



# **Business**

## **Learning Journey**

**Intent • Implementation • Impact**

# Curriculum Intent

The world of business is extremely relevant to all pupils at Parkside. Our Business Learning Journey aims to develop and prepare pupils for when they will enter the world of work whether being employed or owning their own business.

The Chesterfield catchment area at Parkside serves high levels of deprivation, therefore Business is a crucial subject at Parkside, it is vital that pupils develop and enhance their employability skills and are equipped with the knowledge and skills in order for them to stand out in a competitive working environment.

The intent of the Business curriculum at Parkside is to provide an interesting, relevant and challenging curriculum which keeps up to date with the latest business developments and trends which is engaging for students. It is a curriculum that enables all pupils to meet their aspirations. The Business Learning Journey is a combination of practical, theoretical, individual and group learning in order to cater for a variety of learning styles. Our curriculum is committed to extending our pupils learning offering a range of extracurricular opportunities which include Enterprise challenges, working with our local businesses to provide a real world and local setting and business trips to Alton Towers and Cadburys World.

Business at Parkside enables pupils to develop a range of life skills including: creativity and innovation, communication, digital skills, financial, leadership, teamwork, problem-solving, self-management and resilience. These skills are transferable across many careers whilst instilling confidence in our pupils to excel in whatever career choice they progress into.

The Business curriculum at Parkside is enhanced with the integration of the international award winning programme: Inspiring Digital Enterprise (iDEA) Award. This Award enhances students digital, enterprise and employability skills which is fundamental throughout the Enterprise curriculum. The curriculum intent is for all students to end their Enterprise Learning Journey with the Bronze iDEA Award which will put them at a competitive advance over others.

We are committed to ensuring our pupils develop their passion and excitement for Enterprise and, by the end of their Business Curriculum Learning journey, are able to use the transferable skills to allow a smooth transition from an educational environment to a work environment, by providing an insight into how the business world works.

**V Wheeldon – Teacher of Business**

# Curriculum Implementation

All lessons across the Business Learning Journey are carefully planned and facilitated to engage all learners whilst embedding core skills and knowledge.

At Parkside we offer a two-year Business Learning Journey which is an option subject in KS4.

Learning is sequenced throughout years 10 and 11 to develop knowledge and understanding, becoming progressively challenging and ensuring that students can commit all knowledge to long term memory.

## **Responsive Sequencing and Interleaved curriculum implementation**

The sequence and structure of lessons has been carefully considered when creating our Learning Journey. Topics have been sequenced logically and recognised where necessary to allow learners to build on prior knowledge.

We understand that pupils are individuals and, at times, they build, retain and recall knowledge at different rates. As a result, we ensure contingency time is built into each topic to revisit and address common misconceptions and promote recall to determine if knowledge has been retained. Should an entire topic require further teaching, the entire scheme of learning will be restructured to accommodate this. It is, therefore, not in our pupils' interests to plan a scheme of learning and implementation timeline at the beginning of an academic year and not adjust it throughout the year to address misconceptions and/or promote recall.

Clear links have been made throughout the scheme of learning which highlight interleaving opportunities to revisit prior knowledge outside the unit currently being delivered. There are frequent retrieval opportunities in lessons to ensure knowledge and understanding of key topics are recapped to help embed understanding and ensure pupils achieve their best at key assessment points.

**The use of assessment to inform responsive Sequencing, Interleaving and Teaching of the curriculum.** Formative and Summative assessments underpin this decision-making process.

**Formative Assessments** are used in every lesson and through homework to promote recall and assess retention of knowledge. Questioning through discussion, online quizzes, Memory Platforms and written examination style questions are used throughout each scheme of learning.

**Summative Assessments** are deep assessments that take place at the end of each Learning Objective at Key Stage 4 and follow the format of the Key Stage 4 GCSE exam.

The mid-point and end-of-year summative assessments are written to assess the student outcomes and knowledge concepts delivered throughout the Learning Journey.

