



Business Studies Curriculum

Statement of Intent, Implementation, Impact

Statement of Intent

It is the vision and aims for the Business Studies Department at Broughton to provide opportunities through a rigorous curriculum to develop commercial minded and enterprising individuals.

Business Studies should enable pupils to:

- Know about entrepreneurs – some well-known and other more local and less well known.
- Understand what makes a successful entrepreneur.
- Develop an awareness of their enterprise capabilities so that they are able to consider owning their own business as an alternative career path. They should also be equipped with the employability skills needed for the changing world of work and entrepreneurship.
- Meet with adults other than teachers to have real life examples and knowledge about business in the real world therefore challenging and enriching the pupils' vocational opportunities.
- Develop knowledge and understanding of business and economic concepts and terms.
- Develop knowledge and understanding of their role in business and as a wider part of society and the economy.
- In addition to learning about business theory and calculations, pupils will be required to consider the **health, social, moral and ethical issues** surrounding business decisions and the impact that businesses can have on a wide range of stakeholders.
- Develop an interest in current business and economic affairs by reading widely around the subject in newspapers and magazines, as well as watching business related television programmes.

The Business Studies curriculum at Broughton is highly ambitious and designed to give all pupils the necessary knowledge and skills they need to live in the business orientated world in which we live. It has also been designed to prepare pupils who wish to pursue both academic and vocational Level 3 courses in business and related areas for those who wish to begin an apprenticeship in the field of business.

The Business curriculum is planned to develop knowledge and understanding of financial literacy. Pupils have opportunities to develop their financial awareness and to master the skills needed to analyse and interpret financial documents.

The department has a clear plan for what pupils should know and be able to do in Business by the end of KS4. Pupils are expected to be able to talk and write knowledgeably about business, enterprise and the economy, using subject specific language accurately and confidently. They should be able to utilise Business specific skills such as making links between different units of work; analysing and interpreting business case studies and understanding financial information and language.

Implementation

GCSE Business Studies and BTEC Enterprise are optional subjects for Year 10 and 11. The BTEC course was introduced in September 2018 as a way to ensure that all learners had access to a Business themed curriculum and to stop the narrowing of the curriculum. Offering GCSE Business Studies and the BTEC Enterprise course allow pupils to choose a course that meets their needs depending on their preferred style of assessment. There are currently one GCSE group and a BTEC group in Years 10 and 11. From September 2021 there will be 2 GCSE classes in Year 10 and no BTEC Enterprise group. All GCSE Business Studies and BTEC Enterprise classes are usually taught by a Business specialist and have 2 hours per week in Year 10 and 3 in year 11 or vice versa. This model means that the KS4 courses meets the minimum requirements of 120 learning hours.

The Curriculum is coherently planned and sequenced over 2 years in order to introduce key ideas and the concepts, skills and terminology of the business world. Pupils learn about what an enterprise is, and a number of entrepreneurs. This supports cultural capital. Pupils use their knowledge and skills to run their own mini-enterprise as part of the GCSE course, learners on the BTEC course plan their own enterprise and pitch their idea.

There is a clear logic to the sequencing as to what is taught, and the order in which it is taught to ensure all pupils learn the expected/essential Business Studies key knowledge and skills. Pupils are expected to be able to use subject specific language to write and talk about the different areas of Business and the economy.

Tier 2 and 3 vocabulary is explicitly taught and modelled by teachers. Pupils are expected to use technical language in both oral and written answers. Classroom displays contain key vocabulary for the unit of work being studied and the learning and testing of vocabulary is a routine part of Business lessons in both GCSE and BTEC lessons.

The Business classroom is well equipped and supportive of high-quality teaching and learning. Classroom displays are used to enhance learning through being a visual prompt for information and also promoting high expectations of standards of work.

The Business curriculum is reviewed on an annual basis. However, teaching and learning resources are reviewed and amended on a daily basis as a result of the assessment of the learning taking place in lessons and pupils understanding and enjoyment. Over recent years more time has been spent on developing careers education in the Business Studies curriculum and there is now evidence of this in both the BTEC and GCSE courses at Key Stage 4. Further opportunities have been identified to enhance this in the 2021-22 academic year.

Teaching in Business Studies ensures that pupils are enabled to remember work for the long term. Both formative and summative assessment are used at different stages throughout the curriculum to assess the knowledge and understanding of the pupils, not only subject knowledge but their understanding of what each type of exam question response requires them to do. This is used to monitor pupil progress and inform future learning. Pupils complete work individually, and also develop their enterprise capabilities by working in pairs and small groups. They also have to conduct research with adults in order to find out real examples of the content we are covering. Through the use of documentaries the content of the course is also covered. For the BTEC course learners have to study two businesses in depth, one which they visit.

Questioning in lessons and written class and homework allow the teacher to judge whether learning of subject knowledge is secure. Tests taken at the end of units of work and through the Year 10 and 11 exams allow pupils and teachers to gain a more holistic understanding of if pupils understand the content and can apply this understanding to the case studies.

By the end of Year 11 pupils will be aware of the main types of business ownership and the work done by the main functions in a business: Finance, Human Resources, Marketing, and Production. They will also be aware of the impact of the external business environment and more modern themes such as ethics and sustainability. They are able to identify, explain, analyse and evaluate the different areas of the specification. They are also able to use data to back up their answers.

