

# Business

## Intent:

Students will leave the Marches passionate about Business and equipped to either work in the world of Business or continue their studies in further and/or higher education. Business students will leave the Marches with the skills necessary to evaluate, problem solve and make reasoned judgements regardless of context and scenario.

## Context:

Students should leave The Marches prepared and equipped to contribute positively to the local area. Students will develop skills and acquire knowledge that can benefit local or their own businesses—helping them thrive in a testing time for high street retail and a period of regeneration for Oswestry. Students are encouraged to be entrepreneurial and entrepreneurial traits are developed to increase the number of start-up-business in the town, whilst boosting social mobility by empowering students to continue their studies at a higher level.

**The Big Picture—Intent:** During Year 10, students will cover the content for Business Activity, Marketing, People and begin the study of Operations. Students will develop recall and retention skills of new vocabulary and content, whilst developing their skill in analysing the impact of different business decisions on the success of business ventures whilst also analysing the impact of relevant external factors. Students will also develop their evaluative skills to balance different ideas and recommendations in order to make a sound, reasoned judgement.

**YEAR 10  
BUSINESS**

| Content / Units   | Skills  | Knowledge  | Prior—N/A   | Next—Y11   |
|---|---|--|---|--|
| Business Activity<br>Marketing<br>People<br>Operations  | Students firstly focus on knowledge recall. They then study case studies to obtain information, before analysing the impact of potential courses of action on businesses. They will then form reasoned, evaluative judgements as to the best course of action.<br><br>As the year progresses and students become more comfortable with these skills | Students cover the first four topics of their GCSE, exploring The role of business enterprise and entrepreneurship, business planning, business ownership, business aims and objectives, stakeholders in business, business growth, the role of marketing, market research, market segmentation, the marketing mix, the role of human resources, organisational structures and different ways of working, communication in business, recruitment and selection, motivation and retention, training and development, employment law, production process, quality of goods and services, the sales process and customer service, consumer law, business location and working with suppliers. | Students are assumed to have no prior knowledge of business activity.<br><br>Students are assumed to have a working yet basic understanding of commerce and transactions. | Students move onto their second year of study, exploring the final topic areas of business and developing their ability to evaluate, think critically and problem solve.   |
| Implementation  |   | Marches Futures Links  |   | Summative Assessment   |
| <p>Students will follow the structure outlined below when studying the topic areas required for Year 10, with LORIC embedded in the nature of the subject and through LORIC checks at the end of lessons. This will include, for example, creativity when suggesting solutions, communication in group tasks and resilience when suggesting solutions.</p> <p>Students will be constantly coached on analysis and application skills by using past paper questions (or similar) to apply their newly found knowledge. Students will be encouraged to SCORE case studies and independently solve problems.</p> <p>Home learning will center around GCSE Pods to consolidate in-class learning.</p> <p>As part of the end of topic tests, random questions from previous units will also be added to encourage recall. Last lesson, last week and last topic will also be used as lesson starters.</p> <p>Literacy and Numeracy skills will constantly be honed and relied upon to improve essay quality and numerical competence when working with numbers in Finance/ Business.</p> |   | <p>There are several sustained links to careers opportunities within Business, with students encouraged to consider how the topic they are currently studying may link to job opportunities.</p> <p>In Year 10 students will consider careers in human resource management, marketing and advertising, supply chain management and production.</p> <p>Year 10 students also consider the benefits of setting up their own business and the benefits and drawbacks this can bring.</p> <p>Students will also consider the ethical implications of social media advertising along with the power and nature of effective problem solving and evaluative thinking.</p>                        |   | <p><b>Throughout the year</b></p> <p>End of topic tests to be sat at the end of each topic.</p> <p>Forms quizzes at mid-points of topic to check knowledge acquisition.</p> <p>Deep marked questions every 6 hours/mid-way through half terms.</p> |

**Impact:** By the end of the year, students will be fluent in business language and will have developed their analytical skills, with a greater ability to apply their work to different scenarios.

