

SUBJECT CURRICULUM INTENT 2019-20: GCSE BUSINESS /A LEVEL Business

Year Group	Curriculum coverage – name topics, and give key knowledge and skills, and cultural capital opportunities students will have to succeed in life	Rationale/evaluation of why the curriculum is planned and sequenced in this way to ensure knowledge and skills for future learning and employment									
<p>Year 9 GCSE Business (“transition year” linking KS3 and KS4)</p>	<p>Autumn Term: Introduction to BTEC/GCSE Build knowledge and understanding of topics that require understanding to be able successfully complete the component 2 of the BTEC Enterprise qualification, based on a selection of topics from Theme 1/2 GCSE Business</p> <ol style="list-style-type: none"> 1. The role of business enterprise. 1.1.3 2. Customer needs 1.2.1 3. Market research. Conduct market research 1.2.2 4. Market segmentation 1.2.3 5. The marketing mix 1.4.3/ 2.2 6. Business revenue, cost & profits 1.3 7. Presentation –focus on communication and presentation skills. <p>Spring Term:</p> <table border="1" data-bbox="456 900 1200 1458"> <thead> <tr> <th data-bbox="456 900 707 948">Topics Theme 1</th> <th data-bbox="707 900 958 948">Key knowledge</th> <th data-bbox="958 900 1200 948">Cultural capital</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 948 707 1091"> 1.1 Enterprise and Entrepreneurship 1.2 Spotting a business opportunity. 1.3 putting a business idea into practice. </td> <td data-bbox="707 948 958 1091"> <ul style="list-style-type: none"> • The dynamic nature of business. • Risk and reward • The role of business enterprise </td> <td data-bbox="958 948 1200 1091"> To understand the dynamic nature of business in relation to how and why business ideas comes about. How they identify opportunities through understanding customer </td> </tr> <tr> <td data-bbox="456 1091 707 1458"> Summer Term: 1.3 Putting a business idea into practice continued </td> <td data-bbox="707 1091 958 1458"> <ul style="list-style-type: none"> • Customer needs • Market research • Market segmentation • The competitive environment • Business aims and objectives • Business revenue, cost and profits • Cash and cash flow </td> <td data-bbox="958 1091 1200 1458"> needs and conducting market research. How businesses concentrating on survival and financial aspects. </td> </tr> </tbody> </table>	Topics Theme 1	Key knowledge	Cultural capital	1.1 Enterprise and Entrepreneurship 1.2 Spotting a business opportunity. 1.3 putting a business idea into practice.	<ul style="list-style-type: none"> • The dynamic nature of business. • Risk and reward • The role of business enterprise 	To understand the dynamic nature of business in relation to how and why business ideas comes about. How they identify opportunities through understanding customer	Summer Term: 1.3 Putting a business idea into practice continued	<ul style="list-style-type: none"> • Customer needs • Market research • Market segmentation • The competitive environment • Business aims and objectives • Business revenue, cost and profits • Cash and cash flow 	needs and conducting market research. How businesses concentrating on survival and financial aspects.	<p>Students spend the first term building knowledge understanding of key business concepts required in order to set up a small business. These topics are required in order to create a business plan in BTEC component 2 which they would start in the spring term. Skills required in pitching an enterprise idea are also developed as a part of the introduction to prepare them for the assessment in the BTEC that requires student to individually present to an investor. The topics are derived from the Edexcel GCSE Business specification as this course is offered to selected students from the spring term. The topics covered in the Autumn term are selected to give a basic but broad understanding of business as an introduction, where students will be have the opportunity to demonstrate and build literacy, numeracy and presentation skills.</p> <p>We start with Theme 1 as it concentrates on the 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. Assessments will be completed at the end of each topic to address misconceptions and gaps in understanding. Gaps will be plugged following re-teaching and revisited using recall activities.</p>
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- Sources of business finance

Summer Term:

Topics Theme 1 continued	Knowledge	Cultural capital
1.4 Making the business effective 1.5 Understanding external influences on business.	<ul style="list-style-type: none"> • The options for start-up and small businesses. • Business location • The marketing mix • Business plans • Business stakeholders • Technology. • Legislations • The economy External influences.	Plan is have a small local business owner as guest speaker to share their experience. Explore a range of factors that impact on success including the external influences on a business.

