



# Curriculum and Progression Overview Business Plymouth High School for Girls



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## **The Curriculum**

### **Intent**

In September 2023, students will study the newly amended AQA A-Level Business course. The course is an exciting and dynamic subject that reflects the ever-changing nature of the business world. Students will

study a wide range of business concepts and theories; from human resources, finance and marketing to business strategy, all of which will give them a winning edge in the increasing number of Business related UCAS applications. The course aims to introduce students to the principles of business and how to set up a business, including researching the market and employing people. The course also aims to focus on the strategic management of larger organisations and exploring how businesses manage change.

- We aim to achieve the highest student achievement which is our central purpose of teaching and assessment
- We aim to help the students to develop a range of skills including personal learning and thinking skills to provide the best opportunities for students to develop.
- Ensure that students are challenged and stretched within the lessons
- Students can go out into the world of work with the attributes necessary to be successful
- Our students will be entrepreneurial, independent learners, confident presenters and strong team players.
- Give our students the opportunity to develop their skills and explore a wider learning context.

## **Implementation**

Throughout KS5, we want our students to experience success in business and develop the confidence to take risks, ask questions and explore ideas without fear of being wrong. They will, therefore, enjoy exploring and applying business concepts to a range of case studies and presenting their solutions to others in a variety of ways.

At all stages, the use of collaborative learning encourages students to reason logically and creatively through discussion of business concepts and theories. Misconceptions and wrong answers are an opportunity to improve and deepen understanding of business concepts, through use of effective questioning and discussion.

- To develop a positive attitude to business as an interesting subject in which all students gain success and enjoyment
- To develop business understanding through systematic direct teaching of appropriate learning objectives
- To develop an ability in students to express themselves fluently, to talk about the subject with confidence, using correct mathematical language and vocabulary
- To develop and make connections across the curriculum, including the use of Thinking Maps between the four main business faculties of human resources, finance, marketing and operations
- To develop the ability to think clearly and logically with independence of thought and flexibility of mind, including through using De Bono thinking hats.

- To develop their knowledge of facts and formulae, including mathematical skills and a quick recall of key theories and business formulae
- We provide opportunities and feedback for students to improve work.
- Students will be provided with the use of technology and resources
- Students are supported through their studies with an open-door policy for students to obtain support, including through using classrooms on MS Teams

All business lessons will incorporate the RESPECT curriculum.

The expectations around retrieval and salient slides (including reference to De Bono white hats) are already embedded within the teaching and learning. Retrieval slides should include (particularly in Year 13) reference to material throughout the two-year course, although teachers may use a range of retrieval tasks, the standard format will contain:

- A multiple-choice past exam question
- A fluency problem involving a calculation
- A question involving recall of a business theory
- A flexibility question around the explanation of a problem given in context

Students are actively involved in every part of the lesson, with a clear focus on pace and challenge. There is an expectation of the use of a wide range of questioning techniques, beyond whole class and targeted questioning, such as think, pair, share, open-ended questioning and discussion. Furthermore, students are encouraged to use De Bono thinking hats when considering case studies and contextualised problems, to help them to ascertain for example:

- Black Hat – the risks involved in a business taking a particular decision and the reasons why they might pursue this approach
- Green Hat – analysing alternative approaches a business may take to solving a problem, with links to the course (such as Opportunity Cost)
- Blue Hat – focusing on actioning the next steps a business might choose to take, with a particular focus on linking to the OT (opportunities and threats) part of SWOT analysis and the PESTLE model which gives an outlook on the Political, Economic, Social, Technological, Legal and Environmental world in which it operates.
- Red Hat – in reading a case study their gut reaction to the position a Business might find itself (often with a link to SWOT analysis as a quick method to identify a business' key strengths, weaknesses, opportunities and threats).
- Yellow Hat – the benefits of a business making a decision, but with consideration of chains of analysis, eg. How might a decision lead to increased profit?
- White Hat – quickly the position a business is in both in terms of qualitative and quantitative data with consideration of the SW (strengths and weaknesses) element of SWOT analysis.

## Impact

In business, as in other curricular areas, assessment forms an integral and ongoing part of learning and teaching. It is the gathering of evidence of both attainment and progression for the purpose of informing future planning, teaching and reporting. In working with students, our teachers continuously evaluate and make use of this assessment in planning future activities.

Assessment for Learning strategies are used on a regular basis. Formative and summative assessment will be used in the learning & teaching process:

- To share learning objectives and success criteria clearly with students
- To assess understanding through skilful questioning within lessons
- To give students clear and regular feedback in both verbal and written form
- To assist learners and teachers to identify the next steps in the learning process which will ensure progression
- To engage in the process of self and peer assessment

On-going classwork and homework will be the main source of evidence, available through observation of:

- Oral questioning and discussion
- Practical tasks within the lesson, both those completed individually and those completed collaboratively
- Students' written work and assessments
- Students' ability to apply their understanding to case studies and the real world of business

By the end of Year 12 students will know/be able to:

- Understand the importance of the context of business in relation to decision making
- Grasp the interrelated nature of business activities and how they affect competitiveness
- Understand the influences on functional decisions across marketing, operations, finance and human resources
- Distinguish the impact on stakeholders of functional decisions and their response to such decisions

- Use non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).

By the end of Year 13 students will know/be able to:

- Determine the factors that might decide whether a decision is successful eg the quality of data and the degree of uncertainty
- Understand the competitive environment and the markets in which businesses operate
- Understand how technology is changing the way decisions are made and how businesses operate and compete
- Grasp the influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions
- Manipulate financial data from a range of sources and utilise their results to support decision making
- Understand the importance of assessing feasibility and risk when making strategic decisions
- Use a range of models and theorists to build up chains of analysis

## **Student Voice**

Our curriculum design means that students are regularly exposed to exam material, and they are given opportunities for student lead revision, so all students have an active role in shaping their assessment preparation journey.

