



BUSINESS & ECONOMICS CURRICULUM PLAN

YEAR	WHAT STUDENTS WILL LEARN	RATIONALE	HOW STUDENTS WILL BE ASSESSED
GCSE YR 1	PAPER/THEME 1 Investigating small businesses <ul style="list-style-type: none"> • 1.1 Enterprise & entrepreneurship • 1.2 Spotting a business opportunity • 1.3 Putting a business idea into practice • 1.4 Making the business effective • 1.5 Understanding external influences PAPER/THEME 2 Building a business <ul style="list-style-type: none"> • 2.1 Growing the business 	<p>The order of topics and of paper/themes follows the established sequence for teaching GCSE Business. We have chosen to follow this as it is logical, starting with small businesses before moving onto larger businesses. It follows the same order as all GCSE textbooks and the specification. We introduce paper/theme 2 in the summer term of Year 1 as this maximises our teaching time and allows us greater scope for consolidation and retrieval in the run-up to the exams in Yr2.</p>	<p>Formative assessment takes place through a series of questions (frequently multiple-choice and short-answer) built into the teaching resources which are delivered by staff. 5 Paper/Theme1 summative topic assessments are built into the SOW at regular intervals to give a more accurate picture of student attainment and progress. Students are also assessed in the summer term through the sitting of an entire Paper/Theme1 GCSE exam paper.</p>
GCSE YR 2	PAPER/THEME 2 Building a business <ul style="list-style-type: none"> • 2.2 Making marketing decisions • 2.3 Making operational decisions • 2.4 Making financial decisions • 2.5 Making human resource decisions 		<p>Again, formative assessment takes place in the same manner as in Yr1. 5 Paper/Theme 2 summative assessments are built into the SOW at regular intervals. Students are assessed in December through the sitting of an entire Paper/Theme1 GCSE exam paper.</p>
A-LEVEL YR 1	Theme 1: Marketing and people Students will develop an understanding of: <ul style="list-style-type: none"> • meeting customer needs 	<p>As can be seen from the previous column the specification is built around the premise of understanding business through the eyes</p>	<p>Formative assessment is built into all lessons through knowledge recall tasks</p>

	<ul style="list-style-type: none"> • the market • marketing mix and strategy • managing people • entrepreneurs and leaders. <p>Theme 2: Managing business activities</p> <p>Then students will develop an understanding of:</p> <ul style="list-style-type: none"> • raising finance • financial planning • managing finance • resource management • external influences. 	<p>of small and growing business in year1 and then extending the depth of knowledge and understanding into an appreciation of larger business in year 2</p>	<p>and the use of case study response questions.</p> <p>Additionally, students sit a series of 9 formal 1-hour assessments throughout the course at end of each set of topics to build and develop their skills.</p>
<p>A-LEVEL YR 2</p>	<p>Theme 3: Business decisions and strategy</p> <p>This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:</p> <ul style="list-style-type: none"> • business objectives and strategy • business growth • decision-making techniques • influences on business decisions • assessing competitiveness • managing change. <p>Theme 4: Global business</p> <p>This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:</p> <ul style="list-style-type: none"> • globalisation • global markets and business expansion • global marketing • global industries and companies (multinational corporations). 		

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A-LEVEL YR 1	<p>PAPER 1 Markets & Market Failure <i>Foundational theory on :</i></p> <ul style="list-style-type: none"> • 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 in markets <p>PAPER 2 National & International Economy <i>Foundational theory on :</i></p> <ul style="list-style-type: none"> • The measurement of macroeconomic performance • How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts • Economic performance • Macroeconomic policy <p>PAPER 2 National & International Economy <i>Advanced theory on :</i></p>	<p>We follow the standard order for teaching Economics as a subject which is to begin with micro (paper 1) theory before going onto macro (paper 2) theory. We follow the order of topics contained in both the AQA specification and all the textbooks.</p> <p>In Year 1 we teach foundational theory which provides students with an underlying understanding of the basics of the subject. This broadly follows the content of the old AS specification. This is the content students are assessed on in their summer assessments.</p> <p>Once this is covered we move onto advanced theory. This re-visits many of the topics already covered but in greater depth and with increased complexity, building student’s knowledge.</p> <p>We have chosen to continue with Paper 2 theory rather than go back to paper 1 as students need greater contextual background of macroeconomics if they are to do well in the exam. Covering the content earlier allows gives us greater time to build this. In addition students increasingly struggle with the linkages between topics and theories in macro and this order gives</p>	<p>Formative assessment takes place through a series of exam questions (frequently multiple-choice and short-answer) built into the teaching resources which are delivered by staff. In Year 12 and 13 one lesson a week is focussed on exam paper questions. These are also frequently given as homework. The focus in the autumn term is on shorter answer questions (1-9 marks). Students are only introduced to 25-mark questions in the spring term.</p> <p>A series of 6 summative assessments have been built into the SOW at regular intervals throughout the year.</p> <p>In the summer term students sit a full Yr12 assessment in both Paper 1 and Paper 2.</p>

	<ul style="list-style-type: none"> • The measurement of macroeconomic performance • How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts • Economic performance 	<p>us more time for retrieval and to practise using examination questions.</p> <p>Most students find the theory in Paper 1 simpler and it is thus logical to teach this second.</p> <p>We do not back-load revision and try to build time into each week’s lessons for retrieval of Year 12 content. This will either be in-class or as homework if circumstances do not allow this.</p>	
A-LEVEL YR 2	<p>PAPER 2 National & International Economy <i>Advanced theory on :</i></p> <ul style="list-style-type: none"> • Financial markets and monetary policy • Fiscal policy and supply-side policies • The international economy <p>PAPER 1 Markets & Market Failure <i>Advanced theory on :</i></p> <ul style="list-style-type: none"> • Economic methodology and the economic problem • Individual economic decision making • Price determination in a competitive market • Production, costs and revenue • Perfect competition, imperfectly competitive markets and monopoly • The labour market 		<p>Formative assessment takes place through a series of exam questions (frequently multiple-choice and short-answer) built into the teaching resources which are delivered by staff. In Year 12 and 13 one lesson a week is focussed on exam paper questions. These are also frequently given as homework.</p> <p>The emphasis in Year 2 assessment shifts towards tackling 25-mark questions in timed conditions. Students will be assessed three times in the autumn term this way. The focus is on improving their technique (structure, chains of reason, using the extracts and building evaluation into answers).</p> <p>In the February assessments they sit a full A-level Paper 2 paper.</p> <p>In the spring term they will sit a Paper 1 assessment and a series of shorter assessments to ensure they are ready for Paper 3.</p>

	<ul style="list-style-type: none">• The distribution of income and wealth: poverty and inequality• The market mechanism, market failure and government intervention in markets		
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