



The Holy Trinity Church of England Secondary School



Business Studies and 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 to, 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.

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. Ensure effective transitions at all key stages; from Year 6 to Year 7, Year 9 to Year 10 and Year 11 to Year 12.

- Meet statutory National Curriculum expectations.

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”.

Subject Intent Statement:

Business Studies and Tourism

The study of Business 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 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:

- The overall curriculum aim of the Business and Tourism team is to deliver a curriculum that allows students to develop knowledge and skills of the world of business and the ability to successfully apply these to their studies.
- In addition, we want learners to enjoy their learning, which should allow them to progress and reach their potential.

Curriculum Principles:

- The curriculum is designed to meet the requirements of the national curriculum for Business Studies, Enterprise, Travel and Tourism and WorkSkills.
- Each of the aspects of Business Ownership, People in Business, Marketing, Promotion, Finance, World Factors, Destinations, Customer Service, Work Application will be covered.

Key Stage 4:

- At Key Stage 4 there are 4 possible routes, GCSE Business Studies for those wishing to follow an academic route of studying the subject, BTEC Enterprise for those wanting a more vocational, work-based approach to learning about Business, 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 Enterprise course students complete an internally assessed coursework unit Exploring Enterprise in the first 2 terms of year 10 and then split the remaining time to prepare for the Promotion and Finance exam in the February of Year 11 and the final coursework unit, Planning and Pitching a Micro Activity to be completed by the end of the course.
- In the BTEC Travel and Tourism course students spend the first year completing a coursework unit on UK destinations and preparing for the exam unit on the Travel and Tourism Sector in preparation for sitting the exam in the May of Year 10. In the remaining time students study a unit of work on Factors Affecting a Worldwide travel and finish the course with a synoptic unit on Customer Service.
- In the BTEC WorkSkills course students spend the two years completing coursework units that aim to develop their awareness of the world of work, the application and interview process as well as developing their own skills in areas such as of personal budgeting, resilience and solving problems.

Key Stage 5:

- The A level Economics course is delivered by one member of staff. Theme 1 (micro) is delivered followed by theme 2 (macro). This allows for any 6th form student to be able to study for the AS course. It also allows all students to learn the basic economic principles of micro and macro economics before embarking on the more indepth coverage required for theme 3 (further micro) and theme 4 (further macro). Additionally, paper 3 questions can start to be used during the delivery of theme 3 as it encourages students to draw on their knowledge from both themes 1 and 2.
- 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.
- The BTEC Travel and Tourism course is delivered by one member of staff who delivers all aspects of the course. During Year 12 students complete the first coursework unit on Visitor Attractions and prepare for the first exam unit on the Travel and Tourism Sector, taken in the May. Students then start to prepare for the 2nd exam unit, Global Destination, which is a case study-based exam taken in the January of Year 13. The remaining time is spent completing the synoptic unit, a coursework unit studying the Principles of Marketing.

Curriculum Overview for Year 10:

Year 10 – Business Studies GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
OCR (J204)	Business 1: business activity, marketing and people (01)	Summer – Year 11	50%
	Business 2: operations, finance and influences on business (02)	Summer – Year 11	50%
Key topics	Course content	Assessment	
Summer Yr9 /Autumn 1: Business Activity Marketing	1.1 The role of business enterprise and entrepreneurship 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 1 (Summer Yr9) Progress Test 2 End of half term.	
Autumn 2: Business Activity cont.	1.2 Business planning 1.3 Business ownership 1.4 Business aims and objectives	Preparation: Case studies Research tasks Exam questions MCQ Progress Test 3 End of term.	
Spring 1: Business Activity Finance	1.5 Stakeholders in business 1.6 Business growth 5.3 Revenue, costs, profit and loss	Preparation: Case studies Research tasks Exam questions MCQ	

		Progress Test 4 End of half term.
Spring 2: People cont.	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.
Summer 1: People cont.	3.4 Recruitment and selection 3.5 Motivation and retention	Preparation: Case studies Research tasks Exam questions MCQ Progress Test 6 End of term.
Summer 2: People cont.	3.6 Training and development 3.7 Employment law Exam preparation	Preparation: PPE June
Operations	4.1 Production processes	
<p>Suggestions for independent study and home support:</p> <ul style="list-style-type: none"> • OCR GCSE Business (9-1) textbook ISBN: 978-1-4718-9926-2 • CGP GCSE Business (9-1) Complete & Practice Guide ISBN: 978-1-782946915 • OCR website http://www.ocr.org.uk/qualifications/gcse/gcse-business-j204-from-2017/assessment/ • www.tutor2u.net/business • https://www.bbc.co.uk/news/business Keep upto date with current business stories • BBC Bitesize https://www.bbc.com/education/subjects/zpsvr82 • https://revisionworld.com/gcse-revision/business-studies 		

KEY SKILLS

Literacy:

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

Numeracy:

- Addition
- Subtraction
- Division
- Multiplication
- Payslips
- Revenue
- Costs
- Profit/Loss
- Profit Margin Ratio

Other:

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

Year 10 – Enterprise BTEC Tech Award			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson BHJG4	Component 1: Exploring Enterprises	Assessment completed in Year 10	30%
BTEC Tech Award	Component 2: Planning for and Pitching an Enterprise Activity	Assessment completed in Year 11	30%
Key topics	Course content	Assessment	
Summer 2 (Year 9) and Autumn 1: Component 1A: Examine the characteristics of enterprises	1. What is an enterprise? 2. Types and characteristics of small and medium enterprises (SMEs) 3. The purpose of enterprise Entrepreneurs	Component 1A coursework	
Autumn 2: Component 1B: Explore how market research helps enterprises meet customer needs and understand competitor behaviour	1. Customer needs 2. Using market research to understand customers		
Spring 1: Component 1B: Explore how market research helps enterprises meet customer needs and understand competitor behaviour	1. Understanding competitors	Component 1B coursework	
Spring 2: Component 1C: Investigate the factors that contribute to the success of an enterprise	1. Internal factors 2. External factors		
Summer 1:	1. Situational analysis		

