

Business Curriculum Map

Year 9	Year 10	Year 11
<p>Business in the real world (synoptically assessed across both papers)</p> <p>Human Resources (assessed in Paper 1)</p>	<p>Human Resources (assessed in Paper 1)</p> <p>Marketing (assessed in Paper 2)</p> <p>Finance (assessed in Paper 2)</p>	<p>Operations (assessed in Paper 1)</p> <p>Influences on business (synoptically assessed across both papers)</p> <p>Final examinations of Papers 1 and 2</p>

Year 12	Year 13
<p>Understanding the nature and purpose of business</p> <p>Understanding management, leadership and decision making</p> <p>Understanding different business forms</p> <p>Understanding the role and importance of stakeholders</p> <p>Understanding markets and customers</p> <p>Analysing marketing decisions</p> <p>Analysing Human Resource performance</p> <p>Analysing operational performance</p> <p>Analysing financial performance (can be assessed on all three papers)</p>	<p>Assessing innovation and technology</p> <p>Assessing internationalisation</p> <p>Analysing external influences</p> <p>Culture</p> <p>Assessing a change in scale</p> <p>Managing change</p> <p>Choosing a strategic direction</p> <p>Managing strategic implementation</p> <p>Analysing why strategies fail (can be assessed on all three papers)</p>



Economics Curriculum Map

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

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



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: multiple choice questions; written answers and class discussions and debates. This allows teachers to address common misconceptions, 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. For the coursework units of the Applied General Business course, this will likely comprise coaching to immediately gauge where and how the student can develop the analysis and application in their discussion of a particular business, and amend coursework accordingly.

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. For the coursework units of the Applied General Business course, this includes the submission of an assessment objective whereby written feedback is provided to enable learners to continue to develop their coursework to achieve the examination board criteria. Such criteria is known to the students who can track their own progress and seek feedback as and when necessary. It is also recorded on a central tracker and used to facilitate changes to Schemes of Learning.

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. For the coursework units of the Applied General Business course, this means completion of a coursework unit. Most of these are internally assessed using the examination board framework and specific set of criteria subject to external moderation.

