

The intention of our curriculum In Business and Economics is to offer a rich curriculum that will inspire our students to strive to achieve strong academic outcomes. We aim to empower students to grow into independent, driven learners. At **Key Stage 4** pupils are introduced to the modern dynamic business environment, to begin to develop as commercially-minded, enterprising individuals. The **Key Stage 5** curriculum broadens and deepens students' academic knowledge of Business and introduces the subject of Economics. Both subjects at Key Stage 5 are underpinned by an appreciation of the importance of decision-making; encouraging students to think critically about many varied and global issues.

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessments How do we and the pupils know what has been learnt?
10	<p><b>BTEC Tech in Enterprise</b> – Exploring enterprises: Business functions, environments and operations. The purpose and aims of business. Entrepreneurial characteristics. Market research to meet customer needs.</p> <p>Planning and Pitching for Enterprise: Exploring the potential of three business ideas. Beginning to plan an outline for a micro enterprise activity. Plan to deliver a pitch for a micro enterprise business.</p> <p>Promotion and Finance for Enterprise: Promotion and the promotional mix. Targeting and segmenting the market. Promotional methods. Financial documents. Payment methods. Sources of revenue and costs.</p>	<p>Research, application and analytical skills, through investigative work.</p> <p>Independence – through confidence to select and apply skills.</p> <p>Time management skills.</p> <p>Knowledge</p> <p>Knowledge and understanding of elements of the syllabus. The interpretation and use data in relation to a given enterprise. Make connections between different factors influencing a given enterprise. The ability to advise and provide recommendations to a given enterprise.</p>	<p>Pupils will begin to acquire know of subject specific terminology relating to business functions, types of ownership, the external environment, market research, promotion, financial documents, financial records and entrepreneurship.</p> <p>How to write with confidence and respond with confidence to use business terminology in a range of assessment situations.</p>	<p>Component 1 – Internally assessed, externally moderated coursework; Assessment Aim A, B, and C</p> <p>Component 2 – Internally assessed, externally moderated coursework; Assessments Aim A</p> <p><b>Detailed feedback:</b></p> <ul style="list-style-type: none"> <li>• Theory activities</li> <li>• Planning Tasks</li> <li>• Feedback on official assessments inline with the exam board policy.</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will <b>'know'</b> .	Skills acquired What pupils will be able to <b>'do'</b> .	Concepts developed What pupils will <b>'understand'</b> .	Assessments How do we and the pupils know what has been learnt?
11	<p><b>BTEC Tech in Enterprise</b> – Exploring enterprises: Knowledge of internal factors, and how they can affect the success of a selected enterprise. Knowledge of external factors and how they can affect the success of a selected enterprise.</p> <p>Planning for and pitching an enterprise activity: Planning and delivering a pitch for a micro enterprise activity. Critical self-review of the pitch for the enterprise activity.</p> <p>Promotion and Finance for Enterprise: Financial statements – statement of comprehensive income and statement of financial position. Profitability and liquidity. Using cash flow data. Financial forecasting. Suggesting improvements for cashflow. Breakeven analysis. Sources of finance.</p>	<p>In Y11 pupils continue to practice those skills they began to acquire in Y10: research, application and analytical skills, through investigative work.</p> <p>Independence – through confidence to select and apply skills.</p> <p>Time management skills.</p> <p>Knowledge</p> <p>Knowledge and understanding of elements of the syllabus. The interpretation and use data in relation to a given enterprise. Make connections between different factors influencing a given enterprise. The ability to advise and provide recommendations to a given enterprise.</p>	<p>Pupils will continue to use subject specific terminology relating to business functions, types of ownership, the external environment, market research, promotion, financial documents, financial records and entrepreneurship.</p> <p>How to write with confidence and respond with confidence to use business terminology in a range of assessment situations.</p>	<p><b>Component 1</b> – Internally assessed, externally moderated coursework; Assessment Aim B and C</p> <p><b>Component 2</b> – Internally assessed, externally moderated coursework; Assessments Aim B and C</p> <p><b>Component 3</b> – External examination summer term 2hrs duration, 60 marks.</p> <p><b>Detailed feedback:</b></p> <ul style="list-style-type: none"> <li>• Theory task activities</li> <li>• Planning tasks</li> <li>• Feedback on official assessments on NEA in line with exam board policy</li> <li>• Feedback on Mock</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will <b>'know'</b> .	Skills acquired What pupils will be able to <b>'do'</b> .	Concepts developed What pupils will <b>'understand'</b> .	Assessments How do we and the pupils know what has been learnt?
