



# Holy Trinity School

A Church of England Secondary School



## Business, Economics, Travel & Tourism Curriculum Guide

## WHOLE SCHOOL CURRICULUM INTENT STATEMENT

### Curriculum Intent:

- As a Church of England School, we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.
- Whilst acknowledging the importance of academic success the curriculum will not bow down to the demands of governments for results, nor allow itself to become just an exam factory, rather serving the needs of our students.

### **We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:**

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.



- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g. Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work.

### **Whole School Curriculum Principles:**

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the 'big ideas' within each subject area.
- Knowledge is considered as a 'big idea' within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1 hour lessons plus assembly and Tutor time every day.



- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.

### **Whole School Learning Principles:**

- Progress at Holy Trinity is informed by 'Accelerated Learning' which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; "Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned".

### **Business, Economics and Travel Intent Statement:**

The study of Business, Economics, and Tourism aims to ensure that all students develop confidence in their knowledge and practical skills in order to prepare them for further study or to enter the world of work.

To achieve this the Business, Economics, and Tourism teachers have worked together to develop a curriculum that meets the needs of the learners entering Holy Trinity School by providing both academic and vocational pathways.

Students and parents know what will be studied at the start of each year by reference to the curriculum guides that are released. Lessons also start with a reference to the outcomes and success criteria to ensure that students know what they are studying and the intended end point. BTEC and A Level students are issued with a student handbook at the start of the first year which supports their learning throughout the course.

Students can begin to study the courses offered once they reach Key Stage 4. Students are offered advice and guidance during the Year 9 options process as to suitable pathways depending on learning style and interests.

Specific job skills, communication, initiative, organisation, problem solving, resilience, teamwork, basic IT, encouraging creativity, self-



reliance, innovation & invention are all encouraged through the design of the lessons.

As a department we aim to ensure that all students are successful, regardless of their starting point or socio-economic background we actively operate in lessons to target additional support to those that need it whilst fostering an atmosphere of trust and encouragement between the student and the teacher. After school intervention is also regularly available for those that need additional support.

As a department we review the progress of our students regularly and from this we are able to identify those areas of the curriculum where there are underlying weaknesses in relation to its delivery. These are then identified and turned into action points on our whole school development plan. They may relate to changes in the design of the curriculum and how this needs to be re-developed or may identify pedagogical deficits that need to be developed via CPD.

#### Curriculum Aim:

- **Foster a deep understanding** of business, economic systems, and the global tourism industry, enabling students to critically engage with the world around them.
- **Develop practical and transferable skills** such as financial literacy, strategic thinking, communication, teamwork, and problem-solving, which are essential for success in both academic and vocational pathways.
- **Encourage ethical awareness and social responsibility**, helping students to consider the impact of business and tourism on communities, the environment, and global development.
- **Provide clear progression routes** from Key Stage 4 to Key Stage 5 and beyond, with a curriculum that builds sequentially and coherently, preparing students for A-levels, BTECs, apprenticeships, and university study.
- **Celebrate creativity and innovation**, encouraging students to explore entrepreneurial ideas and develop confidence in their ability to lead, adapt, and make informed decisions.





### Curriculum Principles:

- **Ambition and Inclusivity:** We provide a curriculum that is academically rigorous and vocationally relevant, ensuring all students can access and succeed in Business, Economics, and Tourism.
- **Sequencing:** The curriculum is structured in a logical and progressive way, with knowledge and skills building cumulatively across Key Stages. This ensures students revisit and deepen their understanding over time.
- **Skills-Focused:** We value the disciplinary skills (e.g. analysis, evaluation, financial literacy, communication). These are explicitly taught and regularly revisited.
- **Real-World Relevance:** Our curriculum is rooted in real-world contexts, enabling students to apply their learning to current events and case studies. This enhances engagement and prepares students for life beyond school.
- **Ethical and Reflective Thinking:** Students are encouraged to consider the ethical dimensions of business and tourism, including sustainability, social responsibility, and the impact of globalisation. This supports the development of moral reasoning and empathy.
- **Literacy and Numeracy Development:** We embed opportunities to strengthen literacy (e.g. extended writing, key terminology, structured argument) and numeracy (e.g. interpreting data, calculating profit/loss, budgeting) across all key stages.
- **Career Pathways and Progression:** The curriculum makes explicit links to future careers and higher education opportunities. Students are supported to explore pathways in business, finance, marketing, tourism, and entrepreneurship.

### Key Stage 4:

- At Key Stage 4 there are 3 possible routes, GCSE Business Studies for those wishing to follow an academic route of studying the subject, BTEC Travel and Tourism for those interested in the tourism industry and BTEC WorkSkills for those students for whom additional support in understanding the world of work and developing personal confidence would be appropriate.
- The routes available at KS4 are designed to meet the diverse range of skills and talents of all learners whilst providing identifiable career paths and routes into further education.
- All courses are new to the curriculum in KS4 with students advised on the most appropriate courses through the options process.
- In the GCSE Business Studies course students study six units. The first exam paper looks at Business Activity, Marketing and People and the second looks at Operations, Finance and



Influences on Business. The exams are taken at the end of Year 11 with papers having an equal weighting.

- In the BTEC Travel and Tourism course students complete Pearson Set Assignment Component 1, Travel and Tourism Organisations and Destinations in the first 2 terms of Year 10. Students then complete the second Pearson Set Assignment, Component 2, Customer Needs in Travel and Tourism. The remainder of year 11 is spent in preparing for Component 3 exam at the end of year 11 on Influences of Global Travel and Tourism.
- In the BTEC WorkSkills course students spend the two years completing coursework units that aim to develop their awareness of the world of work, including reviewing their own skills and qualities and how they link to jobs as well as the application and interview process.

#### Key Stage 5:

- The A level Economics course covers Theme 1 & 3 (micro) is delivered followed by theme 2 & 4 (macro).
- The A Level Business course is delivered by two staff over two years. In Yr 12 learners explore the units, 'What is Business?', 'Managers, leadership and decision making', 'Decision making for improving Marketing Performance', 'Decision making for improving Financial Performance', 'Decision making for improving Operational performance', and 'Decision making for improving Human Resources'. In Yr 13, these Yr 12 units are built upon and lead into learners analysing the strategic position of a business, choosing a strategic direction, strategic methods and how to manage strategic change. This leads to three exam papers at the end of the course equally weighted.
- The BTEC National Business course is delivered by two staff over two years. In Yr 12, Unit 1 Exploring Business gives a general overview and is assessed internally by three assignments. Unit 2: Developing a Marketing Campaign is an externally assessed exam completed during Yr 12. In Yr 13, Unit 3: Personal & Business Finance is assessed externally in the form of an exam, whilst Unit 8: Recruitment and Selection Process is an internally assessed unit for learners.

