

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?
<p>10 (Year 10 Only) Cambridge National</p>	<p>This qualification will allow students to get to grips with key aspects of running small businesses with a focus on enterprise and marketing. To do this, the course was created by consulting with teachers, employers and entrepreneurs to make sure that students will gain the right combination of knowledge, understanding and skills required for the 21st century.</p> <p>The two centre-assessed units offer practical task-based assessment opportunities, alongside the examined unit which contains underpinning knowledge and understanding, resulting in a focused qualification that complements a Key Stage 4 study programme alongside other vocational qualifications and GCSEs.</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 and understanding of elements of the syllabus. The interpretation and use data in relation to a given enterprise. The ability to advise and provide recommendations to a given enterprise.</p> <p>Pupils will get the opportunity to design a product and create a business plan. Learning how to start a business through the use of practical measures.</p> <p>The first unit underpins the other learning in this qualification. Students will learn about the technique's businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. They will also learn about key aspects of small businesses, including ownership and functional activities.</p> <p>Knowledge gained would be of use for further studies in other business and management qualifications including retail, marketing and customer service.</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>Pupils will understand what it takes to start their own business and they will understand the opportunities and challenges that it will bring.</p> <p>They will also learn how to write with confidence and respond with confidence to use business terminology in a range of assessment situations.</p>	<p>RO67 This unit is externally assessed through an OCR set and marked 1 hour 30 minutes exam. A range of different types of questions will be used, including multiple-choice, short/medium answer questions and extended response analysis and evaluation questions</p> <p>RO68 Students are provided with a business challenge. From this they will create a researched and costed business proposal. Students will need to undertake activities such as conducting market research, presenting data, using idea generation tools, seeking and acting on feedback, and costing proposals. This unit will develop students' self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.</p> <p>RO69 Students will prepare for and pitch their own business proposal that they developed in RO69. Alongside developing a brand identity, students will investigate how to best promote their product and then plan and prepare their pitch. After delivering their practice and professional pitch they will review their own performance</p>

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				<p>and business proposal. This unit will develop the students' analysis and self-evaluative skills as well as those relating to self-presentation.</p> <p>Detailed feedback:</p> <ul style="list-style-type: none"> • Theory activities • Planning Tasks • Feedback on official assessments in line with the exam board policy.

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11(Final BTEC year only)	<p>BTEC Tech in Enterprise – 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. 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. Independence – through confidence to select and apply skills. Time management skills.</p> <p>Knowledge 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>Component 1 – Internally assessed, externally moderated coursework; Assessment Aim B and C Component 2 – Internally assessed, externally moderated coursework; Assessments Aim B and C Component 3 – External examination summer term 2hrs duration, 60 marks.</p> <p>Detailed feedback: Theory task activities Planning tasks Feedback on official assessments on NEA in line with exam board policy Feedback on Mock</p>

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12CTEC (Option route 1)	<ul style="list-style-type: none"> • Unit 1: The business environment • Unit 2: Working in business • Unit 4: Customers and communication 	<p>Throughout the course students will also be developing skills such as</p> <ul style="list-style-type: none"> • Enterprise • Communication • Teamwork • Planning & organisation • Accounting 	<p>Pupils will widen their knowledge of subject specific terminology relating to business functions, types of ownership, the external environment, market research, promotion, financial documents, financial records and entrepreneurship. They will also learn how businesses operate in the real world by exploring policies, functions and job roles within industry.</p>	<p>Unit 1—Exam (Jan) Unit 2 - Exam (Jan) Unit 4 - Coursework</p>

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12 (Option route 2)	<p>Economics:</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>Economics:</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>Economics:</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>Economics:</p> <p>Mock examinations – two papers sat across the year, following the year 1 / AS level syllabus, in Micro and Macro Economics.</p> <p>Detailed feedback:</p> <ul style="list-style-type: none"> • Knowledge questions at the end of each topic. • Past paper questions on each syllabus topic. • Essay questions: Market Failure and Economic Performance • Y12 Mock examination

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<p>12 (Option route 3)</p>	<p>Business:</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>Business:</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>Business:</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>Business:</p> <p>Mock examinations – two papers sat across the year, following the year 1 / AS level syllabus</p> <p>Detailed feedback</p> <ul style="list-style-type: none"> • Knowledge questions at the end of each topic. • Past paper questions on each syllabus topic. • Feedback on Y12 Mock

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13	<p>Economic:</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>Economics:</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>Economics:</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>Economics:</p> <p>Mock examinations at the end of each unit of study. Final external examinations are three papers, 2 hours, 80 marks</p> <p>Paper 1: 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>Paper 2: 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>Paper 3 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>Detailed Feedback:</p> <ul style="list-style-type: none"> • Feedback on knowledge questions at the end of each topic. • Feedback on past paper essay questions on each syllabus topic; on average this will equate to one a week.

				<ul style="list-style-type: none"> Y13 Mock examinations, on Micro and Macro.
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13	<p>Business:</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>Business:</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 individuals and organisations of external and internal influences</p>	<p>Business:</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 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.</p>	<p>Business:</p> <p>Mock examinations will take place in line with the sixth form schedule.</p> <p>Final external examinations are three papers of two-hour duration, covering all areas of the syllabus.</p> <p>Detailed feedback</p> <ul style="list-style-type: none"> Knowledge questions at the end of each topic. Past paper questions on each syllabus topic. Feedback on Y13 Mock

