic 1.1 Enterprise and entrepreneurship

Topic 1.2 Spotting a business opportunity

Topic 1.3 Putting a business idea into practice

Topic 1.4 Making the business effective

Topic 1.5 Understanding external influences on business

Overview of assessment Written examination: 1 hour 30 minutes, 90 marks
The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions

Theme 2: Building a Business (50%)

Topic 2.1 Growing the business

Topic 2.2 Making marketing decisions

Topic 2.3 Making operational decisions

Topic 2.4 Making financial decisions

Topic 2.5 Making human resource decisions

Overview of assessment Written examination: 1 hour 30 minutes, 90 marks
The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Essential Skills to Develop

Subject Specific Skills

Supportive Learning Skills and Attributes

- Quantitative skills: Calculations in a business context
- Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions
- Reading information from graphs and charts
- Decision making
- Problem solving
- Presentation skills

- Research skills
- Literacy/writing skills
- Numeracy skills
- Planning and time management
- Analysis
- Evaluation
- Collaborative working
- Legal aspects - Computer Misuse, Data Protection, Copyright, etc - links to online safety here
- Non-routine problem solving – expert thinking, metacognition, creativity
- Systems thinking – decision making and reasoning
- Critical thinking – analysing, synthesising and reasoning skills.
- ICT literacy – access, manage, integrate, evaluate, construct and communicate

Cultural Capital (opportunities and experiences)

- Business: Students investigate business ownership and how they are designed to help improve society. Students learn about government legislation and how they impact on society.
- Political, e.g. government support, membership of trading communities such as the European Union.
- Economic, fiscal, monetary and other government policies, e.g. supply side policy, economic growth, exchange rates.
- Students learn about aspects of employment and consumer law. They will also learn about copyright law and Health and safety legislation and the implications on individuals, business and society. Limited/unlimited liability is taught when looking at different types of businesses.
- Students learn about employment and consumer law, copyright law and health and safety legislation, the impact on businesses and consumers, legal environment, e.g. partnership legislation, companies acts, charities legislation,
- competition legislation, UK Corporate Governance Code, financial services regulation, industry regulators, government departments.
- Students learn about businesses and individuals paying taxes, how they contribute to society and the role of everyone as a stakeholder in society. Students will know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. Students will learn about their rights as consumers.
- Students are taught about how businesses trade with each other in the UK and other countries and respecting other people's cultures through marketing. They will have an understanding of a diverse market for products which leads to diversification. Also, students will have an understanding of discrimination legislation.
- We encourage students to read newspapers and read business information
- We encourage students to watch the news
- Current affairs are incorporated into lessons
- When talking about businesses, links are made to how students could set up their own in the future
- Make links to 'real life'

- Links to further education are made
- Next steps: careers in the classroom. Bring in visiting speakers and involve in lessons. Visits to businesses (e.g. production)

Implementation:

- Classroom teaching is never any less than highly effective
- Teachers have expert knowledge of the subject, and of the specification.
- Assessment of and assessment for learning are embedded in classroom pedagogy.
- Potential gaps in knowledge are preempted; teachers are skilled in addressing gaps quickly.
- Skilful, targeted questioning is personalised to the starting point and needs of individual students.
- Teachers foster in students clear recognition of the ways in which units and topics interconnect.
- Teachers effectively plan for frequent retrieval and recall of students' knowledge.
- Assessment is used to check students' understanding and inform teaching.
- Students' oracy skills are developed by their use of academic language in discussion and debate.
- Homework drives deep-learning: Revision, Re-call, Research and Reading.
- Students' take pride in their written work; it is presented well and demonstrates progress over time.
- Students' books demonstrate thoughtful reflection and improvement in acting upon set targets.
- Work is modelled well, allowing students to recognise the features of the very best work.
- Concepts are a driver for deep analysis; they are clearly visible through folder checks and use of the PLC's.
- Students will be trained to use their resources independently
- Scheme of learning in place and shared with whole team - regularly updated to reflect changes
- Resources are shared via Google Shared Drive
- Students work in the Google classroom for coursework so work can be completed remotely (Covid) and in school this is printed out regularly (backed up)
- Knowledge organisers
- Learning journeys
- Keywords sheets
- Seneca Learning is used for homework
- The Pearson revision app is used as an additional tool for revision
- Model answers for exam questions
- WAGOLLS for exam answers
- All lessons shared to Google Classroom for revision purposes and also in the event of absence.

Measuring Impact:

- Regular marking of exam questions
- Use of assessments at the end of topics
- Personalised feedback and also model answers given for whole class feedback
- PLCs after PPEs and large assessments
- Assessment tracker for teachers to use to model and predict, as well as to check progress
- SPS sessions

Progression

This qualification in business will:

- enable students to understand more about the business world
- motivate and challenge students, and prepare them to make informed decisions about further study and career pathways.

Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including GCEs and BTEC Nationals in Business.

The knowledge and skills gained from GCSE Business support students' entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas. GCSE Business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training such as banking, sales, product management and general management.