## **Disciplinary Literacy**

Literacy skills will continually be developed. We are evolving the curriculum to develop the knowledge of specialised vocabulary through Disciplinary Literacy. We have developed our approach using "Word Power" which sees essential vocabulary shared with pupils at the start of topics and referred to throughout Students Learning Portfolios and classroom resources see **Annex 1: Business vocab** Students will develop their oracy through paired work and discussions. Many opportunities are provided opportunities for Students to develop their reading skills.

Pupil written work is a combination of structured note-taking, completion of tasks to embed learning and as such will vary in length and exam practice. Students will be strongly encouraged to think in terms of the higher assessment objectives with their use of language.

Pupils are encouraged to think, speak, and subsequently write analytically using connectives.

Key terms: Entrepreneur, Risk and Reward, Aims, Objectives, Stakeholder, Organic Growth, External Growth, Private Limited Company (LTD), Public Limited Company (plc), Limited Liability, Unlimited Liability, Sole Trader, Partnership, Publicly Owned, Privately Owned. Marketing Research, Marketing Mix, Primary Research, Secondary Research, Human Resources, Recruitment, Motivation, Financial, Equality, Legal.

### **Numeracy**

Students will be able to apply their learning from both the prior curriculum and their life experiences which provided a basic introduction to certain elements of the qualification and begin to encode longer-term memories as they start to think in more depth about their experiences and focus towards the summative assessments.

Costs are an integral part of business and students will be encouraged to consider the costs of business activities in areas such as staffing, motivation, and production processes etc.

### **National Curriculum Mapping**

Lessons will follow the specification and requirements of the OCR GCSE in Business.

### **Sequence of lessons**

The lessons shall be taught in the same order as the specification. This therefore allows students to build upon their prior achievements and assessment objectives to attain at the desired levels.

**Please see Annex 1: Key Stage 4 Learning Journeys** Parkside pupils undertake when studying Business.

# Curriculum Impact

The impact of our Business Curriculum Learning Journey is defined through the accessibility pupils have to developing knowledge and the application of skills. This is determined through a number of measures:

☑ **Formative Reporting of Pupil Progress** are assessments that take place each lesson and include pupil questioning, discussion, online quizzes, the completion of examination style questions and the completion of homework.

☑ **Summative Reporting of Pupil Progress** take place throughout Key Stage 4, year 10 and 11 pupils will be assessed at the end of each Learning Objective through an exam style exam paper. Parents/Carers receive a report following each mid and end point assessment to understand their child's current depth of knowledge and the support they need to further develop this knowledge both inside and outside of school.

☑ **In-lesson learning, participation and belonging** is measured by continually monitoring pupil punctuality to lessons, rewards and sanctions, behaviour referrals, pupil voice and work-scrutiny. Our hope is that by continued positivity in these areas, our Business Curriculum Learning Journeys are accessible and will, therefore, positively impact knowledge growth and skill application.

☑ **KS4 GCSE Business Outcomes** demonstrate the overall impact of our pupils' Business Learning Journey. We are delighted to report that the progress of our pupils is well above the national average. In 2023\_2024 we made the decision to switch from the Cambridge Nationals Enterprise & Marketing course to OCR GCSE Business.

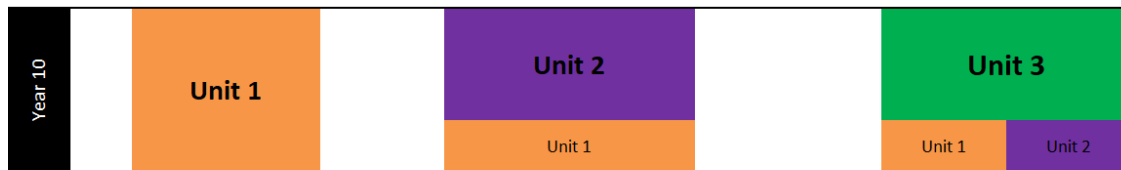
☑ **iDEA Award Impact** online tracking enables us to monitor the progress made by Parkside pupils, view the number of badges achieved and determine how close they are to achieving their Award.

☑ **Post-16 Progression** has demonstrated a year-on-year increase in the amount of pupils moving on to study Business or Business related courses at sixth form schools and colleges.