#### Curriculum Overview for Year 10:

Year 10 – Business Studies GCSE



Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
OCR (J204)	<b>Business 1: business activity, marketing and people (01)</b>	Summer – Year 11	50%
	<b>Business 2: operations, finance and influences on business (02)</b>	Summer – Year 11	50%
Key topics	Course content	Assessment	
<b>Summer Yr9 /Autumn 1:</b>  <b>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	Preparation:  Case studies Research tasks Exam questions MCQ  Progress Test 1 (Summer Yr9)  Progress Test 2 End of half term.	
<b>Autumn 2:</b>  <b>Marketing</b>	2.1 The role of marketing 2.2 Market research 2.3 Market segmentation 2.4 The marketing mix	Preparation:  Case studies Research tasks	





		Exam questions MCQ
		Progress Test 3 End of term.
<b>Spring 1:</b>  <b>Finance</b>	5.1 The role of the finance function  5.3 Revenue, costs, profit and loss	Preparation:  Case studies Research tasks Exam questions MCQ  Progress Test 4 End of half term.
<b>Spring 2:</b>  <b>People</b>	3.1 The role of human resources 3.2 Organisational structures and different ways of working 3.3 Communication in business	Preparation:  Case studies Research tasks Exam questions MCQ  Progress Test 5 End of term.
<b>Summer 1:</b>  <b>People continued</b>	3.4 Recruitment and selection 3.5 Motivation and retention	Preparation:  Case studies



		Research tasks Exam questions MCQ  Progress Test 6 End of term.
<b>Summer 2:</b>  <b>People continued</b>   <b>Operations</b>	3.6 Training and development 3.7 Employment law  Exam preparation  4.1 Production processes	Preparation:   PPE June
Suggestions for independent study and home support: <ul style="list-style-type: none"> <li>• OCR GCSE Business (9-1) textbook ISBN: 978-1-4718-9926-2</li> <li>• CGP GCSE Business (9-1) Complete &amp; Practice Guide ISBN: 978-1-782946915</li> <li>• OCR website <a href="http://www.ocr.org.uk/qualifications/gcse/gcse-business-j204-from-2017/assessment/">http://www.ocr.org.uk/qualifications/gcse/gcse-business-j204-from-2017/assessment/</a></li> <li>• <a href="http://www.tutor2u.net/business">www.tutor2u.net/business</a></li> <li>• <a href="https://www.bbc.co.uk/news/business">https://www.bbc.co.uk/news/business</a> Keep up to date with current business stories</li> <li>• BBC Bitesize <a href="https://www.bbc.com/education/subjects/zpsvr82">https://www.bbc.com/education/subjects/zpsvr82</a></li> <li>• <a href="https://revisionworld.com/gcse-revision/business-studies">https://revisionworld.com/gcse-revision/business-studies</a></li> </ul>		
<b>KEY SKILLS</b>		
Literacy: <ul style="list-style-type: none"> <li>• Key terms</li> <li>• Reading</li> <li>• Researching</li> <li>• Understanding</li> </ul>	Numeracy: <ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Division</li> <li>• Multiplication</li> </ul>	Other: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Presentation</li> <li>• Team work</li> <li>• Independent skills</li> <li>• Research development</li> </ul>



<ul style="list-style-type: none"> <li>• Stating</li> <li>• Explaining</li> <li>• Analysing</li> <li>• Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Payslips</li> <li>• Revenue</li> <li>• Costs</li> <li>• Profit/Loss</li> <li>• Profit Margin Ratio</li> </ul>	<ul style="list-style-type: none"> <li>• Time management</li> </ul>
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Year 10 – Travel and Tourism BTEC			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson 603/7048/8  BTEC Tech Award in Travel and Tourism	Component 1: Travel and Tourism Organisations and Destinations	Completed during Year 10 and submitted May 2024	30%
	Component 2: Customer Needs in Travel and Tourism	Completed during Year 10 and 11 and submitted January 2025	30%
Key topics	Course content	Assessment	
Summer 2 Year 9 and Autumn 1: <b>Component 1:</b> Demonstrate an understanding of the UK Travel and Tourism industry	1. Accommodation Providers 2. Transport Operators 3. Visitor Attractions 4. Tour Operators 5. Travel Agents 6. Tourism Promotion 7. Ancillary Organisations	Preparation:	Pearson Set Assignment
Autumn 2:	1. Ownership of T&T organisations	Preparation:	



<p>The ownership and aims of travel and tourism organisations and how they work together</p> <p>The role of consumer technology in Travel and Tourism</p>	<ol style="list-style-type: none"> <li>2. Common aims of UK T&amp;T Organisations</li> <li>3. T&amp;T organisations working together</li> <li>4. Types of consumer technology used</li> <li>5. Reasons T&amp;T organisations used consumer technology</li> <li>6. Advantages and disadvantages for customers and organisations of consumer technology</li> </ol>	<p>Pearson Set Assignment</p>
<p><b>Spring 1:</b></p> <p>Explore popular visitor destinations</p>	<ol style="list-style-type: none"> <li>1. Visitor destinations</li> <li>2. Different types of T&amp;T activities</li> <li>3. Popularity of destinations with different visitor types</li> <li>4. Travel options to access tourist destinations</li> </ol>	<p>Preparation:</p> <p>Pearson Set Assignment</p>
<p><b>Spring 2:</b></p> <p>Completion of Pearson Set Assignment</p>	<p>Released in January, submitted by May</p>	<p>Pearson Set Assignment</p>
<p><b>Summer 1:</b></p> <p><b>Component 2:</b> Demonstrate an understanding of how organisations identify customer needs and Travel and Tourism trends</p>	<ol style="list-style-type: none"> <li>1. Types of market research</li> <li>2. How T&amp;T organisations may use market research to identify customer needs and preferences</li> <li>3. How T&amp;T organisations may use research to identify T&amp;T trends</li> </ol>	<p>Preparation:</p> <p>Pearson Set Assignment</p>



