|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Business Studies (Vocational)** | | | | | | | | | |
| **Key Stage 4:**  **Pearson** | | | | | **Key Stage 5:** | | | | |
| **Year 7** | **Year 8** | | **Year 9** | **Year 10** | | **Year 11** | **Year 12** | | **Year 13** |
| 2 lessons per week | 2 lessons per week | | 2 lessons per week | 2 lessons per week | | 2 lessons per week | 6 lessons per week | | 6 lessons per week |
|  | | | | | | | | | |
| **Staff** | | **Role** | | | **Staff** | | | **Role** | |
| **A. Jackson** | | Curriculum Leader | | | **C. English** | | | Teacher/ Subject Lead for Economics | |
| **M. Alemu** | | Teacher/ HOY | | |  | | |  | |

**Intent: what are we trying to achieve with our curriculum?**

It is our intention that Business and Economics students understand and engage with the increasingly complex business world that we live in by enabling them to become informed and confident consumers, employees and entrepreneurs. By studying Business, it will help learners to understand what being in Business entails; helping students to develop knowledge, understanding and competency needed when embarking in industry. Economics is a powerful subject in the social sciences. Economic principles provide students with analytical tools to interpret the world around them and to shine a light on the great challenges that face humanity – how to grow economies; tackle unemployment; grapple with environmental issues; reduce crime and even understand demographic change. Students will also analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of the government within it. Business and Economics students will develop a critical approach to economic models and Business theories in order to become more independent learners, taking the initiative to read and keep abreast of current affairs so that they are better able to apply the knowledge and skills in the working world.

