

Business & Enterprise Curriculum

The Vision for all our students who study Business or Enterprise (Intent)

It was once said “Money makes the world go round” therefore in schools is vitally important to offer students the opportunity to understand the world of Business and Enterprise. Millions of people will have seen the success of large businesses such as Amazon, Google, Apple, Facebook, Dyson, Audi and Barclays, but do the millions understand what is required to become such global brands and to sustain that year after year. Business Studies provides transferable skills allowing students a smooth transition from an educational environment to a work environment, by providing an insight to a multitude of business sectors and departments. At King Edward VI students studying business will develop a range of life skills including: enhancing team working, problem solving, independent learning and communication skills whilst instilling confidence in our students to make themselves stand out in a competitive working environment. Students will take a proactive part in their studies by maintaining a good understanding of current affairs and applying this to their studies on the impact of the external environment on business. Business Studies will also nurture their creative side in developing marketing and promotional campaigns, planning and pitching a business idea whilst also developing their financial acumen when it comes to understanding personal finance in the form of; mortgages, lending, savings and investments. Students will also have the opportunity to partake in employment interviews and hone their CV and interview skills in order to be in a strong position to gain employment or continue into higher education. We believe that at King Edward VI, Business Studies is a living and breathing subject and therefore as a department we must engage with employers so that we remain pro-active in our subject area. We have successfully partnered with Young Enterprise based in Stafford and Ryman’s and give our students in year 9 the experience of setting up a business idea and project. The winning students then have a chance to go to Wembley Stadium to present to leading names in the UK business world such as Theo Paphitis. We also run educational visits to Alton Towers, Chester Zoo, Drayton Manor and Cadbury World. These are excellent opportunities to not only develop learning further but a chance to consolidate knowledge and see leading business in their sector and how they work.

A qualification in Business studies will open doors to interviews and opportunities in every possible avenue of enterprise. Business Enterprise is an outstanding addition to any student’s curriculum vitae and in many cases the course can be a life changing experience.

Rationale (Implementation)

Within Business Studies courses have been selected to suit the needs of the students at King Edward VI, ensuring that they are engaging and able to stretch all students. Whether students are studying GCSE or Cambridge National at Key Stage 4 the resources created are engaging and through the use of real life examples put the theory in to the real world, so students can see how what they are learning in the classroom transfers to actual businesses. In Business Studies students are required to work independently and develop their communication skills by presenting to the class. This builds resilience and confidence in our students. Through the writing of coursework students develop their ICT skills which is transferable to other subjects across the school and beyond their time at King Edward VI.

Students are chosen to follow one of the two pathways depending upon a variety of factors. We first have student choice, if a student has a particular learning style, for example, they prefer coursework to exams we guide them to pick an appropriate course which suits that. We also take

into consideration their performance in the core subjects to ensure they can access the course content for either of the two courses. Enterprise for example has a large proportion of research and presentation skills. If this is something that we can see from other subjects that a student struggles with we again guide them away from this choice. We also look at the group sizes that have chosen the subject. The Cambridge National is a large workload for staff and students which is a constant, this therefore is more manageable with smaller groups. This ensures the wellbeing of both staff and students but also ensures a higher level of individual support. The GCSE needs more independence to extend learning from outside of the classroom but also answer examinations questions. This tends to work with small class sizes but also is easier with a larger group.

KS4 exam courses

Students in year 10 either follow Edexcel GCSE Business or the Cambridge National Enterprise and Marketing vocational qualification. Both courses have 3 x 50 minutes per week in the curriculum.

The Edexcel GCSE is based upon two examinations taken in year 11. Both papers are equally weighted. Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK.

It is broken down as such:

- * Topic 1.1 Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.
- Topic 1.2 Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.
- Topic 1.3 Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects
- Topic 1.4 Making the business effective – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.
- Topic 1.5 Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.

Theme 2 comprises five topic areas.

- Topic 2.1 Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- Topic 2.2 Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- Topic 2.4 Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- Topic 2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

The OCR Cambridge National Enterprise and Marketing is divided into three units. Units R064, R065, R066.