<p><b>Summer 2:</b></p> <p>Recognise how the needs and preferences of travel and tourism customers are met</p>	<ol style="list-style-type: none"> <li>1. Customer needs and preferences</li> <li>2. How T&amp;T organisations provide different products and services to meet customer needs and preferences</li> <li>3. Customer needs and different types of travel</li> </ol>	<p>Preparation:</p> <p>Pearson Set Assignment</p>
<p>Suggestions for independent study and home support:  Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) (2013) BTEC Level 2 First Travel and Tourism Student Book, Edexcel  BTEC First Travel Atlas, Columbus Travel Publishing</p> <p><b>Websites</b>  <a href="http://www.worldtravelguide.net/destinations">www.worldtravelguide.net/destinations</a>  <a href="http://www.lonelyplanet.com/destinations">www.lonelyplanet.com/destinations</a>  <a href="http://www.timeanddate.com/worldclock/converter.html">www.timeanddate.com/worldclock/converter.html</a>  <a href="http://www.gov.uk/foreign-travel-advice">www.gov.uk/foreign-travel-advice</a>  <a href="http://www.worldtravelguide.net/passport-visa">www.worldtravelguide.net/passport-visa</a>  <a href="http://www.flightmapping.com/maps">www.flightmapping.com/maps</a>  <a href="http://www.nationalrail.co.uk">www.nationalrail.co.uk</a>  <a href="http://www.skyscanner.net">www.skyscanner.net</a>  <a href="http://www.tui.co.uk">www.tui.co.uk</a>  <a href="http://www.travelweekly.co.uk">www.travelweekly.co.uk</a>  <a href="http://www.worldtravelguide.net">www.worldtravelguide.net</a></p>		
<p><b>KEY SKILLS</b></p>		
<p>Literacy:</p> <ul style="list-style-type: none"> <li>• Key terms</li> <li>• Reading</li> <li>• Researching</li> <li>• Understanding</li> <li>• Stating</li> <li>• Explaining</li> <li>• Analysing</li> <li>• Evaluating</li> </ul>	<p>Numeracy:</p> <ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Calculating time differences</li> <li>• Budgeting for itineraries</li> </ul>	<p>Other:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Presentation</li> <li>• Team work</li> <li>• Independent skills</li> <li>• Research development</li> <li>• Time management</li> </ul>



Year 10 – WorkSkills BTEC			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson 603/7360/2  BTEC Level 2 Extended Award in WorkSkills	1. Developing Work-related skills and behaviours	Assessment completed in Year 10	33%
	2. Developing job application skills	Assessment completed in Year 10	33%
	3. Developing interview skills	Assessment completed in Year 11	33%
Key topics	Course content	Assessment	
Summer 2 (Year 9) and Autumn 1: Unit 1: Developing Work-related skills and behaviours	<ul style="list-style-type: none"> <li>Understand skills and behaviours</li> <li>Appreciate different skills and behaviours needed in different job roles</li> </ul>	Unit 1 coursework	
Autumn 2: Unit 1: Developing Work-related skills and behaviours	<ul style="list-style-type: none"> <li>Know the possible positive impact(s) of having the required skills and behaviours</li> <li>Know the possible negative impact(s) of not having the required skills and behaviours</li> </ul>	Unit 1 coursework	





<b>Spring 1:</b> Unit 1: Developing Work- related skills and behaviours	<ul style="list-style-type: none"> <li>• Know where own strengths and areas for development lie</li> <li>• Compare own skills and behaviours with those required for an identified job role</li> </ul>	Unit 1 coursework
<b>Spring 2:</b> Unit 1: Developing Work- related skills and behaviours	<ul style="list-style-type: none"> <li>• Know who can support the development of own skills and behaviours</li> <li>• Know how the development of highlighted skills and behaviours can be measured</li> </ul>	Unit 1 coursework and assessment
<b>Summer 1:</b> Unit 2 Developing job application skills	<ul style="list-style-type: none"> <li>• Understand own skills and qualities</li> <li>• Understand where to source suitable job opportunities</li> </ul>	Unit 2 coursework
<b>Summer 2:</b> Unit 2 Developing job application skills	<ul style="list-style-type: none"> <li>• Identify key information needed for applications</li> </ul>	Unit 2 coursework
<p>Suggestions for independent study and home support</p> <p><a href="http://www.nationalcareersservice.direct.gov.uk">www.nationalcareersservice.direct.gov.uk</a> The National Careers Service website contains key support materials to develop application practice. This includes checklists, audits and links to further resources</p> <p><a href="http://www.prospects.ac.uk">www.prospects.ac.uk</a> Prospects offers a wealth of resources to job-seeking candidates on the development of employability skills. This includes sample application questions, video case studies and links to other types of application approaches. A free subscription service adds personalisation features</p> <p><a href="http://www.kent.ac.uk">www.kent.ac.uk</a> The University of Kent employability and careers service has an extensive resource of factsheets and activities that can support the development of interview practice</p> <p><a href="http://www.help4teens.co.uk">www.help4teens.co.uk</a> This site developed by County Durham Careers Service offers a range of advice for young people and has a very good section on CVs, offering templates and simple guides. Can be used as a resource for learners or a teaching tool</p>		



[www.moneyadviceservice.org.uk](http://www.moneyadviceservice.org.uk) Government website with tools, calculators and advice on budgeting and managing money  
[www.moneysavingexpert.com](http://www.moneysavingexpert.com) Independent website with sources of financial advice and forums for sharing moneysaving tips to manage personal budgets

#### KEY SKILLS

Literacy:	Numeracy:	Other:
<ul style="list-style-type: none"> <li>• Key terms</li> <li>• Reading</li> <li>• Researching</li> <li>• Understanding</li> <li>• Statin g</li> <li>• Explai ning</li> </ul>	<ul style="list-style-type: none"> <li>• Wages and salaries</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Presentation</li> <li>• Team work</li> <li>• Independent skills</li> <li>• Research development</li> <li>• Time management</li> </ul>

### Curriculum Overview for Year 11:

Year 11 – Business Studies GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
OCR (J204)	<b>Business 1: business activity, marketing and people (01)</b>	Summer – Year 11	50%
	<b>Business 2: operations,</b>	Summer – Year 11	50%



	<b>finance and influences on business (02</b>		
Key topics	Course content		Assessment
<b>Autumn 1:</b>  <b>Operations</b>	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	Preparation:  Case studies Research tasks Exam questions MCQ  Progress Test 7 End of half term.	
<b>Autumn 2:</b>  <b>Finance</b>   <b>Exam Technique prep.</b>	5.2 Sources of finance 5.4 Break-even 5.5 Cash and cash flow	Preparation:  Case studies Research tasks Exam questions MCQ  PPE December	
<b>Spring 1:</b>  <b>Influences on business</b>	6.1 Ethical and environmental considerations 6.2 The economic climate 6.3 Globalisation	Preparation:  Case studies Research tasks Exam questions MCQ Progress Test 8. End of half term.	
<b>Spring 2:</b>  <b>The interdepen</b>	7. The interdependent nature of business	Preparation:  Case studies Research tasks	