**Implementation: how do we deliver our curriculum?**

Only Business is offered at KS4 whilst both subjects are offered at KS5. Vocational Business is offered at Key stage 4 with a super curriculum that will enable strong-abled learners to be given the opportunity to study GCSE Business. GCSE Business will help students to gain confidence in using qualitative and quantitative data, developing an interest in Business and gaining entrepreneurial skills. Knowledge and skills learnt at KS4 can be transferred to theories and models used in Business and Economics at KS5. At KS5 students can do a Level 3 Extended Certificate in Business or A-Level Economics. Economics A-Level offers more academic students the chance to develop their essay writing skills, critical thinking and analytical deconstructions pairing well with subjects such as Business and Mathematics. The Vocational Business course offers students of different abilities to chance to develop their core skills and understanding of the requirements of the business sector. It can be enable students to go onto University or apply for Apprenticeships.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 7** |  |  |  |  |  |  |
| **Year 8** |  |  |  |  |  |  |
| **Year 9** |  |  |  |  |  |  |
| **Year 10** | **Examine the characteristics of enterprises**  A1 What is an enterprise?  A2 Types and characteristics of small and medium enterprises (SMEs)  A3 The purpose of enterprises  A4 Entrepreneurs | **Explore how market research helps enterprises to meet**  **customer needs and understand competitor behaviour**  B1 Customers’ Needs  B2 Using market research to understand customers  B3 Understanding Competitors | **Investigate the factors that contribute to the success of**  **an enterprise**  C1 Internal factors  C2 External factors  C3 Situational analysis  C4 Measuring the success of an SME | **Promotion**  A1 Elements of promotional mix and their purposes  A2 Targeting and segmenting the market  A3 Factors influencing the choice of promotional methods | **Finance**  B1 Financial documents  B2 Payment methods  B3 Sources of revenue and costs  B4 Terminology in financial statements  B5 Statement of comprehensive income  B6 Statement of financial position  B7 Profitability and liquidity | **Financial planning and forecasting**  C1 Using cash flow data  C2 Financial forecasting  C3 Suggesting improvements to cash flow problems  C4 Break-even analysis and break-even point |
| **Year 11** | **Explore ideas and plan for a micro-enterprise activity**  ***Ideas could involve:***  innovation of products/ services; provision of products/services in new contexts; provision of products/ services to new markets.  ***Factors to be considered when selecting final idea***, e.g.:  resources available; financial forecasts; costing and pricing; methods of communication and promotion for potential customers. | **Plan for a micro-enterprise activity**  Learners will draw on their exploration of enterprises to draw up an implementation plan for their chosen idea, to include:  **Aims of the micro-enterprise:**  o financial aims, e.g. to make a profit, to break-even  o non-financial aims, e.g. customer satisfaction, social aims such as meeting a need in  the community.  **Product or service to be sold, including:**  o features, benefits and unique selling points  o selling price  o cost  o competitors.  **Identifying the target market:**  o market segment  o appeal to target market  o how product or service will reach market, e.g. selling direct, online or both  o establishing and sustaining sales to the target customers. | | **Pitching a micro-enterprise activity**   * Pitching: presenting key elements of a business plan logically. * Presenting a business pitch   **Presentation skills:**  o professional behaviour and conduct of presenter  o positive attitude  o well-rehearsed and prepared  o considerate of the needs and interests of the audience  o use of visual aids, e.g. computer projection/slideshow with speaker notes, handouts for audience, clarity and legibility of text, impact of graphics and images.  **Communication skills:**  o body language, gestures and eye contact  o language and tone, pace, volume and projection  o use of business terminology  o listening, handling questions and formulating appropriate responses | | **Public Examinations** |
| **Year 12** | **Personal and Business Finance**  Understand the importance of Managing personal finance  1 Functions and role of money  2 Different ways to pay  3 Current accounts  4 Managing personal finance | **Managing Personal Finance**  Different types of saving and investment features, advantages and disadvantages: Risks and rewards of saving versus investment. Different types of insurance products, features, advantages and disadvantages  Features of financial institutions Types of organisations and their advantages and disadvantages | **Communicating with Customers**  Communicating with customers Methods of interacting with customers, advantages and disadvantages: branch online banking telephone banking mobile banking postal banking  Consumer protection in relation to personal finance Function, role and responsibilities of | **Marketing**  Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign The role of marketing Principles and purposes of marketing Marketing aims and objectives: Types of market – mass and niche market. Market segmentation Branding, brand personality, brand image, unique selling point (USP), implications of business size for marketing activity, budgetary constraints, availability of specialist staff. | **Influences on Marketing Activity**  Influences on marketing activity Internal influences on cost of the External influences: Using information to develop the rationale for a marketing campaign Purpose of researching information to identify the needs and wants of customers Market research methods and use Developing the rationale Information guidance and advice | **Planning and Developing a Marketing Campaign**  Planning and developing a marketing campaign Marketing campaign activity Marketing mix  The marketing campaign Appropriateness of marketing campaign |
| **Year 13** | **Features of a Successful Business**  Explore the features of different businesses and analyse what makes them successful Features of businesses Stakeholders and their influence Effective business communications Investigate how businesses are organised Structure and organisation Aims and objectives | **The Business Environment**  Examine the environment in which businesses operate External environment Political Economic, fiscal, monetary and other government policies Social attitudes to saving, spending and debt; social responsibility requirements; change Technological change Environmental factors and ethical trends Legal environment  Internal environment Corporate culture Corporate Social Responsibility (CSR) Ethics Competitive environment  Situational Analysis Using various techniques to assess the business environment PESTLE analysis SWOT analysis 5C’s analysis Porter’s Five Forces | **Business Markets**  Examine business markets Different market structures Relationship between demand, supply and price  Pricing and output decisions | **Innovation and Enterprise**  Investigate the role and contribution of innovation and enterprise Role of innovation and enterprise Innovation Enterprise Benefits and risks associated with innovation and enterprise Benefits Risks | **Revision and completion of outstanding work** | **Public Examinations** |

**Impact: what difference is our curriculum making to pupils?**

Business is a popular subject at Key Stage 4 and Key Stage 5 and consistently delivers strong outcomes both in terms of attainment and progress, compared with national standards. The Business curriculum offer, complemented by a range of enrichment activities, supports students to progress into a wide variety of destinations including higher education, degree apprenticeships and school leaver schemes.

Business Studies provides transferable skills allowing students to smoothly transition from an educational environment to a work environment by providing an insight into a multitude of business sectors and departments. At Bacon’s, Business students will develop a business mindset and learn a range of life skills that can be used confidently in their future, including team working, problem solving, independent learning and communication skills whilst instilling confidence to make themselves stand out in a competitive working environment. Students take a proactive part in their learning by maintaining a good understanding of the impact of current affairs on business and applying this to their studies.

The courses are designed to encourage candidates to consider the practical application of business and economic concepts. Within the courses, students will have the opportunity to explore real business issues and how businesses work; there will also be the opportunity to study business decision-making techniques and many key business concepts such as marketing, finance and human resources.

**Further Information and Guidance**

**GCSE Subject Information Sheet**

**Sixth Form Information Sheet**