R064 is a theoretical examination. This incorporates all of the theory that will be covered in the other two units. We tend to sit this examination in January of year 11. This then gives students another opportunity to sit the exam again should they wish to improve their score later in the year.

R065 is called Design a Business Proposal. This unit is assessed via coursework. This unit again is submitted for assessment in January year 11, and again students have the ability to re-submit should they choose at a later date. R065 is usually taught in year 10 of the course and covers the following areas:

Learning Objective 1: How to target a market – students explore market segmentation, how businesses use primary and secondary research to identify customer needs and wants and finally the types of feedback available to customers.

Learning Objective 2: Understand what makes a product or service financially viable – this section involves looking at key financial data for a business. What are costs? Types of Costs? What is a breakeven point? And what is a companies profit and loss margin? Are all discussed and then calculated using live data from your business you are trying to create.

Learning Objective 3: Understand product development – this unit comprises of looking at the product lifecycle and how to prolong this, differentiate it and then what external factors can affect the design process.

Learning Objective 4: Understand how to attract and retain customers - students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.

Learning Objective 5: Understand factors for consideration when starting up a business – this unit looks at the formulation of a business plan. How to create finances to start the business up, what is included in a business plan and finally the types of ownership.

Learning Objective 6: Understand different functional activities needed to support a business startup – this expands upon the previous learning objective, taking into consideration the start of a business in the market.

R066 is called Market and pitch a business proposal. This unit is assessed via coursework and a presentation that is delivered a number of times to peers, teachers and governors. This unit again is submitted for assessment in January year 11, and again students have the ability to re-submit should they choose at a later date. R066 is usually taught in year 11 of the course and covers the following areas:

Learning Objective 1: Be able to develop a brand identity and promotional plan to target a customer profile – looks at what is going to make your brand recognisable, the methods to do this and which customers your brand is going to target and why.

Learning Objective 2: Be able to plan a pitch for a proposal – this is where students will bring together work from R065 and R066 and students will plan a presentation to give regarding a product they have designed from the very beginning, using ideas such as research, marketing and customer profiling.

Learning Objective 3: Be able to pitch a proposal to an audience – a great opportunity to practice your presentation skills is given in this unit before delivering to two adults of the school. This is the student's opportunity to shine and show off their product and presentation skills, similar to a Dragon's Den experience but less intense.

Learning Objective 4: Be able to review the strengths and weaknesses of a proposal and pitch – the last aspect of the unit is to reflect on the whole product design, proposal and pitch. Using techniques such as SWOT analysis students will gain a large proportion of their marks reflecting and seeing where things went well and what didn't. This is an excellent opportunity to then correct the whole process for the second submission should a student require to do so.

SMSC

Through Business and Enterprise students have numerous opportunities to develop SMSC. Through team work tasks, young enterprise day and visits to leading businesses the students are developed socially. This develops communication, teamwork and co-operation, all fundamental for the development of the social self. Through competition within lessons and theory lessons we discuss the morality of winning at all costs, engaging customers, understanding respect, ethics and values of the business world. Students will discover how supporting a business or following a business proposal through

can be seen as a religion to some and as a way of bringing together some cultures. We also discover how some religions work within constraints when in the business world. We develop aesthetic appreciation. i.e the beauty of how something moves and looks, when designing products and logo's. Finally, there is cultural development where students get the opportunity to visit new schools in the national enterprise challenge.

British Values

British Values are essential in modern day educational settings. With Britain a community of a variety of cultures it is essential to rubber stamp and reinforce what it is to be British. We look at the BV in the following ways:

Democracy – regularly students are asked to voice their opinions on the ethics of business. We allow students to see the various partnerships businesses can be, such as partnerships and how democracy fits in within those ownership types.

Rule of Law – Business is dictated by rules. This could be rules around the types of business that can be set up or laws regarding freedom of information when a business becomes a PLC.

Individual Liberty – in Business we offer students the chance to express themselves through presentations and creative design of products. This could be as part of the enterprise course which asks for designs such as hats or GCSE Business where one of the topics we look at is designing and making a chocolate bar.