<b>dent nature of business</b>		Exam questions MCQ  Progress Test 9. End of term.
<b>Summer 1:</b>  Exam preparation/ revision		Preparation:  Case studies Research tasks Exam questions MCQ
<b>Summer 2:</b>		Preparation:  Exam leave
<p>Suggestions for independent study and home support:</p> <ul style="list-style-type: none"> <li>• OCR GCSE Business (9-1) textbook ISBN: 978-1-4718-9926-2</li> <li>• CGP GCSE Business (9-1) Complete &amp; Practice Guide ISBN: 978-1-782946915</li> <li>• OCR website <a href="http://www.ocr.org.uk/qualifications/gcse/gcse-business-j204-from-2017/assessment/">http://www.ocr.org.uk/qualifications/gcse/gcse-business-j204-from-2017/assessment/</a></li> <li>• <a href="http://www.tutor2u.net/business">www.tutor2u.net/business</a></li> <li>• <a href="https://www.bbc.co.uk/news/business">https://www.bbc.co.uk/news/business</a> Keep uptodate with current business stories</li> <li>• BBC Bitesize <a href="https://www.bbc.com/education/subjects/zpsvr82">https://www.bbc.com/education/subjects/zpsvr82</a></li> <li>• <a href="https://revisionworld.com/gcse-revision/business-studies">https://revisionworld.com/gcse-revision/business-studies</a></li> </ul>		
KEY SKILLS		
<p>Literacy:</p> <ul style="list-style-type: none"> <li>• Key terms</li> <li>• Reading</li> <li>• Researching</li> <li>• Understanding</li> <li>• Statin g</li> </ul>	<p>Numeracy:</p> <ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Division</li> <li>• Multiplication</li> <li>• Payslips</li> <li>• Revenue</li> </ul>	<p>Other:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Presentation</li> <li>• Team work</li> <li>• Independent skills</li> <li>• Research development</li> </ul> <p>Time management</p>



<ul style="list-style-type: none"> <li>• Explaining</li> <li>• Analysing</li> <li>• Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Costs</li> <li>• Profit/Loss</li> <li>• Profit Margin Ratio</li> <li>• Break even</li> <li>• Cashflow</li> </ul>	
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Year 11 – Travel and Tourism BTEC			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson 603/7048/8  BTEC Tech Award in Travel and Tourism	Component 2: Customer Needs in Travel and Tourism	Completed during Year 10 and 11 and submitted January 2025	30%
	Component 3: Influences on Global Travel and Tourism	May 2025	40%
Key topics	Course content	Assessment	
<b>Autumn 1:</b>  Recognise how the needs and preferences of travel and tourism customers are met	1. Travel Planning to meet customer needs and preferences	Preparation:  Pearson Set Assignment	



Pearson Set Assignment	Released October to be submitted in December	
<b>Autumn 2:</b> Pearson Set Assignment	Released October to be submitted in December	Pearson Set Assignment
<b>Spring 1:</b>  Factors that influence global travel and tourism	<ol style="list-style-type: none"> <li>1. Economic factors</li> <li>2. Political factors</li> <li>3. Natural factors</li> <li>4. Media factors</li> <li>5. Safety and security factors</li> <li>6. Health risk factors</li> <li>7. Response to factors</li> </ol>	Preparation:  External Exam
<b>Spring 2:</b>  Impact of Travel and Tourism and sustainability  Destination Management	<ol style="list-style-type: none"> <li>1. Possible impacts of tourism – sociocultural, economic &amp; environmental</li> <li>2. Sustainable tourism</li> <li>3. Managing sociocultural impacts</li> <li>4. Managing economic impacts</li> <li>5. Managing environmental impacts</li> </ol> <ol style="list-style-type: none"> <li>1. Tourism development</li> <li>2. The role of local and national governments in tourism development</li> <li>3. The importance of partnerships on destination management</li> </ol>	Preparation:  External Exam
<b>Summer 1:</b>  Revision		Preparation:  External Exam





	1. Revision and preparation of May exam	
Summer 2:		Preparation:  Exam leave
<p>Suggestions for independent study and home support:  Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) (2013) BTEC Level 2 First Travel and Tourism Student Book, Edexcel  BTEC First Travel Atlas, Columbus Travel Publishing</p> <p><b>Websites</b>  <a href="http://www.worldtravelguide.net/destinations">www.worldtravelguide.net/destinations</a>  <a href="http://www.lonelyplanet.com/destinations">www.lonelyplanet.com/destinations</a>  <a href="http://www.timeanddate.com/worldclock/converter.html">www.timeanddate.com/worldclock/converter.html</a>  <a href="http://www.gov.uk/foreign-travel-advice">www.gov.uk/foreign-travel-advice</a>  <a href="http://www.worldtravelguide.net/passport-visa">www.worldtravelguide.net/passport-visa</a>  <a href="http://www.flightmapping.com/maps">www.flightmapping.com/maps</a>  <a href="http://www.nationalrail.co.uk">www.nationalrail.co.uk</a>  <a href="http://www.skyscanner.net">www.skyscanner.net</a>  <a href="http://www.tui.co.uk">www.tui.co.uk</a>  <a href="http://www.travelweekly.co.uk">www.travelweekly.co.uk</a>  <a href="http://www.worldtravelguide.net">www.worldtravelguide.net</a></p>		
KEY SKILLS		
Literacy: <ul style="list-style-type: none"> <li>• Key terms</li> <li>• Reading</li> <li>• Researching</li> <li>• Understanding</li> <li>• Stating</li> <li>• Explaining</li> <li>• Analysing</li> <li>• Evaluating</li> </ul>	Numeracy: <ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Calculation</li> <li>• Timing</li> </ul>	Other: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Presentation</li> <li>• Team work</li> <li>• Independent skills</li> <li>• Research development</li> <li>• Time management</li> </ul>



	dif fe re nc es <ul style="list-style-type: none"> <li>Bu dg eti ng fo r iti ne ra rie s</li> </ul>	
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Year 11 – WorkSkills BTEC			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson 603/7360/2	Unit 4: Developing interview skills	Assessment completed in Year 11	33%
BTEC Level 2 Extended Award in WorkSkills	Catch up / support for GCSE revision		
Key topics	Course content	Assessment	
<b>Autumn 1:</b> Unit 4: Developing interview skills  Understand how to plan and prepare for interviews	1. Importance of interviews for the organisation and candidate 2. Different formats, styles and contents of interviews 3. Information needed prior to an interview	Unit 4 coursework	



