JOHN PORT SPENCER ACADEMY

Business

Curriculum Overview

Key Stage – KS5 - Y12

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Location of resources:	**Shared Drive > Business Studies > Teaching Resources**
Curriculum intent and rationale:	Students in A Level Business Studies will be expected to learn the material outlined in the OCR specification. The 8 topics have been broken down into Core Content areas. In Year 12 the students will cover 5 main topics and continue into Year 13 to complete the other 3. Some topics will be revisited in Year 13 and extended. Finance has been planned in Year 13 for example as it requires more underpinning knowledge from previous topics. Exam technique will be covered throughout as this is crucial for success. Revision time throughout and will be allocated before Mock examinations and also at the end of Year 13 before the final three examinations.
National Curriculum Links:	By the end of the course, students should be able to: ● know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society ● apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts ● develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems ● develop as effective and independent students, and as critical and reflective thinkers with enquiring minds ● use an enquiring, critical approach to make informed judgements ● investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business ● develop and apply quantitative skills relevant to business, including using and interpreting data

What content needs to be covered? Key Knowledge and skills / misconceptions to address

By the end of the year students will know:

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Introduction to Business & Business Objectives and Strategy Students will cover the key topics within the first two units of A Level content. They will begin to learn the various exam structures and start to practice exam technique. **Students will learn key knowledge and skills about:** Knowledge: ● Types of Business ● Business Sectors ● Enterprise ● Business Functions ● Franchises & Cooperatives ● Business Size & Growth ● External Growth ● Stakeholders & Objectives ● Business Objectives & Mission ● Mission Statements ● Business Plans ● Strategy & CSR Quantitative skills:	**Human Resource management** Students will cover the key topics within the A Level unit on Human Resources and their management. They will begin to learn the various exam structures and start to practice exam technique. **Students will recap, retrieve and build on key knowledge and learn key knowledge and skills about:** Knowledge: ● Organisational Structures ● Communication ● Workforce Planning ● Workforce Performance ● Recruitment ● Selection ● Training ● Motivation ● Leadership ● Employer/ employee relations ● Redundancies & Dismissals ● Employment Law Quantitative skills:	**Marketing** Students will cover the key topics within the A Level unit on Marketing and its impact. They will develop the various exam structures and continue to practice exam technique. **Students will recap, retrieve and build on key knowledge and learn key knowledge and skills about:** Knowledge: ● Marketing Objectives & Resources ● Identifying customer needs ● Market research ● Sampling & normal distribution ● Anticipating customer needs ● The 7 Ps ● Market share & market growth Quantitative skills: ● Calculation ● Interpretation	**Marketing** Students will cover the key topics within the A Level unit on Marketing and its impact. They will develop the various exam structures and continue to practice exam technique. **Students will recap, retrieve and build on key knowledge and learn key knowledge and skills about:** Knowledge: ● Marketing Objectives & Resources ● Identifying customer needs ● Market research ● Sampling & normal distribution ● Anticipating customer needs ● The 7 Ps ● Market share & market growth Quantitative skills: ● Calculation ● Interpretation	**Operations** Students will cover key topics within Operations They will develop the various exam structures and continue to practice exam technique. **Students will recap, retrieve and build on key knowledge and learn key knowledge and skills about:** Knowledge: ● Methods of production ● Stock control ● Lean production ● Quality standards ● Project management ● Economies & diseconomies of scale ● Added value ● The production process ● Service quality ● Location & logistics Quantitative skills: ● Calculation ● Interpretation	**Operations, Revision & Mocks** Students will revise key content ready for mocks, covering all units from Y12. They will develop the various exam structures and continue to practice exam technique. **Students will recap, retrieve and build on key knowledge and learn key knowledge and skills about:** Knowledge: ● Introduction to business ● Business objectives & strategy ● Human resource management ● Marketing ● Operations **There will be a focus on mock feedback and improvements.** Quantitative skills: ● Calculation ● Interpretation

