



## GCSE Business Department Delivery Grid 2022-2023

### Intent

The business curriculum at SHS is intended to enrich pupils' knowledge and understanding of contemporary business issues and of different types and sizes of businesses in local, national and global contexts. By doing this pupils will develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems. The curriculum has been designed to incorporate a range of skills and knowledge that will support students in their development as young entrepreneurs, but will also run alongside other subjects in their development of understanding the world around them and to prepare them for life beyond school as citizens in the local community. The schemes of work have been planned with the intention of giving pupils the knowledge and understanding of the following topics:

- ★ business concepts
- ★ business terminology
- ★ business objectives
- ★ the integrated nature of business activity
- ★ the impact of business on individuals and wider society.

It is intended that the course will allow pupils to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. It is the aim for all pupils to be able to investigate and analyse real business opportunities and issues, to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business.

### Implementation

In business, students are taught using a range of resources and take part in a wide range of activities. Students explore the subject through group work, independent investigation, practical business challenges and case study work in which they can see the subject in action. Students progress is facilitated through them studying a well-planned and exciting curriculum, and is measured through both formative and summative assessments with a formal assessment taking place for each topic that we teach. This allows for regular and meaningful teacher feedback to support the pupils' ongoing development of knowledge, understanding and skills. Individual student progress is continually assessed through teacher questioning and observation in the classroom.

The department have produced well-resourced lessons that are interactive and dynamic. Case studies are regularly used to provide opportunities for knowledge recall and application which has been seen to ensure pupil progress. Throughout their business experience at SHS, students will be taught to; develop their independent inquiry skills, use a range of research methods, work as a group, use technology to solve problems, summarise





and evaluate information. Teaching staff conduct regular reviews of content to ensure work remains up to date and relevant in changing times. To support their studies, students are given opportunities to further develop their business knowledge through well planned home learning tasks.

## Impact

Business is a popular subject and the progress of the individual student is paramount. Progression in business is measured through both formative and summative assessments, including regular recall quizzes, practice papers, teacher questioning, regular feedback, classroom observation and individual discussions. There are also a range of assessment style questions used, including multiple choice and short written answers, alongside longer written answers to review content learnt and to develop the skill of writing as an entrepreneur. At GCSE most assessment tends to follow the requirements of the OCR exam board, with continual knowledge recall built in to compliment this. What is equally important is that students in business develop a range of life- long skills such as team work, decision- making, and an ability to evaluate and form opinions. The skills that students develop in Business will enable them to continue to further education, apprenticeships, and the world of work. Beyond KS4, uptake at A level is high with many choosing to continue their studies at local sixth forms.

<u>Business Studies</u>	<b>Autumn A</b> <i>8 weeks</i>	<b>Autumn B</b> <i>7 weeks</i>	<b>Spring A</b> <i>6 weeks</i>	<b>Spring B</b> <i>5 weeks</i>	<b>Summer A</b> <i>5 weeks</i>	<b>Summer B</b> <i>7 weeks</i>
<b>Year 10</b>	Business Activity <ul style="list-style-type: none"> <li>- The role of business enterprise and entrepreneurship</li> <li>- Business planning</li> <li>- Business Ownership</li> <li>- Business aims and objectives</li> <li>- Stakeholders in business</li> <li>- Business growth</li> </ul>		Marketing <ul style="list-style-type: none"> <li>- The role of marketing</li> <li>- Market research</li> <li>- Market segmentation</li> <li>- The marketing mix               <ul style="list-style-type: none"> <li>• Price</li> <li>• Product</li> <li>• Place</li> <li>• Promotion</li> </ul> </li> </ul>		People <ul style="list-style-type: none"> <li>- The role of human resources</li> <li>- Organisational structures and different ways of working</li> <li>- Communication in business</li> <li>- Recruitment and selection</li> <li>- Motivation and retention</li> <li>- Training and development</li> <li>- Employment law</li> </ul>	
	Formative Assessment – H/W: Case Study  Diagnostic – Business Ownership	Formative – H/W: Market Share  Diagnostic - End of Unit Assessment Business Activity	Formative – Market Segmentation Presentation  Diagnostic – Case Study Style Questions	Formative – Product Design: Marketing Mix  Diagnostic - End of Unit Assessment Marketing	Formative – Organisational Structure of Studley High School  Diagnostic – Exam Style	Formative - End of Unit Assessment People  Diagnostic - Year 10 Exam



					Question: Ways of working	
<b>Year 11</b>	<b>Operations</b> <ul style="list-style-type: none"> <li>- Production processes</li> <li>- Quality of goods and services</li> <li>- The sales process and customer service</li> <li>- Consumer law</li> <li>- Business location</li> <li>- Working with suppliers</li> </ul>	<b>Finance</b> <ul style="list-style-type: none"> <li>- The role of the finance function</li> <li>- Sources of finance</li> <li>- Revenue, costs, profit and loss</li> <li>- Break Even</li> <li>- Cash and Cash flow</li> </ul>	<b>Influences on Business</b> <ul style="list-style-type: none"> <li>- Ethical and environmental considerations</li> <li>- The economic climate</li> <li>- Globalisation</li> </ul>	<b>Revision Paper 1 – Application of content:</b> <ul style="list-style-type: none"> <li>• Business Activity</li> <li>• Marketing</li> <li>• People</li> </ul> 	<b>Revision Paper 2 – Application of content</b> <ul style="list-style-type: none"> <li>• Operations</li> <li>• Finance</li> <li>• Production</li> </ul> 	
	Formative – Production Methods (9-mark question)  Diagnostic – End of Unit Assessment: Operations	Formative – Baseline Finance Assessment  Diagnostic - Mock Exams (Paper 1 and 2)	Formative – Economic Climate (9 mark question)  Diagnostic - End of Unit – Full Paper 2)	Formative – Case Study response  Diagnostic - Final Assessment (Combination of Paper 1 and 2)	<b>Final GCSE Exam – Paper 1</b>	<b>Final GCSE Exam – Paper 2</b>

**Curriculum enrichment at KS4**

<b>Topic to be extended/enriched</b>	<b>Knowledge development</b>	<b>Skill development</b>	<b>Attitude development</b>
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	<i>Including possible interdisciplinary links</i>		
Finance	IT for Business	Excel: Spreadsheet Skills	Applying knowledge
Marketing	Web development and E-Commerce	Web Plus & E-Commerce linking to data Presentation Skills Team Working	
Operations	AI in manufacturing		
Influences on Business	Government, Brexit, Interest rate & Exchange rates		Active citizen
Business News	Termly homework research project related to a Business of their choice	Presentation / report writing	Independent research