

Business & Economics Curriculum Plan

Intent: An understanding of businesses and the economy are vital to be able to both fully function in and contribute to our modern society. Students should be given the understanding and skills to assess and evaluate the interactions between businesses, the government, individuals, society in general and the environment. In addition we aim to foster their curiosity in the world around them but also have the critical thinking and problem-solving skills to make a positive difference.

Year	What Students Will Learn	Rationale	How Students Will Be Assessed	Disciplinary Knowledge & Links to Careers
GCSE Year 1	<p>Paper/Theme 1 Investigating small businesses</p> <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 	<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.</p> <p>We introduce paper/theme 2 in the summer term of Year 1 as this maximises our teaching time and allows</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.</p> <p>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</p>	<p>Paper 1 is focussed on the knowledge and skills required to start up and run a small business. In this way it is directly relevant to the world of work as many of the students may go on to do this. In terms of specific careers we provide an introduction to the following job areas:</p> <ul style="list-style-type: none"> • Market Research & Marketing • Accountancy • Commercial Law



	Paper/Theme 2 Building a business <ul style="list-style-type: none"> 2.1 Growing the business 	us greater scope for consolidation and retrieval in the run-up to the exams in Yr2.	sitting of an entire Paper/Theme 1 GCSE exam paper.	
GCSE Year 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 		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.	Paper 2 is focussed on growing a business and is more orientated towards medium and larger businesses. This is directly relevant to the world of work as many students will in future be working for or dealing with larger companies. In terms of specific careers we provide an introduction to the following job areas : <ul style="list-style-type: none"> Production, operations and logistics Procurement Sales



				<ul style="list-style-type: none"> • Customer Service • Finance • Human Resources, personnel and training
A Level Year 1 (Business)	<p>Theme 1: Marketing and people Students will develop an understanding of:</p> <ul style="list-style-type: none"> • meeting customer needs • the market • marketing mix and strategy • managing people • entrepreneurs and leaders. <p>Theme 2: Managing business activities Then students will develop an understanding of:</p> <ul style="list-style-type: none"> • raising finance • financial planning • managing finance • resource management 			



	<ul style="list-style-type: none"> • external influences. 			
A Level Year 2 (Business)	<p>Theme 3: Business decisions and strategy 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 This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:</p> <ul style="list-style-type: none"> • globalisation 	<p>As can be seen from the previous column the specification is built around the premise of understanding business through the eyes of small and growing business in year 1 and then extending the depth of knowledge and understanding into an appreciation of larger business in year 2.</p>	<p>Formative assessment is built into all lessons through knowledge recall tasks 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>	



	<ul style="list-style-type: none"> • global markets and business expansion • global marketing • global industries and companies (multinational corporations). 			
A Level Year 1 (Economics)	Paper 1 Markets & Market Failure <i>Foundational theory on :</i> <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, 	<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</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>Students develop the knowledge and skills needed to understand and analyse data, think critically about issues and make informed decisions. They will also build upon their quantitative skills and appreciate that, when evaluating arguments, both qualitative and quantitative evidence are important. Students will be expected to acquire competence in quantitative skills that are relevant to the subject content and be familiar with the various types of</p>



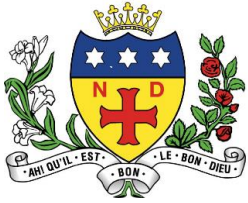
	<p>market failure and government intervention in markets</p> <p>Paper 2 National & International Economy <i>Foundational theory on:</i></p> <ul style="list-style-type: none"> • The measurement of macroeconomic performance • How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts • Economic performance • Macroeconomic policy <p>Paper 2 National & International Economy</p>	<p>content students are assessed on in their summer assessments.</p> <p>Once this is covered we move onto advanced theory. This re-visit 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</p>	<p>A series of 6 summative assessments have been built into the SOW at regular intervals throughout the year. In the summer term students sit a full Yr12 assessment in both Paper 1 and Paper 2.</p>	<p>statistical and other data which are commonly used by economists. They should be able to make relevant calculations from economic data and be able to interpret data presented in the form of index numbers. Examples of other relevant quantitative skills include the use of graphs and the application of statistical measures such as the mean, median and relevant quantiles.</p> <p>Students are taught to develop a critical approach to economic models and methods of enquiry. They are taught that value judgements play an important role in economic decision making. They should</p>
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	<p><i>Advanced 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 	<p>between topics and theories in macro and this order gives us more time for retrieval and to practise using examination questions. 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>		<p>understand the methodology of economics and the role of evidence whilst recognising that economics is a social science and that people's behaviour is not necessarily rational or predictable.</p> <p>Students will be exposed to trends and developments in the 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. This is done primarily through the teaching of macroeconomics.</p>
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				<p>introduced to macroeconomic data and the same process occurs. Economists are required to justify their solutions with reference to economic theory and this is also taught throughout the course.</p> <p>Careers specific focus is very limited. Students are introduced to the role of the Micro and Macro Economist who are likely to be employed by large companies, governments or organisations such as the Bank of England.</p>
<p>A Level Year 2 (Economics)</p>	<p>Paper 2 National & International Economy <i>Advanced theory on :</i></p> <ul style="list-style-type: none"> Financial markets and monetary policy 		<p>Formative assessment takes place through a series of exam questions (frequently multiple-choice and short-answer) built into the teaching resources which are</p>	



	<ul style="list-style-type: none"> • Fiscal policy and supply-side policies • The international economy <p>Paper 1 Markets & Market Failure</p> <p><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 		<p>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. In the spring term they will sit a Paper 1 assessment and a series</p>	
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	<p>competitive markets and monopoly</p> <ul style="list-style-type: none">• The labour markets• The distribution of income and wealth: poverty and inequality• The market mechanism, market failure and government intervention in markets		<p>of shorter assessments to ensure they are ready for Paper 3.</p>	
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