Component 1C: Investigate the factors that contribute to the success of an enterprise	2. Measuring the success of an SME	Component 1C coursework
Summer 2: Component 2A: Explore ideas, plan and pitch for a micro enterprise	1. Generating ideas for a micro enterprise activity 2. Planning for a micro enterprise activity	Component 2A coursework
<p>Suggestions for further study and support: -</p> <p>The Social Enterprise website (www.socialenterprise.org.uk). Social Enterprise is the national body for businesses that have a social or environmental mission.</p> <p>Copies of SOGA (the Sales of Goods Act 1979) and CRA (the Consumer Rights Act 2015) in simplified leaflet format may be useful here as a way of highlighting customer rights.</p> <p>The full version of SOGA can be found at www.legislation.gov.uk/ukpga/1979/54/contents</p> <p>A useful summary can be found on the Which? website (www.which.co.uk/consumer-rights/regulation/sale-of-goods-act).</p> <p>The full version of CRA can be found at: www.legislation.gov.uk/ukpga/2015/15/contents/enacted</p> <p>A useful summary can be found on the Which? website (www.which.co.uk/consumer-rights/regulation/consumer-rights-act).</p> <p>The Gov.UK Companies House website (www.gov.uk/government/organisations/companies-house).</p>		
KEY SKILLS		
Literacy: <ul style="list-style-type: none"> • Key terms • Reading • Researching • Understanding • Stating • Explaining 	Numeracy: <ul style="list-style-type: none"> • Numeracy work 	Other: <ul style="list-style-type: none"> • Communication • Presentation • Team work • Independent skills • Research development • Time management

Year 10 – Travel and Tourism BTEC			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson BPTX8 BTEC First Award in Travel and Tourism	Unit 1: The UK Travel and Tourism Sector	May 2021	25%
	Unit 2: UK Travel and Tourism Destinations	Assessment completed during Year 10	25%
Key topics	Course content	Assessment	
Autumn 1: Understand the UK travel and tourism sector and its importance to the UK economy	<ol style="list-style-type: none"> Types of tourism Types of travel Principles of sustainable tourism The importance of the T&T sector to the UK economy 	Preparation: Unit 1A end of section assessment	
Autumn 2: Know UK travel and tourism destinations and gateways Industries, and key organisations, within the travel and tourism sector, their roles and interrelationships	<ol style="list-style-type: none"> UK travel and tourism categories UK gateway airports and UK seaports Road and rail travel Examples of UK travel <ol style="list-style-type: none"> Industries in the travel and tourism sector Key organisations in the travel and tourism sector 	Preparation: Unit 2A coursework	
Spring 1: Industries, and key organisations, within the travel and tourism sector, their roles and interrelationships	<ol style="list-style-type: none"> Types of organisation in the travel and tourism sector The interrelationships between travel and tourism organisations 	Preparation: Unit 1B end of section assessment	
Spring 2: Understand the role of consumer technology in the travel and tourism sector	<ol style="list-style-type: none"> The role of consumer technology 	Preparation: Unit 1C end of section assessment	

The appeal of UK tourism destinations for different types of visitors	<ol style="list-style-type: none"> 1. Appeal of UK destinations 2. Types of visitors 3. Increasing appeal 	Unit 2B assessment PPE – Unit 1
Summer 1: Revision Plan UK holidays to meet the needs of different visitors	<ol style="list-style-type: none"> 1. Intervention time for revision of Unit 1 1. Sources of information 2. UK holiday planning 	Preparation: Unit 1 exam Unit 2C assessment
Summer 2: Investigate how climate, and worldwide time, can affect the appeal of worldwide destinations	<ol style="list-style-type: none"> 1. Climatic conditions affecting the appeal of travel and tourism Sun Snow Monsoons Tropical Storms 	Preparation:
<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>Websites www.worldtravelguide.net/destinations www.lonelyplanet.com/destinations www.timeanddate.com/worldclock/converter.html www.gov.uk/foreign-travel-advice www.worldtravelguide.net/passport-visa www.flightmapping.com/maps www.nationalrail.co.uk www.skyscanner.net www.tui.co.uk www.travelweekly.co.uk www.worldtravelguide.net</p>		
KEY SKILLS		
Literacy: <ul style="list-style-type: none"> • Key terms • Reading • Researching • Understanding • Stating • Explaining • Analysing 	Numeracy: <ul style="list-style-type: none"> • Addition • Subtraction • Calculating time differences 	Other: <ul style="list-style-type: none"> • Communication • Presentation • Team work • Independent skills • Research development • Time management

<ul style="list-style-type: none">• Evaluating	<ul style="list-style-type: none">• Budgeting for itineraries	
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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 10	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"> Understand skills and behaviours Appreciate different skills and behaviours needed in different job roles 	Unit 1 coursework	
Autumn 2: Unit 1: Developing Work-related skills and behaviours	<ul style="list-style-type: none"> Know the possible positive impact(s) of having the required skills and behaviours Know the possible negative impact(s) of not having the required skills and behaviours 	Unit 1 coursework	
Spring 1: Unit 1: Developing Work-related skills and behaviours	<ul style="list-style-type: none"> Know where own strengths and areas for development lie Compare own skills and behaviours with those required for an identified job role 	Unit 1 coursework	
Spring 2: Unit 1: Developing Work-related skills and behaviours	<ul style="list-style-type: none"> Know who can support the development of own skills and behaviours Know how the development of highlighted skills and behaviours can be measured 	Unit 1 coursework and assessment	
Summer 1: Unit 2 Developing job application skills	<ul style="list-style-type: none"> Understand own skills and qualities Understand where to source suitable job opportunities 	Unit 2 coursework	
Summer 2: Unit 2 Developing job application skills	<ul style="list-style-type: none"> Identify key information needed for applications 	Unit 2 coursework	

Suggestions for independent study and home support

www.nationalcareersservice.direct.gov.uk The National Careers Service website contains key support materials to develop application practice. This includes checklists, audits and links to further resources

www.prospects.ac.uk 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

www.kent.ac.uk The University of Kent employability and careers service has an extensive resource of factsheets and activities that can support the development of interview practice

www.help4teens.co.uk 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

www.moneyadviceservice.org.uk Government website with tools, calculators and advice on budgeting and managing money

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">• Key terms• Reading• Researching• Understanding• Stating• Explaining	<ul style="list-style-type: none">• Wages and salaries	<ul style="list-style-type: none">• Communication• Presentation• Team work• Independent skills• Research development• Time management

Curriculum Overview for Year 11:

Year 11 – Business Studies GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
OCR (J204)	Business 1: business activity, marketing and people (01)	Summer – Year 11	50%
	Business 2: operations, finance and influences on business (02)	Summer – Year 11	50%
Key topics	Course content	Assessment	
Autumn 1: Operations	4.1 Production processes 4.2 Quality of goods and services 4.3 The sales process and customer service 4.4 Consumer law	Preparation: Case studies Research tasks Exam questions MCQ Progress Test 7 End of half term.	
Autumn 2: Operations cont. Finance Exam Technique prep.	4.5 Business location 4.6 Working with suppliers 5.1 The role of the finance function 5.2 Sources of finance	Preparation: Case studies Research tasks Exam questions MCQ PPE December	
Spring 1: Finance cont. Influences on business	5.4 Break-even 5.5 Cash and cash flow 6.1 Ethical and environmental considerations	Preparation: Case studies Research tasks Exam questions MCQ	

