

KS4 Business Studies – Curriculum overview

Curriculum Intent

Business Studies intends for student to understand how modern businesses work and what roles people have. Students will be able to identify what roles and responsibilities they can take on. In Business Studies students learn how entrepreneurs start businesses and how they grow these into a regional, national, and global (online) businesses.

Students start by concentrating on the key business concepts, issues and skills involved in starting and running a small business. This provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. From there they 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance, and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

How is Business Studies assessed at THA?

The exam board is Edexcel: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Students will sit two examination, each 1 ¾ hrs long and worth 50% of their final grade.

Theme 1 (Paper 1) - Investigating small business.

Theme 2 (Paper 2) - Building a Business.

- The papers are divided into three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks.

Cross Curricular Links

Business Studies links with Maths, English and Digital IT.

How this prepares students for their next stage of education/employment

Student can go on to study Business or Retail at college and go on to university or apprenticeships. They are equally well prepared for employment in the business and retail sector.

Enrichment Opportunities

Resources/Materials to Support Learning



- The papers will consist of calculations, multiple-choice, short-answer and extended-writing questions. Calculators may be used in the examination.
- Questions in Sections B and C will be based on business contexts given in the paper.

Revision Links:

<https://www.bbc.co.uk/bitesize/examspecs/z98snbk>

<https://senecalearning.com/en-GB/seneca-certified-resources/business-gcse-edexcel/>

<https://tutor2u.net>

The department will be organising visits from local small business holders and will plan visits to Theme Parks and Retail distribution centres, in 2023

Students complete a work booklet in lessons which becomes a revision resource. These are also accessible electronically.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Topic: Investigating small business					
	Students are introduced to business studies through the teaching of some basic knowledge, e.g., goods and services; primary, secondary, and tertiary sectors. The purpose of this is to lay a foundation for the GCSE course so that students have a knowledge and understanding of the purpose of business and the role of the government.					
	Key Knowledge: Theme 1.1 enterprise and entrepreneurship Students are introduced to the concept that the business environment is dynamic and that businesses must adapt to survive. This is developed further with the topic of risks and rewards in running a business	Key Knowledge: Theme 1.2 spotting a business opportunity Students build on prior knowledge by learning about customer needs, market research, segmentation, and the competitive environment.	Key Knowledge: Theme 1.3 putting a business idea into practice Students learn new business skills and build on their numeracy skills. Following the path of an entrepreneur, starting a business, this topic looks at the aims that an entrepreneur might set for their business and develops a knowledge and understanding of aspects of finance that a business owner would need to understand and use.	Key Knowledge: Theme 1.4 making a business effective Building on the idea that an entrepreneur would develop their business idea and conduct research into the current market, this topic looks at the decisions an entrepreneur would need to make to start their business. Students will learn about the various ownership options available. Students will also learn about the factors that affect a business's choice of location, how they decide on a marketing mix and what a business plan is and why it is important.	Key Knowledge: Theme 1.5 understanding external influences on a business Students will learn about recent changes and the impact of technology, legislation, and the economic climate, thus enabling them to understand more the influences on business activity and empowering them as consumers and future employees.	Key Knowledge: Theme 2.1 growing the business Previously students will have learnt about starting and running a small business. From now on the themes focus on larger businesses and the specialist areas that can arise from a business growing. In the first topic, students learn the various ways in which businesses can grow why some businesses operate as franchise or public limited companies rather than remaining private. In addition, students will study the reasons for and the impact of globalisation; important in a changing and more global economy.

