

Subject group		Faculty		Maths & Business																																	
		Subject		Business Year 12																																	
Year 12		Term	Aut 1	Unit	3.1, 3.2, 4.1		Term	Aut 2	Unit	3.3, 4.2		Term	Spr 1	Unit	3.4, 4.3		Term	Spr 2	Unit	3.4, 4.3		Term	Sum 1	Unit	3.5, 4.4		Term	Sum 2	Unit	3.6, 4.5							
		Curriculum / Syllabus coverage						Curriculum / Syllabus coverage						Curriculum / Syllabus coverage						Curriculum / Syllabus coverage						Curriculum / Syllabus coverage											
	Unit title	Theme 1 1.1 Meeting Customer Needs Theme 2 2.1 Raising Finance						Theme 1 1.2 Market Theme 2 2.2 Financial Planning						Theme 1 1.3 Marketing Mix and Strategy Theme 2 2.3 Managing Finance						Theme 1 1.4 Managing People Theme 2 2.4 Resource Management						Theme 1 1.5 Entrepreneurs and Leaders Theme 2 2.5 External Influences											
	Subject knowledge introduced / developed / revised	Introduce the underpinnings of Business, giving students insight into business concepts and functions. This will allow understanding of the need for business as a means of providing goods and services. The basic departmental functions of Marketing, Human Resources and Finance are examined in detail, as are the characteristics required for sound entrepreneurial activity and leadership..						Students are required to understand the relationships between total, average and marginal revenue. 1.2.1 Demand 1.2.2 Supply 1.2.3 1.2.4 Price elasticity of Demand 1.2.5 Income elasticity of demand 2.2.1 Sales forecasting 2.2.2 Sales, revenue and costs 2.2.3 Break-even 2.2.4 Budgets students will need to calculate and understand the relationships between different costs. Students appreciate the concepts of break-even, and the important need for accurate forecasting if businesses are to survive in competitive markets						Students will consider 1.3.1 Product/service Design 1.3.2 Branding and Promotion 1.3.3 Pricing strategies 1.3.4 Distribution 1.3.5 Marketing strategy 2.3.1 Profit 2.3.2 Liquidity 2.3.3 Business failure 1.3 The basic marketing elements of price, place, product and promotion are introduced to students. These are fundamental in the understanding of how businesses choose market strategies and build market brands. 2.3 The importance of the need to properly record financial transactions is emphasised, via the construction of standard financial documents using appropriate calculations.						Students will develop understanding of 1.4.1 Approaches to Staffing 1.4.2 Recruitment, training and selection 1.4.3 Organisational Design 1.4.4 Motivation in theory and practice 1.4.5 Leadership 2.4.1 Production, productivity and efficiency 2.4.2 Capacity utilisation 2.4.3 Stock control 2.4.4 Quality management. 1.4 Students appreciate that human resources are arguably the firm's most important asset, and the need for appropriate organisational structure is crucial in allowing effective performance and motivation of staff. 2.4 Techniques of stock control, capacity utilisation are examined, and the importance of productivity in the proper management of resources is emphasised.						Student will learn and gain develop of the following topic areas in preparation for the year 13 topics for themes 3 and 4 1.5.1 Role of an Entrepreneur 1.5.2 Entrepreneurial motives and characteristics 1.5.3 Business objectives 1.5.4 Forms of business 1.5.5 Business choices 1.5.6 Moving from entrepreneur to leader 2.5.1 Economic influences 2.5.2 Legislation 2.5.3 The competitive environment 1.5 The importance of entrepreneurs is emphasised here. The characteristics of good entrepreneurs is important to understand how ideas are brought to fruition and how						Mock examination prep comprising past papers					
	skills developed / extended / used	Be able to differentiate between primary and secondary research, and evaluate when each is more appropriate in given contexts.						Significant quantitative skills will be developed across both units, with the need to know formulae and be able to apply them to data sets. Students should then be able to apply their calculations to form diagrams representing this data. Students will be able to show Evaluation, Calculations and Presentations skills. Ability to be able to interpret break-even diagrams and calculate various measures associated with break-even e.g. revenue, margin of safety						Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will enhance their drawing and interpretation of economic diagrams, with increasing complexity and use to analyse and apply to real-world contemporary issues. Students will be able to apply their knowledge and analysis to a variety of contexts and appreciate that the outcomes of a situation will vary depending on the context.						Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will enhance their drawing and interpretation of economic diagrams, with increasing complexity and use to analyse and apply to real-world contemporary issues. Students will be able to apply their knowledge and analysis to a variety of contexts and appreciate that the outcomes of a situation will vary depending on the context.						Students will understand factors that can affect the demand & supply of labour, being especially aware of the fact that demand and supply has 'switched' in this context in terms of by firms/by consumers. Students will be able to evaluate and rank factors in terms of their relative influence. Students will become aware of topical current affairs stories with regards to current issues in the labour market and financial sector.											
