

## **Business GCSE Curriculum Rationale**

### **Intent**

Students who opt for GCSE Business will study a linear course which gives the opportunity to explore real business issues and how businesses work. As well as the knowledge learned, students will consider the practical application of business concepts.

Two core units give the underpinning business knowledge students need and are taught first. Unit one, 'Business in the real world' considers the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. Students then study unit 2 'Influences on business' which teaches them about the external factors that impact businesses including technology, the economic climate, globalisation and the law. Then, students investigate the role of departments in a business including business operations, human resources, marketing and finance. At the same time interleaving enables students to revisit themes from unit one and two.

Learning extends beyond the specification with the inclusion of contemporary issues such as the decline of the High Street, the influence of technology on consumer behaviour and the impact of Brexit. Students will extend their vocabulary, research and study business activity in the local and international news and engage in entrepreneurial activity, developing their employability skills.

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### **Implementation:**

#### **Skill development:**

Throughout the course, students will draw on the knowledge and understanding to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision-making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection,
- develop a strength of character and resilience that will help them to overcome the challenges they are likely to encounter in adult life.
- make links with SMSC and FBV eg business ethics, government policy, using a range of role models (entrepreneurs), developing respect and tolerance
- Participate in an appropriate range of business opportunities and experiences to allow them to succeed in the next stage education, training or employment

#### **Teaching and learning:**

All lessons follow the teaching for excellence framework.

The lesson starts with a 'Do Now' activity, usually a recall task from earlier in the unit or year will take place to allow for recall of old and recent knowledge, which will be instantly fed back in a live feedback phase. (80/20 ratio new/old knowledge tested) At times, these will be exam questions to ensure students get regular exam practice.

Subsequently, the explanation phase will occur, students are encouraged to take notes.

In the questioning phase, students will be given the opportunity to talk through their learning, and the command word is often to 'discuss' during this point. This is where the teacher circulates to discover the best ideas and who is struggling.

A brief verbal feedback phase will follow, after which deliberate practice will occur, where students attempt exam-style questions in silence. At least two pages of writing is expected each lesson.

Once this has been completed the teacher will feedback to the class, often using the visualiser or by live creating a good answer on the board for students to improve their work.

When completing higher-tariff exam questions, students have the question deconstructed for them by the teacher. They will also have a scaffold which gives instructions on how to write the answer, and suggests key words and connectives. As students gain more confidence, the scaffolds are withdrawn so students have a greater experience of exam conditions.

Lessons are differentiated with challenge tasks for the more able and scaffolding/sentence starters for lower ability students.

Business Studies contributes to FBV and SMSC as we discuss business ethics, promote diversity in using role models and explaining how Businesses have corporate social responsibility.

### **Assessment:**

Pupil progress will be assessed through regular informal knowledge testing as well as the calendared milestone assessments throughout the school year. As well as testing knowledge retention these milestones will also provide exam practice where students have to apply their knowledge in context.

Live feedback is a key feature of lessons where misconceptions are addressed quickly. Students self-assess knowledge quizzes and are provided with model answers to improve their work.

### **Homework:**

Homework is set on SMHW. Three particular types of homework are used to develop students' progress:

1. **Research and investigate** – students use primary and secondary research methods to extend their knowledge beyond what is studied in the classroom. This often draws from the real business world, keeping students up to date of contemporary business issues eg Brexit or the decline of the High Street
2. **Creativity** – students are encouraged to use employability skills and are challenged to emulate business decision making skills eg product development or advertising
3. **Knowledge recall** – students are given knowledge organisers, vocabulary lists or formulas to learn, in preparation for recall tests in the classroom

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**Impact:** Following the school monitoring and evaluating school planning document, there will be regular reviews to ensure implementation is taking place consistently and to good effect. This will include:

The logo consists of four vertical bars of varying heights in a dark blue color, positioned to the left of the school's name.

# **BOURNVILLE**

## ALL-THROUGH SCHOOL

- Lesson visits
- Student voice
- Faculty review
- Work scrutiny
- Milestone/Exam results