

# Key Stage 5 – Business (A-Level)

Intent	Implementation	Impact
<p>Our A-Level Business curriculum aims to prepare students for a career in business &amp; enterprise. We aim to develop commercially aware, analytically minded, and socially responsible learners prepared for a dynamic global economy. Students leave with the ability to weigh up a course of actions on its merits and drawbacks. The curriculum is designed to promote critical thinking, resilience, ethical awareness, and versatile decision-making. Students are encouraged to evaluate perspectives, justify reasoning, and consider the broader impact of business actions. Students engage in real world scenarios that broaden horizons beyond that of Oswestry. All students leave with a working understanding of:</p> <ul style="list-style-type: none"> <li>• Business activity</li> <li>• The main functional areas of a Business.</li> <li>• A range of different business analysis tools.</li> <li>• How to successfully implement and monitor strategy deployment.</li> <li>• The wider influences on business activity, such as political, economic and demographic changes.</li> </ul>	<p>Students follow the Eduqas A Level Business specification. New content is introduced through engaging, relatable scenarios, real-world case studies, and themes relevant to students’ local context. A variety of media—such as videos, articles, and case studies—supports this learning. Lessons are discussion-rich, encouraging paired talk and structured note-taking to consolidate understanding. Each lesson begins with a recall activity to reinforce prior learning. As students progress, they are guided to apply their knowledge to business scenarios, developing analytical and evaluative skills by assessing the impact of different business strategies. Skills such as critical and evaluative thinking take centre stage at A-Level. Students are taught to criticise their own ideas and conclusions. Support is tailored: some students receive targeted intervention to reinforce core concepts and key terminology, while others are challenged with extended tasks and exam-style questions to deepen their application and reasoning skills.</p>	<p>Students leave with a fluency in business language and concepts. They will be able to apply their knowledge effectively to a wide range of business scenarios, demonstrating strong analytical and evaluative skills. Through sustained engagement with real-world case studies, structured discussions, and targeted support, students will be equipped to assess business strategies and make informed judgements. Their ability to analyse and evaluate will be evident in their written responses, verbal reasoning, and performance in final assessments. All learners will have made measurable progress: those requiring additional support will have secured a solid understanding of core concepts, while others will have extended their ability to apply knowledge in increasingly complex contexts.</p> <p><b>Next Steps:</b> Students will have a solid grounding in Business concepts and will be competent evaluative thinkers. Students should therefore be well-prepared to develop these skills further at University, or be ready to develop skills on an apprenticeship or in the world of work.</p>

## Assessment

All assessments, in all forms, are tailored to the Eduqas A-Level Business specification. Whether the assessment is an in-class question, a formal knowledge quiz, a written answer in a book or an end of unit assessment, each will be designed to test a student’s ability to: recall knowledge; apply their answer to a case study; analyze the impact of their answer on a business or a stakeholder; evaluate the extent and likelihood of the impact. Students are assessed in a number of ways.

- There are more formal methods, such as end of unit assessments at the end of each topic and mock exams at four points across Year 12 and Year 13. Grades are provided to the students and students receive feedback on their weaknesses in these tests either via written feedback or verbally. Topic areas to work on are provided for the students, to support their revision.
- Students complete past paper questions in almost every lesson. These are included at the close of a topic area and are marked via self or peer assessment, through live marking or via a formal book marking sessions. Students receive feedback in books or verbally, but in all cases receive feedback tailored to the exam skills they need to develop, such as analysis or evaluation.