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• Calculation • Interpretation • Students will be using numerical data to analyze and solve problems, make informed decisions, and understand business performance. These skills are crucial for tasks like data analysis, financial forecasting, and understanding market trends. Strong quantitative skills allow students to interpret data, identify patterns, and make data-driven recommendations.	• Calculation • Interpretation • Students will be aware of the importance of reviewing performance from all within the workforce by using specific statistical information and analysing it, acting upon the findings in various forms. Giving students specific information to interpret will give them a real understanding of how management can utilise the figures, thereby creating an action plan to implement, in order to gain the maximum potential from all staff within the organisation	• Students sometimes mix up the terms market size, market share and market growth and they must ensure that they are clear what is being asked for in any particular exam question. Both market share and market growth can be calculated as percentages. Percentage changes may also provide useful information to understand developments in a market over time	• Students will practice the calculations, students need to understand how a business may use information about elasticity and what is within a business' control. For price elasticity of demand (PED), students need to appreciate that a business has control over the price charged and this will affect quantity demanded.	• Students comparing output against the level of staffing is a very common measure of productivity and labour productivity can also be taught as part of workforce performance. However productivity can also be measured and evaluated in relation to other factors of production such as machine hours or floor space • Added value can be described as the difference between the price a business charges for the product/service and the cost involved to make the product/service. Giving students the opportunities to see the benefits from an organisation using added value will enable them to work out and understand the concept. For example: Selling price = £10 Cost of inputs = £3 Added value = selling price – cost of inputs = £7	• Students need to be aware whilst being able to calculate costs/revenue/profit is important, understanding the specific meaning of the financial terms and being able to use the terminology accurately is even more crucial. Terms such as 'money' should be avoided in preference for a more meaningful term be it cash in hand, profit, revenue, direct costs etc • Students face challenges in understanding core business concepts, particularly when differentiating between related terms and applying them to real-world scenarios. Specific challenges include: accurately identifying business sectors (primary, secondary, tertiary vs. ownership: private, public, third sector), understanding financial documents and their limitations, and interpreting data to assess business performance. Additionally, students need to grasp how businesses operate, grow, and manage resources, including human resources and marketing strategies. This will be undertaken via high level questioning and in class assessments.

What content needs to be covered? Key Knowledge and skills / misconceptions to address

By the end of the year students will know:

