



## Business

### Curriculum Intent

The Business department at Bradford Girls' Grammar School aims to provide pupils with the opportunity to learn about the way in which businesses and their employees operate in the real world. In addition to the substantive knowledge gained, we aim to equip them in the longer term with employability skills, the ability to take advantage of business opportunities if they arise and resolve business problems using their disciplinary knowledge.

Pupils develop and practise their entrepreneurial skills in the safe environment of their classroom, applying business theory to case studies and visiting a range of businesses when appropriate/ possible. By the end of Key stage 4, they will be more able to think independently and analytically, reaching logical evidence informed conclusions and making reasonable recommendations for change.

Pupils are challenged to work collaboratively and think independently when engaging in all lessons and class discussions. This allows them to express themselves in a confident manner. Lesson materials are engaging, promote topical discussion and encourage pupils to develop an enquiring mind in relation to business organisations and their operations.

The department provides a knowledge-based curriculum; the substantive knowledge underpins and enables disciplinary aspects of the course. Pupils cannot think like a businessperson unless they have crucial knowledge about different aspects of business activities upon which to base their decisions. Pupils are expected to express their decision-making skills using essay writing formats and therefore the course provided allows them to develop generic analytical, critical thinking and evaluation skills.

### Curriculum Implementation

In Year 9 pupils gain knowledge of two units that are the foundation of the GCSE course, Unit 1 – Business in the real world and Unit 4 Human Resources. The first unit provides a basic understanding of what a business is, and how it operates, and the essentials of profit making. Knowing and remembering this substantive content is essential as it underpins learning in all other units in the course. Pupils then go on to learn about the way in which people are utilised by businesses by studying unit 4, Human Resources. Not only is the content easily relatable, it is also essential for pupils to understand as employees and employers of the future.

The Year 10 Curriculum is designed to enable pupils to learn about business operations (Unit 3) and external influences on business (Unit 2). Again, the sequencing of these units is deliberate – pupils learn that there are other resources used in businesses, apart from the people who work there and that the management of these resources is crucial to achieving profit over time. Pupils are then ready to access the more challenging parts of the course; they are required to show understanding of the way in which external factors (technology, ethics, environmentalism and sustainability, economic trends, legal systems and competition) influence a range of different businesses. This enables them to build their disciplinary knowledge – the way in which approaches to business are and have been formed. Studying a range of real-life business scenarios, including visits where possible helps pupils to think more like a businessperson than a consumer.

In Year 11, pupils learn about Marketing (Unit 5). They have some prior knowledge of promotional techniques from their perspectives as consumers, and therefore find learning about the more complex nature of the topic interesting. There are some challenging aspects of this unit which relate to the disciplinary use of statistics and calculations to make decisions; this is one of the reasons why it is learned later in the course when pupils' mathematical understanding is more secure. This is also the reason why the Business Finance

unit is taught last in the sequence. It is a good way to link right the way back to Unit 1 and the purpose(s) of setting up a business. Whilst including substantive knowledge about sources of finance and the components of forecasting tools (Break Even Analysis and Cash Flow) and statements (Statement of Financial Position [balance sheet] and Income Statement [trading, profit and loss account]) this also develops pupils' disciplinary knowledge further (use of the tools to make decisions) and allows them to question profit as being the most important element of sustaining a business enterprise over time.

The content of all units in the GCSE Business Specification is located by following this link:

### **GCSE Business Specification**

Teachers use a variety of techniques to embed knowledge, understanding in the long-term memory. Informal formative assessment techniques (low stakes quizzes, targeted questioning, peer and self-assessment) are used in every lesson to check prior knowledge and understanding of new content. A more formal formative assessment is used to provide an opportunity for pupils to revisit and improve their understanding of each unit of work before a summative assessment takes place. The end of year examination in Year 10 and the mock examination in Year 11 provide further opportunities for pupils to demonstrate their understanding of all units studied to those points under examination conditions. This provides teachers with the opportunity to identify any common misconceptions and re-teach when appropriate before the pupils take their end of course examinations.

From September 2021, the school moves to a two-year Key Stage 4, this means that from September 2022, the GCSE in Business will become a two-year course. Pupils will study Units 1, 4 and 3 in Year 10 and Units 2, 5 and 6 in Year 11.

### **Reading**

Reading opportunities are developed throughout the schemes of learning.

Reading for understanding is essential in this subject as pupils are required to analyse and/or evaluate content from case study material as part of their disciplinary learning and, incidentally, to access the highest grades at GCSE level. This requires some explicit teaching / reinforcement of some tier 2 vocabulary (analyse, compare, contrast, evaluate, recommend, suggest, discuss) in conjunction with the tier 3 subject specific terminology.

For example, the teacher may use a full model initially to demonstrate what it means to summarise a case study. This might be produced prior to the lesson or demonstrated "live". Partial or jointly constructed models may then be used to enable pupils to practice with the reassurance of the teacher still being there to support. Then pupils will eventually be required to practice independently as a home learning task and/or in subsequent lessons / assessments.

Pupils with lower reading confidence will be able to access a guided reading model for more support, this scaffold will be gradually removed as the pupil gains more confidence.

### **Resources for Learning**

Essential:

Text book: GCSE Business (2017) Malcolm Surridge and Andrew Gillespie, Hodder Education

CGP AQA GCSE Business revision guide

Tutor2u: AQA GCSE Business Knowledge book – a workbook to help embed key concepts in the long-term memory

Tutor2u: AQA GCSE Business Calculations book- a workbook to help embed key calculations in the long-term memory

AQA Business Knowledge organisers for each unit studied.

**Challenge:**

Text books: AQA A Level Business Year 1 (2019) John Wolinski and Gwen Coates, Hodder Education –Case studies to support challenge for units 1, and 3-6

AQA A Level Business Year 1 (2019) John Wolinski and Gwen Coates, Hodder Education –Case studies to support challenge for unit 2

Articles from the Economics and Business Education Association journal

Real life business articles, news broadcasts and podcasts.