

SUBJECT CURRICULUM INTENT 2021-2022: 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																
Year 12 (KS5)	<p>Autumn Term:</p> <table border="1" data-bbox="459 432 1364 1118"> <thead> <tr> <th data-bbox="459 432 663 467">Theme 1</th> <th data-bbox="663 432 958 467">Key knowledge</th> <th data-bbox="958 432 1173 467">Cultural Capital</th> <th data-bbox="1173 432 1364 467">KS4 Links</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 467 663 587">1.1 Meeting customer needs</td> <td data-bbox="663 467 958 587"> <ul style="list-style-type: none"> • The market • Market research </td> <td data-bbox="958 467 1173 587">To understand how businesses function in order to meet customer needs through a variety of sources</td> <td data-bbox="1173 467 1364 587">Quantitative skills: construct and interpret a range of graphical forms;</td> </tr> <tr> <td data-bbox="459 587 663 751">1.2 The market</td> <td data-bbox="663 587 958 751"> <ul style="list-style-type: none"> • Market positioning • Demand and supply • PED and YED </td> <td data-bbox="958 587 1173 751">including newspapers (online), relevant government websites that provide statistics and businesses own websites.</td> <td data-bbox="1173 587 1364 751">calculate and understand percentages and percentage changes</td> </tr> <tr> <td data-bbox="459 751 663 1118">1.3 Marketing mix and strategy</td> <td data-bbox="663 751 958 1118"> <ul style="list-style-type: none"> • Product design • Branding and promotion • Pricing strategies • Distribution • Marketing strategy </td> <td></td> <td></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 needs through a variety of sources	Quantitative skills: construct and interpret a range of graphical forms;	1.2 The market	<ul style="list-style-type: none"> • Market positioning • Demand and supply • PED and YED 	including newspapers (online), relevant government websites that provide statistics and businesses own websites.	calculate and understand percentages and percentage changes	1.3 Marketing mix and strategy	<ul style="list-style-type: none"> • Product design • Branding and promotion • Pricing strategies • Distribution • Marketing strategy 			<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-teaching and revisited using recall activities. AS exams will be completed at the end of Year 12.</p>
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1.4 Managing people	<ul style="list-style-type: none"> Approaches to staffing 	To understand how businesses recruit people;																			
1.5 Entrepreneurs and leaders	<ul style="list-style-type: none"> Recruitment, selection and training 	organise their structure and the entrepreneurial																			

		<ul style="list-style-type: none"> • Organisation design • 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 	<p>skills required for a successful business. 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.</p>		
	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. Students will gain an understanding of key economic variables such as interest rates, inflation, exchange rates and	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 			

			government spending and taxation.										
<p>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</p>													
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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.	
<p>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.</p> <p>Summer Term:</p>			
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.	
<p>Complete research on Paper 3 industry and revision and exam practice for A Level examinations</p>			

Cultural Capital – It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.