

Business Studies Policy

Whitefriars School



Approved by: SLT
Effective from: September 2022
Review date: September 2022
Next Review Date: July 2023

Intent



Article 29: *Your right to become the best that you can be.*

The pupils will learn about the fundamental aspects of setting up, managing and growing a business. They will learn about the role that business and enterprise plays in society. They will do so using a range of methods including investigations into the implications business activity has on our everyday lives. They will learn to judge the degree to which businesses are successful in meeting their aims and objectives and the reasons why some businesses fail.

The pupils will describe the importance of marketing plays in the success or failure of businesses. They will learn to evaluate the effectiveness of primary and secondary market research and ultimately how a business can formulate a marketing strategy that is most effective for their own business. The pupils will learn how to evaluate the effectiveness of these strategies by considering the aims and objectives of the business in the context of dynamic economies. Interpretations will be developed by comparing and contrasting small and large business operations in a national and global context in the digital age. The pupils will then use their knowledge to justify why certain businesses perform their business operations in a certain way.

The pupils will identify the reasons why successful businesses thrive and judge the factors that lead to success at different levels including brand recognition. They will base these judgements on carefully selected and precise evidence demonstrating a clear understanding of how achieve success. The pupils will present their findings in well thought out and structured pieces of writing in which they reach substantiated judgements and argue their case, including why businesses should not follow a certain course of action.

The pupils will develop interest, enthusiasm and curiosity for business. They will be encouraged to find out more about products and services that they use in their everyday lives. Pupils will learn to appreciate the role that business plays in terms of the economy, how businesses create jobs and how business activity can lead economic growth. They will become reflective thinkers who through their new-found knowledge can be critical of how businesses are run in the modern age. The curriculum ensures that pupils will know and remember the key information studied.

Implementation



Article 28: *Your right to learn and go to school.*

In the curriculum the pupils learn about a variety of business topics. The order of these reflect the order in which a business may logically be set up from planning a business to business growth to the day-to-day aspects that are involved in managing a business.

Pupils have the option of choosing Business Studies to study at GCSE level. Whilst Business Studies is a standalone subject, prior learning and knowledge from other areas of the curriculum is applied. The implications of business activity on the environment forms strong links with Geography while the application of formula for numerical calculations links closely with Mathematics.

Pupils have the option of studying Business Studies for one of their A-Levels. The curriculum at A-Level builds upon that at GCSE level, with much of the content being deepened, particularly in Year 12. The curriculum ensures that pupils who decide to study Business Studies at A-Level, without having studied the subject before, will find the topics accessible whilst those who already have will be able to use their prior knowledge of the subject to good effect. The modules chosen reflect the needs of our pupils as well as being fully integrated in our whole school curriculum.

The content and skills taught in each year group is well-designed and follows a logical sequential approach.

Implementation - Skills

	Terminology	Application	Problem solving	Investigation	Evaluation
Years 10 and 11	Use key business terminology to identify and explain business activity.	Apply business concepts learnt to familiar and unfamiliar contexts.	Develop problem solving and decision-making skills relevant to business through the use of real-life case studies.	Investigate, analyse and evaluate business opportunities and issues. These skills apply to new and existing businesses and different businesses formations.	Make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.
Years 12 and 13	Use key business terminology to identify, explain and evaluate business activity for small and large businesses.	Apply concepts from a wide range of business contexts. Application of concepts deals with recent developments in the world of business.	Interpret and use quantitative data in business contexts to support, inform and justify business decisions. This includes the knowledge and application of formulae.	Investigate and evaluate businesses including opportunities and issues that arise in modern business. Examine and investigate the operations of national and international businesses.	Produce holistic evaluations on the operations of business. Consider the positive and negative aspects of business including reference to both quantitative and qualitative data.

Implementation – Content



Article 13: *Your right to have information.*

	Term 1	Term 2	Term 3
Year 10	Business activity	Marketing	People
Year 11	Operations	Finance	Influences on business
Year 12	Marketing and people		Managing business activities
Year 13	Business decisions and strategy		Global business

Implementation – GCSE Business (OCR)

Component title	Content Overview
<p>Business 1: Business activity, marketing and people</p> <p>50%</p> <p>1 hour and 30 minutes written paper</p>	<p>The role of business enterprise and entrepreneurship</p> <p>Business planning</p> <p>Business ownership</p> <p>Business aims and objectives</p> <p>Stakeholders in business</p> <p>Business growth</p> <p>The role of marketing</p> <p>Market research</p> <p>Market segmentation</p> <p>The marketing mix</p>
<p>Business 2: Operations, finance and influences on business</p> <p>50%</p> <p>1 hour and 30 minutes written paper</p>	<p>Production processes</p> <p>Quality of goods and services</p> <p>The sales process and customer service</p> <p>Consumer law</p> <p>Business location</p> <p>Working with suppliers</p> <p>The role of the finance function</p> <p>Sources of finance</p> <p>Revenue, costs, profit and loss</p> <p>Break-even</p> <p>Cash and cash flow</p> <p>Ethical and environmental considerations</p> <p>The economic climate</p> <p>Globalisation</p>

Implementation – A-Level Business (Pearson)

Component Title	Content Overview
<p>AS Paper 1 and paper 2 2 x 1 hour 30 minutes written exams 50% for each paper</p>	<p>What is business? Managers, leadership and decision making Decision making to improve marketing performance Decision making to improve operational performance Decision making to improve financial performance Decision making to improve human resource performance</p>
<p>A-Level Paper 1, paper 2 and paper 3 3 x 2 hour written exams 33.3% for each paper</p>	<p>Analysing the strategic position of a business Choosing strategic direction Strategic methods: how to pursue strategies Managing strategic change</p>

Impact

Teacher questioning about and after all explanations, using techniques to ensure that all pupils are included in the questioning, allows the teacher to assess the level of understanding of their teaching. This allows future explanations to be planned during lessons. This keeps pupils at the point of learning.

Teacher guiding of first practise supports pupils with new knowledge and skills when they first use it and ensures that misconceptions are immediately rectified. Pupils are targeted for guiding based on the assessment information gleaned from lesson questioning and distance feedback.

Learning tasks are differentiated so that pupils focus on their precise next steps and practise what they most need to practise. Distance feedback, questioning and guiding allows the teacher to glean the assessment information necessary to plan this.

Questioning, live tweaks to explanations, teacher guiding, a focus on next steps all ensure that any knowledge or skill gaps are immediately closed so that pupils have the key information needed for subsequent learning, lessons and examinations.

GCSE and Sixth Form pupils complete an assessment or examination each half term. These assessments match final examination criteria and generate working at grades for the pupils for that particular content. This assessment, combined with ongoing teacher assessment and professional judgement is used to generate half termly predicted grades. Predicted grades are the Business Studies department's judgement as to the grades pupils are most likely to achieve in the final GCSE and A-level examinations.