Year 10 (KS4)

Autumn Term:

Topics Theme 2	Knowledge	Cultural capital
2.1 Growing the business 2.2 Making marketing decision.	<ul style="list-style-type: none"> • Business growth • Changes in business aims and objectives. • Business and globalisation. • Business and globalisation. • Ethics the environment and business • Product • Price • Promotion • Price • Place • Using the marketing mix to make business decisions. 	Students are introduced to methods of growth and how and why business aim and objectives change and evolve. They will explore how each element of the marketing mix is managed and used to inform and make decisions in a competitive market place.

Spring Term:

Students build on the base understanding of small start-up businesses. They focus on key business concepts, issues and decisions used to grow a business. Hence why this theme is delivered after the completing of theme 1. Theme 2 considers the impact of the wider world on the decisions a business makes as it grows.

The focus this year is to begin building confidence in student exam writing skills. By introducing them to higher order questions and setting these for regular homework and assessments. The order the topics are delivered at set out in the specification by the exam board as this structure is to build upon the previous topics.

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<p>Year 11 (KS4)</p>	<p>Summer Term:</p> <table border="1"> <thead> <tr> <th>Topics Theme 2</th> <th>Knowledge</th> <th>Cultural capital</th> </tr> </thead> <tbody> <tr> <td>2.5 making human resource decision</td> <td> <ul style="list-style-type: none"> organisation structures effective recruitment effective training and development Motivation. </td> <td>Students will discover how businesses organise the structure, recruitment and training. The knowledge will be applicable for students when they apply for jobs and understand how this aspect is managed by employers. We would anticipate a trip to a an organisation to see operations in action.</td> </tr> </tbody> </table>	Topics Theme 2	Knowledge	Cultural capital	2.5 making human resource decision	<ul style="list-style-type: none"> organisation structures effective recruitment effective training and development Motivation. 	Students will discover how businesses organise the structure, recruitment and training. The knowledge will be applicable for students when they apply for jobs and understand how this aspect is managed by employers. We would anticipate a trip to a an organisation to see operations in action.			<p>Autumn Term: Theme 1. Recap of business content from specification, development of 1 mark, 2 mark, 3 mark and 6 mark exam questions. Spring Term: Theme 2. Recap of business content from specification. Continue 1 mark, 2 mark, 3 mark and 6 mark question. In addition, begin to focus significantly on 9 and 12 mark questions. Summer Term: Past exam paper practice. Using previous exam papers, mark scheme and examiner reports students will complete every past exam paper. This will be with support as 'walking and talking mocks' and also without support as it would be in the actual exam.</p>	<p>The subject content is organised into themes according to the business context to ensue holistic approach is adapted in year 11. Over year 9 and 10 students will develop understanding of the interdependent nature of business activity, business operations, finance, marketing and human resources and well as external influences within a business context. It will support students in applying their knowledge and understanding of how these interdependencies underpin business decision making. This year is focused on recapping and 'revision'. This allows any gaps to be plugged and appropriate</p>
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	<p>We would desire an external intense exam conference to either be invited to the school to run a whole day exam preparation workshop or alternatively, a trip to a workshop that focus on the exam skills.</p>	<p>interventions put into place. This also allows for more structured exam practice and skills for whole papers. With links to the different topics from the themes from the specification.</p> <p>This also promotes student independence, encouraging reflection and planning which are vital skills.</p>																