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Key Vocabulary: • Factors of production • Sectors of production • Opportunity Cost • Enterprise • Entrepreneur • Sole Trader • Partnership • Limited liability partnership • Private Limited Company • Public Limited Company • Unlimited liability • Limited liability • Dividend • Shareholders • Internal stakeholders • External stakeholders **Challenge:** All students are challenged via higher level questioning and discussion around different types of business ownership, financial management, managing growth, attracting and retaining talent, building a strong brand, and adapting to change. **Misconceptions:** • Difference between enterprise and an entrepreneur. • Difference between partnership, LLP & LTD. • That every stakeholder group wants something different from a business.	**Key Vocabulary:** • Organisational structure • Tall structure • Flat structure • Chain of command • Communication • Delayering • Span of control • Recruitment • Selection • Job analysis • Job description • Person specification • Internal recruitment • External recruitment • Workforce planning • Appraisal • Workforce performance • Trade union • Dismissal & redundancy • Grievance • Leadership • Motivation **Challenge:** All students are challenged with questions and interpretation of different hierarchical structures and the impacts on different types of ownership adapting to the evolving demands of the modern workplace. This includes navigating technological advancements, managing a diverse and remote workforce, and ensuring employee well-being and engagement. Other significant hurdles involve talent acquisition and retention, compliance with changing employment laws, and developing strong leadership capabilities within the organisation. **Misconceptions:** • Differences between all theorists. • Difference between Recruitment and selection • The use of job description and person specification	**Key Vocabulary:** • Marketing • Market research • Customer • Consumer • Market segmentation • Target market • Market Size • Market Share • Primary research • Secondary research • Qualitative data • Quantitative data **Challenge:** All students are challenged with questions demonstrating marketing's value to the business, bridging the skills gap, understanding customer behaviour, fortifying digital strategies, and boosting growth on a budget. **Misconceptions:** • The difference between primary and secondary research. • The difference between customer wants and customer needs. • The meaning of segmentation. • Marketing is not just advertising.	**Key Vocabulary:** • Competitive pricing • Cost-plus pricing • Price Penetration • Price Skimming • Loss Leaders • M-Commerce • Product Life Cycle • Extension strategies • Boston Matrix (Product Portfolio) • Market share • Market growth • Sample size • Normal distribution **Challenge:** All students are challenged with questions grasping the interconnectedness of the 4Ps (or 7Ps), adapting the marketing mix to diverse market conditions, and navigating the impact of external factors like competition and changing consumer preferences. Successfully implementing the marketing mix also requires careful resource allocation and a clear understanding of the target market. **Misconceptions:** • How the graphs for normal distribution are constructed. • The categories of the Boston Matrix. • The need for service marketing.	**Key Vocabulary:** • Job production • Flow production • Lean Production • Kaizen • Just in Time (JIT) • Just in Case (JIC) • Suppliers • Procurement • Logistics • Quality Control • Total Quality Management (TQM) • Customer Service • Sales Process • Post sales services • M-commerce • Social media **Challenge:** All students are challenged with questions managing growth, handling supply chain disruptions, integrating new technologies, and maintaining ethical and sustainable practices. Additionally, businesses face staffing issues, financial constraints, and the need for effective communication and ethical conduct. **Misconceptions:** • Difference between Just in Time and Just in Case. • Difference between E and M-commerce. • That telesales is using the TV or an app on the phone.	**Exam Technique:** • Knowledge AO1 -definition at the start of long answer questions. • Knowledge AO1 - use of key terms throughout the answer. • Application AO2 - referencing information from the Items. • Application AO2 - using the context to *further* points made, not just adding them into answers. • Analysis AO3 - Chains of reasoning - usually at least 3 connectives for long answer questions. • Evaluation AO4 - Conclusions show a student's decision and their reasons why - they should add new points that *further* the main body. **Challenge:** All students are challenged with questions about the complexity of the content, the need for strong analytical and evaluative skills, and the application of business concepts in diverse contexts. Furthermore, understanding external influences on businesses, like the digital revolution and market forces, and the impact of ethical and environmental issues can be demanding. **Misconceptions:** • Knowledge AO1 - just one definition will be enough for long answer questions. • Application AO2 - just using the business's name is enough for full context marks. • Evaluation AO4 - Conclusions are just summaries of the main body.

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Previous learning that is particularly relevant:		
Being a new course, students may not have prior learning, as there is no prerequisite to have studied Business at GCSE in order to study it at A Level. This means that whilst all prior learning from GCSE is relevant, we work as though students do not know this information and can speed up or slow down depending on the class understanding.	These half terms will rely heavily on learning from half terms 1 and 2. Students will often link their thinking to ownership types and stakeholders.	These half terms will rely heavily on learning from half terms 1 and 2. Students will often link their thinking ownership types and stakeholders. Students will also need to link to prior topics of marketing and HR, due to the synoptic focus at A Level.
Future Learning - How content prepares students for future units or Key Stage 5:		
This links to future learning, as many of the units rely on content from half terms 1 and 2. Students will often link their thinking to ownership types and stakeholders.	Marketing will often be referred to in other units, as the course is synoptic and questions from Operations, finance and change management will need to be linked to marketing.	Operations will often be referred to in other units, as the course is synoptic and questions from finance and change management will need to be linked to operations.

Outcomes:
By the end of the year pupils will be able to solve/create/produce/write:

By the end of Y12, students should be developing their exam technique, ensuring that the OCR assessment objectives are stable:

Knowledge AO1:
- Definition at the start of long answer questions.
- Use of key terms throughout the answer.

Application AO2:
- Referencing information from the Items.
- Using the context to further points made, not just adding them into answers.

Analysis AO3:
- Chains of reasoning - usually at least 3 connectives for long answer questions.

Evaluation AO4:
- Conclusions show a student’s decision and their reasons why - they should add new points that further the main body.

Assessment Strategy How we know our students are knowing and remembering more –
Data from hunting, not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.