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	gives students an appreciation of the dynamic nature of markets, and teaches them the principles behind sound market research, and how important this is to firms positioning themselves within a market. 2.1 introduces students to the concept of liability and he need for firms to consider a range of internal and external financing for day to day business activity, and longterm strategic investment.						The need to be able to use diagrammatic analysis to support arguments for price level and real output level changes. Evaluate the use of price changes using elasticity in context						Evaluate marketing strategies in context, with an appreciation that changes to each element of the marketing mix may affect some or all of the other elements. Be able to interpret income statements and balance sheets in context, and make appropriate financial evaluations using appropriate calculations						Be able to identify and analyse the different stages of activity, make necessary calculations and evaluate business performance in context. the recruitment process, and evaluate means of motivating staff. Be able to analyse operational aspects of business						1.5 The importance of entrepreneurs is emphasised here. The characteristics of good entrepreneurs is important to understand how ideas are brought to fruition and how						Crucial consolidation work carried out in preparation for the more demanding mock examination of topics studied in					
	Links to 'Destinations and Employability'	Students will consider the strategic management decisions required of firms' directors in terms of growth options. Students will be aware of the issue of the principal-agent problem; influencing future investment decisions and/or actions within roles of a business. gives students an appreciation of the dynamic nature of markets, and teaches them the principles behind sound market research, and how important this is to firms positioning themselves within a market. 2.1 introduces students to the concept of liability and he need for firms to consider a range of internal and external financing for day to day business activity, and longterm strategic investment.						Students will develop their quantitative skills, as well as ability to construct and interpret models & diagrams. Students will have skills in the calculation and recording of revenue, costs & profits and the factors that can influence these.						Students will develop their quantitative skills, as well as ability to construct and interpret models & diagrams. Students will have skills in the calculation and recording of revenue, costs & profits and the factors that can influence these.						Students will develop their quantitative skills, as well as ability to construct and interpret models & diagrams. Students will have skills in the calculation and recording of revenue, costs & profits and the factors that can influence these.						Students will develop their quantitative skills, as well as ability to construct and interpret models & diagrams. Students will have skills in the calculation and recording of revenue, costs & profits and the factors that can influence these. organisations are led. 2.5 A firm must pay attention to the external environment and behave in accordance with the law. It is also crucial to monitor the economic environment and adjust behaviour and strategy appropriately.						Students will develop their quantitative skills, as well as ability to construct and interpret models & diagrams. Students will have skills in the calculation and recording of revenue, costs & profits and the factors that can influence these.					
	Enrichment Opportunities offered or developed	Students gain new skills, e.g. Evaluation, Calculations and Presentations of researched materials.Students be able to differentiate between primary and secondary research, and evaluate when each is more appropriate in given contexts.						Students will be able to use diagrammatic analysis to support arguments for price level and real output level changes. Evaluate the use of price changes using elasticity in context. Be able to interpret break-even diagrams and calculate various measures associated with break-even e.g. revenue, margin of safety etc						Student will be able to Evaluate marketingstrategies in context, with an appreciation that changes to each element of the marketing mix may affect some or all of the other elements						Students will be able to identify and analyse the different stages of the recruitment process, and evaluate means of motivating staff. Student will be able to analyse operational aspects of business						Stduents will be able to evaluate entrepreneurial and Leadership qualities and how these apply in different organisational contexts. Students will be able to evaluate actions which firms must take in reacting to their external environment, and the consequences of such actions.						Study of how to gain good marks in 10 mark and 20 mark questions.					