GCSE Assessment

Pupils will be assessed regularly throughout the course by a series of key term and topic tests and with more formal summative tests which take place in December and June in both year 10 and 11.

Internal Assessment - Pupils will be given a wide range of opportunities for pupils to apply their business knowledge, skills and concepts through multiple choice, short, medium and long answer questions. Use has been made of the OCR Exam Builder tool which allows past paper questions to be used to make shorter internally used assessment material. Further development of this for assessments will continue in 2021-22.

External Assessment is made up of 2 exams at the end of year 11 and pupils will sit two papers – both with only one tier of entry and will receive a grade from 1-9 in GCSE Business.

- Paper 1 1 ½ written exam, 80 marks, 50% of GCSE grade. Subject coverage:
 - Business activity
 - Marketing
 - People

- Paper 2 1 ½ hour written exam, 80 marks, 50% of GCSE grade. Subject coverage:
 - Operations
 - Influences on business
 - Finance

- Both papers: Section A has multiple choice questions worth 15 marks.
- Section B has one case study/data response stimuli with questions worth approximately 20 marks.
- Section C has one case study/data response stimuli with questions worth approximately 20 marks.
- Section D has one case study/data response stimuli with questions worth approximately 25 marks.

BTEC Assessment

Learners study three components. The first two are assessed by a series of assignments that are assessed by the teacher and externally moderated:

- Exploring Enterprise (Internal assessment)
- Planning for and Running an Enterprise (Internal assessment)
- The third component is assessed by an external 2-hour exam: Promotion and Finance for Enterprise

Internal Assessment - Learners will be given a wide range of opportunities to show their understanding and apply their knowledge of the topics cover by Unit 3 throughout the lessons and during end of unit tests which often take the form of parts of past papers.

Impact

Business Studies is a well-constructed, thoughtfully taught subject which has historically led to above average GCSE results. The newly introduced BTEC course has also allowed learners to be successful in their study.

Quality Assurance within the department ensures that the intended curriculum plans are delivered appropriately. There is a planned programme for monitoring and reflecting on provision, including:

- Cooperative planning meetings
- Fortnightly meeting with SLT line manager
- Termly work scrutiny – to look at pupil books as a department and compare/monitor standards of pupil work

All of the above is designed to ensure there is no mismatch between the planned and delivered curriculum in lessons delivered by different members of staff.

An element of curiosity and enjoyment is introduced from the very first Business lesson and continues throughout Key Stage 4, not only coming from the teaching staff but also from outside visits and visitors that are invited into school to present to pupils. These include a local leisure business and lawyers.

Business Studies has been both a popular and successful GCSE at Broughton. Outcomes in Business have historically been excellent and well above the national average.

	Broughton	Target	National
% A*-A 2017	58.5	51	17.0
% A*-A 2016	52.7	42	14.1
% A*-A 2015	75.8	21	17.2
% A*-A 2014	76.2	19	18.1
% A*-C 2017	97.6	100	63.2
% A*-C 2016	85.5	88	60.1
% A*-C 2015	93.9	88	64.9
% A*-C 2014	95.2	100	65.4

The majority of GCSE Business pupils go on to study Business related courses at the local colleges' usually A `Level Business Studies, Economics or Accounting. Some go on to do Level 3 BTEC courses. A number have applied for Business related Apprenticeships.

Informal feedback from pupils (from thank you cards and comments from parents at parents' evenings) suggests that pupils enjoy the subject and value the knowledge and understanding they get from the course.

After pupils have completed their Business Education, they leave Boughton much more informed about the world in which they live. They are able to offer better informed opinions on their future based on the development of their commercial minds and the enterprise capabilities they have developed.

Covid Curriculum

- Pupils can access recorded lessons on Teams that they may have missed when we were in lockdown.
- Small breakout rooms were used to simulate group work and discussion during some remote lessons.
- Revision materials for every topic for the GCSE and BTEC courses are on Firefly and pupils are regularly shown where they are.
- Videos of most topics covered in lockdown have been added to Firefly from 'Two Teachers', 'Time2Resources' and other YOUTUBE Business revision providers.
- The delivery plan for the BTEC course was rearranged to allow for Year 10 learners to study the areas of Component 3 – the exam unit - during lockdown. It was felt it would be easier to monitor the acquisition of knowledge and fill in any gaps when we returned to school. This was as opposed to the planned component 1, an internally assessed unit requiring learners to write an assignment, which was originally planned.
- Kahoot has been frequently used as part of the embedding of learning for the BTEC Unit 3 exam preparation.
- The structure of the delivery of the GCSE curriculum in Year 10 was not changed due to COVID and lockdown as the unit being taught (3.5 Human Resources) worked well being studied on line and pupils would have used computers to complete the tasks had they been in school. Some elements of the unit, such as selection tasks like the group activity were postponed until we returned to school.
- During lockdown both GCSE and BTEC learning focused on developing knowledge. On return to school we have focused on exam technique. After the May half-term break an extra session will be run for all Year 10 pupils still needing assistance with how to answer exam questions successfully.
- New 'Find Someone Who' revision sheets have been produced to focus Year 10 and 11 GCSE pupil's revision between April and May in 2021.
- Options videos for Year 9 pupils were produced explaining both the GCSE and BTEC courses on offer and made available for pupils and parents to view on Firefly.

May 2021