Formative:	**Summative (& cumulative):**	**Opportunities to revisit past learning:**
• Recall knowledge tests - basic content • Questioning - whole class/ groups/ individual • Homework - knowledge based • Development tasks - additional gold stars • DO NOWs - prior learning and prerequisite	• **Half term 1** - knowledge checks and end of unit assessments on Introduction to Business and Objectives & Strategy • **Half term 2** - knowledge checks and end of unit assessment on HR • **Half term 3** - knowledge check and project work on Marketing • **Half term 4** - project work and end of unit assessment on Marketing • **Half term 5** - knowledge checks and end of unit assessment on Operations • **Half term 6** - Y12 Mock Paper 1 SEND students will be offered more scaffolding for exam technique to begin with and may be removed at a slower pace to others in the class, when ready.	Retrieval tasks are presented to students each lesson in the form of a DO NOW task and during lessons. Homework tasks require previous knowledge and many of the informal exam questions in lessons will cover multiple topics from previous lessons. **Opportunities for homework (including apps):** • BBC Bitesize • KS5 knowledge organisers • Two Teachers videos • Tutor2U blogs, posts, revision materials and videos • Seneca • Engaging with news articles • Taking the Biz • Completing Past paper questions

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How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?

Repetition and retrieval tasks are embedded into learning and woven through synoptic tasks on current content to reinforce key ideas. Students are encouraged to bring in real world examples from their own experiences to support their understanding and these are often shared with the class, so that students can gather multiple perspectives and examples. This helps to embed the content and learning of business key vocabulary and ensures that every learner gets involved, making it more inclusive for SEND and disadvantaged students. Scaffolding is given to all to learn new exam techniques, but may be removed more slowly for some to build their confidence. We have inclusive discussions throughout and look at different types of businesses and economic topics. We know our students and use seating plans to support learning for all. Teachers also adapt lessons and scaffold where needed, especially for exam technique for SEND students.

Wider Curriculum and Enrichment – cultural capital and real world application -

Enriching experiences:

By the end of Y12, students will have experienced:

- Discussions and tasks around many different businesses from small sole traders through to multinational companies.
- Discussions and tasks around many different entrepreneurs, looking at their skills and backgrounds (not every millionaire came from wealth).
- Work Experience Placements in a business settings
- Drayton Manor Lecture/ visit
- Enterprise activities/ events

Our curriculum supports the school value of:

Joy	*Foster enthusiasm and engagement by exploring different businesses that pique students' individual interests. Students are able to use these businesses as examples in their work to further their understanding.*
Progress	*We monitor and support progress through regular formative feedback, scaffolded writing tasks, and clear success criteria. Students are guided to develop analytical skills step-by-step, with targeted interventions and personalised support to ensure every learner moves forward - regardless of starting point.*
Success	*We celebrate success by giving verbal praise, phone calls home, reward points, postcards and showing student work to the class.*
Act with care, kindness, respect, and integrity	*We build meaningful connections with our students by allowing them to make decisions about their learning that interest them (through exploration of different businesses and entrepreneurs). We aim to create a supportive, inclusive classroom and work hard to develop relationships with the students.*

Literacy, Oracy and disciplinary language:

Literacy:

Literacy skills are developed through reading of texts within exam questions - these are usually several paragraphs of information that need to be read thoroughly and interpreted/ analysed.

Reading and Interpreting Case Studies

A Level Business exams use **case studies** and real-world contexts. You must:

- Extract key information quickly
- Understand what a business does and its current position
- Identify internal and external influences

Evaluative Language

For top marks, you need to **evaluate** – weigh arguments, make judgments, and conclude. This includes:

- Using connectives: *however, on the other hand, it depends on...*
- Judging relative importance of factors
- Giving reasoned recommendations

Oracy:

Students are encouraged to verbalise their thought process and reasoning behind this, strengthening their oracy skills. They also give presentations to the class through group projects to practice their oracy skills for both formal and informal settings.

Engage in Class Discussions – Practice using business vocabulary confidently.

Role-play Business Scenarios – Simulate meetings or sales pitches.

Practice Explaining Key Terms Aloud – Teach others or record yourself.

Debate Business Issues – Take different sides on ethical or strategic decisions.