Next steps will involve students further improving their application and analysis skill whilst developing their knowledge of the Finance and Influences on Business sections of the GCSE

**The Big Picture—Intent:**

During Year 11, students will cover the content for Finance and Influences on Business.. Students will build on the recall and retention skills of new vocabulary and content that they developed in Year 10, whilst developing their skill in analysing the impact of different business decisions on the likely success of business ventures whilst also analysing the impact of external factors on

**YEAR 11  
BUSINESS**

| Content / Units  | Skills  | Knowledge   | Prior—Y10   | Next—Y12  |
|--|---|---|---|---|
| Finance<br><br>The wider, external business environment<br><br>The interdependent nature of business   | Students firstly focus on knowledge recall. They then study case studies to obtain information, before analysing the impact of potential courses of action on businesses. They will then form reasoned, evaluative judgements as to the best course of action.<br><br>As the year progresses and students become more comfortable with these skills | Students cover the final two topics of their GCSE including the role of the finance function, sources of finance, revenue, cost, profit and loss, break-even, cash and cash-flow, ethical and environmental considerations, the economic climate , globalisation, the interdependent nature of business operations, finance, marketing and human resources within a business context, how these interdependencies underpin business decision making, the impact of risk and reward on business activity and the use of financial information in measuring and understanding business performance and decision making.   | Students are assumed to have no prior knowledge of business activity.<br><br>Students are assumed to have a working yet basic understanding of commerce and transactions. | Students have the option to continue their studies into Year 12. This can include either a BTEC or A-Level in Business that builds on their GCSE knowledge.   |
| Implementation   |   | Marches Futures Links   |   | Summative Assessment  |
| Students will follow the structure outlined below when studying the topic areas required for Year 10, with LORIC embedded in the nature of the subject and through LORIC checks at the end of lessons. This will include, for example, creativity when suggesting solutions, communication in group tasks and resilience when suggesting solutions.<br>Students will be constantly coached on analysis and application skills by using past paper questions (or similar) to apply their newly found knowledge. Students will be encouraged to SCORE case studies and independently solve problems.<br>Home learning will center around GCSE pods to consolidate in-class learning.<br>As part of the end of topic tests, random questions from previous units will also be added to encourage recall. Last lesson, last week and last topic will also be used as lesson starters.<br>Literacy and Numeracy skills will constantly be honed and relied upon to improve essay quality and numerical competence when working with numbers in Finance/ Business. |   | There are several sustained links to careers opportunities within Business, with students encouraged to consider how the topic they are currently studying may link to job opportunities.<br><br>In Year 11 students will consider careers in accounting, finance and public relations.<br><br>Year 11 students also consider the ethical impacts of business, discussing and evaluating the impact that business activity can have on the natural and economic environment.<br><br>As a result, students discuss and evaluate the relative levels of poverty, unemployment and standard of living within the UK and across the globe and consider how positive business activity can help reduce inequalities. |   | <b>Throughout the year</b><br>End of topic tests to be sat at the end of each topic.<br><br>Forms quizzes at mid-points of topic to check knowledge acquisition.<br><br>Deep marked questions every 6 hours/mid-way through half terms. |

**Impact:**

By the end of the year, students will have a wider fluency in business language and will have developed their analytical skills, with a greater ability to apply their work to different scenarios.  
 Next steps will involve students further improving their application and analysis skill whilst developing their knowledge of the Finance and Influences on Business sections

**The Big Picture—Intent:** .

Over the year, students will cover units that contain content on retail operations, customer experience and the general workings of retail businesses. They explore what makes retail businesses tick and the various skills necessary to be an effective team player within a retail business. The students, alongside a qualification, should see an outcome in which they are ready to enter the world of work, equipped with the skills they