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	Curriculum / Syllabus coverage						Curriculum / Syllabus coverage						Curriculum / Syllabus coverage						Curriculum / Syllabus coverage						Curriculum / Syllabus coverage												
	Unit title	Theme 3.1 Business Objectives and Strategy Theme 4.1 Globalisation						Theme 3.2 Business Growth Theme 4.2 Global Markets and Business Expansion						Theme 3.3 Decision Making Techniques Theme 4.3 Global Marketing						Theme 3.4 Influences on Business Decisions Theme 4.4 Global Industries and Companies						Theme 3.5 Assessing Competitiveness Theme 3.6 Managing Change						Exams and General Information					
	Subject knowledge introduced / developed / revised	Students will explore business size, It is important to recognise the difference between objectives and long-term strategy, and to understand and evaluate the tools that businesses use to set and adjust these e.g. SWOT analysis. 4.1 Globalisation is a centuries- old process which has affected the welfare of citizens all over the world. Students need to understand the reasons behind this process and how businesses are affected by it. It is also important to know and understand why trade is often obstructed by different forms of protectionism, and he potential consequences of this.						Students are required to understand the relationships between 3.2 Businesses use organic and external growth methods as a means of corporate development, and an understanding of how this will affect firms' behaviour and effectiveness is important. 4.2 Firms wishing to trade abroad must consider the markets they are moving to, and the risks involved in doing so. An appreciation of the need to alleviate risk in this context is an important part of understanding firms' behaviour in international market.						Students will consider efficiency and develop full understanding of the following: 3.3 Critical path analysis, decision trees etc these are standard ways of approaching many business problems and an understanding of this gives an important insight into business problem-solving in general. 4.3 Marketing is essentially how most firms communicate with customers. It is important to know how this communication differs when trading abroad, due to cultural, ethnic and language variations and language variations. Theme 3 a) What is a decision tree? b) What are the limitations with decision trees? c) How can critical path analysis be useful to businesses? Theme 4 a) What are the different global marketing approaches? b) What is a niche market? c) What are the characteristics of a global niche market? d) What cultural and social factors must be considered when growing?						Stduent required to have an understanding of corporate culture and the problems of balancing the needs and motives of different business stakeholders is a crucial part of business operation and, ultimately, success. 4.4 Student will need to understand why Multinational corporations are an important component of globalisation. Develop and indepth knowledge, and an evaluation of their benefits is important, as is an appreciation of the need to monitor and control their activities.						3.5 This involves for the stduents further work on the calculation of standard ratios which measure profitability, liquidity and efficiency. These are crucial indicators of business health and an evaluation of their use is fundamental knowledge concerning how businesses function. 3.6 It is crucial to understand that businesses exist in a dynamic world, and therefore there is a need for activities such as scenario planning						Three examination papers Paprt 1 - Themes 1 and 4 Paper 2 - Themes 2 and 3, Paper - 3 Synoptic from all syllabus areas					
		Skills developed / extended / used	Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and will develop balanced arguments as to the merits of types of growth. Students will build on diagrammatic analysis by being able to demonstrate business objectives at different points on a diagram and ascertain impacts of these objectives on different economic agents, particularly consumers.						Significant quantittative skills will be developed across both units, with the need to know formulae and be able to apply them to data sets. Students should then be able to apply their calculations to form diagrams representing this data. Students will be able to show shifts in curves on economic diagrams, and the effects this has on calculation areas from the diagram.						Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will enhance their drawing and interpretation of economic diagrams, with increasing complexity and use to analyse and apply to real-world contemporary issues. Students will be able to apply their knowledge and analysis to a variety of contexts and appreciate that the outcomes of a situation will vary depending on the context.						Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will enhance their drawing and interpretation of economic diagrams, with increasing complexity and use to analyse and apply to real-world contemporary issues. Students will be able to apply their knowledge and analysis to a variety of contexts and appreciate that the outcomes of a situation will vary depending on the context.						The crucial learning point for Students in these topic areae are: Theme 3 a) What key information can be found on the balance sheet and the profit and loss account? b) What is the gearing ratio and ROCE? e) What are the impacts of change? f) How can the impact of change be minimised? g) What is scenario planning c) How can labour productivity be increased? d) What are the benefits of a low staff turnover?										
Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	The need to consider people's value judgements will be discussed, alongside the discussion of economic approaches and the appeciation that there are different Theme 3 a) What are the main corporate objectives? b) What is Ansoff's matrix? c) What is Porter's strategic matrix? d) How can the SWOT model be useful for businesses? e) How can the PESTLE model be useful for businesses? Theme 4 a) What is economic growth? b) What is the impact of economic growth? c) What are the benefits of international trade? Students will be able to considered in terms of why firms grow/remain small and the impact of globalisation on different economies and their citizens. d) What factors have led to increased globalisation? e) What methods of protectionism might a business use? f) What are the different trading blocs?						The imbalance in global wealth underlines this topic including its causes, impacts and potential solutions to try and address. Theme 3 the need to understand: a) What are the key objectives of growth? b) What are the problems of growth? c) What is the difference between a merger and takeover? d) What is organic growth? e) Why might a business want to stay small? f) What tools can be used for investment appraisal? Theme 4 a) What conditions prompt trade? b) How might a country be assessed as a market? c) How might a country be assessed as a production location? d) Why might global mergers and joint ventures happen? e) How can businesses compete globally?						Students will be able to make appropriate calculations, make decisions based on these, and evaluate decisions taking into account other external factors. Be able to identify and evaluate different marketing strategies in different contexts.						Student will be able to identify and evaluate different corporate cultures, and how the different aims of stakeholders can cause potential conflict. Be able to analyse the activities of Multi-National corporations, and the potential advantages and disadvantages their operations.						Labour market immobility (geographic and occupational), minimum and maximum wages all lend themselves to the consideration and discussion on the situation, lives and experiences of a variety of groups of societies - domestically and internationally. Labour market issues such as gender pay gaps, discrimination and youth unemployment also foster a discussion of inclusion. The conduct of the financial sector also addresses moral and ethical issues.												

	Links to 'Destinations and Employability'	<p>Link to GCSE theme 2 – understanding of globalisation and international trade</p> <p>Own knowledge of globalisation and imports and exports. To be able to attempt written assessment questions</p> <p>on the pros and cons of international trade and globalisation. Students to be able to attempt written assessment questions that consider the impact of growing as a business</p>	<p>Students will develop their quantitative skills, as well as ability to construct and interpret models &amp; diagrams.</p> <p>Students will have skills in the calculation and recording of revenue, costs &amp; profits and the factors that can influence these. Students will have a domestic and global outlook on the issues of merger &amp; take-overs. The behaviour of MNCs (CSR) in developing countries around the world.</p>	<p>Students will be able to make appropriate calculations, make decisions based on these, and evaluate decisions taking into account other external factors.</p> <p>Be able to identify and evaluate different marketing strategies in different contexts. - methods of marketing and understanding of the benefits and drawbacks of growth To be able to analyse numerical data and suggest suitable outcomes.</p>	<p>Students will be aware of the impact of competition on firms and the resulting business related issues that can occur. Global competition strategies will be considered, analytical and evaluative skills will be used to consider the impact on different economic agents. Students will develop a global outlook and be conscious of factors restricting global growth &amp; development, and strategies to help improve growth &amp; development. Crucial learning content:</p> <p>Theme 3</p> <p>a) What is meant by corporate culture?</p> <p>b) How is culture created?</p> <p>c) Can corporate culture change?</p> <p>d) Who are the key stakeholders and what are they interested in?</p> <p>e) What is the trade-off between profit and reward?</p> <p>Theme 4</p> <p>a) What is an MNC?</p> <p>b) How might an MNC affect a local economy?</p> <p>c) How might an MNC affect a national economy?</p> <p>d) What stakeholder conflicts might happen?</p> <p>e) What ethical problems might MNCs cause?</p> <p>f) How can MNCs be controlled?</p>	<p>Students will be able to calculate necessary figures and ratios, and use them to evaluate business performance.</p> <p>Be able to identify different features of change which affects corporations and evaluate policies which they adopt to cope with this. Plus students Own understanding of why it is important for businesses to keep staff. To suggest ways finance can be improved, and to recommend methods</p> <p>a business might use to motivate staff or successfully implement change.</p>	