<b>Autumn 2:</b>  Unit 4: Developing interview skills  Participate in an interview	1. How to action plan steps to take before, during and after an interview 2. Interview questions to answer 3. Interview questions to ask 4. Interview techniques	Unit 4 coursework
<b>Spring 1:</b> Unit 4: Developing interview skills	Assessment for Unit 4	Unit 4 assessment
<b>Spring 2:</b>	Time to revise for GCSE exams if all coursework units are complete. Catch up time for outstanding units if required.	
<b>Summer 1:</b>  Revision and catch up	Time to revise for GCSE exams if all coursework units are complete. Catch up time for outstanding units if required.	
<b>Summer 2:</b>		Exam leave
<p>Suggestions for independent study and home support:</p> <p><a href="http://www.direct.gov.uk/en/EducationAndLearning">www.direct.gov.uk/en/EducationAndLearning</a> Advice on further education and learning programmes</p> <p><a href="http://www.learndirect-advice.co.uk">www.learndirect-advice.co.uk</a> Advice, support and guidance on gaining jobs, apprenticeships and training</p> <p><a href="http://www.monster.co.uk">www.monster.co.uk</a> Job vacancy website</p> <p><a href="http://www.citizensadvice.org.uk">www.citizensadvice.org.uk</a></p> <p>Citizens Advice offers user-friendly guides to rights and responsibilities in a range of settings</p> <p><a href="http://www.gov.uk">www.gov.uk</a> The Department of Business Innovation and Skills has a section devoted to teaching employee rights and responsibilities</p> <p><a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a> Links to Bitesize with activities and quizzes on word processing at different ability level</p> <p><a href="http://www.businessballs.com">www.businessballs.com</a> Information about stages of personal change</p> <p><a href="http://www.eoslifework.co.uk">www.eoslifework.co.uk</a> Information about managing personal and organisational change</p>		



KEY SKILLS		
<b>Literacy:</b> <ul style="list-style-type: none"> <li>• Key terms</li> <li>• Reading</li> <li>• Researching</li> <li>• Understanding</li> <li>• Statin g</li> <li>• Explai ning</li> </ul>	<b>Numeracy:</b> <ul style="list-style-type: none"> <li>• Wage s and salarie s</li> </ul>	<b>Other:</b> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Presentation</li> <li>• Team work</li> <li>• Independent skills</li> <li>• Research development</li> <li>• Time management</li> </ul>

### Curriculum Overview for Year 12:

Year 12 –A Level Business			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA (7132)	<b>Paper 1:</b> Three compulsory sections: •• Section A has 15 multiple choice questions (MCQs) worth 15 marks. •• Section B has short answer questions worth 35 marks. •• Sections C and D have two essay questions	Summer – Year 13	33%



	(choice of one from two and one from two) worth 25 marks each.		
	<b>Paper 2:</b> Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.	Summer – Year 13	33%
	<b>Paper 3:</b> One compulsory case study followed by approximately six questions.	Summer – Year 13	33%
Key topics	Course content	Assessment	
Autumn 1:	<p>Teacher 1: <b>3.1 What is business?</b> 3.1.1 Understanding the nature and purpose of business 3.1.2 Understanding different business forms</p> <p>Teacher 2: <b>3.2 Managers, leadership and decision making</b> 3.2.1 Understanding management, leadership and decision making 3.2.2 Understanding management decision making</p>	<p>Preparation:</p> <p>Case studies Research tasks Exam questions MCQ</p> <p>Progress Test 1. End of half term.</p>	
Autumn 2:	<p>Teacher 1: <b>3.1 What is business?</b> 3.1.3 Understanding that businesses operate within an external environment</p> <p>Teacher 2: <b>3.2 Managers, leadership and decision making</b></p>	<p>Preparation:</p> <p>Case studies Research tasks Exam questions MCQ</p>	



	3.2.3 Understanding the role and importance of stakeholders	Progress Test 2. End of half term.
Spring 1:	<p>Teacher 1: <b>3.3 Decision making to improve marketing performance</b></p> <p>3.3.1 Setting marketing objectives</p> <p>3.3.2 Understanding markets and customers</p> <p>3.3.3 Making marketing decisions: segmentation, targeting, positioning</p> <p>Teacher 2: <b>3.5 Decision making to improve financial performance</b></p> <p>3.5.1 Setting financial objectives</p> <p>3.5.2 Analysing financial performance</p>	<p>Preparation:</p> <p>Case studies</p> <p>Research tasks</p> <p>Exam questions</p> <p>MCQ</p> <p>Progress Test 3. End of half term.</p>
Spring 2:	<p>Teacher 1: <b>3.3 Decision making to improve marketing performance</b></p> <p>3.3.4 Making marketing decisions: using the marketing mix</p> <p>Teacher 2: <b>3.5 Decision making to improve financial performance</b></p> <p>3.5.3 Making financial decisions: sources of finance</p> <p>3.5.4 Making financial decisions: improving cash flow and profits</p>	<p>Preparation:</p> <p>Case studies</p> <p>Research tasks</p> <p>Exam questions</p> <p>MCQ</p> <p>Progress Test 4. End of term.</p>
Summer 1:	Teacher 1: <b>3.4 Decision making to improve operational performance</b>	<p>Preparation:</p> <p>Case studies</p>





	<p>3.4.1 Setting operational objectives 3.4.2 Analysing operational performance 3.4.3 Making operational decisions to improve performance: increasing efficiency and productivity</p> <p>Teacher 2: <b>3.6 Decision making to improve human resource performance</b> 3.6.1 Setting human resource objectives 3.6.2 Analysing human resource performance <b>3.6.3 Making human resource decisions: improving organisational design and managing the human resource flow</b></p>	<p>Research tasks Exam questions MCQ</p> <p>Progress Test 5. End of term.</p>
Summer 2:	<p>Teacher 1: <b>3.4 Decision making to improve operational performance</b> 3.4.4 Making operational decisions to improve performance: improving quality</p> <p>Teacher 2: <b>3.6 Decision making to improve human resource</b> 3.6.4 Making human resource decisions: improving motivation and engagement 3.6.5 Making human resource decisions: improving employer-employee relations</p>	<p>Preparation:</p> <p>Exam technique Past papers Visit to Tutor2U Revision Day?</p> <p>PPE</p>
<p>Suggestions for independent study and home support:</p> <ul style="list-style-type: none"> <li>• AQA A'level Year 1 Business ISBN 978 1-471-83609-1</li> <li>• CPG A-Level Business: AQA Year 1 &amp; 2 Complete Revision &amp; Practice ISBN-13: 978-1782943518</li> <li>• Essential Maths Skills for AS/A level Business ISBN-13: 978-1471863479</li> <li>• AQA website <a href="https://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/business-7131-7132">https://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/business-7131-7132</a></li> </ul>		



- [www.tutor2u.net/business](http://www.tutor2u.net/business) Lots of useful resources, notes and business updates
- <https://www.bbc.co.uk/news/business> Keep up to date with current business stories
- <https://www.s-cool.co.uk/a-level/business-studies>
- Business Review Magazine – stocked in our school library to read. <https://www.hoddereducation.co.uk/businessreview>