**YEAR 10  
BUSINESS  
RETAIL**

| Content / Units   | Skills  | Knowledge   | Prior—N/A   | Next—Y11   |
|---|---|---|---|--|
| Unit 1: Customer Experience<br>Unit 2: Retail Business<br>Unit 3: Retail Operations   | Students firstly focus on knowledge recall. They then study case studies to obtain information, before analysing the impact of potential courses of action on businesses. They will then form reasoned, evaluative judgements as to the best course of action.<br><br>As the year progresses and students become more comfortable with these skills | Students cover the entire of the WJEC retail award over 5 hours a week, including customer service standards of retail businesses, how retail businesses meet expectations of customers, investigating the quality of customer experience, understanding how retail businesses operate, understanding the wider environment retail businesses operate in, recommending solutions to retail business issues, knowing how retail businesses are organised, understanding interaction between customers and retail activities, understanding how retail businesses prepare for changes in the retail environment and proposing changes to retail store operations. | Students are assumed to have no prior knowledge of business activity.<br><br>Students are assumed to have a working yet basic understanding of commerce and transactions. | Students complete their study of retail within one year and move on to another qualification or Maths/English intervention. Students may then choose to study Business at BTEC or A-Level at sixth form or college or follow an apprenticeship   |
| Implementation  |   | Marches Futures Links   |   | Summative Assessment   |
| <p>Students will follow the structure outlined below when studying the topic areas required for Year 10, with LORIC embedded in the nature of the subject and through LORIC checks at the end of lessons. This will include, for example, creativity when suggesting solutions, communication in group tasks and resilience when suggesting solutions.</p> <p>Students will be constantly coached on analysis and application skills by using past paper questions (or similar) to apply their newly found knowledge. Students will be encouraged to SCORE case studies and independently solve problems.</p> <p>Home learning will center around GCSE pods to consolidate in-class learning.</p> <p>Students will monitor their progress against the learning outcomes by constantly checking their work against the LO's outlined in the spec (in course handbooks). They will receive feedback when completing soft-assessments that tie in with knowledge needed for Unit 1 and Unit 3 coursework pieces and end of topic assessments for Unit 2.</p> <p>Literacy and Numeracy skills will constantly be honed and relied upon to improve essay quality and numerical competence when working with numbers in Finance/Business.</p> |   | <p>There are several sustained links to careers opportunities within Business, with students encouraged to consider how the topic they are currently studying may link to job opportunities.</p> <p>In Year 10 students will consider careers in retail business, how to positively contribute toward a retail environment, how to give good customer service and why doing so is important.</p> <p>Students also consider the wider factors at play when considering what makes a successful retail business, learning to give consistent and clear recommendations on how to maximise the likelihood of success in a range of different scenarios.</p>        |   | <p><b>Autumn and Spring Term</b><br/>Coursework is assessed in line with exam board requirements.</p> <p>Content "soft assessments" completed within books, live marked and deep marked for pieces throughout unit 1 and 3.</p> <p><b>Spring and Summer Term</b><br/><br/>End of topic tests to be sat at the end of each topic for unit 2 along with PPQs "deep marked" mid way through half terms/schemes of work.</p> |

**Impact:** By the end of the year, students will have developed a broad knowledge of business operations, the business environment, operating in a retail setting and the importance of delivering excellent customer service. Students will have knowledge of how to operate effectively in a business/work setting that they can apply to practical, real-world situations.

The course also enables students to study business at both further and then potentially higher education, depending on their choice at sixth-form/college. Students may also choose to follow an apprenticeship route in a business/administration setting that will be supported by the skills and knowledge they can on this retail course.

**The Big Picture—Intent: Eduqas AS Level Business**

Students will complete their studies of Eduqas AS Level Business – Component 1. This is an open, active curriculum structure that allows for students to access business on a one-year basis, swap to a one-year basis whilst also facilitating further Y13 study to pursue the full A-Level.