	Enrichment Opportunities offered or developed	<p>Evaluation</p> <p>Calculations</p> <p>Presentations. Student developing debating skills in terms of philosophical approaches to global businesses and the rise and fall of globalisation vs the increasing tendency of protectionism. Students to consider their local context in terms of business growth vs remaining small &amp; constraints on expansion to other countries (the MNCs). Assessment will be based on 10 and 20 mark Essay and data response question</p>	<p>Students developing Evaluation</p> <p>Calculations</p> <p>Presentations skills. Research, presentation and debating skills developed through projects on different contexts of business developments. Assessment will be based on 10 and 20 mark Essay and data response question</p>	<p>Students developing Evaluation</p> <p>Calculations and Presentations skills. Research, presentation and debating skills developed through assessments on different contexts of business developments and growth. Assessment will be based on 10 and 20 mark Essay and data response question</p>	<p>Students developing Evaluation</p> <p>Calculations and Presentations skills. Research, presentation and debating skills developed through assessments on different contexts of business developments and growth. Students Own understanding of the culture within an organisation, linked to their learnign GCSE theme 1 – stakeholders W To be able to suggest ways that a business could improve their culture and reduce the ethical and environmental impact their business may have on the environment.</p>	<p>Students developing Evaluation, Calculations and Presentations skills. Research, presentation and debating skills developed through assessments on different contexts of business developments and growth. Assessment will be based on 10 and 20 mark Essay and data response question</p>	<p>Students developing Evaluation</p> <p>Calculations and Presentations skills. Research, presentation and debating skills developed through assessments on different contexts of business developments and growth.</p>

Subject group		Faculty	Maths & Business																												
		Subject	Economics Year 12																												
Year 12		Term	Aut 1	Unit	1, 1, 1, 2, 2, 1	Term	Aut 2	Unit	1, 2, 2, 2	Term	Spr 1	Unit	1, 3, 2, 3	Term	Spr 2	Unit	1, 3, 2, 4	Term	Sum 1	Unit	1, 4, 2, 5	Term	Sum 2	Unit	1, 4, 2, 6						
		Curriculum / Syllabus coverage					Curriculum / Syllabus coverage					Curriculum / Syllabus coverage					Curriculum / Syllabus coverage					Curriculum / Syllabus coverage									
	Unit title	Nature of Economics / How Markets Work / Measures of Economic Performance					How markets work / Aggregate Demand					Market Failure / Aggregate Supply					Market Failure / National Income					Government Intervention / Economic Growth					Government Intervention / Macroeconomic Objectives & Policy				
	Subject knowledge introduced / developed / revised	Students will consider how markets work, looking at how supply and demand interact to allocate resources in local, national and international markets. Students will discover measures of economic performance including: GDP, GNI, use of PPP, Inflation, Employment & BoP indicators. Students will explore the causes of these economic phenomena and evaluate their significance.					They will learn how to apply supply and demand analysis to real-world situations and be able to offer explanations of consumer behaviour. This will involve looking at both how consumers act in a rational way to maximise utility and how firms maximise profit, but also why consumers may not behave rationally. Students will identify the characteristics of AD, analysing each component in depth, with a particular focus on the influences on each factor.					Students will then look at market failure. They will look at the nature and causes of market failure. Students will be able to apply each of the causes to real-world concepts, using diagrammatic analysis to explain the costs/benefits involved and the issue of welfare loss/gain. This unit addresses the key economic problem of the misallocation of scarce resources. Students will understand the characteristics of AS, and compare the difference between LRAS & SRAS, analysing the relevant factors influencing each.					Students will continue to look at market failure. They will look at the nature and causes of market failure. Students will be able to apply each of the causes to real-world concepts, using diagrammatic analysis to explain the costs/benefits involved and the issue of welfare loss/gain. This unit addresses the key economic problem of the misallocation of scarce resources. Students will be introduced the concept of the circular flow of income, analysing injections & withdrawals. Students will use the AD/AS model to show how shifts in AD or AS cause changes in price level. Students will also explore the multiplier effects; its process & calculation of.					Considering the strengths and weaknesses of possible government intervention to remedy market failures. Students are encouraged to take a critical approach to these intervention methods, and examine any potential instances of government failure arising from these interventions. Students will dig deeper into economic growth, understand causes of growth, and analysing the business cycle and its impact on different economic agents & living standards.					Considering the strengths and weaknesses of possible government intervention to remedy market failures. Students are encouraged to take a critical approach to these intervention methods, and examine any potential instances of government failure arising from these interventions. Students will explore the possible macroeconomic objectives, and analyse & evaluate potential demand- and supply-side policies that the government could implement to achieve these objectives. Identification of trade-offs between objectives and policies will occur.				