12	<p><b>Economics:</b></p> <p>Knowledge of subject specific terminology relating to both Micro and Macro economics</p> <p>Term 1: Micro Economics, including Economic methodology and the economic problem, price determination in a competitive market, production costs and revenue, competitive and concentrated markets, the market mechanism, market failure and government intervention.</p> <p>Term 2: Macro Economics including the measure of macro-economic performance, how the macro economy works: the circular flow of income, AD/AS analysis and related economic concepts, economic performance and macro-economic policy.</p>	<p><b>Economics:</b></p> <p>Demonstrate knowledge and understanding of the specified content.</p> <p>Apply knowledge and understanding of the specified content to problems and issues arising from both familiar and unfamiliar situations.</p> <p>Analyse economic problems and issues.</p> <p>Evaluate economic arguments and evidence, making informed judgements.</p>	<p><b>Economics:</b></p> <p>Students will acquire a good understanding of trends and developments in the UK economy and government policies over the past fifteen years and also have an awareness of earlier events where this helps to give recent developments a longer-term perspective.</p>	<p><b>Economics:</b></p> <p>Mock examinations – two papers sat across the year, following the year 1 / AS level syllabus, in Micro and Macro Economics.</p> <p><b>Detailed feedback:</b></p> <ul style="list-style-type: none"> <li>• Knowledge questions at the end of each topic.</li> <li>• Past paper questions on each syllabus topic.</li> <li>• Essay questions: Market Failure and Economic Performance</li> <li>• Y12 Mock examination</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will <b>'know'</b> .	Skills acquired What pupils will be able to <b>'do'</b> .	Concepts developed What pupils will <b>'understand'</b> .	Assessments How do we and the pupils know what has been learnt?
12	<p><b>Business:</b></p> <p>Knowledge of subject specific terminology relating to the internal and external business environment. Year 1 of the A Level qualification covers: What a business is, managers, leadership and decision making. Followed by units on decision making to improve: marketing, operational, financial and human resource performance.</p>	<p><b>Business:</b></p> <p>Be independent enquirers, self-managers, reflective learners, and have an active academic interest in different businesses and the business environment.</p> <p>Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues. Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues</p> <p>Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences</p>	<p><b>Business:</b></p> <p>Students will begin to show an understanding of how individuals and organisations are affected by and respond to business issues. They will begin to be able to apply knowledge and understanding to a business context to show how individuals and organisations are affected by and respond to business issues. The context could be any scenario such as a case study or a scenario provided in an essay question; it can also include data used for calculations. They will start to analyse issues within business. This occurs when they show an understanding of the impact on individuals and organisations of external and internal influences. Analysis involves deconstructing an issue to consider its component parts; making linkages and connections and understanding their impact; and constructing logical chains of reasoning. To evaluate students will use quantitative and qualitative information to make informed judgements and propose evidence -based solutions to business issues. Evaluation involves a balanced judgement based on relevant arguments, which makes salient points, acknowledging qualifying factors and understanding the potential limitations of the arguments. Where relevant, a judgement may involve developing and proposing solutions.</p>	<p><b>Business:</b></p> <p>Mock examinations – two papers sat across the year, following the year 1 / AS level syllabus</p> <p><b>Detailed feedback</b></p> <ul style="list-style-type: none"> <li>• Knowledge questions at the end of each topic.</li> <li>• Past paper questions on each syllabus topic.</li> <li>• Feedback on Y12 Mock</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will <b>'know'</b> .	Skills acquired What pupils will be able to <b>'do'</b> .	Concepts developed What pupils will <b>'understand'</b> .	Assessments How do we and the pupils know what has been learnt?
13	<p><b>Economic:</b></p> <p>Micro and Macro economics</p> <p>Term 1: Micro Economics, including Economic methodology and the economic problem, Individual economic decision making, price determination in a competitive market, production costs and revenue, competitive and concentrated markets, The labour market, , The distribution of income and wealth: poverty and inequality, the market mechanism, market failure and government intervention.</p> <p>Term 2: Macro Economics including the measure of macro-economic performance, how the macro economy works: the circular flow of income, AD/AS analysis and related economic concepts, economic performance, Financial markets and monetary policy, Fiscal policy and supply-side policies and the international economy.</p>	<p><b>Economics:</b></p> <p>Demonstrate knowledge and understanding of the specified content.</p> <p>Apply knowledge and understanding of the specified content to problems and issues arising from both familiar and unfamiliar situations.</p> <p>Analyse economic problems and issues.</p> <p>Evaluate economic arguments and evidence, making informed judgements.</p>	<p><b>Economics:</b></p> <p>students will acquire a good knowledge of trends and developments in the global economy which have taken place over the past fifteen years and also have an awareness of earlier events where this helps to give recent developments a longer-term perspective. Year 2 of the A Level is split into two main sections, the first section builds on microeconomic issues studied in Y1 and the second section covers mainly macroeconomic issues. However, the syllabus builds on the appreciation that microeconomics and macroeconomics are not entirely distinct areas of study. For example, microeconomic principles often provide fundamental insights into understanding aspects of the macroeconomy. Similarly, economic issues and problems often contain both a microeconomic and macroeconomic dimension.</p>	<p><b>Economics:</b></p> <p>Mock examinations at the end of each unit of study. Final external examinations are three papers, 2 hours, 80 marks</p> <p><b>Paper 1:</b> Markets and Market Failure - Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks Section B: essay questions requiring written answers, choice of one from three worth 40 marks</p> <p><b>Paper 2:</b> National and International economy - Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks Section B: essay questions requiring written answers, choice of one from three worth 40 marks</p> <p><b>Paper 3</b> Economic principles and issues - Section A: multiple choice questions worth 30 marks Section B: case study questions requiring written answers, worth 50 marks</p> <p><b>Detailed Feedback:</b></p>