Review of formal and informal assessments gives a strong platform for students to understand their next steps and for teachers to react appropriately to the specific needs of the group or individual. It is an expectation that support, and extension are provided for those who have indicated that this a specific need for them, alongside teacher led support and extension.

Formal student voice via Teams will be collected, to ensure that opinions on our systems and policies for thinking, learning and assessment can be voiced and can be acted upon.

MS Teams is used consistently to upload lesson materials and guidance, but also to allow students to provide ad hoc feedback via discussion in the classroom feed, which contributes to an accessible curriculum for all students, even when accessing material remotely.

## **Feedback and Assessment system**

Students are assessed at the end of each unit using assessments that have been built from previous AQA examination questions. Each assessment comprises of 45-50 marks, made up of multiple choice, numerical problems, short and long answer essay questions, one of which involves evaluation of a range of options. Furthermore, previous AQA examination questions are used in homework and mini assessments. Students are assessed at the end of each year using mock paper that take the form of a past paper

Written feedback is provided for each piece of homework. Students are expected to act on this feedback and are often encouraged to rewrite a piece when they have failed to meet the required level. Verbal feedback is given regularly in lessons by the classroom teacher, while the department operates an open-door policy to encourage all students to utilise opportunities for 1:1 support outside of the lesson.



## CURRICULUM & ASSESSMENT OVERVIEW: *BUSINESS (KS5 Exam board AQA)*

AQA	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KEY STAGE 5</b>						
Year 12	<p><i>Topic(s):</i>            Unit 1 - What is business?            Unit 2 - Managers, leadership and decision making</p> <p><i>Assessment:</i>  <b>Unit 1 and 2 Topic Assessment</b></p>	<p><i>*Topic(s):</i>            Unit 5 – Decision making to improve financial performance</p> <ul style="list-style-type: none"> <li>- Break even</li> <li>- Profit</li> <li>- Source of finance</li> <li>- Cash flow</li> </ul> <p><i>Assessment:</i>  <b>Unit 5 Topic Assessment</b></p>	<p><i>*Topic(s):</i>            Unit 3 – Decision making to improve marketing performance</p> <ul style="list-style-type: none"> <li>- Marketing Mix</li> <li>- Market research</li> <li>- Market segmentation</li> <li>- PED/YED</li> </ul> <p><i>Assessment:</i>  <b>Unit 3 Topic Assessment</b></p>	<p><i>**Topic(s):</i>            Unit 4 – Decision making to improve operational performance</p> <ul style="list-style-type: none"> <li>- Capacity utilisation</li> <li>- Lean production</li> <li>- Inventory</li> <li>- Supply chains</li> </ul> <p><i>Assessment:</i>  <b>Unit 4 Topic Assessment</b></p>	<p><i>**Topic(s):</i>            Unit 6 – Decision making to improve HR performance</p> <ul style="list-style-type: none"> <li>- Motivation</li> <li>- Employee/ employer relations</li> <li>- Trade Unions</li> </ul> <p><i>Assessment:</i> <b>Mock AS Exam Papers</b></p>	<p><i>Topic(s):</i>            Unit 8 – Choosing Strategic Direction</p> <ul style="list-style-type: none"> <li>- Ansoff Matrix</li> <li>- Strategic positioning</li> </ul> <p>Unit 9 – Strategic Methods</p> <p>-Internationalisation</p> <p><i>Assessment:</i>  <b>Unit 6 Topic Assessment</b></p>
Year 13	<p><i>Topic(s):</i>            Unit 7 – Strategic position of a business</p> <ul style="list-style-type: none"> <li>- SWOT analysis</li> <li>- Financial ratio analysis</li> </ul> <p>Unit 9 – Strategic Methods</p>	<p><i>Topic(s):</i>            Unit 7 – Strategic position of a business</p> <ul style="list-style-type: none"> <li>- ST/LT performance</li> <li>- Government Policy</li> <li>- Economic Policy</li> <li>- Globalisation</li> </ul>	<p><i>Topic(s):</i>            Unit 7 – Strategic position of a business</p> <ul style="list-style-type: none"> <li>- CSR</li> <li>- Technological change</li> </ul> <p>Unit 10 – Managing change</p>	<p><i>Topic(s):</i>            Unit 7 – Strategic position of a business</p> <ul style="list-style-type: none"> <li>- Investment appraisal</li> <li>- Competitive environment</li> </ul>	<p><i>Topic(s):</i>            Structured Revision based around prior assessment.</p>	<b>AL EXAMS</b>

	<ul style="list-style-type: none"> <li>- Growth</li> <li>- Innovation</li> <li>- Digital technology</li> </ul> <p>Assessment: <b>Unit 8 Topic Assessment</b></p>	<p><i>Unit 10 – Managing change</i></p> <ul style="list-style-type: none"> <li>- Causes of change</li> </ul> <p>Assessment: <b>Unit 9 Topic Assessment</b></p>	<ul style="list-style-type: none"> <li>- Flexible organisations</li> <li>- Barriers to change</li> <li>- Culture</li> </ul> <p>Assessment: <b>Mock A2 Exam Papers</b></p>	<p><i>Unit 10 – Managing change</i></p> <ul style="list-style-type: none"> <li>- Network analysis</li> <li>- Strategic implementation</li> </ul> <p>Assessment: <b>Units 7 and 10 Topic Assessments</b></p>	<p>Assessment: <b>Practice AQA Exam Papers (Units 1-10)</b></p>	<p><i>* Students will cover Units 3/5 in parallel</i></p> <p><i>** Students will cover Units 4/6 in parallel</i></p>
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