		Progress Test 8. End of half term.
Spring 2: Influences on business cont. The interdependent nature of business	6.2 The economic climate 6.3 Globalisation 7. The interdependent nature of business	Preparation: Case studies Research tasks Exam questions MCQ Progress Test 9. End of term.
Summer 1: Exam preparation/ revision		Preparation: Case studies Research tasks Exam questions MCQ
Summer 2:		Preparation: Exam leave
Suggestions for independent study and home support: <ul style="list-style-type: none"> • OCR GCSE Business (9-1) textbook ISBN: 978-1-4718-9926-2 • CGP GCSE Business (9-1) Complete & Practice Guide ISBN: 978-1-782946915 • OCR website http://www.ocr.org.uk/qualifications/gcse/gcse-business-j204-from-2017/assessment/ • www.tutor2u.net/business • https://www.bbc.co.uk/news/business Keep uptodate with current business stories • BBC Bitesize https://www.bbc.com/education/subjects/zpsvr82 • https://revisionworld.com/gcse-revision/business-studies 		
KEY SKILLS		
Literacy: <ul style="list-style-type: none"> • Key terms • Reading • Researching • Understanding • Stating • Explaining • Analysing • Evaluating 	Numeracy: <ul style="list-style-type: none"> • Addition • Subtraction • Division • Multiplication • Payslips • Revenue • Costs • Profit/Loss • Profit Margin Ratio • Breakeven • Cashflow 	Other: <ul style="list-style-type: none"> • Communication • Presentation • Team work • Independent skills • Research development Time management

Year 11 – Enterprise BTEC Tech Award			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson BHJG4	Component 3: Promotion and Finance for Enterprise	February 2021	40%
BTEC Tech Award	Component 2: Planning for and Pitching an Enterprise Activity	Assessment completed in Year 11	30%
Key topics	Course content	Assessment	
Autumn 1: Promotion Financial Records	1. Elements of the promotional mix and their purposes 2. Targeting and segmenting the market 3. Factors influencing the choice of promotional methods 1. Financial documents 2. Payment methods 3. Sources of revenue and costs	Preparation : End of section assessment	
Autumn 2: Financial Records Sources of business finance	4. Terminology in financial statements 5. Statement of comprehensive income 6. Statement of financial position 7. Profitability and liquidity 1. Sources of finance 2. Advantages and disadvantages of each source.	Preparation : End of section assessment End of section exam	
Spring 1: Revision	1. Intervention sessions used for revision	Preparation : Component 1 PPE	

Generate and Plan for a micro-enterprise activity	1. Review and recall of 2A coursework	Component 1 Exam - February
Spring 2: Pitch a micro-enterprise activity	1. Pitching a micro-enterprise activity 2. Presenting a business pitch	Preparation : Component 2B coursework
Summer 1: Review own pitch for a micro-enterprise activity	1. Using feedback and review to identify possible changes to the pitch <ul style="list-style-type: none"> • Receive feedback from audience • Review plan and personal performance • Recommending improvements. 	Preparation : Component 2C coursework
Summer 2:		Preparation : Exam leave
<p>Suggestions for independent study and home support:</p> <p>The Social Enterprise website (www.socialenterprise.org.uk). Social Enterprise is the national body for businesses that have a social or environmental mission.</p> <p>Copies of SOGA (the Sales of Goods Act 1979) and CRA (the Consumer Rights Act 2015) in simplified leaflet format may be useful here as a way of highlighting customer rights.</p> <p>The full version of SOGA can be found at www.legislation.gov.uk/ukpga/1979/54/contents</p> <p>A useful summary can be found on the Which? website (www.which.co.uk/consumer-rights/regulation/sale-of-goods-act).</p> <p>The full version of CRA can be found at: www.legislation.gov.uk/ukpga/2015/15/contents/enacted</p> <p>A useful summary can be found on the Which? website (www.which.co.uk/consumer-rights/regulation/consumer-rights-act).</p> <p>The Gov.UK Companies House website (www.gov.uk/government/organisations/companies-house).</p>		

KEY SKILLS		
Literacy: <ul style="list-style-type: none"> • Key terms • Reading • Researching • Understanding • Stating • Explaining 	Numeracy: <ul style="list-style-type: none"> • Numeracy work 	Other: <ul style="list-style-type: none"> • Communication • Presentation • Team work • Independent skills • Research development • Time management

Year 11 – Travel and Tourism BTEC			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson BPTX8 BTEC First Award in Travel and Tourism	Unit 5: Factors Affecting Worldwide Travel and Tourism	Assessment completed in Year 11	25%
	Unit 3: The Customer Experience	Assessment completed in Year 11	25%
Key topics	Course content	Assessment	
Autumn 1: The effect of worldwide time	Time/date zones 1. Time differences 2. Calculation of worldwide time. 3. Human health problems caused by long haul flights.	5A coursework	
Autumn 2: How entry/exit requirements affect different destinations How health issues affect travel and tourism Emergency situations that affect travel and tourism	1. Reasons for, and importance of, exit/entry requirements for different destinations and travellers 2. Travel Health risks and precautions 3. Extreme situations and their effects on tourists and tourist destinations.	5B coursework	
Spring 1: Investigate travel and tourism customer service Explore the needs and expectations of different types of customer in the travel and tourism sector	1. What is 'customer service'? 2. Different organisations in the travel and tourism industry 1. Customer types 2. Needs of different types of customer	Preparation: 3A coursework	
Spring 2:	3. Responding to customer needs	Preparation:	

Explore the needs and expectations of different types of customer in the travel and tourism sector Understand the importance of customer service to travel and tourism organisations	4. Exploring expectations of different types of customer in the travel and tourism sector 1. Customer service	3B coursework
Summer 1: Understand the importance of customer service to travel and tourism organisations	1. Customer service 2. Impact of excellent and poor customer service on travel and tourism organisations	Preparation: 3C coursework
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>Websites www.worldtravelguide.net/destinations www.lonelyplanet.com/destinations www.timeanddate.com/worldclock/converter.html www.gov.uk/foreign-travel-advice www.worldtravelguide.net/passport-visa www.flightmapping.com/maps www.nationalrail.co.uk www.skyscanner.net www.tui.co.uk www.travelweekly.co.uk www.worldtravelguide.net </p>		
KEY SKILLS		
Literacy: <ul style="list-style-type: none"> • Key terms • Reading • Researching • Understanding • Stating • Explaining • Analysing • Evaluating 	Numeracy: <ul style="list-style-type: none"> • Addition • Subtraction • Calculating time differences • Budgeting for itineraries 	Other: <ul style="list-style-type: none"> • Communication • Presentation • Team work • Independent skills • Research development • Time management