## KEY SKILLS

Literacy:	Numeracy:	Other:
<ul style="list-style-type: none"> <li>• Key terms</li> <li>• Reading</li> <li>• Researching</li> <li>• Understanding</li> <li>• Stating</li> <li>• Explaining</li> <li>• Analysing</li> <li>• Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Division</li> <li>• Multiplication</li> <li>• Revenue</li> <li>• Costs</li> <li>• Profit/Loss</li> <li>• Gross &amp; Operating Profit Margin Ratio</li> <li>• Breakeven</li> <li>• Contribution</li> <li>• Cashflow</li> <li>• Percentage Change</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Presentation</li> <li>• Team work</li> <li>• Independent skills</li> <li>• Research development</li> <li>• Time management</li> </ul>

## Year 12 – Economics GCE

Exam Board & course	Unit	Date of Exam	% of Total Exam
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title/code			
Pearson Edexcel Economics A (9EC0)	Paper 1: Markets & Business Behaviour	Summer – Yr 13	35%
	Paper 2: The National & Global Economy	Summer – Yr 13	35%
	Paper 3: Microeconomics/ Macroeconomics	Summer – Yr 13	30%
Key topics	Course content		Assessment
<b>Autumn 1:</b>  The nature of Economics  How markets work	Students will be taught about: Economics as a social science; Positive and normative economic statements; The economic problem; Production possibility frontiers; Specialisation and the division of labour; Free market economies, mixed economy and command economy. Rational decision making; Demand; Price, income and cross elasticities of demand; Supply; Elasticity of supply; Price Determination; Price mechanism; Consumer & producer surplus; Indirect taxes and subsidies; Alternative views of consumer behaviour.		Multiple choice and short answer questions for each topic area.  Questions based on written articles.
<b>Autumn 2:</b>  Market failure Government intervention	Students will be taught about: Types of market failure; Externalities; Public goods; Information gaps. Government intervention in markets; Government failure.		Essay based assessment e.g. essays on flood defences & housing. Theme 1 internal exam.



<p><b>Spring 1:</b></p> <p>Measures of economic performance</p> <p>Aggregate demand &amp; supply</p>	<p>Students will be taught about:</p> <p>Economic growth; Inflation; Unemployment / Employment; Balance of Payments</p> <p>The characteristics of AD; Consumption; Investment; Government expenditure; Net trade (X-M)</p> <p>The characteristics of AS; Short Run AS; Long Run AS.</p>	<p>Multiple choice and short answer questions for each topic area.</p> <p>Questions based on written articles.</p>
<p><b>Spring 2:</b></p> <p>National income</p> <p>Economic growth</p> <p>Macroeconomic objectives &amp; policies</p>	<p>Students will be taught about:</p> <p>National income; Injections &amp; withdrawals; Equilibrium levels of real national output; The multiplier</p> <p>Causes of growth; Output gaps; The trade cycle; The impact of economic growth</p> <p>Demand side policies, supply side policies and conflicts and trade-offs between objectives and policies.</p>	<p>Essay based assessment e.g. essays on productivity, fiscal policy and monetary policy and the conflict between objectives. Theme 2 internal exam.</p>
<p><b>Summer 1:</b></p> <p>Business growth</p> <p>Revenue, costs and profit</p> <p>Market structures</p>	<p>Students will be taught:</p> <p>Sizes and Types of firms; Business Growth; Demergers &amp; business objectives.</p> <p>Revenue; Costs; Economies &amp; diseconomies of scale; Normal profits, supernormal profits &amp; losses Efficiency;</p> <p>Perfect Competition; Monopolistic competition; Oligopoly; Monopoly; Monopsony; Contestability.</p>	<p>Multiple choice and short answer questions for each topic area.</p> <p>Independent project studying the coffee shop market.</p>
<p><b>Summer 2:</b></p> <p>Labour markets</p> <p>Government intervention</p>	<p>Students will be taught: Demand for Labour; Supply of Labour; Wage determination in competitive &amp; non-competitive markets</p> <p>Government control of monopolies and mergers. The</p>	<p>Essay based assessment e.g. essays on monopoly, efficiency and</p>



The impact of government intervention	impact of government intervention on price, profit, efficiency, quality, choice. Limits to government intervention.	contestability. End of year 12 exams based on themes 1 & 2.
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**Suggestions for independent study and home support:**

- [www.tutor2u.com](http://www.tutor2u.com)
- [www.economicsonline.co.uk/](http://www.economicsonline.co.uk/)
- [www.physicsandmathstutor.com](http://www.physicsandmathstutor.com)
- <http://www.bankofengland.co.uk>

**KEY SKILLS**

<b>Literacy:</b>	<b>Numeracy:</b>	<b>Other:</b>
Some of the key terms in year 12: Positive & normative statements, Specialisation, division of labour, Elasticity, Externalities, Public goods, Government Failure, Demergers, Normal profits, Efficiency, Perfect & monopolistic Competition, Oligopoly, Monopsony, Contestability, Economic growth, Inflation, Consumption, Investment, Short Run, National income.	Calculation of percentage change for elasticity calculations.  Calculation of area to work out profit or consumer surplus.  Plotting of a range of line graphs.	Communication skills (both verbal and in writing)  Team work  Independent skills for primary and secondary research  Time management









Planning and developing a marketing campaign		
<b>Spring 2:</b> <u>Exploring Business</u> Investigate the role and contribution of innovation and enterprise to business success  <u>Developing a Marketing Campaign</u> Planning and developing a marketing campaign	<ol style="list-style-type: none"> <li>1. Role of innovation and enterprise</li> <li>2. Benefits and risks associated with innovation</li> <li>3. The marketing campaign</li> <li>4. Appropriateness of marketing campaign</li> </ol>	Preparation:  Unit 1 Assignment C coursework  Assessment of 2C Unit 2 PPE
<b>Summer 1:</b> <u>Developing a Marketing Campaign</u>  <u>Personal and Business Finance</u> Understand the importance of managing personal finance	Revision and exam preparation  <ol style="list-style-type: none"> <li>1. Functions and role of money</li> <li>2. Different ways to pay</li> <li>3. Current accounts</li> <li>4. Managing personal finance</li> </ol>	Preparation: External Exam  Assessment of 3A
<b>Summer 2:</b> <u>Personal and Business Finance</u> Explore the personal finance sector	<ol style="list-style-type: none"> <li>1. Features of financial institutions</li> <li>2. Communicating with customers</li> <li>3. Consumer protection in relation to personal finance</li> <li>4. Information guidance and advice</li> </ol>	Assessment of 3B
Suggestions for independent study and home support: <a href="https://www.bbc.co.uk/news/business">https://www.bbc.co.uk/news/business</a>		



[https://blog.feedspot.com/uk\\_business\\_blogs/](https://blog.feedspot.com/uk_business_blogs/)

Various Company websites such as BT, Tesco's, Sainsbury's, Virgin, Nestle's, etc

<https://www.ons.gov.uk/> Statistics including UK business start-ups etc.