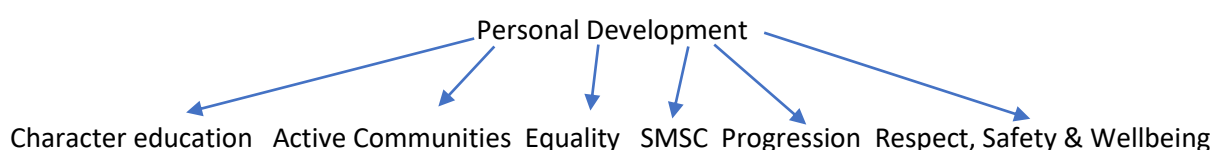
Mutual Respect – this is an essential part of all subjects. Without cooperation and collaboration there is no ability to discuss and do market research on the business proposals students are asked to create. Without mutual respect we can't listen to each other's views when feedback is given or during debates where we can analyse both sides of an argument.

Concept of cultural capital

The Business department looks at developing cultural capital by looking at promoting values and virtues within our Business lessons.

Out of the classroom	In the classroom	In our minds
Self Control	Love of Learning	Faith
Justice	Sense of Humour	Hope
Temperance	Attentiveness	Forgiveness
Solidarity	Humility	Compassion
Respect	Patience	Service
Kindness	Perseverance	Courage
Friendship	Determination	Empathy

These will be delivered through the various pathways of:



Character education – looks to implement the values and virtues into our curriculum, both examination and non-examination, at every available opportunity.

Active Communities – include leadership opportunities, mentoring, local and national competitions, encouraging lifelong participation in business design.

Equality – promoting of British Values within lessons when opportunities arise, treating all people the same no matter the ability, sex and race. We also try and create opportunities for all through our extra-curricular activities, young enterprise days and business trips.

Progression – students are given regular advice on their career pathways, this includes options and activities outside of school. We ask students to create and design which allows them to understand the process of new products entering the market.

Respect, Safety & Wellbeing – this is where we aim to give students the chance to develop their mental & social wellbeing through stimulating and active lessons, using many teaching styles.

Cross-curricular opportunities, literacy and numeracy

In Business and Enterprise there are numerous opportunities to develop numeracy and literacy. Numeracy is developed through problem solving situations in business environment. This open environment make students think on their feet and apply the appropriate responses. Students learn that mistakes happen it is how we recover from that. We also do data analysis or pattern analysis as part of theory lessons. This allows students to see how then to apply the data and then adapt their product. Moreover, all students are taught how to complete a balance sheet using mathematical equations for things such as calculating profit or loss. Literacy is encouraged in all reading time activities of an afternoon. We also give students research tasks such as finding out about a specific company which allows them to read and skim. There are numerous opportunities for peer teaching where students can read and apply the correct improvements to one another's performance. We also develop students' leadership skills which then gives the student the skills to develop communication and empathy.

Careers (Gatsby benchmark 4 coverage)

The Business and Enterprise world is always evolving. It is also becoming ever more prominent since the inception of social media and programmes such as "The Apprentice" and "Dragon's Den". Never before have students had such an opportunity to be the next entrepreneur. Students who follow a business career can look at so many different fields. Students can become the next James Dyson, or a leading light in marketing, making their product sell with imaginative ideas. The world of business strategy is ever developing with companies paying vast sums of money for people to push a company onto the next level or even save a company. A business needs to be solvent and so marketing and finance is a significant role within a company and allows for people who excel in math to enter the business world. Project managers are paid incredible sums of money at the top end of business but people may need to be their own project managers if self employed or even redesigning a house. Business has so many strings to its bow that impossible to list all the jobs. It's exciting and dynamic and constantly changing.

We are proud of our students and their success: (Impact)

Key Stage 4

	2017	2018	2019
Percentage of students achieving 4+	42% (C+)	41% (C+)	44%
Percentage of students achieving 5+	N/A	N/A	18%
Percentage of students achieving 7+	2% (A*A)	4.3% (A*A)	0%