Year 11 – WorkSkills BTEC			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson YFR73 BTEC Level 2 Certificate in WorkSkills	Unit 64: Managing Transition to Work	Assessment completed in Year 11	7%
	Unit 68: Solving Work related Problems	Assessment completed in Year 11	15%
	Unit 73: Building Working Relationships with Customers	Assessment completed in Year 11	15%
	Unit 67: Developing Resilience for Work	Assessment completed in Year 11	7%
Key topics	Course content	Assessment	
Autumn 1: Unit 64: Managing Transition to Work	3. Understand the importance of managing transition into work 4. Know how to manage transition into work	Unit 64 coursework	
Autumn 1 cont: Unit 68: Solving Work related Problems	1 Understand problems that arise in the workplace 2 Know how to use sources of help for workplace problems	Unit 68 coursework parts 1 - 2	
Autumn 2: Unit 68: Solving Work related Problems	3 Understand how to solve workplace problems 4 Be able to communicate a solution effectively to others 5 Be able to respond appropriately to questions or objections 6 Be able to assess own performance in communicating a solution to others	Unit 68 coursework parts 3 – 6	
Spring 1: Unit 73: Building Working Relationships with Customers	1 Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole 2 Understand why organisations normally have protocols for dealing with customers	Unit 73 coursework parts 1 & 2	

Spring 2: Unit 73: Building Working Relationships with Customers	3 Be able to interact positively with customers in line with given protocols	Unit 73 coursework part 3
Summer 1: Unit 67: Developing Resilience for Work	<ol style="list-style-type: none"> 1. Understand the characteristics of resilience 2. Understand the importance of resilience for work 3. Know how to improve own resilience for work 	Unit 67 coursework
Summer 2:		Exam leave
<p>Suggestions for independent study and home support:</p> <p>www.direct.gov.uk/en/EducationAndLearning Advice on further education and learning programmes</p> <p>www.learndirect-advice.co.uk Advice, support and guidance on gaining jobs, apprenticeships and training</p> <p>www.monster.co.uk Job vacancy website</p> <p>www.citizensadvice.org.uk</p> <p>Citizens Advice offers user-friendly guides to rights and responsibilities in a range of settings</p> <p>www.gov.uk The Department of Business Innovation and Skills has a section devoted to teaching employee rights and responsibilities</p> <p>www.bbc.co.uk/education Links to Bitesize with activities and quizzes on word processing at different ability level</p> <p>www.businessballs.com Information about stages of personal change</p> <p>www.eoslifework.co.uk Information about managing personal and organisational change</p>		
KEY SKILLS		
Literacy: <ul style="list-style-type: none"> • Key terms • Reading • Researching • Understanding • Stating • Explaining 	Numeracy: <ul style="list-style-type: none"> • Wages and salary related numeracy work 	Other: <ul style="list-style-type: none"> • Communication • Presentation • Team work • Independent skills • Research development • Time management

Curriculum Overview for Year 12:

Year 12 –A Level Business			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA (7132)	Paper 1: 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%
	Paper 2: Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.	Summer – Year 13	33%
	Paper 3: One compulsory case study followed by approximately six questions.	Summer – Year 13	33%
Key topics	Course content	Assessment	
Autumn 1:	Teacher 1: 3.1 What is business? 3.1.1 Understanding the nature and purpose of business 3.1.2 Understanding different business forms Teacher 2: 3.2 Managers, leadership and decision making 3.2.1 Understanding management, leadership and decision making 3.2.2 Understanding management decision making	Preparation: Case studies Research tasks Exam questions MCQ Progress Test 1. End of half term.	
Autumn 2:	Teacher 1: 3.1 What is business? 3.1.3 Understanding that businesses operate within an external environment	Preparation: Case studies Research tasks Exam questions	

	<p>Teacher 2: 3.2 Managers, leadership and decision making 3.2.3 Understanding the role and importance of stakeholders</p>	<p>MCQ</p> <p>Progress Test 2. End of half term.</p>
Spring 1:	<p>Teacher 1: 3.3 Decision making to improve marketing performance 3.3.1 Setting marketing objectives 3.3.2 Understanding markets and customers 3.3.3 Making marketing decisions: segmentation, targeting, positioning</p> <p>Teacher 2: 3.5 Decision making to improve financial performance 3.5.1 Setting financial objectives 3.5.2 Analysing financial performance</p>	<p>Preparation:</p> <p>Case studies Research tasks Exam questions MCQ</p> <p>Progress Test 3. End of half term.</p>
Spring 2:	<p>Teacher 1: 3.3 Decision making to improve marketing performance 3.3.4 Making marketing decisions: using the marketing mix</p> <p>Teacher 2: 3.5 Decision making to improve financial performance 3.5.3 Making financial decisions: sources of finance 3.5.4 Making financial decisions: improving cash flow and profits</p>	<p>Preparation:</p> <p>Case studies Research tasks Exam questions MCQ</p> <p>Progress Test 4. End of term.</p>
Summer 1:	<p>Teacher 1: 3.4 Decision making to improve operational performance 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: 3.6 Decision making to improve human resource performance 3.6.1 Setting human resource objectives 3.6.2 Analysing human resource performance</p>	<p>Preparation:</p> <p>Case studies Research tasks Exam questions MCQ</p> <p>Progress Test 5. End of term.</p>

	3.6.3 Making human resource decisions: improving organisational design and managing the human resource flow	
Summer 2:	<p>Teacher 1: 3.4 Decision making to improve operational performance 3.4.4 Making operational decisions to improve performance: improving quality</p> <p>Teacher 2: 3.6 Decision making to improve human resource 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"> • AQA A'level Year 1 Business ISBN 978 1-471-83609-1 • 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 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		
<p>Literacy:</p> <ul style="list-style-type: none"> • Key terms • Reading • Researching • Understanding • Stating • Explaining • Analysing • Evaluating 	<p>Numeracy:</p> <ul style="list-style-type: none"> • Addition • Subtraction • Division • Multiplication • Revenue • Costs • Profit/Loss • Gross & Operating Profit Margin Ratio • Breakeven • Contribution • Cashflow • Percentage Change 	<p>Other:</p> <ul style="list-style-type: none"> • Communication • Presentation • Team work • Independent skills • Research development • Time management

Year 12 – 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	30%
Key topics	Course content	Assessment	
Autumn 1: 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.	
Autumn 2: 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.	
Spring 1: Measures of economic performance Aggregate demand & supply	Students will be taught about: Economic growth; Inflation; Unemployment / Employment; Balance of Payments The characteristics of AD; Consumption; Investment; Government expenditure; Net trade (X-M) The characteristics of AS; Short Run AS; Long Run AS.	Multiple choice and short answer questions for each topic area. Questions based on written articles.	