[www.bized.co.uk](http://www.bized.co.uk)

[www.businesscasestudies.co.uk](http://www.businesscasestudies.co.uk)

[www.gov.uk](http://www.gov.uk)

[www.mindtools.com/CommunicationSkill/WritingSkills.htm](http://www.mindtools.com/CommunicationSkill/WritingSkills.htm)

[www.tutor2U.com](http://www.tutor2U.com)

[www.economist.com](http://www.economist.com)

[www.bbc.co.uk/news/business/economy](http://www.bbc.co.uk/news/business/economy)

Books

Pearson BTEC National BUSINESS Student Book 1

Business textbooks in the library

## KEY SKILLS

Literacy:

- Key terms
- Reading
- Researching
- Understanding
- Stating
- Explaining
- Analysing
- Evaluating

Numeracy:

- Share prices, share game
- Looking at trends in markets
- Market research – qualitative & quantitative data
- Pricing strategies
- Gantt chart

Other:

- Communication
- Presentation
- Team work
- Independent skills
- Research development
- Time management

Year 13 –A Level Business			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA (7132)	<b>Paper 1:</b> Three compulsory sections: •• Section A has 15 multiple choice questions (MCQs) worth 15 marks. •• Section B has short answer questions worth 35 marks. •• Sections C and D have two essay questions (choice of one from two and one from two) worth 25 marks each.	Summer – Year 13	33%
	<b>Paper 2:</b> Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.	Summer – Year 13	33%
	<b>Paper 3:</b> One compulsory case study followed by approximately six questions.	Summer – Year 13	33%



Key topics	Course content	Assessment
Autumn 1:	<p>Teacher 1: <b>3.7 Analysing the strategic position of a business</b>  3.7.1 Mission, corporate objectives and strategy  3.7.3 Analysing the existing internal position of a business to assess strengths and weaknesses: overall performance</p> <p>Teacher 2: <b>3.7 Analysing the strategic position of a business</b>  3.7.2 Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis  3.7.4 Analysing the external environment to assess opportunities and threats: political and legal change.</p>	<p>Preparation:</p> <p>Case studies  Research tasks  Exam questions  MCQ</p> <p>Progress  Test 6. End of half term.</p>
Autumn 2:	<p>Teacher 1: <b>3.7 Analysing the strategic position of a business</b>  3.7.5 Analysing the external environment to assess opportunities and threats: economic change  3.7.7 Analysing the external environment to assess opportunities and threats: the competitive environment</p> <p>Teacher 2: <b>3.7 Analysing the strategic position of a business</b>  3.7.6 Analysing the external environment to assess opportunities and threats: social and technological  3.7.8 Analysing strategic options: investment appraisal</p>	<p>Preparation:</p> <p>Case studies  Research tasks  Exam questions  MCQ</p> <p>Progress  Test 7. End of half term.</p>
Spring 1:	<p>Teacher 1: <b>3.8 Choosing strategic direction</b></p>	<p>Preparation:</p> <p>Case studies</p>



	<p>3.8.1 Strategic direction: choosing which markets to compete in and what products to offer</p> <p>3.8.2 Strategic positioning: choosing how to compete</p> <p>Teacher 2: <b>3.9 Strategic methods: how to pursue strategies</b></p> <p>3.9.1 Assessing a change in scale</p> <p>3.9.2 Assessing innovation</p> <p>3.9.3 Assessing internationalisation</p>	<p>Research tasks</p> <p>Exam questions</p> <p>MCQ</p> <p>PPE January</p>
Spring 2:	<p>Teacher 1: <b>3.10 Managing strategic change</b></p> <p>3.10.1 Managing change</p> <p>3.10.2 Managing organisational culture</p> <p>Teacher 2: <b>3.9 Strategic methods: how to pursue strategies</b></p> <p>3.9.4 Assessing greater use of digital technology</p>	<p>Preparation:</p> <p>Case studies</p> <p>Research tasks</p> <p>Exam questions</p> <p>MCQ</p> <p>Progress Test 8. End of term.</p>
Summer 1:	<p>Teacher 1: <b>Exam Technique/Revision</b></p> <p>Teacher 2: <b>3.10 Managing strategic change</b></p> <p>3.10.3 Managing strategic implementation</p> <p>3.10.4 Problems with strategy and why strategies fail</p> <p>Exam technique/ Revision</p>	<p>Preparation:</p> <p>Case studies</p> <p>Research tasks</p> <p>Exam questions</p> <p>MCQ</p> <p>Progress Test 9. End of term.</p>
Summer 2:		<p>Public Exams</p> <p>Study Leave</p>
<p>Suggestions for independent study and home support:</p> <ul style="list-style-type: none"> <li>AQA A'level Year 2 Business ISBN 978 1-471-83578-0</li> </ul>		



- CPG A-Level Business: AQA Year 1 & 2 Complete Revision & Practice ISBN-13: 978-1782943518
- Essential Maths Skills for AS/A level Business ISBN-13: 978-1471863479
- AQA website <https://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/business-7131-7132>
- [www.tutor2u.net/business](http://www.tutor2u.net/business) Lots of useful resources, notes and business updates
- <https://www.bbc.co.uk/news/business> Keep up to date with current business stories
- <https://www.s-cool.co.uk/a-level/business-studies>
- Business Review Magazine – stocked in our school library to read. <https://www.hoddereducation.co.uk/businessreview>

## KEY SKILLS

Literacy:	Numeracy:	Other:
<ul style="list-style-type: none"> <li>• Key terms</li> <li>• Reading</li> <li>• Researching</li> <li>• Understanding</li> <li>• Stating</li> <li>• Explaining</li> <li>• Analysing</li> <li>• Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Division</li> <li>• Multiplication</li> <li>• Revenue</li> <li>• Costs</li> <li>• Profit/Loss</li> <li>• Income Statements/Balance Sheets</li> <li>• Ratios</li> <li>• Break even</li> <li>• Contribution</li> <li>• Cashflow</li> <li>• Percentage</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Presentation</li> <li>• Team work</li> <li>• Independent skills</li> <li>• Research development</li> <li>• Time management</li> </ul>



	Change <ul style="list-style-type: none"> <li>• Network Analysis</li> <li>• Decision Trees</li> </ul>	
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Year 13 – Economics GCE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson Edexcel Economics A (9EC0)	Paper 1: Markets & Business Behaviour	Summer – Yr 13	35%
	Paper 2: The National & Global Economy	Summer – Yr 13	35%
	Paper 3: Microeconomics/ Macroeconomics	Summer – Yr 13	35%
Key topics	Course content	Assessment	
<b>Autumn 1:</b>  International economics	Students will be taught about: <ul style="list-style-type: none"> <li>• Globalisation;</li> <li>• Specialisation &amp; trade;</li> <li>• Patterns of trade;</li> <li>• Terms of trade;</li> <li>• Restrictions on free trade.</li> <li>• Trading blocs &amp; the World Trade Organisation</li> </ul>	Essay based assessment e.g. essays on globalisation, protectionism, benefits of trading blocs.	
<b>Autumn 2:</b>  International economics	Students will be taught about: <ul style="list-style-type: none"> <li>• Balance of payments;</li> <li>• Exchange rates;</li> </ul>	Essay based assessment e.g. essays on the	





