

Statement of Intent: KS5 Business

Exam Board: Edexcel



Statement of Intent for A'Level Business

All of our students will play vital roles within business as consumers, as employees and for many as managers and leaders or even future CEOs of billion pound companies. We believe that by providing our students with a comprehensive understanding of how organisations operate, both domestically and globally, we are equipping them to be ambitious for their future success. The Business Department is determined that all of our students will leave St Paul's with the knowledge and skills required to thrive in an ever globalised world of work.

Our KS5 A'Level curriculum will allow students of all abilities to:

- Demonstrate a **holistic understanding** of a range of businesses by combining real world national and global case studies with academic theory.
- **Make conscious links between different themes** in order to embed and deepen learning.
- Develop their **vocabulary and comprehension skills** so that they can express themselves accurately and understand the demands of the question.
- **Be confident using quantitative skills** to interpret and calculate data accurately.
- Develop **contextualised and well-balanced** arguments to assess the challenges business face.
- Come to **reasoned and well-developed judgements** as to what a business might decide to do to secure their success.

Curriculum Statement of Implementation for Business A'Level

As we have with Key Stage 4, A 'Level Business has taken a largely logical sequenced structure linked to the specification. Previous learning is built upon in each topic. This decision was made to ensure students are fully prepared for their public exams through experience of full mock examinations. We agree with the way the early topics, particularly in Year 12, allow students with both a non GCSE Business and GCSE Business background to start with entry level topics that build their knowledge base and confidence with topics such as sources of finance and looking at different markets and market research. These are all areas an entrepreneur would need to consider when first starting a business. There are some areas as we move in to Year 13 study where we have moved topics, as we believe there to be a more logical and holistic way to teach these topics across the two teaching staff.

In September 2021, we made the decision to take a more methodical approach to teaching student assessment objectives and exam question types to build on their skills of knowledge, application, evaluation and making informed and evidence based judgments. Using the exam specification in logical sequence works well with this.

In order for students to acquire this sound knowledge base and develop evaluation and discussion skills the business department has implemented the following:

- A **forward-thinking and updated curriculum** with frequent class discussion of business and economic affairs in the news. Within this, there is encouragement of students to think about their role and responsibility as global citizens
- **Exposure to academic literature and sources.** Teacher's will suggest wider reading and set directed study tasks accordingly.
- **Revisiting previously taught concepts and drawing explicit links between topics.** This is important as students are asked cross-curricular examination questions in all papers, particularly in Paper 3.
- **Creating extra-curricular opportunities** such as the Apprentice Challenge, stocks and shares challenge and working with students to actively find business related work experience.

Implementation Plan for A'Level Business				
Term	Topics Covered	Why Now?	Assessment Objectives	Assessment
Year 12 Autumn 1	<p>Topic 1.1: Meeting Customer Needs (EOF and JNE)</p> <ul style="list-style-type: none"> The Market Market Research Market Positioning <p>Topic 2.1: Raising Finance (SHU and MCH)</p> <ul style="list-style-type: none"> Internal Finance External Finance Liability Planning 	<p>Theme 1.1 enables students to understand how businesses identify opportunities and to explore how businesses focus on developing a competitive advantage through interacting with customers. Students develop an understanding of how businesses need to adapt their marketing to operate in a dynamic business environment.</p> <p>Theme 2.1 enables students to develop an understanding of raising finance in order to set up a business and the legal structure options open to them. They will look at the planning involved in starting up a new business and how to secure the finance needed. They will also look at how to persuade potential investors to come on board.</p> <p>These units work well as an introduction to the study of business and either introduces or recaps GCSE context. Students tend to look at businesses on a local or national scale in these themes.</p>	<p>AO Focus</p> <ul style="list-style-type: none"> Knowledge Application Explain Assess <p>2, 4 and 8 Mark Questions</p>	<p>Mini Transition Assessment – up to and including an 8 Mark Question.</p>
Year 12 Autumn 2	<p>Topic 1.2: The Market (EOF and JNE)</p> <ul style="list-style-type: none"> Demand Supply Markets PED YED <p>Topic 2.2: Financial Planning (MCH and SHU)</p> <ul style="list-style-type: none"> Sales Forecasting Sales, Revenue, Costs Breakeven 	<p>In order to introduce students to more complex themes, linking to economics and the financial performance of a business, 1.2 and 2.2 are timed well to introduce more challenge into the course. Students find the interaction of supply and demand and the concept of PED and YED challenging and this gives them an opportunity to develop their quantitative skills.</p> <p>There are some basic fundamental concepts that draw on GCSE learning and we find that those students with non-business backgrounds can often feel overwhelmed by the terminology they need to recall. Extra support is given in this half term to those who start to worry about the amount of content they need to start to work into their long-term memory.</p>	<p>AO Focus</p> <ul style="list-style-type: none"> Knowledge Application Explain Assess Evaluate Recommend <p>2, 4, 8, 10 and 12 Mark Questions Introduce both methods for 10 and 12 markers</p>	<p>Theme 1 1.1/1.2 and Theme 2 2.1/2.2 Topic tests with interleaved questions.</p> <p>Up to and including a 10 mark question.</p>