**YEAR 12  
BUSINESS A/AS-  
LEVEL**

| Content / Units  | Skills  | Knowledge  | Prior—Y11   | Next—Y13  |
|--|---|--|---|---|
| Business Opportunities<br>Business Functions:<br>Marketing<br>Finance<br>HR<br>Operations  | Students firstly focus on knowledge recall. They then study case studies to obtain information, before analysing the impact of potential courses of action on businesses. They will then form reasoned, evaluative judgements as to the best course of action.<br><br>As the year progresses and students become more comfortable with these skills | Students cover the first two topics of the A-Level. This will include: enterprise, business plans, markets, market research, business structure, business location, business finance, business revenue and costs, the marketing mix (product, price, place, promotion), new technology, budgeting, business finance, cash flow forecasting, the income statement, ratio analysis, changes in working practices, workforce planning, recruitment, training, appraisal, workforce performance, organisational design, motivation, management and leadership, employer/employee relationships, added value, productivity, technology, lean production, quality, purchasing, research and development, economies of scale. | Students may have studied GCSE Business or equivalent but it is not expected.<br><br>Students will have strong Maths and English GCSE grades. | Students will complete the A2 element of the A-Level.   |
| Implementation   |   | Marches Futures Links  |   | Summative Assessment  |
| <p>Students will complete components 1a and 1b in Year 12, allowing for rigorous testing using the accredited AS-Level papers, along with potential transfer/study of the AS Level should this better meet student need.</p> <p>This year focuses on the internal workings of a business and internal strategies. Students will complete past paper questions and take part in lively discussion following the complete of topic areas that contribute toward the course.</p> <p>These are supported by real world examples, live speakers, iconic talks and quality content from video-sharing websites.</p> <p>Students will debate, discuss and challenge each other’s thinking to consider the most appropriate strategies a business can take.</p> <p>Literacy and Numeracy skills will constantly be honed and relied upon to improve essay quality and numerical competence when working with numbers in Finance/ Business.</p> |   | <p>There are several sustained links to careers opportunities within Business, with students encouraged to consider how the topic they are currently studying may link to job opportunities.</p> <p>In Year 12 students are encouraged to view business from a more strategic perspective, using problem solving and critical thinking skills to breakdown complex problems into component parts and provide solutions.</p> <p>Students develop the ability to see problems from multiple angles before presenting a solution.</p>   |   | <p>Throughout the year.</p> <p>Assessment takes the form of formal end of unit tests and mock exams in February and June.</p> <p>End of topic area forms quizzes will be sat at the end of each topic.</p> <p>Written feedback and MAD time every 6 lessons.</p> <p>This is supported by regular verbal feedback.</p> |

**Impact:**

By the end of the year, students will be competent in a range of different disciplines, with ability to coherently and eloquently discuss a range of business concepts in a range of contexts, focusing on socio-economic and political influences and how they alter the decision made in the business landscape.

Next steps will involve students following onto the Year 13 study to complete the whole A-Level, a degree-level apprenticeship, degrees or entering the world of work, fully aware of the impact of the decisions they and the businesses/enterprises they work for have on the world around them.

**The Big Picture—Intent:**

Students will complete their studies of Eduqas A Level Business – Components 2 and 3, building on the component 1 they learnt in Year 12 Students will delve deeper into the wider, global political, social and economic events that shape the modern business environment.

**YEAR 13**  
**BUSINESS A/AS-**  
**LEVEL**

| Content / Units  | Skills   | Knowledge  | Prior—Y12   | Next—Post-18  |
|--|--|--|---|---|
| <p>Business Analysis &amp; Strategy</p> <p>Business in a Changing World.</p>   | <p>Students firstly focus on knowledge recall. They then study case studies to obtain information, before analysing the impact of potential courses of action on businesses. They will then form reasoned, evaluative judgements as to the best course of action.</p> <p>As the year progresses and students become more comfortable with these skills</p> | <p>In year 13 students will cover: data analysis, market analysis, sales forecasting, analysis of financial performance, analysis of non-financial performance, aims and objectives, various business strategy and its implementation, multiple decision-making models, investment appraisal, special order, change and change management, risk management, political, economic social, technological, ethical, legal and environmental factors, international trade, globalisation and the European Union/ free trade agreements.</p>           | <p>Students will have completed components 1 and 2 of the A-Level</p> | <p>Students may go on to study at degree, start a degree-level apprenticeship or enter the world of work.</p>   |
| Implementation   |  | Marches Futures Links  |   | Summative Assessment  |
| <p>Students will complete components 2 and 3 in Year 13,.</p> <p>This year focuses on influences from outside of a business.</p> <p>Students will complete past paper questions and take part in lively discussion following the complete of topic areas that contribute toward the course.</p> <p>These are supported by real world examples, live speakers, iconic talks and quality content from video-sharing websites.</p> <p>Students will debate, discuss and challenge each other’s thinking to consider the most appropriate strategies a business can take.</p> <p>Literacy and Numeracy skills will constantly be honed and relied upon to improve essay quality and numerical competence when working with numbers in Finance/ Business.</p> |  | <p>There are several sustained links to careers opportunities within Business, with students encouraged to consider how the topic they are currently studying may link to job opportunities.</p> <p>In Year 13 students continued to be encouraged to view businesses from a more strategic perspective, using problem solving and critical thinking skills to breakdown complex problems into component parts and provide solutions.</p> <p>Students develop the ability to see problems from multiple angles before presenting a solution.</p> |   | <p>Throughout the year.</p> <p>Assessment takes the form of formal end of unit tests and mock exams in February and June.</p> <p>End of topic area forms quizzes will be sat at the end of each topic.</p> <p>Written feedback and MAD time every 6 lessons.</p> <p>This is supported by regular verbal feedback.</p> |

**Impact:**

By the end of the year, students will be competent in a range of different disciplines, with ability to coherently and eloquently discuss a range of business concepts in a range of contexts, focusing on socio-economic and political influences and how they alter the decision made in the business landscape.