<p>Year 12 (KS5)</p>	<p>Autumn Term:</p> <table border="1" data-bbox="459 491 1361 1177"> <thead> <tr> <th data-bbox="459 491 663 528">Theme 1</th> <th data-bbox="663 491 958 528">Key knowledge</th> <th data-bbox="958 491 1173 528">Cultural Capital</th> <th data-bbox="1173 491 1361 528">KS4 Links</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 528 663 667">1.1 Meeting customer needs</td> <td data-bbox="663 528 958 667"> <ul style="list-style-type: none"> • The market • Market research </td> <td data-bbox="958 528 1173 667">To understand how businesses function in order to meet customer</td> <td data-bbox="1173 528 1361 667">Quantitative skills: construct and interpret a range of</td> </tr> <tr> <td data-bbox="459 667 663 815">1.2 The market</td> <td data-bbox="663 667 958 815"> <ul style="list-style-type: none"> • Market positioning • Demand and supply </td> <td data-bbox="958 667 1173 815">needs through a variety of sources including</td> <td data-bbox="1173 667 1361 815">graphical forms; calculate and understand percentages and</td> </tr> <tr> <td data-bbox="459 815 663 1177">1.3 Marketing mix and strategy</td> <td data-bbox="663 815 958 1177"> <ul style="list-style-type: none"> • PED and YED • Product design • Branding and promotion • Pricing strategies • Distribution • Marketing strategy </td> <td data-bbox="958 815 1173 1177">newspapers (online), relevant government websites that provide statistics and businesses own websites.</td> <td data-bbox="1173 815 1361 1177">percentage changes</td> </tr> </tbody> </table>	Theme 1	Key knowledge	Cultural Capital	KS4 Links	1.1 Meeting customer needs	<ul style="list-style-type: none"> • The market • Market research 	To understand how businesses function in order to meet customer	Quantitative skills: construct and interpret a range of	1.2 The market	<ul style="list-style-type: none"> • Market positioning • Demand and supply 	needs through a variety of sources including	graphical forms; calculate and understand percentages and	1.3 Marketing mix and strategy	<ul style="list-style-type: none"> • PED and YED • Product design • Branding and promotion • Pricing strategies • Distribution • Marketing strategy 	newspapers (online), relevant government websites that provide statistics and businesses own websites.	percentage changes	<p>Upon entry to KS5 all students will have achieved grade 5 in GCSE English and maths in order to demonstrate numeracy and literacy.</p> <p>No prior business knowledge is assumed.</p> <p>It is assumed that teaching will be split across two teachers each of whom will complete one Theme in preparation for the May AS exams. Each Theme is assessed in a separate paper.</p> <p>Topics are arranged in a linear format so each builds upon the previous topic.</p> <p>Higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. These include cognitive, interpersonal and intrapersonal skills. Theme 1 has a section on recruitment and selection which will be particularly useful for students in their personal lives.</p> <p>Assessments will be completed at the end of each topic to address misconceptions and gaps in understanding. Gaps will be plugged following re-</p>
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	Theme 2	Key knowledge	Cultural Capital	KS4 Links	<p>teaching and revisited using recall activities. AS exams will be completed at the end of Year 12.</p> <p>Theme 3 is significantly more challenging than these four with more detailed content, so two teachers will complete the first sub unit in preparation for Year 13.</p>
	2.1 Raising finance	<ul style="list-style-type: none"> Internal finance External finance 	To understand how businesses raise finance and the sources of finance available such as banks and venture capitalists and why businesses may fail. In formation can be found through a variety of sources including newspapers (online), programmes such as “Dragon’s Den” and businesses own websites.	Quantitative skills: construct and interpret a range of standard graphical forms; calculate cost, revenue, profit and break-even	
	2.2 Financial planning	<ul style="list-style-type: none"> Liability Planning Sales forecasting 			
	2.3 Managing finance	<ul style="list-style-type: none"> Sales, revenue and costs Break-even Budgets Profit Liquidity Business failure 			
Spring Term:					
	Theme 1	Key knowledge	Cultural Capital	KS4 Links	
	1.4 Managing people	<ul style="list-style-type: none"> Approaches to staffing Recruitment, selection and training 	To understand how businesses recruit people; organise their structure and the entrepreneurial skills required for a successful business.		
	1.5 Entrepreneurs and leaders	<ul style="list-style-type: none"> Organisation design 			

		<ul style="list-style-type: none"> • Motivation in theory and practice • Leadership • Role of an entrepreneur • Entrepreneurial motives and characteristics • Moving from an entrepreneur to leader • Business objectives • Forms of business • Business choices 	Students will be able to use specific case studies of businesses that have grown through a variety of sources including newspapers (online), programmes such as “Dragon’s Den” and businesses own websites.		
	Theme 2	Key knowledge	Cultural Capital	KS4 Links	
	2.4 Resource management	<ul style="list-style-type: none"> • Production, productivity and efficiency 	To understand how changes in economic factors and legislation can influence businesses.	Quantitative skills: calculate, use and understand ratios, averages and fractions	
	2.5 External influences	<ul style="list-style-type: none"> • Capacity utilisation • Stock control • Quality management • Economic influences • Legislation 	Students will gain an understanding of key economic variables such as interest rates, inflation, exchange rates and government		