## Year 10-11 Scheme of work; interleaved approach

# OCR GCSE Business

- The course consists of two GCSE Exams at the end of Year 11.
- Paper 1 includes the assessment of Unit 1,2,3
- Paper 2 includes the assessment of Units 4,5,6, & 7



# OCR GCSE (9-1) Aims and Learning Outcomes

OCR's GCSE (9–1) in Business should enable learners to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

The key features of OCR's GCSE (9–1) in Business will enable learners to develop:

- an interest in business and entrepreneurial skills
- connections between theory and practice so that learners are able to apply their understanding of business to real organisations
- an informed approach that will help learners to evaluate choices and decisions about their own future working lives
- confidence in using both qualitative and quantitative data to make business decisions.

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> <li>• Business activity</li> <li>• Marketing</li> <li>• People</li> </ul>	<b>Business 1: business activity, marketing and people (01)</b> 80 Marks 1 Hour 30 Minutes paper	<b>50%</b> of total GCSE
<ul style="list-style-type: none"> <li>• Operations</li> <li>• Finance</li> <li>• Influences on business</li> <li>• The interdependent nature of business</li> </ul>	<b>Business 2: operations, finance and influences on business (02)*</b> 80 Marks 1 Hour 30 Minutes paper	<b>50%</b> of total GCSE

In all of the following, learners are required to apply their knowledge and understanding to a variety of different business contexts in a dynamic and competitive environment. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Learners must develop an understanding of how these contexts impact on business behaviour. Learners should be able to make decisions based on the analysis and evaluation of information provided. Learners should be able to recognise the use and limitations of qualitative and quantitative data in business decision making.

Knowledge and understanding Learners are required to apply their knowledge and understanding to business decision making. This includes:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative data in making business decisions.

Skills Learners are required to draw on their knowledge and understanding above to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem-solving and decision making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data, including its selection, interpretation, analysis and evaluation and the application of appropriate quantitative skills.



# Overview of Specification Content

## Business 1

This component introduces learners to business concepts and issues concerning the activities of a business. It explores the purpose and role of a business from first spotting an enterprising opportunity through to the growth of an established business.

There are three sections covering content – section 1: business activity, section 2: marketing and section 3: people. Content from these three sections will be assessed in component 01. Throughout this component learners will need to consider how different contexts affect business decisions.

### Unit 1. Business activity

This unit looks at how a business may start and then grow. Students need to understand the differing ways a business may start; how some businesses grow and some stay very much the same. Factors that influence growth such as business ownership, stakeholders, planning, risks involved and aims and objectives should be fully understood.

### Unit 2. Marketing

This unit explores the purpose of marketing within a business context. Students need to understand the marketing mix and how this reflects the increasing importance of social media and digital distribution. Students need to be aware of changes in the marketing mix due to these influences.

### Unit 3. People

This unit deals with the role of the human resources function. This includes references to skill gaps as a reason to recruit, skill shortages as a reason to train and vocational and academic qualifications and apprenticeships as ways to develop staff. This unit looks at how technology has changed the way many people work and communicate in business. This unit looks at the importance to business of different types of communication including digital communication such as email and social media. They should also consider how businesses change in response to developments in digital communication, including how it influences business activity.

Business 1: business activity, marketing and people (01)	
<b>1. Business activity</b>	1.1 The role of business enterprise and entrepreneurship 1.2 Business planning 1.3 Business ownership 1.4 Business aims and objectives 1.5 Stakeholders in business 1.6 Business growth
<b>2. Marketing</b>	2.1 The role of marketing 2.2 Market research 2.3 Market segmentation 2.4 The marketing mix
<b>3. People</b>	3.1 The role of human resources 3.2 Organisational structures and different ways of working 3.3 Communication in business 3.4 Recruitment and selection 3.5 Motivation and retention 3.6 Training and development 3.7 Employment law

## Business 2

This component takes a closer look at the role of operations and finance and introduces learners to external influences on business. It explores the importance of these influences and how businesses change in response to them.

