

## GCSE Edexcel Business

### Curriculum Principles

#### **By the end of their all-through education, a student of Business at Dixons Kings will:**

- Know the key concepts of business, why people become entrepreneurs, the risks and rewards involved in starting up your own business. The importance of market research, the different types and methods as well as the advantages and disadvantages of the different types of data collected. Students will know how to calculate revenue, costs and profit, break-even, cash flow and interest for a business, the financial aims and objectives. Students will know the different types of business ownership, external influences and sources of finance suitable for both small and large businesses. Students will know the marketing, operational, financial and human resource decisions a business/entrepreneur has to make.
- Understand how to apply business knowledge to answer exam questions, understand key knowledge about the risks and rewards of starting up a new business as well as being able to apply the knowledge to real life examples and case studies. They will also understand how to analyse and interpret different types of business data and understand the benefits and drawbacks of the key concepts in business.

#### **In order to truly appreciate the subject and create deep schema, topics within Business have been intelligently sequenced with the following rationale:**

Lessons are planned in the order of the specification designed by the exam board; topic by topic. This is suitable as it starts from the basics of what is entrepreneur, how new ideas come about from theme 1 (topic 1.1 to 1.5) about starting up a small business and then theme 2 (topic 2.1 to 2.5), once a business has established and become larger how it grows. The SOW starts with introducing students to basic key concepts in Business and examples of different entrepreneurs. After topic 1.1, the basic keywords and focus on customers and competitors are linked across different points in other topics such as market research where a business finds out the customer demand and information on competitors. At the beginning, students use the term 'money' very loosely, this misconception always is addressed in lessons by correcting students and telling them all businesses do not want to make money and the term for money from sales is called 'revenue' and profit comes after when costs are deducted. Before students are introduced to higher mark questions and case studies, about half way through cycle 1 they are taught the difference between questions where business knowledge is applied and questions that have to be written in context. They will practice answering exam style short-answer questions in cycle 1 (up to 6 marks) through class activities, formatives and homework. Students are provided with model answers and sentence starters as building blocks to tackle the higher mark questions further on in the year. Lessons in Business help improve the development of students writing skills by introducing them to structure, introducing them to business concepts, real life examples of businesses and entrepreneurs and the aims of businesses in wider society. Skills and knowledge from other subjects such as Maths will transpire into the subject as they have to carry out calculations such as revenue and interpret data.

#### **The Business curriculum at Kings has been influenced by:**

- Factors that influence a start-up business and growing businesses such as capital, interest rates, inflation rates. Case studies of real life businesses that offer products/services that are distinct in the market linking to business knowledge in the GCSE Edexcel specification. These topics are also taught and are good foundations for further and higher education.

#### **Our Business curriculum ensures that social disadvantage is addressed through:**

In order to support socially disadvantaged such as PP students or students that have underperformed after a cycle assessment, there are differentiated tasks such as sentence starters, access to model answers and knowledge navigators to support disadvantaged students. Throughout lessons students are given live feedback from mini whiteboard activities and writing activities as well as targeted intervention planning and retrieval practice carried out in do nows. To close the gap and address the inequalities between students these targeted interventions are marked by the teacher or self-marked with against criteria. Mini quizzes take place within the lesson to check progress and homework is set that consolidated learning without overwhelming students. Students have the opportunity to buy a revision guide and workbook to support themselves at home and school. In the past, opportunities that Business has offered is going to a real life business learning about how a business grows and their day to day activities. Due to covid these sort of opportunities are paused, however moving forward there are opportunities for workshops to be carried out with organisations such as Young Enterprise and visits to other businesses.



**We fully believe Business can contribute to the personal development of students at Dixons Kings through:**

Introducing students to the role and life of an entrepreneur and how much time, money and risk is involved in setting up your own business. Students are learnt life skills such as working out revenue and costs, cash flow and understand how they need to manage costs in order to pay for certain things. Students will learn about motivation and how important it is in the workplace, how it affects their productivity and efficiency. What rewards motivate students and what documents are used when applying for a job such as application forms, cover letter, CV, job description and personal specification.

**Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.**

- Formative assessments- exam style practice question(s).
- Quizzes.
- Research keywords.
- Revise for knowledge navigator quiz.
- Students carry out similar tasks in their other subjects for both ks3 and ks4 such as Spanish and RE.

**Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers:**

Business ethics, ethical practices when conducting their day to day activities are touched upon such as the advantage of using organic ingredients, doing the right thing such as paying workers fairly, health and safety, consumer rights. Each topic from theme 2 indicates the different areas within a business where students may want to work in as a career choice in the future such as the marketing, operational, financial or human resource department. As mentioned earlier in this document, for enrichment in the past, opportunities that Business has offered is going to a real life business learning about how a business grows and their day to day activities. Due to covid these sort of opportunities are paused, however moving forward there are opportunities for workshops to be carried out with organisations such as Young Enterprise and visits to other businesses.

**Remote working in our subject supports students to access the full curriculum in the following ways:**

- Home learning (SharePoint)
- Revision guide and workbook
- Padlet

**Further Information can be found in:**

- Long term plans
- Schemes of work
- Knowledge Navigators
- Padlet
- CGP Revision guide and workbook