Spring 2: National income Economic growth Macroeconomic objectives & policies	Students will be taught about: National income; Injections & withdrawals; Equilibrium levels of real national output; The multiplier Causes of growth; Output gaps; The trade cycle; The impact of economic growth Demand side policies, supply side policies and conflicts and trade-offs between objectives and policies.	Essay based assessment e.g. essays on productivity, fiscal policy and monetary policy and the conflict between objectives. Theme 2 internal exam.
Summer 1: Business growth Revenue, costs and profit Market structures	Students will be taught: Sizes and Types of firms; Business Growth; Demergers & business objectives. Revenue; Costs; Economies & diseconomies of scale; Normal profits, supernormal profits & losses Efficiency; Perfect Competition; Monopolistic competition; Oligopoly; Monopoly; Monopsony; Contestability.	Multiple choice and short answer questions for each topic area. Independent project studying the coffee shop market.
Summer 2: Labour markets Government intervention The impact of government intervention	Students will be taught: Demand for Labour; Supply of Labour; Wage determination in competitive & non-competitive markets Government control of monopolies and mergers. The impact of government intervention on price, profit, efficiency, quality, choice. Limits to government intervention.	Essay based assessment e.g. essays on monopoly, efficiency and contestability. End of year 12 exams based on themes 1 & 2.
Suggestions for independent study and home support: <ul style="list-style-type: none"> • www.tutor2u.com • www.economicsonline.co.uk/ • www.physicsandmathstutor.com • http://www.bankofengland.co.uk 		
KEY SKILLS		
Literacy: 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 &	Numeracy: Calculation of percentage change for elasticity calculations. Calculation of area to work out profit or consumer surplus.	Other: Communication skills (both verbal and in writing) Team work Independent skills for primary and secondary research Time management

monopolistic Competition, Oligopoly, Monopsony, Contestability, Economic growth, Inflation, Consumption, Investment, Short Run, National income.	Plotting of a range of line graphs.	
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<p><u>Developing a Marketing Campaign</u> Using information to develop the rationale for a marketing campaign</p> <p>Planning and developing a marketing campaign</p>	<p>3. Pricing and output decisions</p> <p>1. Developing the rationale</p> <p>1. Marketing campaign activity 2. Marketing mix</p>	<p>Unit 1 Assignment B coursework</p> <p>Assessment of 2B</p>
<p>Spring 2: <u>Exploring Business</u> Investigate the role and contribution of innovation and enterprise to business success</p> <p><u>Developing a Marketing Campaign</u> Planning and developing a marketing campaign</p>	<p>1. Role of innovation and enterprise 2. Benefits and risks associated with innovation</p> <p>3. The marketing campaign 4. Appropriateness of marketing campaign</p>	<p>Preparation : Unit 1 Assignment C coursework</p> <p>Assessment of 2C Unit 2 PPE</p>
<p>Summer 1: <u>Developing a Marketing Campaign</u></p> <p><u>Personal and Business Finance</u> Understand the importance of managing personal finance</p>	<p>Revision and exam preparation</p> <p>1. Functions and role of money 2. Different ways to pay 3. Current accounts 4. Managing personal finance</p>	<p>Preparation : External Exam</p> <p>Assessment of 3A</p>
<p>Summer 2: <u>Personal and Business Finance</u> Explore the personal finance sector</p>	<p>1. Features of financial institutions 2. Communicating with customers 3. Consumer protection in relation to personal finance 4. Information guidance and advice</p>	<p>Assessment of 3B</p>
<p>Suggestions for independent study and home support: https://www.bbc.co.uk/news/business https://blog.feedspot.com/uk_business_blogs/ Various Company websites such as BT, Tesco, Sainsburys, Virgin, Nestles, etc https://www.ons.gov.uk/ Statistics including UK business start-ups etc. www.bized.co.uk www.businesscasestudies.co.uk </p>		

www.gov.uk
www.mindtools.com/CommSkill/WritingSkills.htm
www.tutor2U.com
www.economist.com
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 12 – BTEC Travel and Tourism			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson ZKR67 Extended Certificate	Unit 1: The World of Travel and Tourism	May 2021	25%
	Unit 9: Visitor Attractions	Assessed during Year 12	16%
Key topics	Course content	Assessment	
Autumn 1: Visitor Attractions 9A: Investigate the nature, role and appeal of visitor attractions	<ol style="list-style-type: none"> Types of visitor attractions Scale, scope and appeal of visitor attractions Ways in which visitor attractions are funded Importance of additional revenue generation strategies for visitor attractions 	Preparation: Unit 9A coursework	
Autumn 2: Visitor Attractions 9B: Examine how visitor attractions meet the diverse expectations of visitors 9C: Explore how visitor attractions respond to competition and measure their success and appeal	<ol style="list-style-type: none"> Different types of visitors and their diverse expectations Products and services provided, including primary and secondary spend opportunities Ways to meet and exceed visitor expectations Use of technology and its importance for visitor attractions <ol style="list-style-type: none"> Strategies for responding to competition Success and appeal, using data analysis to measure visitor trends and visitor numbers. 	Preparation: Unit 9B coursework Unit 9C coursework	
Spring 1: The World of Travel & Tourism A: Types of T&T B: The types of T&T organisations, their roles and the products and services they offer to customers	<ol style="list-style-type: none"> Types of tourism Types of travel Types of T&T customer <ol style="list-style-type: none"> Ownership and operating aims Key sectors of the T&T industry – components of their role, and the key products & services they offer t different types of customers Interrelationships and interdependencies in the T&T industry Technology in T&T 	Preparation: End of 1A assessment End of 1B assessment	
Spring 2:		Preparation:	