Next steps will involve students following a degree-level apprenticeship, degrees or entering the world of work, fully aware of the impact of the decisions they and the businesses/enterprises they work for have on the world around them.

**The Big Picture—Intent: Pearson BTEC Level 3 National Certificate in Business**

Students will complete their studies of the Level 3 National Certificate in Business, Units 1 and 2. This is an open, active curriculum structure that allows for students to access business on a one-year basis, swap to a one-year basis whilst also facilitating further Y13 study to pursue the BTEC Level 3 National extended certificate in Business.

**YEAR 12  
BTEC BUSINESS**

| Content / Units   | Skills   | Knowledge  | Prior—Y11  | Next—Y13  |
|---|--|--|--|---|
| <p>Unit 1: Exploring Business.</p> <p>Unit 2: Developing a marketing campaign.</p>  | <p>Students firstly focus on knowledge recall. They then study case studies to obtain information, before analysing the impact of potential courses of action on businesses. They will then form reasoned, evaluative judgements as to the best course of action.</p> <p>As the year progresses and students become more comfortable with these skills</p> | <p>Students cover two topics—exploring business and developing a marketing campaign.</p> <p>Knowledge is acquired in line with the qualification specification and applied to the local context.</p>   | <p>Students may have studied GCSE Business or equivalent but it is not expected.</p> <p>Students will have strong Maths and English GCSE grades.</p> | <p>Students will complete the BTEC Level 3 National extended certificate in Business. In Year 13.</p>   |
| Implementation  |  | Marches Futures Links  |  | Summative Assessment  |
| <p>Students will complete Units 1 and 2 in Year 12, allowing for rigorous testing using the accredited and approved BTEC Assignment for Unit 1 and the external exam for Unit 2.</p> <p><b>Unit 1: Exploring Business</b></p> <p>This is taught through a series of lesson-based activities followed by “mini-assignments” that take the form of condensed, mock versions of the final assignment. Feedback is presented on these pieces before the final assignment is sat. Throughout, the content is delivered in a range of contexts, both local and national.</p> <p><b>Unit 2: Developing a Marketing Campaign</b></p> <p>This is taught as suggested by the exam board and the business community—as a series of walking talking mocks following the study of the required content. Students work in pairs/groups to brainstorm and present solutions to the problems outlined in the assignment before completing the mock assignment in controlled conditions with teacher input via walking talking mock.</p> |  | <p>There are several sustained links to careers opportunities within Business, with students encouraged to consider how the topic they are currently studying may link to job opportunities.</p> <p>In Year 12 students are encouraged to view business from a more strategic perspective, using problem solving and critical thinking skills to breakdown complex problems into component parts and provide solutions.</p> <p>Students develop the ability to see problems from multiple angles before presenting a solution.</p> |  | <p><b>Throughout the year.</b></p> <p>Assessments take the form of “mini-assignments” with feedback and MAD time. This is then supplemented by the completion of final, form assignments provided by the exam board.</p> <p>3 x Walking Talking mocks of Unit 2 are completed with feedback, both live, verbal and written, provided for all three.</p> |

**Impact:**

By the end of the year, students will be competent in a range of different disciplines, with ability to coherently and eloquently discuss a range of business concepts in a range of contexts, focusing on socio-economic and political influences and how they alter the decision made in the business landscape. Next steps will involve students following onto the Year 13 study to complete the remainder of the BTEC, a degree-level apprenticeship, degrees or entering the world of work, fully aware of the impact of the decisions they and the businesses/enterprises they work for have on the world around them.

**The Big Picture—Intent: Pearson BTEC Level 3 National Extended Certificate in Business**

Students will complete their studies of Eduqas AS Level Business – Component 1. This is an open, active curriculum structure that allows for students to access business on a one-year basis, swap to a one-year basis whilst also facilitating further Y13 study to pursue the full A-Level.