	<ul style="list-style-type: none"> Budgets 			
Year 12 Spring 1	<p>Topic 1.3: Marketing and Strategy (JNE and EOF)</p> <ul style="list-style-type: none"> Product Design Branding and Promotion Pricing Strategies Distribution Marketing Strategy <p>Topic 2.3: Managing Finance (MCH and SHU)</p> <ul style="list-style-type: none"> Profit Liquidity Business Failure 	<p>Theme 1.3 and 2.3 build on the fundamentals learned at GCSE and in 1.1 and 2.2. At this stage in the course, we find that students need to work hard on their recall and so interleaving of the basics is key. There is a lot of challenge provided alongside this with more challenging topics such as pricing and distribution as well as liquidity and all of the profit ratios. Those with weak quantitative skills tend to need additional support here and by this stage in the course, we know very well who to target this support at.</p>	<p>AO Focus</p> <ul style="list-style-type: none"> Knowledge Application Explain Assess Evaluate Recommend Justify <p>2, 4, 8, 10, 12 and 20 Mark Questions</p>	<p>Feedback on homeworks in Showbie and in class marking.</p>
Year 12 Spring 2	<p>Topic 1.4: Managing People (JNE and EOF)</p> <ul style="list-style-type: none"> Approaches to staffing Recruitment, selection and training Organisational design Motivation Leadership <p>Topic 2.4: Resource Management (MCH and SHU)</p> <ul style="list-style-type: none"> Production, productivity and efficiency Capacity Utilisation Stock Control Quality Management 	<p>There is an increasing amount of new and more complex topics for students to understand here. By now their skills in wider reading, comprehension and recall techniques tend to be more adept and so we believe this is the right time for the students to tackle Theme 1.4 and 2.4.</p> <p>Understanding and appraising motivational theorists and looking at different ways of managing quality and stock enables students to start being more critical of ways businesses can approach things. We start to look more at making evidence based, reasoned conclusions in their answers. Students have to ensure they take on the importance of the context each business faces.</p>	<p>AO Focus</p> <ul style="list-style-type: none"> Knowledge Application Explain Assess Evaluate Recommend Justify <p>2, 4, 8, 10, 12 and 20 Mark Questions</p>	<p>Theme 1 1.1/1.2/1,3 and Theme 2 2.1/2.2/2.3 Topic Tests with interleaved questions and up to and including a 20 mark question.</p>

Year 12 Summer 1	<p>Topic 1.5: Entrepreneurs and Leaders (JNE and EOF)</p> <ul style="list-style-type: none"> • Role of an entrepreneur • Skills and characteristics • Business Objectives • Forms of Business • Business Choices • Difficulties in moving from entrepreneur to leader <p>Topic 2.5: External Influences (MCH and SHU)</p> <ul style="list-style-type: none"> • Economic Influences • Legislation • Competitive Environment 	<p>This last half term is a well-balanced approach, as Theme 1.5 tends to be more accessible. We spend a lot of time on Theme 2.5 and often role it in to Summer 2 as this is a complex economics theme. In previous years, we have found that students struggle with this even as they go into Year 13 so it is crucial we get their basic knowledge and understanding of issues such as inflation and exchange rates right now.</p> <p>Wider reading and developing cultural capital is key here as some students will have far more understanding and awareness (especially with it all being so incredible relevant now) of economic issues than others.</p>	<p>AO Focus</p> <ul style="list-style-type: none"> • Knowledge • Application • Explain • Assess • Evaluate • Recommend • Justify <p>2, 4, 8, 10, 12 and 20 Mark Questions</p>	<p>Theme 1 1.1/1.2/1.3/1.4 and Theme 2 2.1/2.2/2.3/2.4 Topic Tests with interleaved questions and up to and including a 20 mark question.</p>
Year 12 Summer 2	<ul style="list-style-type: none"> • Revision for Mocks • Feedback on mocks • Intervention if needed • Where possible move on to Theme 3 and Theme 4 	<p>Interleaving is key here and using the data from questions level analysis and in class AFL to focus in on key topics that lack understanding and recall.</p>	<p>AO Focus</p> <ul style="list-style-type: none"> • Knowledge • Application • Explain • Assess • Evaluate • Recommend • Justify <p>2, 4, 8, 10, 12 and 20 Mark Questions</p>	<p>End of Year 12 Assessment with all Theme 1 and 2 content appearing. Up to and including 20 mark questions.</p>

Term	Topics Covered	Why Now?	Assessment Objectives	Assessment
Year 13	Topic 3.1 : Business Objectives and		AO Focus	