<p>The World of Travel & Tourism</p> <p>1C: The scale of the T&T industry</p> <p>1D: Factors affecting the T&T industry</p>	<ol style="list-style-type: none"> 1. Importance of the UK as a global destination 2. Employment in T&T 3. Visitor numbers 4. Income and spending <ol style="list-style-type: none"> 1. Product development and innovation 2. Other factors affecting organisations in the T&T industry 3. Responses of T&T organisations to external and internal factors 	<p>End of 1C assessment</p> <p>End of 1D assessment</p>
<p>Summer 1:</p> <p>The World of Travel & Tourism</p> <p>Global Destinations</p> <p>2A: Geographical Awareness, locations and features giving appeal to global destinations</p>	<p>Revision</p> <ol style="list-style-type: none"> 1. Geographical awareness 2. Features and appeal of destinations 	<p>Preparation: PPE (April) and external exam (May)</p>
<p>Summer 2:</p> <p>2A: Geographical Awareness, locations and features giving appeal to global destinations</p>	<ol style="list-style-type: none"> 2. Features and appeal of destinations (cont.) 3. Appeal and types of tourism 	<p>End of 2A assessment</p>
<p>Suggestions for independent study and home support:</p> <p>Textbooks</p> <p>Dale G – <i>BTEC Level 3 National Travel and Tourism Student Book 2</i> (Pearson 2010) ISBN 9781846907289</p> <p>Websites</p> <p>https://www.visitbritain.org/annual-survey-visits-visitor-attractions-latest-results Visit Britain; Annual Survey of Visits to Visitor Attractions</p> <p>http://www.alva.org.uk/details.cfm?p=606 ALVA (Association of Leading Visitor Attractions); A great resource for visitor numbers to UK visitor attractions</p> <ul style="list-style-type: none"> • The attractions' own websites • Online travel and tourism review sites • Printed materials such as brochures and leaflets • Tourist boards and tourist information centres • Visits 		
<p>KEY SKILLS</p>		
<p>Literacy:</p> <ul style="list-style-type: none"> • Key terms • Reading • Researching • Understanding • Stating • Explaining • Analysing • Evaluating 	<p>Numeracy:</p> <ul style="list-style-type: none"> • Analysis of statistics for visitor numbers and spending • Use of graphs and charts 	<p>Other:</p> <ul style="list-style-type: none"> • Communication • Presentation • Team work • Independent skills • Research development • Time management

Curriculum Overview for Year 13:

Year 13 –A Level Business			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA (7132)	Paper 1: 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%
	Paper 2: Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.	Summer – Year 13	33%
	Paper 3: One compulsory case study followed by approximately six questions.	Summer – Year 13	33%
Key topics	Course content	Assessment	
Autumn 1:	Teacher 1: 3.7 Analysing the strategic position of a business 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 Teacher 2: 3.7 Analysing the strategic position of a business 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.	Preparation: Case studies Research tasks Exam questions MCQ Progress Test 6. End of half term.	

Autumn 2:	<p>Teacher 1: 3.7 Analysing the strategic position of a business 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: 3.7 Analysing the strategic position of a business 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: 3.8 Choosing strategic direction 3.8.1 Strategic direction: choosing which markets to compete in and what products to offer 3.8.2 Strategic positioning: choosing how to compete</p> <p>Teacher 2: 3.9 Strategic methods: how to pursue strategies 3.9.1 Assessing a change in scale 3.9.2 Assessing innovation 3.9.3 Assessing internationalisation</p>	<p>Preparation:</p> <p>Case studies Research tasks Exam questions MCQ</p> <p>PPE January</p>
Spring 2:	<p>Teacher 1: 3.10 Managing strategic change 3.10.1 Managing change 3.10.2 Managing organisational culture</p> <p>Teacher 2: 3.9 Strategic methods: how to pursue strategies 3.9.4 Assessing greater use of digital technology</p>	<p>Preparation:</p> <p>Case studies Research tasks Exam questions MCQ</p> <p>Progress Test 8. End of term.</p>
Summer 1:	<p>Teacher 1: Exam Technique/Revision</p> <p>Teacher 2: 3.10 Managing strategic change 3.10.3 Managing strategic implementation</p>	<p>Preparation:</p> <p>Case studies Research tasks</p>

	3.10.4 Problems with strategy and why strategies fail Exam technique/ Revision	Exam questions MCQ Progress Test 9. End of term.
Summer 2:		Public Exams Study Leave

Suggestions for independent study and home support:

- AQA A'level Year 2 Business ISBN 978 1-471-83578-0
- 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 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"> • Key terms • Reading • Researching • Understanding • Stating • Explaining • Analysing • Evaluating 	<ul style="list-style-type: none"> • Addition • Subtraction • Division • Multiplication • Revenue • Costs • Profit/Loss • Income Statements/ Balance Sheets • Ratios • Breakeven • Contribution • Cashflow • Percentage Change • Network Analysis • Decision Trees 	<ul style="list-style-type: none"> • Communication • Presentation • Team work • Independent skills • Research development • Time management

Year 13 – Economics GCE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson Edexcel Economics A (9ECo)	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	
Autumn 1: International economics	Students will be taught about: <ul style="list-style-type: none"> • Globalisation; • Specialisation & trade; • Patterns of trade; • Terms of trade; • Restrictions on free trade. • Trading blocs & the World Trade Organisation 	Essay based assessment e.g. essays on globalisation, protectionism, benefits of trading blocs.	
Autumn 2: International economics Poverty & inequality	Students will be taught about: <ul style="list-style-type: none"> • Balance of payments; • Exchange rates; • International competitiveness. • Absolute & relative poverty; • Inequality. 	Essay based assessment e.g. essays on the relationship between the balance of payments and the exchange rate, competitiveness and inequality.	
Spring 1: Emerging and developing economies. The financial sector	Students will be taught about: <ul style="list-style-type: none"> • Measures of development; • Factors influencing growth & development; • Strategies influencing growth & development • Role of financial markets; • Role of central banks 	PPE exams covering themes 1, 2 and 3. Data response and essay based questions on each topic area.	
Spring 2: The role of the state in the macroeconomy	Students will be taught about: <ul style="list-style-type: none"> • Public expenditure; • Taxation; • Public sector finances; • Macroeconomic policies in a global context. 	Essay and data response style questions on each topic area.	

Summer 1: 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.
Summer 2: External Exams		
Suggestions for independent study and home support: <ul style="list-style-type: none"> • www.tutor2u.com • www.economicsonline.co.uk/ • www.physicsandmathstutor.com • http://www.bankofengland.co.uk 		
KEY SKILLS		
Literacy: 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.	Numeracy: Ratio questions for comparative advantage Interpretation of data Plotting graphs	Other: Communication skills (both verbal and in writing) Team work Independent skills for primary and secondary research Time management

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	
Autumn 1: <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	
Autumn 2: <u>Personal and Business Finance</u> Break-even and cash flow forecasts Complete statements of comprehensive 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	
Spring 1: <u>Personal and Business Finance</u> <u>Recruitment and Selection Process</u> Examine how effective recruitment and selection contribute to business success	Exam preparation 1. Recruitment of staff 2. Recruitment and selection process 3. Ethical and legal considerations in the recruitment process	Preparation : Unit 3 exam 12 th January Unit 8A coursework	
Spring 2: <u>Recruitment and Selection Process</u> Undertake a recruitment activity to demonstrate the	1. Job applications 2. Interviews and skills	Preparation : Unit 8B coursework	

processes leading to a successful job offer		
Summer 1: <u>Recruitment and Selection Process</u> Reflect on the recruitment and selection process and your individual performance	1. Review and evaluation 2. SWOT analysis and action plan	Preparation : Unit 8C coursework
Summer 2:		Exam leave