			spending and taxation.										
Summer Term: Up to May half term Revision and exam practice for AS Level examinations After AS exams the two teachers will focus on starting Theme 3													
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Year 13 (KS5)	Autumn Term:				Upon entry to Y13 all students will have achieved a minimum of a D grade at AS Level.								
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<p>3.2 Business Growth</p> <p>3.3 Decision making techniques</p>	<ul style="list-style-type: none"> • Growth • Mergers and takeovers • Organic growth • Reasons for staying small • Quantitative sales forecasting • Investment appraisal • Decision trees • Critical path analysis 	<p>To understand how businesses grow and tools that support business decision-making. Key business tools will be learned and applied which will be useful for working in any organisation</p>	<p>Quantitative skills: calculate investment appraisal outcomes and interpret results</p>	<p>It is assumed that teaching will be split across two teachers each of whom will complete one Theme in preparation for the A Level exams.</p> <p>In Theme 3 students develop their understanding of the concepts introduced in Theme 2 and explore influences on business strategy and decision-making.</p> <p>Students will need to build upon the knowledge, skills and understanding developed in Theme 2 in Theme 3, making connections across these two themes in Paper 2, and across Themes 1, 2, 3 and 4 in Paper 3.</p>
<p>Theme 4</p> <p>4.1 Globalisation</p> <p>4.2 Global markets and business expansion</p> <p>4.3 Global marketing</p>	<p>Key knowledge</p> <ul style="list-style-type: none"> • Growing economies • International trade and business growth • Factors contributing to increased globalisation • Protectionism • Trading blocs • Conditions that prompt trade • Assessment of a country as a market 	<p>Cultural Capital</p> <p>To understand how businesses function in an international context as well as differing rates of economic development within countries and how this affects trade. Current news regarding USA protectionism. Understanding</p>	<p>KS4/Y12 Links</p> <p>Building on marketing knowledge from Theme 1.</p>	<p>In Theme 4, students develop their understanding of the concepts introduced in Theme 1 and explore business activity in a global context. Students will need to build upon the knowledge, skills and understanding developed in Theme 1 in Theme 4, making connections across these two themes in Paper 1, and across Themes 1, 2, 3 and 4 in Paper 3.</p> <p>Higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. These include cognitive, interpersonal and intrapersonal skills.</p>

	<ul style="list-style-type: none"> • Assessment of a country as a production location • Reasons for global mergers or joint ventures • Global competitiveness • Marketing • Niche markets • Cultural and social issues 	cultural differences and how approaches are adapted.	
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Assessments will be completed at the end of each topic to address misconceptions and gaps in understanding. Gaps will be plugged following re-teaching and revisited using recall activities. A Level exams will be completed at the end of Year 13.

Theme 3 is significantly more challenging than these four with more detailed content, so two teachers will complete the first sub unit in preparation for Year 13.

Spring Term:

Theme 3	Key knowledge	Cultural Capital	KS4/Y12 Links
3.4 Influences on business decisions 3.5 Assessing competitiveness	<ul style="list-style-type: none"> • Corporate influences • Corporate culture • Shareholders vs stakeholders • Business ethics • Interpretation of financial statements • Ratio analysis • Human resources 	To be aware of the ethical dilemmas and responsibilities faced by organisations and Individuals.	Quantitative skills: interpret, apply and analyse information in written, graphical and numerical forms

Theme 4	Key knowledge	Cultural Capital	KS4/Y12 Links
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4.4 Global industries and companies (MNCs)	<ul style="list-style-type: none"> • The impact of MNCs • Ethics raised by MNCs • Controlling MNCs 	To understand how globalisation and MNCs impact the countries that they trade in and the ethical issues raised.	
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Teacher 2 will finish Theme 4 and start working on the preparation for Paper 3 which is synoptic and covers all four Themes based around a specific industry.

Summer Term:

Theme 3	Key knowledge	Cultural Capital	KS4/Y12 Links
3.6 Managing change	<ul style="list-style-type: none"> • Causes and effects of change • Key factors in change • Scenario planning 	To understand how transformational leaders can affect a business and how businesses need to adapt for change. Research of real businesses will develop understanding further.	

Complete research on Paper 3 industry and revision and exam practice for A Level examinations