	skills developed / extended / used	Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will be able to distinguish between factually verifiable statements, and those of value judgements. Students will begin to build skills in drawing and interpreting economic diagrams, including calculation skills.					Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will build on construction of economic diagram skills, showing shifts in curves and interpreting the effect on price levels. Students will develop calculation skills, learning and applying formulae and reconstructing formulae from given data.					Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will enhance their drawing and interpretation of economic diagrams, with increasing complexity and use to analyse and apply to real-world contemporary issues.					Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will enhance their drawing and interpretation of economic diagrams, with increasing complexity and use to analyse and apply to real-world contemporary issues. Students will build calculation skills involved in the multiplier formula & marginal propensity to consume/save/tax/import calculations.					Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will be able to link intervention methods to the issues explored in 1.3, developing synthesis of ideas and evaluative skills. Students will develop their interpretation of stages of economic cycle and consider the wide-ranging impacts on different groups.					Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will be able to link intervention methods to the issues explored in 1.3, developing synthesis of ideas and evaluative skills. Students will enhance their critical thinking skills by considering the unintended consequences of actions, and why governments may not always act on behalf of their citizens. Students will also explore the difficult trade-off decisions facing governments, and evaluate the relative limitations of various policy initiatives.				
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	The need to consider people's value judgements will be discussed, alongside the discussion of economic approaches and the appreciation that there are different viewpoints as to how economies, and societies should operate, and in the best interests of whom. Introduction will be made to different economic agents and the need to consider these differing viewpoints throughout the course. National Happiness as a measure of growth will also examine the reality that economic prosperity is more than just who can be the wealthiest.					Consideration will be made as to what utility looks like for different economic agents. The traditional view of 'rational economic man' will be evaluated by exploring reasons why consumers may not act 'rationally' and the impact of the behaviour of others on individuals. Students will examine influences on consumer spending and the effects of interest rates & wealth on households with different financial situations					Students will explore important topical & contemporary issues that affect individuals, society & the environment. Consideration will be given to the various positive/negative effects on differing groups through production & consumption of goods. The importance of the availability of fair and balanced information will also be assessed. Different shapes of the AS curve represent the potential for discussion (and disagreement) as to the influences on certain theories.					Students will explore important topical & contemporary issues that affect individuals, society & the environment. Consideration will be given to the various positive/negative effects on differing groups through production & consumption of goods. The importance of the availability of fair and balanced information will also be assessed. The distinction between income and wealth will be established, and the consideration of different households requirement to save money.					The impact of different intervention methods on different groups of society will be discussed, with regular focus on the regressive nature of several intervention methods. Alternative viewpoints will be considered in terms of the merits of intervention methods and the need to protect the harms caused by production & consumption of goods and services. Similarly, the benefits and costs of economic growth will be viewed through the lens of different economic agents and groups of society and its impact on current & future living standards.					The impact of different intervention methods on different groups of society will be discussed, with regular focus on the regressive nature of several intervention methods. Alternative viewpoints will be considered in terms of the merits of intervention methods and the need to protect the harms caused by production & consumption of goods and services. Unintended consequences will be explored and the need to consider as wider view as possible when making decisions. Income inequality will be discussed and measures to address proposed alongside the same for skills gaps and the need to improve skills in the labour market.				