Poverty & inequality	<ul style="list-style-type: none"> <li>• International competitiveness.</li> <li>• Absolute &amp; relative poverty;</li> <li>• Inequality.</li> </ul>	relationship between the balance of payments and the exchange rate, competitiveness and inequality.
<b>Spring 1:</b>  Emerging and developing economies.  The financial sector	Students will be taught about: <ul style="list-style-type: none"> <li>• Measures of development;</li> <li>• Factors influencing growth &amp; development;</li> <li>• Strategies influencing growth &amp; development</li> <li>• Role of financial markets;</li> <li>• Role of central banks</li> </ul>	PPE exams covering themes 1, 2 and 3. Data response and essay based questions on each topic area.
<b>Spring 2:</b>  The role of the state in the macroeconomy	Students will be taught about: <ul style="list-style-type: none"> <li>• Public expenditure;</li> <li>• Taxation;</li> <li>• Public sector finances;</li> <li>• Macroeconomic policies in a global context.</li> </ul>	Essay and data response style questions on each topic area.
<b>Summer 1:</b>  Analysis of issues from both a micro and macro economic perspective.  Revision of entire course.	Students will be taught about: How to analyse an issue from a micro and macro perspective.  A review of the main topics along with exam question practice will also take place.	PPE exam – themes 2 & 4 Paper 3 exam questions requiring a micro and macro approach.
<b>Summer 2:</b>  External Exams		



<p>Suggestions for independent study and home support:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.tutor2u.com">www.tutor2u.com</a></li> <li>• <a href="http://www.economicsonline.co.uk/">www.economicsonline.co.uk/</a></li> <li>• <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a></li> <li>• <a href="http://www.bankofengland.co.uk">http://www.bankofengland.co.uk</a></li> </ul>		
KEY SKILLS		
<p><b>Literacy:</b></p> <p>Some of the key terms in year 13: Comparative advantage, protectionism; competitiveness; Terms of trade; globalisation; quantitative easing, moral hazard, market bubbles, market rigging, absolute poverty, primary product; aid; foreign currency gap; capital flight; debt; buffer stock; fair trade; microfinance.</p>	<p><b>Numeracy:</b></p> <p>Ratio questions for comparative advantage</p> <p>Interpretation of data</p> <p>Plotting graphs</p>	<p><b>Other:</b></p> <p>Communication skills (both verbal and in writing)</p> <p>Team work</p> <p>Independent skills for primary and secondary research</p> <p>Time management</p>



Year 13 – BTEC Business			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson UDT38 Extended Certificate	3. Personal and Business Finance	January 2022	33%
	8. Recruitment and Selection Process	Assessed during Year 13	16%
Key topics	Course content	Assessment	
<b>Autumn 1:</b> <u>Personal and Business Finance</u> Understand the purpose of accounting Select and evaluate different sources of business finance	1. Purpose of accounting 2. Types of income 3. Types of expenditure  1. Sources of finance	Preparation:   Assessment of 2C and 2D	
<b>Autumn 2:</b> <u>Personal and Business Finance</u> Break-even and cash flow forecasts Complete statements of comprehensi ve income and financial position and evaluate a business's performance	1. Cash flow forecasts 2. Break-even analysis  1. Statement of comprehensive income 2. Statement of financial position 3. Measuring profitability 4. Measuring liquidity 5. Measuring efficiency 6. Limitations of ratios	Preparation:  Assessment of 2E  Assessment of 2F PPE	
<b>Spring 1:</b>		Preparation:	



<u>Personal and Business Finance</u>  <u>Recruitment and Selection Process</u> Examine how effective recruitment and selection contribute to business success	Exam preparation  <ol style="list-style-type: none"> <li>1. Recruitment of staff</li> <li>2. Recruitment and selection process</li> <li>3. Ethical and legal considerations in the recruitment process</li> </ol>	Unit 3 exam 12 <sup>th</sup> January  Unit 8A coursework
<b>Spring 2:</b> <u>Recruitment and Selection Process</u> Undertake a recruitment activity to demonstrate the processes leading to a successful job offer	<ol style="list-style-type: none"> <li>1. Job applications</li> <li>2. Interviews and skills</li> </ol>	Preparation: Unit 8B coursework
<b>Summer 1:</b> <u>Recruitment and Selection Process</u> Reflect on the recruitment and selection process and your individual performance	<ol style="list-style-type: none"> <li>1. Review and evaluation</li> <li>2. SWOT analysis and action plan</li> </ol>	Preparation: Unit 8C coursework
<b>Summer 2:</b>		Exam leave
Suggestions for independent study and home support:  <a href="https://www.bbc.co.uk/news/business">https://www.bbc.co.uk/news/business</a> <a href="https://blog.feedspot.com/uk_business_blogs/">https://blog.feedspot.com/uk_business_blogs/</a> <a href="http://www.bized.co.uk">www.bized.co.uk</a> <a href="http://www.businesscasestudies.co.uk">www.businesscasestudies.co.uk</a> <a href="http://www.gov.uk">www.gov.uk</a>		



[www.mindtools.com/CommSkill/WritingSkills.htm](http://www.mindtools.com/CommSkill/WritingSkills.htm)  
[www.tutor2U.com](http://www.tutor2U.com)  
[www.economist.com](http://www.economist.com)  
[www.bbc.co.uk/news/business/economy](http://www.bbc.co.uk/news/business/economy)  
[www.cipd.co.uk/NR/rdonlyres/01F95685-76C9-4C96-B291-3D5CD4DE1BE5/0/9781843982579\\_sc.pdf](http://www.cipd.co.uk/NR/rdonlyres/01F95685-76C9-4C96-B291-3D5CD4DE1BE5/0/9781843982579_sc.pdf)  
<http://hr.ucr.edu/recruitment/guidelines/process.html>

### Books

Pearson BTEC National BUSINESS Student Book 1  
 Business textbooks in the library

## KEY SKILLS

### Literacy:

- Key terms
- Reading
- Researching
- Understanding
- Stating
- Explaining
- Analysing
- Evaluating

### Numeracy:

- Managing personal finance
- Types of income
- Types of Expenditure
- Sources of Business Finance
- Break-even
- Cash flow forecasts
- Ratio Analysis

### Other:

- Communication
- Presentation
- Team work
- Independent skills
- Research development
- Time management