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						Business ethics are also considered.
Key Skills:	Key Skills:	Key Skills:	Key Skills:	Key Skills:	Key Skills:	Key Skills:
Students do a case study on an individual entrepreneur when investigating why they started their business and their successes and failures.	Students apply earlier learning about risks, rewards, and the purpose of business to understand how and why businesses meet customer needs, why an entrepreneur needs to conduct market research and the impact of the competition.	Students develop analytical skills to explain the impact of changes in costs and revenue and justify whether an option is most appropriate for a business situation.	Students learn to critically justify a choice made as to which ownership is best.	Students will consider the impact that stakeholder groups and the external environment has on business activity.	Students will further develop and build on prior knowledge of business ownership, aims and sources of finance. Students will develop an understanding of why some businesses will be more ethical in their operations than others.	
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Formative assessment takes place by verbal questioning and peer to peer assessment/ Summative assessment takes place through business vocabulary testing and through online tests (Seneca)	Formative assessment takes place by verbal questioning and peer to peer assessment/ Summative assessment takes place through business vocabulary testing and through online tests (Seneca)	Formative assessment takes place by verbal questioning and peer to peer assessment/ Summative assessment takes place through business vocabulary testing and through online tests (Seneca)	Formative assessment takes place by verbal questioning and peer to peer assessment/ Summative assessment takes place through business vocabulary testing and through online tests (Seneca)	Formative assessment takes place by verbal questioning and peer to peer assessment/ Summative assessment takes place through business vocabulary testing and through online tests (Seneca)	Formative assessment takes place by verbal questioning and peer to peer assessment/ Summative assessment takes place though an end of year test about all of Topic 1 using real exam questions	Formative assessment takes place by verbal questioning and peer to peer assessment/ Summative assessment takes place through business vocabulary testing and through online tests (Seneca)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Real exam questions are answered at the end of the theme.	Real exam questions are answered at the end of the theme.	Real exam questions are answered at the end of the theme.	Real exam questions are answered at the end of the theme.		Real exam questions are answered at the end of the theme.
Year 11	Topic: Building a Business				Topic: Final examination	Topic: N/A
	In year 11 the focus is on the individual functions within a business, as well as revision of previous topic areas by developing synoptic links.					
	Key Knowledge: Theme 2.2 Making marketing decisions Students will study the four key areas related to marketing of a product: the product, the price, promotion, and distribution channels ('place'). Students will build on prior knowledge developed in year 10 to help them to understand these concepts, e.g.: customer needs, break even and market research.	Key Knowledge: Theme 2.3 Making operational decisions Prior knowledge about customer needs, costs and break-even will enable students to understand operational decisions. Students will learn about different production methods, inventory management, quality assurance and the sales process. As a consumer this topic will enable students to understand how and why goods are	Key Knowledge: Theme 2.4 Making financial decisions Students learn how financial considerations affect businesses and influences operational and marketing decisions.	Key Knowledge: Theme 2.5 Making human resource decisions This final theme may be the most relevant to students who intend to take up employment after the GCSE exams. In this topic are students will learn about how businesses are organised into structures, the communication methods used by businesses and different working methods. Students also learn about effective	Key Knowledge: Final revision > examination	Key Knowledge: N/A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		manufactured in the way they are and consequently the marketing decisions that arise from this.		recruitment, training and ways in which employees are motivated. This should enable them to understand better they financial and non-financial rewards offered as well as understanding how to apply for future employment.		
Key Skills:	Key Skills:	Key Skills:	Key Skills:	Key Skills:	Key Skills:	Key Skills:
Students apply their knowledge and analyse real-life examples deepen their understanding.	Students will justify marketing decisions	Students will use their numerical skills to calculate profitability ratios as well as interpreting a range of quantitative business data.	Students will be able to make informed and valid judgements about employment contracts.	Final revision > examination	N/A	
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Formative assessment takes place by verbal questioning and peer to peer assessment/ Summative assessment takes place through business vocabulary	Formative assessment takes place by verbal questioning and peer to peer assessment/ Summative assessment takes place through business vocabulary	Formative assessment takes place by verbal questioning and peer to peer assessment/ Summative assessment takes place through business vocabulary	Formative assessment takes place by verbal questioning and peer to peer assessment/ Summative assessment takes place through business vocabulary	Formative assessment takes place by verbal questioning and peer to peer assessment/ Summative assessment takes place through business vocabulary	EXAM BOARD EXAMINATION	N/A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	testing and through online tests (Seneca) Real exam questions are answered at the end of the theme.	testing and through online tests (Seneca) Real exam questions are answered at the end of the theme.	testing and through online tests (Seneca) Real exam questions are answered at the end of the theme.	testing and through online tests (Seneca) Real exam questions are answered at the end of the theme.		