

## Business Studies Department Rationale

Through studying this qualification students will be able to apply their knowledge and understanding to different business contexts, which includes businesses ranging from small enterprises to large multinationals and businesses that operate in local, national and global contexts.

- develop an understanding of how these contexts impact on business behaviour
- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts.

## Specification Aims KS4

The aims of this qualification are to enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- 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
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- 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
- develop and apply quantitative skills relevant to business, including using and interpreting data.

YEAR 9	Content	Skills	Rationale
Autumn Term	Entrepreneurship project- 'Making an exhibition of yourself'  Introduction into business <ul style="list-style-type: none"> <li>• How and why business ideas come about</li> <li>• Risk Vs Reward</li> <li>• Customer needs</li> <li>• Market research</li> <li>• Marketing mix</li> </ul>	Define, Explain, Create, Develop	At the start of the business course, students will develop a core understanding of entrepreneurship. This underpins the concepts that are referred to throughout the GCSE course to follow. This unit will include a key words booklet that students will be complete throughout the project.  During this project each student will develop their inter-personal and intra-personal skills and start to gain an in-depth understanding of how businesses are created and the risks that they may face. This will enable students to then carry out market research and enhance their communication skills when presenting their research findings.
Spring Term	Entrepreneurship project- 'Just the ticket'. Ownership styles and	Define, Give, State, Identify, Outline, Explain,	Having developed an understanding of how and why businesses are created, students in the next project will begin to gain an understanding of how these businesses

	finance <ul style="list-style-type: none"> <li>• Aims / objectives</li> <li>• Marketing strategies</li> <li>• Ownership styles</li> <li>• Sources of finance</li> <li>• Business planning</li> </ul>	Discuss,  <b>Analyse, Justify, Evaluate</b>	can be organised and financed. Students will gain an overview of the various methods that businesses use to finance their business decisions and how these methods can impact on the financial performance of a business.  During this project students will develop a business plan which will demonstrate what they have learnt so far through their development of a business idea.
Summer Term	1.1 Enterprise and entrepreneurship <i>-1.1.1 The dynamic nature of a business</i> <i>-1.1.2 Risk and reward</i> <i>-1.1.3 The role of business enterprise</i>  1.2 Spotting a business opportunity <i>-1.2.1 Customer needs</i> <i>-1.2.2 Market research</i> <i>-1.2.3 Market segmentation</i> <i>-1.2.4 The competitive market</i>	Define, Give, State, Identify, Outline, Explain, Discuss,  <b>Analyse, Justify, Evaluate</b>	Having gained an understanding of entrepreneurship, students will begin laying the foundations for the GCSE Business course where they will see how enterprise and the development of business ideas can give businesses the edge in competitive markets.  Students will consider the skills and qualities needed to be successful in business and they will analyse which skills they already possess and highlight areas they can aim to develop over the coming years.  This unit goes on to allow students to analyse the importance of customer needs and how market research is key to being able to adapt to the varied needs of market segments. This will give students the opportunity to analyse and evaluate the actions of businesses and whether they are meeting the needs of their target market.
YEAR 10			
Autumn Term	1.3 Putting a business idea into practice <i>-1.3.1 Business aims and objectives</i> <i>-1.3.2 Business revenues, costs and profits</i> <i>-1.3.3 Cash and cash flow</i> <i>-1.3.4 Sources of business finance</i>  1.4 Making the business effective <i>-1.4.1 Options for start-up and small businesses</i> <i>-1.4.2 Business location</i> <i>-1.4.3 The marketing mix</i> <i>-1.4.4 Business plans</i>	Define, Give, State, Identify, Outline,  <b>Calculate, Complete,</b>  Explain, Discuss,  <b>Analyse, Justify, Evaluate</b>  Exam Technique and approaches to answering questions	<i>Following a thorough investigation into the QLA and new approach examiners are taking when marking students' exam answers, we have put in place scaffolding and guidance on how to maximise their ability to achieve the best possible grade in their answers. This will develop over the two years of the GCSE course.</i>  Businesses rely on setting aims and objectives which give the business a focus and a plan for the future. Students will begin to understand that most businesses, when they start, want to survive, but as they progress, profits and expansion takes over.  The financial management of a business is key to its success. Students will learn how to interpret the results which will enable students to analyse the financial position of a business and give advice on what the business should do to improve their finances.  Building on this knowledge of financial controls, students will examine the various methods that businesses use to gather the financial data that might be at their disposal. Students will study the advantages and disadvantages of these, and this will enable them to provide advice to businesses on which methods would be best suited to their individual business needs.

