

## Business & Economics Department

### Key Stage 5: A Level Business

**Curriculum Intent:** The aim of our curriculum is to give students a complete understanding of the world of work and how they integrate into it at any stage of their life. We help to develop the pupil's deeper pedagogy to broaden their view of modern commerce. A deeper understanding that organisations do a lot more than just sell products. They improve the living standards of the local community, adapt to the ever-changing customer needs and participate in initiatives that benefit society.

**Curriculum Aims:** Business helps to prepare students for an enterprising future. The courses offer an insight into the world of work, and gives opportunities to study local, national and international organisations.

Personal character and interpersonal skills are developed through, problem solving, planning, redrafting and working together.

Technical skills such as business finance, market research, promotion, and planning, are developed through a practical and skills based approach to learning and assessment. Learners are encouraged to read up on current affairs and business articles which link directly to their learning and assessment. Enterprise skills offer progression into a wide range of roles within business, transferable to all organisations.

	Autumn term	Spring term	Summer term
<b>Year 12</b>	<p><b>What is business?</b> – This unit focusses on the nature and purpose of business, the different business form and how they operate within an external environment.</p> <p><b>Managers, leadership and decision making</b> – This unit focuses on understanding the difference between management and leadership and how this impacts on decision making. It also looks at the role that stakeholders play.</p>	<p><b>Marketing performance</b> – This unit looks at why businesses set marketing objectives as well as how and why businesses need to understand their customers and how to target them for different products and services. It also looks at the 7 principles of the marketing mix.</p> <p><b>Operational performance</b> – This unit focuses on analysing the operational efficiency of a business and how it may improve that. It also looks at inventory and supply chains and how a business deals with quality.</p>	<p><b>Financial performance</b> - This unit focuses on analysing financial performance through cash flow and profits as well as how businesses source their finance and how they can improve profitability.</p> <p><b>Human resources</b> – This unit identifies how to improve the performance of the workforce through motivation and engagement. It also looks at workforce planning and human resource flow.</p>

<b>Year 13</b>	<p><b>Analysing the strategic position of a business</b> – This unit looks at both internal and external factors using financial ratios as well as PESTLE factors.</p>	<p><b>Choosing strategic direction</b> – This unit looks at how businesses decide which markets to compete in and what products to offer. It also looks at how to compete with other businesses and how to gain a competitive advantage.</p> <p><b>How to pursue strategies</b> – This unit focuses on how the business will be able to implement strategies such as through innovation, internationalisation, scale or the use of technology.</p>	<p><b>Managing strategic change</b> – This final unit focuses on how businesses deal with a change to its strategy. It looks at the culture of a business and the reasons why strategic change may actually fail.</p>
<b>Homework</b>	<p>Homework will regularly be set across year 12 &amp; 13. They are likely to be taught by two different teachers covering different topics and both may set EL. This will typically be a reading task with comprehensive questions or an exam style question. Towards the end of year 12, essays will be set regularly.</p> <p>On occasion we may ask them to complete a piece of work begun in class, particularly if they have not had chance to finish an exam style longer question.</p> <p><b>Frequency:</b> Homework tasks will be set on a weekly basis. Tasks set may either be to reinforce learning in class or to prepare in advance for future lessons.</p> <p><b>Types of tasks:</b></p> <ul style="list-style-type: none"> <li>▪ Completion of research tasks</li> <li>▪ Embed key subject content in long term memory, e.g. the learning of exam technique and material.</li> <li>▪ Learning and revision for class tests and examinations e.g. cue cards.</li> <li>▪ To prepare and answer questions based on subject content.</li> <li>▪ Extend learning and reinforce key learning in class e.g. to practise examination questions.</li> <li>▪ Research in preparation for future tasks.</li> <li>▪ Reading around the subject such as the News or News night.</li> </ul>		

<b>Feedback</b>	<p>Students will be supported to make good progress at all times – effective work will be modelled and methods well explained and exemplified to your child. High quality instruction will lay the foundations for effective feedback, including both summative and formative assessment strategies.</p> <p>Key knowledge and terms will be regularly tested due to the nature of a new subject. We will endeavour to make instruction about how to make good progress clear and accessible to all students.</p> <p>We are aware that both pupils and parents value feedback. Detailed feedback including target setting and DIRT will usually take place after a more formal assessment or longer exam question based piece of work.</p> <p>Opportunities for verbal feedback might be whole class based or on an individual basis. Reward postcards will be sent to students who we feel have worked effectively and consistently throughout half termly periods.</p> <p><b>Types of feedback.</b></p> <ul style="list-style-type: none"> <li>▪ Mock examinations and questions will be used where appropriate and marked to the exam board criteria.</li> <li>▪ Longer EL tasks will generally include a writing frame/scaffolding. Shorter EL tasks will be set via Teams and will be MCQ's marked as the student completes them.</li> <li>▪ Teachers will mark extended written work using codes for Application, Analysis and Evaluation where necessary.</li> <li>▪ Dedicated time for improvement and reflection – DIRT - will be given to students on a regular basis.</li> <li>▪ Work of an unacceptable standard will be returned to the student un-marked and the student will be required to redo the work prior to marking.</li> <li>▪ At 'A' level we mark work in accordance to the descriptors given by the exam board to ensure students understand where marks are given and why. Copies of the mark scheme will be used/provided to assist students understanding.</li> </ul>
<b>Assessment</b>	<p>Regular formative assessment – key terms and subject knowledge</p> <p>General class work and extended learning.</p> <p>Summative End of Unit tests including MCQ's, Application, Analysis, Interpretation and Evaluation questions.</p> <p>End of unit tests and the mock exam at the end of years 12 &amp; midway through year 13.</p>
<b>How can I help my child?</b>	<p>Use the regular daily news to discuss events with your child. We try and incorporate news stories as much as possible to show the real life application of what students are learning.</p> <p>How can I help my child? –</p> <ul style="list-style-type: none"> <li>✓ BBC News – specifically the business and companies section</li> <li>✓ Sky News</li> <li>✓ Tutor2U</li> </ul>