Learners will use content from both component 01 and component 02 to make connections between different elements of the subject. There are four sections covering content – section 4: operations, section 5: finance, section 6: influences on business and section 7: the interdependent nature of business. Content from all these sections will be assessed in component 02.

Learners will also be required to draw on content from Business 1: business activity, marketing and human resources to answer synoptic questions in section B of the component 02 examination. Throughout this component learners will need to consider how different contexts affect business decisions.

### Unit 5. Finance

This unit deals with the role of the finance function and how it influences business activity. Students need to understand the links between finance and other functional areas within a business.

### Unit 6. Influences on business

This unit looks at the external influences on businesses and how businesses respond to these influences. Students need the knowledge of terms that are commonly used in economics such as economies of scale.

### Unit 7. The interdependent nature of business

This unit is not necessarily taught as a stand alone unit. This looks at the interdependent nature of business operations, finance, marketing and human resources within a business context and how these interdependencies underpin business decision-making.

Business 2: operations, finance and influences on business (02)	
4. Operations	4.1 Production processes 4.2 Quality of goods and services 4.3 The sales process and customer service 4.4 Consumer law 4.5 Business location 4.6 Working with suppliers
5. Finance	5.1 The role of the finance function 5.2 Sources of finance 5.3 Revenue, costs, profit and loss 5.4 Break-even 5.5 Cash and cash flow
6. Influences on business	6.1 Ethical and environmental considerations 6.2 The economic climate 6.3 Globalisation
7. The interdependent nature of business	

## Learning outcomes

Unit	Students should know and understand:
Unit 1	<ul style="list-style-type: none"> <li>• The purpose of business activity and enterprise</li> <li>• Characteristics of the entrepreneur</li> <li>• The concept of risk and reward</li> <li>• The purpose of planning business activity</li> <li>• The role, importance and usefulness of a business plan</li> <li>• The features of different types of business ownership</li> <li>• The concept of limited liability</li> <li>• The suitability of different types of ownership in different business contexts</li> <li>• The aims and objectives of a business</li> <li>• How and why business objectives might change as businesses evolve</li> <li>• Why different businesses have different objectives</li> <li>• The roles and objectives of internal and external stakeholder groups</li> <li>• The effect business activity has on stakeholders</li> <li>• The effect stakeholders have on business</li> <li>• Organic growth</li> <li>• External growth</li> </ul>
Unit 2	<ul style="list-style-type: none"> <li>• The purpose of marketing within a business</li> <li>• The purpose of market research</li> <li>• Primary research methods</li> <li>• Secondary research sources</li> <li>• How appropriate different methods and sources of market research are for different business purposes</li> <li>• The use and interpretation of qualitative and quantitative data in market research.</li> <li>• The use of segmentation to target customers</li> <li>• The four Ps of the marketing mix and their importance – Product – Product- stages of the product life cycle – Pricing methods – Promotion – point of sale – Promotion – advertising – Place – distribution of products and services</li> <li>• How the four Ps of the marketing mix work together</li> <li>• The use of the marketing mix to inform and implement business decisions</li> <li>• Interpretation of market data</li> </ul>

# Business Curriculum Learning Journey

<b>Unit 3</b>	<ul style="list-style-type: none"> <li>• The purpose of human resources in business</li> <li>• Different organisational structures</li> <li>• The terminology of organisation charts</li> <li>• Why businesses have different organisational structures</li> <li>• Ways of working</li> <li>• Ways of communicating in a business context</li> <li>• The importance of business communications</li> <li>• The influence of digital communication in business activity</li> <li>• Why businesses recruit</li> <li>• The use of different recruitment methods to meet different business needs</li> <li>• Methods of selection</li> <li>• Financial methods of motivation</li> <li>• Non-financial methods of motivation</li> <li>• The importance of employee motivation</li> <li>• The importance of employee retention</li> <li>• Different training methods</li> <li>• Why businesses train their workers</li> <li>• Staff development</li> <li>• The benefits to employees and businesses of staff development</li> <li>• The impact of current legislation on recruitment and employment</li> </ul>
<b>Unit 4</b>	<ul style="list-style-type: none"> <li>• Different production processes and their impact on businesses</li> <li>• The influence of technology on production and the impact on businesses</li> <li>• The concept of quality</li> <li>• The methods of ensuring quality</li> <li>• The importance of quality in both the production of goods and the provision of services</li> <li>• Methods of selling</li> <li>• The influence of e-commerce on business activity</li> <li>• The importance to a business of good customer service including after-sales service</li> <li>• The contribution of product knowledge and customer engagement to good customer service.</li> <li>• The impact of consumer law on business</li> <li>• Factors influencing business location</li> <li>• The role of procurement</li> <li>• The impact of logistical and supply decisions on businesses</li> </ul>