				<ul style="list-style-type: none"> <li>• Feedback on knowledge questions at the end of each topic.</li> <li>• Feedback on past paper essay questions on each syllabus topic; on average this will equate to one a week.</li> <li>• Y13 Mock examinations, on Micro and Macro.</li> </ul>
--	--	--	--	--

Year	Knowledge (Topics / contexts) What pupils will <b>'know'</b> .	Skills acquired What pupils will be able to <b>'do'</b> .	Concepts developed What pupils will <b>'understand'</b> .	Assessments How do we and the pupils know what has been learnt?
<b>13</b>	<p><b>Business:</b></p> <p>Knowledge of subject specific terminology relating to the internal and external business environment is developed further in Y13. Students explore the strands of business in more depth in terms of considering how more complicated decisions affecting business performance may be made. The second year content has a strong focus on strategic decision making and strategic direction.</p>	<p><b>Business:</b></p> <p>Independent enquirer, self-manager, reflective learner, and an active academic interest in different businesses and the business environment.</p> <p>Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues. Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues</p> <p>Analyse issues within business, showing an understanding of the impact on</p>	<p><b>Business:</b></p> <p>Students demonstrate knowledge by using relevant terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues. When students apply knowledge and understanding to a business context to show how individuals and organisations are affected by and respond to business issues, they show application. Analysis occurs when students analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences. Analysis involves deconstructing an issue to consider its component parts; making linkages and</p>	<p><b>Business:</b></p> <p>Mock examinations will take place in line with the sixth form schedule. Final external examinations are three papers of two-hour duration, covering all areas of the syllabus.</p> <p><b>Detailed feedback</b></p> <ul style="list-style-type: none"> <li>• Knowledge questions at the end of each topic.</li> <li>• Past paper questions on each syllabus topic.</li> <li>• Feedback on Y13 Mock</li> </ul>

		individuals and organisations of external and internal influences	connections and understanding their impact; and constructing logical chains of reasoning. Evaluation occurs when students evaluate quantitative and qualitative information to make informed judgements and propose evidence -based solutions to business issues. Evaluation involves a balanced judgement based on relevant arguments, which makes salient points, acknowledging qualifying factors and understanding the potential limitations of the arguments. Where relevant, a judgement may involve developing and proposing solutions.	
--	--	---	--	--