

Business Curriculum Map

Year 9	Year 10	Year 11
Business in the Real World (synoptically assessed across both papers)	Human Resources (assessed in paper 1) Operations (assessed in paper 1) Marketing: segmentation & market research (assessed in paper 2) Influences on Business: technology, environmental & ethical (synoptically assessed across both papers)	Marketing: marketing mix (assessed in paper 2) Finance (assessed in paper 2) Influences on Business (synoptically assessed across both papers) Final examinations of papers 1 and 2

Year 12	Year 13
Understanding the nature and purpose of business Understanding management, leadership and decision making Understanding different business forms Understanding the role and importance of stakeholders Understanding markets and customers Analysing marketing decisions Analysing Human Resource performance Analysing operational performance Analysing financial performance	Assessing innovation and technology Assessing Internationalisation Analysing external influences Culture Assessing a change in scale Managing change Choosing a strategic direction Managing strategic implementation Analysing why strategies fail



Economics Curriculum Map

Year 9	Year 10	Year 11
Basic economic problem	Market failure	Government policy: monetary
Production and specialisation	Policies to correct market failure	Globalisation and trade
Demand and supply	Labour markets	Exchange rates
Elasticities	(Above assessed on paper 1)	Financial markets
Interrelated markets	Economic objectives of the government	(Assessed on paper 2)
Market structures	Government policy: fiscal and supply-side	
(All assessed on paper 1)	(Assessed on paper 2)	

Year 12	Year 13
Basic economic problem	Market structures
Market theory	Contestability theory
Market failure	Competition policy
Government intervention	Individual decision making
(Above assessed on papers 1 and 3)	Distribution of income and wealth
Macroeconomic objectives of UK economy	Labour markets
Government policy: fiscal, monetary and supply-side	(Above assessed on papers 1 and 3)
(Above assessed on papers 2 and 3)	Government policies
	Financial markets
	Globalisation and trade
	Balance of payments
	Exchange rates
	(Above assessed on papers 2 and 3)



Business and Economics Assessment Guidance

Business and Economics can be very theoretical in parts, and therefore a more traditional approach to teaching is employed on a regular basis. Given the importance of being able to apply such theories to real world scenarios and problems, practical tasks, current affairs and business news are incorporated into lessons.

Short term assessment undertaken in lessons includes real time feedback to a variety of tasks. Such tasks include weekly multiple choice quizzes; written answers and class discussions and debates. This allows teachers to address common misconceptions, as well as particular individual needs in relation to the understanding of particular concepts, as well as written technique required for the courses. The basis of such assessment is driven through the examination board specifications and use of examination board approved resources such as textbooks and online teaching and assessment tools.

Mid-term assessment comprises a range of sub-topic or topic assessments including homework tasks, written answers to examination style questions and in-class timed assessments. Students are given written feedback and the opportunity to reflect upon their learning by assessing peer/model answers and redrafting their answers. Such assessments are designed according to the examination board specifications using past examination papers and associated mark schemes. Assessment scores are recorded using a central tracker so that progress can be monitored and reviewed in order to adapt and plan for schemes for learning, as well as seek opportunities to develop resources taking into consideration the use of metacognition and language for learning techniques.

Long-term assessment is the undertaking of mock examinations in Years 10, 11, 12 and 13 as well as synoptic assessments such as essay style questions requiring learners to make theoretical links between concepts taught throughout the courses. This then drives preparation for the external assessments taken in Years 11 and 13, as past examination question papers and mark schemes are used to mirror the demands of the formal examinations. Examination reports and moderator feedback is used to continue to develop schemes of learning for future cohorts.