Suggestions for independent study and home support:

<https://www.bbc.co.uk/news/business>
https://blog.feedspot.com/uk_business_blogs/
www.bized.co.uk
www.businesscasestudies.co.uk
www.gov.uk
www.mindtools.com/CommSkil/WritingSkills.htm
www.tutor2U.com
www.economist.com
www.bbc.co.uk/news/business/economy
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: <ul style="list-style-type: none"> • Key terms • Reading • Researching • Understanding • Stating • Explaining • Analysing • Evaluating 	Numeracy: <ul style="list-style-type: none"> • Managing personal finance • Types of income • Types of Expenditure • Sources of Business Finance • Break-even • Cash flow forecasts • Ratio Analysis 	Other: <ul style="list-style-type: none"> • Communication • Presentation • Team work • Independent skills • Research development • Time management
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Year 13 – BTEC Travel and Tourism			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson ZKR67 Extended Certificate	Unit 2: Global Destinations	January 2021	40%
	Unit 3: Principles of Marketing in Travel and Tourism	Assessed during Year 13	25%
Key topics	Course content	Assessment	
<p>Autumn 1:</p> <p><u>Global Destinations</u></p> <p>Potential advantages and disadvantages of travel options to access global destinations</p> <p>Travel planning, itineraries, costs and suitability matched to customer needs</p>	<ol style="list-style-type: none"> 1. Different types of gateways and transport hubs and their facilities 2. Potential advantages and disadvantages of travel routes and transport providers <ol style="list-style-type: none"> 1. Travel planning and the potential advantages and disadvantages of transport options 2. Understanding of travel itineraries 3. Cost factors 4. Type of customers and their needs 	<p>Preparation:</p> <p>Assessment of 2B</p> <p>Assessment of 2C</p>	
<p>Autumn 2:</p> <p><u>Global Destinations</u></p> <p>Consumer trends, motivating and enabling factors and their potential effect on the popularity and appeal of global destinations</p> <p>Factors affecting the popularity and appeal of destinations</p>	<ol style="list-style-type: none"> 1. Consumer trends affecting the appeal of global destination 2. Motivating and enabling factors affecting the appeal of global destinations <ol style="list-style-type: none"> 1. Political factors 2. Economic climate 3. Accessibility and availability 4. Image and promotion 5. Changing markets 6. Natural disasters 7. Climate and its influence on travel 	<p>Preparation:</p> <p>Assessment of 2D</p> <p>Assessment of 2E</p> <p>Unit 2 PPE</p>	

<p>Spring 1: <u>Global Destinations</u> <u>Principles of Marketing in Travel and Tourism</u> Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism</p> <p>Examine the impact that marketing activities have on the success of different travel and tourism organisations</p>	<p>Case study preparation</p> <ol style="list-style-type: none"> 1. Interrelationships between marketing and customer service in travel and tourism organisations 2. Influencing customer decisions and meeting needs 3. The marketing mix used by travel and tourism organisations 4. Potential impacts of the marketing mix and customer service <ol style="list-style-type: none"> 1. The role of marketing in different travel and tourism organisations 2. How marketing contributes to the success of travel and tourism organisations 3. Influences on marketing activity 	<p>Preparation: Exam 18th Jan 2021</p> <p>Unit 3A coursework assessment</p>
<p>Spring 2: <u>Principles of Marketing in Travel and Tourism</u> Carry out market research in order to identify a new travel and tourism product or service</p> <p>Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives.</p>	<ol style="list-style-type: none"> 1. Collecting market research data 2. Analysing market research data 3. Using research results to help identify a new product or service <ol style="list-style-type: none"> 1. Designing a promotional campaign to meet stated objectives 2. Producing promotional materials and activities 	<p>Preparation:</p>
<p>Summer 1: <u>Principles of Marketing in Travel and Tourism</u></p>		<p>Preparation: Unit 3B coursework assessment</p>
<p>Summer 2:</p>		<p>Exam leave</p>

Suggestions for independent study and home support:

Access to a range of current travel and tourism business information accessed through a combination of some or all of the following; educational visits, guest speakers, work experience, websites and printed resources.

Textbooks e.g.;

Weber, M (2019) *Three Key Marketing Strategies: What We Can Learn From Instagram's Enormous Success*, Sunbird Marketing, 978-1692772086

Dale, G (2019) *BTEC Nationals Travel & Tourism Student Book + Activebook*, Pearson, 978-1292187754

Kotler, P. (2017) *Marketing for Hospitality and Tourism* 7th edition, Pearson, 978-9332586260

Macarthy, A. (2018) *500 Social Media Marketing Tips: Essential Advice, Hints and Strategy for Business: Facebook, Twitter, Pinterest, Google+, YouTube, Instagram, LinkedIn, and More!*, CreateSpace Independent Publishing Platform, 978-1983805912

Sources of secondary research e.g. Company annual reports;

ABTA publications e.g. <https://www.abta.com/industry-zone/reports-and-publications/abta-travel-trends-reports/travel-trends-2019>

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

Google Earth

YouTube

KEY SKILLS

Literacy:

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

Numeracy:

- Analysis of statistics for visitor numbers and spending
- Use of graphs and charts

Other:

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

Subject Assessment Reporting and Recording:

ASSESSMENT, MARKING AND REPORTING POLICY DOCUMENT FOR THE BUSINESS & TOURISM DEPARTMENT

The aim of marking students work is to:

- Let students know what they need to do to improve in order to set realistic goals and targets.
- Monitor students' progress and give them an indication of their level of achievement.
- Provide information for parents about students' progress.
- Acknowledge achievement.

The Business & Tourism department will achieve these aims by planning the following types of assessment into their schemes of work:

- Formative/diagnostic - what do students need to do to improve?
- Summative - recording of overall achievement/attainment at critical points, e.g., end of year exams, Teacher Assessments at end of KS4 & KS5 which are moderated.
- BTEC work will be assessed in line with exam board rules with students receiving summative assessment after the first submission and both formative and summative assessment after the resubmission.

As a result of these assessments, teachers will adjust their lesson plans and schemes of work.

Teachers will record marks in order to:

- monitor progress over time.
- provide accurate historic information for students/parents/other teachers.
- provide evidence to support reporting and target setting.
- BTEC assessments will be recorded using trackers and the BTEC assessment record sheets.

Marks should be accessible to Line Managers and will be recorded in an electronic mark book.

In order to support these aims:

- Teachers will access baseline data, attendance and other information such as SEND, EAL and G&T in order to inform their planning and teaching.