Work on Voice, Clarity, and Confidence – Especially for formal presentations.

Cross-Curricular opportunities / Opportunities to develop 'character':

Many opportunities for cross curricular learning. Students are encouraged to discuss what they know from other lessons. Links to maths for finance topics, links to PRE for ethics topics, links to geography for globalisation and environmental topics.

Character developed by group work and presentations, money management discussions during finance topics and entrepreneurial skills topics.

Our curriculum supports personal development by:

Personal development is supported through money management, ethical discussions, communication and explorations of gender and religion in relation to marketing.

Careers / Employability skills:

Listening – class and group discussions, presentations for others to make notes on all encourage students to listen to others and see their view.

Speaking – class and group discussions, and presentations encourage students to develop their speaking skills (both formal and informal).

Problem solving – students have to analyse and evaluate business situations, encouraging them to problem solve for a business.

Aiming high – regularly practice exam technique, and encouraged to always improve and their verbal responses may be challenged in order to think more deeply.

Critical thinking – students have to think critically in order to effectively make recommendations for businesses and are encouraged to practice this skill over time.

Staying positive – students discuss topics of motivation, which explores ways to stay positive and research entrepreneurs from different backgrounds which helps to see mindset over circumstances.

Leadership – leading group activities or on projects/ presentations. Students will support one another and lead on exam feedback or self/ peer assessments.

Teamwork – collaborative tasks through group work, projects/ presentations encourage teamwork.

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Disciplinary Language:
Exam command words are practiced regularly with students and subject terminology is revisited frequently in lessons and through homework tasks

Analytical and Evaluation Language

Examiners expect structured arguments. Use connectives and evaluative phrases to show depth of thinking.

Analytical Phrases:

- "This leads to…"
- "As a result…"
- "Which means that…"
- "This affects the business by…"

Evaluative Phrases:

- "However, this depends on…"
- "In the short term… whereas in the long term…"
- "A limitation of this is…"
- ~~"This is significant because…"~~
- "The impact will vary depending on…"

Command Word Awareness

Understanding the disciplinary meaning of **command words** is essential:

- **Describe** – Give a detailed account.
- **Explain** – Provide reasons for something.
- **Analyse** – Break down an issue and show cause-effect relationships.
- **Evaluate** – Make a judgement supported by evidence.

Creativity – creativity in coming up with options to recommend to businesses is encouraged and students' creativity is enhanced during marketing topics.

Employment Sectors discussed include:
We explore many sectors as part of the curriculum and students are encouraged through research tasks and projects to find out about others.

University Pathways

A Level Business Studies is excellent preparation for degrees such as:

- Business Management
- Marketing
- Accounting & Finance
- Economics
- Human Resource Management
- Entrepreneurship
- Law (with business modules)
- International Business

Career Options (Straight After A Levels or After Uni)

Business and Management Roles

- Business Analyst
  Management Consultant
- Operations Manager
  Project Coordinator

Marketing and Advertising

- Marketing Executive
- Social Media Manager
- Market Research Analyst

- Brand Manager

Finance and Accounting

- Accountant (with further qualifications like AAT, ACCA, or university)
- Finance Assistant
- Banking Advisor
- Credit Analyst

Human Resources (HR)

- HR Assistant
- Recruitment Consultant
- Training & Development Coordinator

Sales and Retail

- Sales Executive
- Retail Manager
- Customer Service Manager
- E-commerce Specialist

Entrepreneurship

- Start your own business or freelance venture—especially with knowledge in marketing, finance, and operations.

Apprenticeship Opportunities

A Level Business Studies is also useful for:

		• Higher or Degree Apprenticeships in Business Administration, Finance, Digital Marketing, etc. • Opportunities with major companies like PwC, KPMG, Google, Barclays, and others offering business apprenticeships.

Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement.

When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?
Summer 2025	Schemes of Learning edited to accommodate additional teachers in split classes and changes to teaching hours of current teachers. A Level Business content and exam technique have been updated to accommodate updates from training and marking courses and changes to the specification.	QA monitoring, faculty meetings, Climate walks, Observations, Book Audits, CPD, Moderations, recalling exam scripts, Examiners reports.