**YEAR 13**  
**BTEC BUSINESS**

| Content / Units   | Skills  | Knowledge   | Prior—Y11   | Next—Y13   |
|---|---|---|---|--|
| Unit 3: Personal and Business Finance.<br><br>Unit 22: Market Research. | Students firstly focus on knowledge recall. They then study case studies to obtain information, before analysing the impact of potential courses of action on businesses. They will then form reasoned, evaluative judgements as to the best course of action.<br><br>As the year progresses and students become more comfortable with these skills | Students cover two topics—personal and business finance and market research.<br><br>Knowledge is acquired in line with the qualification specification and applied to the local context.<br><br>Unit 22 in particular is linked to developing solutions for a local business—at time of writing, this is The Little Food Company. | Students will have completed the BTEC Level 3 National certificate in Business. | Students may go on to study at degree, start a degree-level apprenticeship or enter the world of work. |

| Implementation   | Marches Futures Links  | Summative Assessment   |
|--|--|--|
| <p>Students will complete Units 3 and 22 in Year 13, allowing for rigorous testing using the accredited and approved BTEC Assignment for Unit 3 and the external exam for Unit 22.</p> <p><b>Unit 3: Personal and Business Finance</b></p> <p>This is taught traditionally with in class questions that are marked and feedback on. Local context is used where possible and assessed using end of unit tests (learning Aims A,B,C,D and E).</p> <p><b>Unit 22: Market Research</b></p> <p>This is taught through a series of lesson-based activities, with in-class/book assessed questions that receive feedback and MAD time. These are then followed by “mini-assignments” that take the form of condensed, mock versions of the final assignment. Feedback is presented on these pieces before the final assignment is sat. Throughout, the content is delivered in a range of contexts, both local and national.</p> | <p>There are several sustained links to careers opportunities within Business, with students encouraged to consider how the topic they are currently studying may link to job opportunities.</p> <p>In Year 12 students are encouraged to view business from a more strategic perspective, using problem solving and critical thinking skills to breakdown complex problems into component parts and provide solutions.</p> <p>Students develop the ability to see problems from multiple angles before presenting a solution.</p> | <p><b>Throughout the year.</b></p> <p>Assessments take the form of “mini-assignments” with feedback and MAD time for Unit 22. This is then supplemented by the completion of final, form assignments provided by the exam board.</p> <p>3 x Walking Talking mocks of Unit 3 are completed with feedback, both live, verbal and written, provided for all three.</p> <p>Unit 3 is also supported by past paper questions in lesson that receive feedback.</p> |

**Impact:**

By the end of the year, students will be competent in a range of different disciplines, with ability to coherently and eloquently discuss a range of business concepts in a range of contexts, focusing on socio-economic and political influences and how they alter the decision made in the business landscape.

Next steps will involve students following a degree-level apprenticeship, degrees or entering the world of work, fully aware of the impact of the decisions they and the businesses/enterprises they work for have on the world around them.

# Glossary of Key Terms:

## Common Assessment Objectives across Business Qualifications

**Knowledge**—Knowledge of the relevant business content. Usually learnt in class or revised/taken from a revision guide. For example, competitor-based pricing is basing prices on competitors and has the advantage of ensuring you will not be undercut by rivals on price.

**Application**—The ability to take knowledge from a textbook/revision guide and use it in a business context of any type. For example, Sainsbury's uses competitor-based pricing when using its Aldi price-match scheme.

**Analysis**—The ability to take applied knowledge and discuss its impact on the success or potential failure of achieving business objectives. For example, the use of competitor-based pricing by Sainsbury's may ensure it does not lose customers to rival supermarkets, maintaining sales volumes and market share within the industry.

**Evaluation**—The ability to reflect on points, pose counter-arguments and discuss opposing views. For example, the use of competitor-based pricing by Sainsbury's may lead to benefits (as above), but may also result in a potential loss of profits if customers would have been willing to pay a higher price than set when matching Aldi.

LORIC—Marches Learning attributes— see Curriculum page on the school website.

Interleaving— Revisiting previous topics.

Retrieval— Remembering something from a previous topic

Mastery—a state where students are fully competent.