Spring Term	<p>1.5 Understanding external influences on businesses</p> <p>-1.5.1 <i>Business stakeholders</i></p> <p>-1.5.2 <i>Technology and business</i></p> <p>-1.5.3 <i>Legislation and business</i></p> <p>-1.5.4 <i>The economy and business</i></p> <p>1.5.5 <i>External influences</i></p> <p>2.1 Growing the business</p> <p>-2.1.1 <i>Business growth</i></p> <p>-2.1.2 <i>Changes in business aims and objectives</i></p> <p>-2.1.3 <i>Business and globalisation</i></p> <p>-2.1.4 <i>Ethics, the environment and business</i></p>	<p>Define, Give, State, Identify, Outline,</p> <p><b>Calculate, Complete,</b></p> <p>Explain, Discuss,</p> <p><b>Analyse, Justify, Evaluate</b></p> <p>Exam Technique and approaches to answering questions</p>	<p>Students will investigate the stakeholders of a business and analyse the impact these stakeholders can have on the business. This will involve discussions on stakeholder conflict and the difficulties businesses face when trying to keep all stakeholders happy with the action of the business.</p> <p>Students will begin to examine the role of government in the functionality of a business and build an understanding of the importance of legislation. Students will discuss the impact that other external influences can have on the running of a business and its performance. This will include international barriers, climate change and business ethics.</p> <p>Students will also examine business growth and, through their knowledge of sources of finance, be able to select and justify suitable methods that would aid the growth of specific businesses.</p>
Summer Term	<p>2.2 Making marketing decisions</p> <p>-2.2.1 <i>Product</i></p> <p>-2.2.2 <i>Price</i></p> <p>-2.2.3 <i>Promotion</i></p> <p>-2.2.4 <i>Place</i></p> <p>-2.2.5 <i>using the marketing mix to make business decisions</i></p> <p>2.3 Making operational decisions</p> <p>-2.3.1 <i>Business operations</i></p> <p>-2.3.2 <i>Working with suppliers</i></p> <p>-2.3.3 <i>Managing quality</i></p> <p>-2.3.4 <i>The sales process</i></p>	<p>Define, Give, State, Identify, Outline, Explain, Discuss,</p> <p><b>Analyse, Justify, Evaluate</b></p>	<p>Towards the end of year 10, students will start to build knowledge and understanding of the design mix and how differentiation can lead to the success of a business. This will be taught through the use of relevant examples that have proved successful and continue to do so today.</p> <p>This will lead on to one of the most important aspects of business, the marketing mix. These 4 key elements all need to fit together to make customers want to use a business. Students will study each aspect of the marketing mix and be able to analyse and evaluate through examples how this has been used by businesses.</p> <p>Students will investigate production methods and how procurement / logistics are crucial in customers receiving products that are fit for purpose, meet their needs and arrive in a timely manner. This will include the role of the sales process and how this can convert a single purchase customer into a lifetime loyal customer.</p>
Year 11			
Autumn Term	<p>2.4 Making financial decisions</p> <p>-2.4.1 <i>Business calculations</i></p> <p>-2.4.2 <i>Understanding business performance</i></p> <p>2.5 Making human resource decisions</p> <p>-2.5.1 <i>organisational structures</i></p> <p>-2.5.2 <i>effective recruitment</i></p>	<p>Define, Give, State, Identify, Outline,</p> <p><b>Calculate, Complete,</b></p> <p>Explain, Discuss,</p> <p><b>Analyse, Justify, Evaluate</b></p> <p><b>Exam technique</b></p>	<p>Students will be given a refresher on how to approach exam questions in the two exams. This will build on their knowledge on how to answer questions last year, with a greater emphasis on students maximising marks on the 9/12 mark questions.</p> <p>In the final year, students will gain a more thorough understanding of the finances of a business. This includes evaluating the financial position of a business through its accounts and other sources of data. Students will also begin to consider the limitations of</p>

	<p>-2.5.3 <i>Effective training and development</i></p> <p>-2.5.4 <i>Motivation</i></p>	<p><b>and approaches to answering questions</b></p>	<p>financial information when trying to make an informed decision that may impact on the future of a business.</p> <p>Students will also develop an in-depth knowledge of how businesses are organised and also the important role of the HR department of a business when it comes to hiring, training and developing a workforce that can drive a business forward.</p>
Spring Term	<p>Exam Preparation and Past Papers: Theme 1 and Theme 2</p> <p>Topic 1.1: Enterprise and Entrepreneurship</p> <p>Topic 1.2: Spotting a Business Opportunity</p> <p>Topic 1.3: Putting a Business Idea into Practice</p> <p>Topic 1.4: Making the Business Effective</p> <p>Topic 1.5: Understanding the External Influences on Business</p> <p>Topic 2.2: Making Marketing Decisions</p> <p>Topic 2.3: Making Operations Decisions</p> <p>Topic 2.4: Making Financial Decisions</p> <p>Topic 2.5: Making Human Resources Decisions</p>	<p>Define, Give, State, Identify, Outline,</p> <p><b>Calculate, Complete,</b></p> <p>Explain, Discuss,</p> <p><b>Analyse, Justify, Evaluate</b></p>	<p>Students will review their knowledge of themes 1 &amp; 2 and start to practise answering exam questions using their understanding of the theory. This will include developing the ability to break down questions and how to maximise marks, especially on the short essay and essay questions.</p>
	<p>Exam Preparation and Past Papers: Theme 1 and Theme 2</p> <p>As above</p>	<p>As above</p>	<p>Students will continue to learn how to maximise their marks on exam papers and will carry out a series of final mock exam papers to focus on areas that need further work, but also to improve students' ability to complete the tests in the given time, which in previous years has been a struggle due to the nature of the questions towards the end of the exam.</p>