	Links to 'Destinations and Employability'	Students will develop their ability to consider wider viewpoints across societies at a local, national and international level. Students will develop their quantitative skills, as well as ability to construct and interpret models & diagrams. Students will appreciate the benefits and drawbacks of specialisation in the workplace and impacts on productivity. Students will understand the implications of pricing decisions.					Students will become aware of the role of branding and customer loyalty in customer decision making, as well as the importance of sufficient information to make rational decisions. Students will develop their quantitative skills, as well as ability to construct and interpret models & diagrams.					Students will be aware of the need for government intervention in markets to support society. Students will gain an appreciation for the impact of production decisions on the environment and wider society. Students will understand the impact of exchange rates, taxes & interest rates. Students will learn of the importance of transferable skills for flexibility in the labour market.					Students will be aware of the impacts of investment decisions and the knock-on effects on consumer incomes. Students will gain an appreciation for the impact of production decisions on the environment and wider society. Students will develop their ability to represent data and issues in graphical format as well as quantitative skills.					Students will develop analytical and evaluative skills, weighing up the pros and cons of government intervention methods, whilst taking into account a broad range of potential impacts and unintended consequences. Students will develop their ability to represent models in a graphical format. Students will understand the impacts of booms and recessions on consumers, firms and government.					Students will have an understanding of the government economic objectives and the need to balance between these objectives. This ability to make trade-offs can be applied to any decision making. Students will be confident in fiscal and monetary policy instruments and their impacts on economic agents. Students will be aware of the need for developed skills and infrastructure to improve the supply-side.				
	Enrichment Opportunities offered or developed	Debating skills in terms of philosophical approaches to economics. Potential for visit to factory to examine specialisation in production.					Could conduct market research (inside & outside of school) to demonstrate effect of elasticities of demand & supply, and compare rational vs irrational consumer choices.					Potential for visits to production sites to assess externalities in production and/or visit charities or projects trying to tackle issues arising from externalities. Debating skills developed in question of balance between need for expansion in AD/AS & impact on externalities.					Potential for visits to production sites to assess externalities in production and/or visit charities or projects trying to tackle issues arising from externalities. Debating skills developed in question of balance between need for expansion in AD/AS & impact on externalities. Could conduct market research, assessing people's marginal propensity to save/consume.					Potential for visits to Bank of England and/or Government departments to observe and discover more on macroeconomic government objectives and the role of the Bank of England.					Potential for visits to Bank of England and/or Government departments to observe and discover more on macroeconomic government objectives and the role of the Bank of England.				

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		Term		Aut 1		Unit		3.1, 3.2, 4.1		Term		Aut 2		Unit		3.3, 4.2		Term		Spr 1		Unit		3.4, 4.3		Term		Spr 2		Unit		3.4, 4.3		Term		Sum 1		Unit		3.5, 4.4		Term		Sum 2		Unit		3.6, 4.5																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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Year 10	Subject group		Faculty	Business and Economics																										
			Subject	GCSE Edexcel Business Studies year 10																										
			Aut 1	theme 1	1.1		Term	Aut 2	Theme 1	1.2		Term	Spr 1	Theme 1	1.3		Term	Spr 2	Theme 1	1.4		Term	Sum 1	Theme 1	1.5		Term	Sum 2	revision	
			Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage							
	Unit title		Theme 1.1.1 Enterprise and entrepreneurship				Theme 1.1.2 Spotting a business opportunity				Theme 1.1.3 Putting a business idea into practice				Theme 1.1.4 Making the business effective				Theme 1.1.5 Understanding external influences on business				Revision and Recall							
	Subject Knowledge introduced / developed / revised		Enterprise and entrepreneurship - students are introduced to the dynamic nature of business in relation to how and why a business ideas come about. Learners will explore the impact of risk and reward on business activity and the role of entrepreneurship.				Spotting a business opportunity- Learners will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. Learners will also focus on understanding the competition within business.				Putting a business idea into practice- Learners will focus on making a business idea happen. They will look at identifying aims and objectives for a small business. Learners will also concentrate on all the financial aspects of running a business.				Making the business effective- Learners will explore a range of factors that can impact the success of a business. Students will look at the importance of location, the marketing mix ( product, place, price & promotion). Students will also look at business plans and the role they play in the success of a business				Understanding external influences on a business- learners will look at factors that are sometimes outside the immediate control of the business. They will look at stakeholders, technology, legislation and the economy. Learners will also explore how businesses respond to the influences.				Revision of Theme One. Learners will explore all past topics to consolidate knowledge in preparation for Mocks.							