Key Responsibilities

The responsibilities of Students

- There should be a student response to the teacher comments; something should be done; it could be to do a task set by the teacher, redo a piece of work, to complete or improve the work they have already handed in, to check and learn some spellings, to do some more research, to complete a new task, to set a new target to ensure future goals are understood.
- Student feedback may be completed in green pen if appropriate but may well be produced on the computer.
- Resubmissions for BTEC coursework will have changes made in green font

The responsibilities of Teachers

- Work will be regularly marked by the teacher in red or purple.
- All homework checked & logged in markbook.

Teachers should keep a record of the performance of each key stage 3 student (using the reporting numbers 1 – 9) for each project so that trends can be quickly observed and used for accurate data sweeps.

- **Key stage 4 & 5** BTEC coursework assessment should be within 10 working days of submission and progress recorded using a tracking grid. Feedback should be given in line with guidance given by the exam boards.
- **Key stage 4 & 5** theory work should be assessed approximately each fortnight (or after every 5th lesson). The form of this assessment will depend on the topic and the stage of the course. This could be via the use of past exam questions or via the assessment of a project using PIA principles. After a series of theory lessons has been taught (perhaps over several weeks), the teacher should allow time for DIRT activities to take place.
- Teachers will use the PIA criteria (Appendix 1. PIA statements will be linked where possible to GCSE/GCE/BTEC grades.
- The school marking codes should be used for Literacy Feedback within written work.
- At the beginning of each Key Stage a Target Level or Grade will be decided for each student. Marking will show the student the progress they are making against their target.
- Each term all teachers will give a progress report against National Standards and Individual Progress. The following pattern will be adhered to:

Year group	Pattern of reporting
10	Predicted grade & classwork & homework effort grades each half term.
11	Predicted grade & classwork & homework effort grades, one per half term until the May half term.
12	Predicted grade & classwork & homework effort grades each half term
13	Predicted grade & classwork & homework effort grades, one per half term until the May half term.

- All assessments will be supported by evidence and moderated (appendix 2) by the department. These results will be analysed in order to identify any underachievement where intervention may be necessary.

Homework

Homework should be set regularly and assessed using the relevant mark schemes.

Appendix 1:

PINS

P – Positive

What is really good about this work? Which skills have been demonstrated really well here?

I – Improvement

What mistakes have been made? Which areas have not been done correctly?

A – Action

The task that should now be completed so that the student can make the required improvement (Please note that sometimes that the Improvement and Actions could be very similar, if not one and the same)

S – Student Response

This is the next part of the feedback and represents a part of the ongoing dialogue. The student should be **acting** upon the advice given.

Appendix 2:

Moderation procedures:

GCSE and A Level

1. A marking exercise consisting of several pieces of work will be distributed to staff.
2. Staff will assess the work against the mark scheme sheet and submit the sheet to the HOD or 2nd in dept.
3. The HOD or 2nd in dept will check that staff have assessed the work as expected against the mark scheme.
4. Follow up conversations will take place with the dept or on a one to one basis (using department meeting time).

BTEC Internal Verification

1. After the first submission, of each piece of coursework, the assessor must notify the internal verifier once the work has been assessed.
2. The Internal Verifier will select a sample based on the grades awarded, the experience of the assessor and the history of the course / prior verification.
3. Once the work has been internally assessed any concerns must be discussed and an action plan drawn up. Students should not be given feedback on their work until this stage.
4. If there were concerns or students attempt criteria at a grade higher than was verified in the first submission then the resubmission will also be internally verified.
5. All verification activity is to be recorded on a tracker and exam board paperwork completed and stored either electronically or in the course file
6. All work selected for Standards Verification should be internally verified before sending to the exam board.

Three Year Data Overview:

Breakdown of subject cohort

Year group	Total students	% of PP students	% of SEND students	% of male students	% of female students	% of HA students
7	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a
9	n/a	n/a	n/a	n/a	n/a	n/a
10						
GCSE Business						
BTEC Enterprise	87	41%	17%	53%	47%	18%
BTEC Travel & Tourism	11	36%	45%	45%	55%	0%
BTEC Workskills	9	33%	0%	22%	78%	0%
	10	50%	90%	40%	60%	0%
11						
GCSE Business						
BTEC Enterprise	47	23%	19%	40%	60%	45%
BTEC Travel & Tourism	20	25%	20%	75%	25%	25%
BTEC Workskills	12	8%	42%	17%	83%	17%
	5	40%	60%	80%	20%	0%
12						
A level Business						
A level Economics (Y12 & Y13)	20	15%	10%	60%	40%	0%
BTEC Business	19	11%	5%	68%	32%	0%
BTEC Travel & Tourism	12	25%	17%	83%	17%	0%
	6	33%	0%	50%	50%	0%
13						
A level Business						
BTEC Business	14	0%	7%	50%	50%	21%
BTEC Travel & Tourism	6	0%	17%	50%	50%	17%
	5		0%	20%	80%	20%

		0%				
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Past 4 years results

Year 11

Business GCSE	2018	2019	2020	2021
Cohort number	54	56	60	56
% above target	0%	23.2%	26.7%	19.6%
% on target	27.8%	12.5%	30%	19.6%
% below target	63%	64.3%	43.3%	60.7%
Business BTEC (changed to Enterprise BTEC in 2020)	2018	2019	2020	2021
Cohort number	14	12	0	0
% above target	0%	25%	-	-
% on target	21.4%	33.3%	-	-
% below target	78.6%	41.7%	-	-
Enterprise BTEC (Formally Business BTEC)	2018	2019	2020	2021
Cohort number	0	0	10	14
% above target	-	-	40%	28.6%
% on target	-	-	20%	28.6%
% below target	-	-	40%	42.9%
Travel & Tourism BTEC	2018	2019	2020	2021
Cohort number	14	13	0	8
% above target	28.6%	61.5%	-	75%
% on target	42.9%	38.5%	-	0%
% below target	28.6%	0%	-	25%
WorkSkills BTEC	2018	2019	2020	2021
Cohort number	6	5	7	7
% above target	0%	0%	0%	0%
% on target	83.3%	100%	100%	85.7%
% below target	16.7%	0%	0%	14.3%

Year 13

Business A level	2018	2019	2020	2021
Cohort number	18	7	13	4
% above target	16.7%	14.3%	15.4%	50%
% on target	33.3%	42.9%	46.2%	25%
% below target	50%	42.9%	38.5%	25%

Business BTEC	2018	2019	2020	2021
Cohort number	4	0	0	3
% above target	50%	-	-	0%
% on target	25%	-	-	33.3%
% below target	25%	-	-	66.7%
Travel & Tourism BTEC	2018	2019	2020	2021
Cohort number	10	4	2	5
% above target	50%	100%	0%	0%
% on target	50%	0%	100%	60%
% below target	0%	0%	0%	40%