<p>Autumn 1</p>	<p>Strategy (EOF)</p> <ul style="list-style-type: none"> • Corporate Objectives • Theories of Corporate Strategy • SWOT Analysis • Impact of external influences <p>Topic 4.1: Globalization (JNE)</p> <ul style="list-style-type: none"> • Growing Economies • International Trade and Business Growth • Factors contributing to increased globalisation • Protectionism Trading Blocs 	<p>We believe that it is right to wait until the end of Year 12, start of Year 13 to tackle the topics that look at businesses and the economy on a more global and multinational basis.</p> <p>Theme 3.1 starts by looking at the strategic direction of businesses and students in 4.1 will have to start looking at economies across the globe and features of globalisation and protectionism. There will be some knowledge from GCSE but this will be a complex topic for students to understand.</p>	<ul style="list-style-type: none"> • Knowledge • Application • Explain • Assess • Evaluate • Recommend • Justify <p>2, 4, 8, 10, 12 and 20 Mark Questions</p>	<p>Year 13 Mock Exams – Paper 1 with Theme 1 and 4.1 and Paper 2 with Theme 2 and 3.1 – 50 marks and 60 minutes each.</p>
<p>Year 13 Autumn 2</p>	<p>Topic 3.3: Decision Making Techniques (EOF)</p> <ul style="list-style-type: none"> • Quantitative sales forecasting • Investment appraisal • Decision Trees • Critical Path Analysis <p>Topic 3.2: Business Growth and Topic 4.2: Global Markets and Business Expansion (JNE)</p> <ul style="list-style-type: none"> • Growth • Mergers and Takeovers • Organic Growth • Reasons for Staying Small • Conditions that prompt trade • Assessment of a Country as a market and a production location • Reasons for global mergers or joint 	<p>Students traditionally find Theme 3.3 challenging and question level analysis nationally and internally shows this historically. We made the decision for EOF to spend half a term on this to ensure deep understanding and an ability to answer these more difficult questions.</p> <p>As there is cross over between 3.2 and 4.2 – both covering internal and external methods of business growth JNE teaches these together.</p>	<p>AO Focus</p> <ul style="list-style-type: none"> • Knowledge • Application • Explain • Assess • Evaluate • Recommend • Justify <p>2, 4, 8, 10, 12 and 20 Mark Questions</p>	<p>Feedback given on homework in Showbie and in class work marking.</p>

	<ul style="list-style-type: none"> ventures Global competitiveness <p>Topic 4.3: Global Marketing (JNE)</p> <ul style="list-style-type: none"> Marketing Niche markets Cultural/social factors 			
Year 13 Spring 1	<p>Topic 3.5: Assessing Competitiveness (EOF)</p> <ul style="list-style-type: none"> Interpretation of financial statements Ratio Analysis Human Resources <p>Topic 3.4: Influences on Business Decisions (JNE) and Topic 4.4: Global Industries and companies (JNE)</p> <ul style="list-style-type: none"> Corporate influences Corporate culture Shareholders vs stakeholders Business ethics The impact of MNCs Ethics Controlling MNCs 	<p>Theme 3.5 builds on learning from Theme 2 so there is interleaving and recall at the start of this topic. Students find the new ratios complex and difficult to recall so a lot of interleaving happens in each lesson to make sure students can easily move between different ratios.</p> <p>As there is cross over with 3.4 and 4.4 these are also taught together.</p>	<p>AO Focus</p> <ul style="list-style-type: none"> Knowledge Application Explain Assess Evaluate Recommend Justify <p>2, 4, 8, 10, 12 and 20 Mark Questions</p>	<p>Paper 1 – Theme 1 and Theme 4 4.1, 4.2 and 4.3 – 2 hours and 100 marks</p> <p>Paper 2 – Theme 2 and Theme 3 3.1, 3.2, 3.3 and 3.4 – 2 hours and 100 marks</p>
Year 13 Spring 2	<p>Topic 3.6 Managing Change (EOF)</p> <ul style="list-style-type: none"> Causes and effects of change Key factors in change Scenario planning <p>Paper 3 – Pre Release Prep (JNE)</p>	<p>In order to prepare students for Paper 3 early we start this in Spring 2. This is nationally and internally the paper that is least well done so we want to give students time to understand the industry and practice pulling all of their knowledge across all 4 themes together.</p> <p>3.6 works well to teach at the end as it is a topic students find less complex and until they have learnt the whole course they</p>	<p>AO Focus</p> <ul style="list-style-type: none"> Knowledge Application Explain Assess Evaluate Recommend Justify 	<p>Topic Assessment in Class for Theme 4 with Theme 1 interleaved and for Theme 3 with Theme 2</p>

		cannot fully appreciate how change happens in an organisation and how it can best be managed.	2, 4, 8, 10, 12 and 20 Mark Questions	interleaved.
Year 13 Summer 1	Revision and interleaving based on the worry wall. Preparation for Paper 3 Mock and Exam.		AO Focus <ul style="list-style-type: none"> • Knowledge • Application • Explain • Assess • Evaluate • Recommend • Justify 2, 4, 8, 10, 12 and 20 Mark Questions	Full Paper 3 Mock Exam with all Themes on it – 2 hour paper for.