	skills developed / extended / used		Learners will develop entrepreneurial skills such as risk taking and communication. They will explore how and why a business starts and provide reasons for success or failure. They will develop as enterprising individuals with the ability to think commercially and solve business problems.				Learners will use an enquiring, critical approach to make informed judgements based on independent market research. They will understand the reliability of research and be able to identify bias. Students will also understand qualitative and quantitative data in order to attain greater knowledge of business decisions.				Learners will develop mathematical skills and apply them to business concepts. They will be able to interpret information from graphs and charts. Students will look at business performance including the interpretation of break even diagrams and the margin of safety.				Learners will develop an understanding of contemporary business issues including implications on e-commerce and digital communication. They will develop skills to make informed decisions on the most appropriate business choice such as ownership including sole trader and franchise.				Learners will develop opportunities to investigate employment legislation and the impact for a business in terms of cost and consequences. Students will also develop skills in understanding the economic climate and how changes in taxation and inflation can impact a small business.				Learners will continue to develop the skills required when answering examination questions. Focus will be on the structure of the 9 and 12 questions with examiner feedback.							
	Opportunities to develop Respectful attitudes / inclusion and Diversity		Learners will be able to identify the social skills required for an entrepreneur. They will understand business behaviour and can acknowledge that entrepreneurs are part of a wider diverse workforce that embeds the business world. Learners will be respectful of consumer choices and be able to discuss changes in what consumers want.				Learners will have the understanding that society is influenced by consumer goods and that goods are not always a need and necessity. Students will explore the social class system and the attitudes within market segments such as lifestyle and income.				Students will discover the cultural aspects that could influence and businesses aims and objectives. They will understand that aims and objectives are not always based on making profit, and that voluntary organisations such as charities are more concerned with providing a service to others in society. Students will be respectful on the impact of interest rate rises and inflation on society.				Learners will see diversity within organisations such as charities and churches that are run as a business. They will also consider the cultural impact that may affect a business location. This will include job creation and areas of marketing and sales.				Learners will be fully aware of employment law and the implications of pay, gender or race discrimination. They will also be respectful of life chances and possible changes such as unemployment.				All students will have opportunity to use revision resources including workshops and intervention after school.							
Links to Destinations and Employability		Students will discover the skills and issues in starting a small business. They will work in teams to create new business ideas. They will consider the risks and rewards of setting up as a Sole trader and the resources required.				Students will link this theme to employability skills such as understanding data and market research. They will create questionnaires and build the skills required to ask both open and closed questions. Students will also link careers to lifestyle choices, location of available jobs and income.				Financial awareness and the ability to understand sources of finance will allow the students to make informed decisions regarding future employment. Learners will be able to see how personal savings can help start a small business.				In this theme students will be able to look at the advantages and disadvantages of business ownership for a start up business. They will look at elements of the labour market and local LMI linked to the Gatsby Benchmark 2.				Learners will fully understand employment legislation and the pay scales of careers. They will look at how the threat of recession can increase the chance of unemployment, especially for younger people. Students will also consider how consumer incomes linked to chosen career and taxation can impact lifestyle.				Students will have an awareness of the importance of Business due to the school calendar, whereby all year 10 are invited to attend 2 weeks of work experience at the end of the summer term								
Enrichment Opportunities offered or developed		Students will be able to look at local and national enterprise challenge workshops. They will have opportunity to apply for the Young Enterprise Challenge.				Students can develop their questioning skills and research through STEM programme.				Local banks, building societies can offer free financial planning for a small business.				Students will meet local businesses and discuss the advantages and disadvantages of being a sole trader or partnership.				Barclays life skills offer both face to face and virtual workshops.				All learners are given the opportunity to attend Work Experience at a destination of their choice.								

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