<b>Unit 5</b>	<ul style="list-style-type: none"> <li>• The purpose of the finance function</li> <li>• The influence of the finance function on business activity</li> <li>• The reasons businesses need finance</li> <li>• Ways of raising finance</li> <li>• How and why different sources of finance are suitable for new and established businesses</li> <li>• The concept of revenue, costs and profit and loss in business and their importance in business decision-making</li> <li>• The different costs in operating a business</li> <li>• Calculation of profit and loss</li> <li>• Calculation and interpretation of profitability ratios Calculation and interpretation of average rate of return</li> <li>• The concept of break even</li> <li>• Simple calculations of break-even quantity</li> <li>• The usefulness of break-even in business decision making</li> <li>• The importance of cash to a business</li> <li>• The difference between cash and profit</li> <li>• The usefulness of cash flow forecasting to a business</li> <li>• Completion of cash flow forecast</li> </ul>
<b>Unit 6</b>	<ul style="list-style-type: none"> <li>• Ethical considerations and their impact on businesses</li> <li>• Environmental considerations and their impact on businesses</li> <li>• The economic climate and its impact on businesses</li> <li>• The concept of globalisation</li> <li>• The impact of globalisation on businesses</li> </ul>

## Assessment

GCSE Business is a linear qualification with 100% external assessment. It consists of two examined components that are externally assessed. Each component carries an equal weighting of 50% of the GCSE (9–1) qualification. Each examination has a duration of 1 hour and 30 minutes.

There are three Assessment Objectives in Business. Students are expected to demonstrate their ability to:

	<b>Assessment Objective</b>
AO1	Demonstrate knowledge and understanding of business concepts and issues
AO2	Apply knowledge and understanding of business concepts and issues to a variety of contexts
AO3	Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions

Annex 1: Business vocab

# Business Vocab

## Tier 1

Everyday words you use  
in different settings & in  
general conversation



Advertising  
Bank  
Business  
Cost  
Council  
Debt  
Feedback  
Fixed  
Government  
Growth  
Interview

Introduction  
Knowledge  
Leaflet  
Limited  
Loan  
Loyalty  
Market  
Objectives  
Owner  
Place  
Plan

Product  
Price  
Promotion  
Questionnaire  
Radio  
Rent  
Responsible  
Sales  
Savings  
service  
Website

## Tier 2

Words you will use in  
multiple lessons in school,  
not just in business lessons



Analysis  
Boom  
Competition  
competitive  
Copyright  
Cycle  
Data  
Decline  
Disposable  
Economy  
Engagement  
Extension

External  
Factor  
Finance  
Income  
Insurance  
Interest  
Legal  
Marketing  
Primary  
Profit  
Publication  
Psychological

Rates  
Recession  
Research  
Rival  
Secondary  
Stakeholder  
Statistics  
Survey  
Tax  
Trademark  
Utilities  
Withdrawal

## Tier 3

These words maybe  
specific to your  
business lessons



Aftersales  
Breakeven  
Capital  
Components  
Crowdfunding  
Differentiation  
Entrepreneur  
Franchise  
Franchisee  
Franchisor  
Grant

Inflation  
Liability  
Lifecycle  
Logistics  
Maturity  
Monopoly  
Obsolete  
Operations  
Ownership  
Partnership  
Patent

Penetration  
Procurements  
Raw materials  
Revenue  
Royalties  
Saturation  
Segmentation  
Skimming  
Sole trader  
Variable

# Business Curriculum Learning Journey

