



Business, Enterprise and Economics Curriculum Map

Intent:

The curriculum has been designed to empower children with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly (Nishkam), with an abundance of love, compassion and forgiveness. The curriculum aims to support students to learn about peace, forgiveness, love and faith in the Divine through their academic subjects, faith practice and personal development.

Our curriculum is constructed around our vision to ensure we remain:

Faith-inspired: learning from the wisdom of religion

Our students explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support students to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

Virtues-led: nurturing compassionate, responsible human beings

We believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our students, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable students to understand their choices in order to help lead better lives. Our students become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith. Students learn to experience faith through lived out through righteous living in thought, action and deed.

Aspiring for Excellence: in all that we do.

Our students and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Students gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

The curriculum at Nishkam School West London has been carefully crafted to be broad, balanced and stimulating, giving every Nishkam student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and confident people. Knowledge-rich, skills based and Faith-inspired, the Curriculum at Nishkam School West London is delivered through three **Golden Threads** that are unique to our ethos and virtues:

1	Love and forgiveness vs. Enmity and Hate
2	Peace and Collaboration vs. Conflict and War
3	Trust in God

Every composite of our curriculum is constructed of components that have each of these threads at their core. These elements can be clearly identified in our subject-based curriculum maps and Schemes of Learning documents.

The Business, Enterprise and Economics curriculum is necessarily aspirational, focused on excellence and on securing in all learners a love of learning through the acquisition of knowledge, the study and practice of faith, and an understanding of the world around them. One aspect of the curriculum is the school ethos of the golden threads. Students will learn via collaboration, peace, forgiveness, and love through each unit of work.

BTEC Enterprise offers a dynamic, practical, and future-focused learning experience that mirrors the real world of business and entrepreneurship. Through a blend of vocational study and real-life application, students gain a deep and authentic understanding of how enterprises are created, developed, and sustained in today's ever-changing economic landscape.

This course equips students with the knowledge, skills, and character required to succeed in business and beyond. Students explore key enterprise concepts such as business planning, market research, promotional strategies, and financial forecasting. They learn to use business terminology and methods with precision and confidence, while applying this understanding in realistic, hands-on scenarios.

The curriculum encourages an enquiring and critical approach, helping students to distinguish fact from opinion, form evidence-based arguments, and make sound judgments. These are supported by independent learning tasks that foster resilience, initiative, and adaptability—essential traits for both entrepreneurship and lifelong learning.

Throughout Key Stage 4, students:

- Investigate real local enterprises and observe entrepreneurship in action through visits, guest speakers, and case studies.
- Engage in the full enterprise cycle—researching, planning, pitching, and reviewing their own enterprise ideas.
- Develop technical and personal skills, including digital literacy, time management, problem-solving, and teamwork, through structured vocational tasks.

As a virtue-led subject, Enterprise nurtures both competence and character. Students are guided to:

- Work collaboratively, showing respect and compassion in group planning and peer feedback.
- Demonstrate diligence and integrity in research, planning, and financial modelling.
- Reflect on their own performance with honesty and humility, recognising mistakes as opportunities for growth and forgiveness.
- Make business decisions that consider not just profit, but also social impact, fairness, and ethical practice—promoting love and service in economic life.

Through this practical and character-building course, students will:

- Understand how businesses operate and adapt to change.
- Develop key enterprise behaviours and transferable skills in a business context.
- Build confidence in communication, leadership, and self-management.
- Leave prepared to enter further education, apprenticeships, or the world of work with a strong moral compass and a sense of purpose.

In all, BTEC Enterprise offers a learning journey that develops not only enterprise acumen, but also virtuous citizenship—empowering students to become enterprising, thoughtful, and compassionate contributors to society.

GCSE Business Studies equips students with the knowledge, skills, and character to understand, engage with, and critically reflect on the dynamic world of business. The course allows students to apply their understanding to a range of real-world business contexts—from small start-ups to large multinationals, and from local enterprises to global organisations.

Students explore how different contexts influence business behaviour and decision-making. They study the interdependent nature of key business functions—operations, finance, marketing, and human resources—and how these areas collectively shape the direction and strategy of organisations. This helps develop their appreciation for the complexity and interconnectedness of modern business, as well as the importance of collaboration in achieving success. Throughout the course, students are encouraged to apply their knowledge to authentic scenarios, both familiar and unfamiliar. They develop their analytical and evaluative skills through decision-making exercises, case studies, and data interpretation tasks. In doing so, they learn to assess both quantitative and qualitative data, understanding the limitations and possibilities of each. These opportunities nurture resilience, critical thinking, and a sense of responsibility, while building confidence in making justified decisions grounded in evidence.

A key aim of the curriculum is to cultivate not just commercial awareness but also ethical awareness—encouraging students to consider the moral and social implications of business behaviour, such as environmental impact, fair treatment of workers, and corporate social responsibility. Lessons prompt students to reflect on the role of peaceful negotiation, forgiveness in leadership, and love and compassion in customer and employee relations—aligning business education with deeper personal development. Students will be supported to:

- Use and apply accurate business terminology and concepts with confidence.
- Investigate and analyse business problems and opportunities using structured frameworks.
- Make informed, ethical and financially-sound decisions, considering both logic and virtue.
- Reflect on their role as future business leaders and citizens, with a focus on collaboration, service, and purpose.

Ultimately, GCSE Business Studies at our school empowers students to understand business not only as a tool for economic success, but as a platform for virtuous leadership, responsible innovation, and positive societal change.

A-Level Business Studies enables students to develop a deep and critical understanding of the world of commerce, entrepreneurship, and strategic leadership. The course serves as outstanding preparation for university study in business-related fields—including management, marketing, finance, and economics—and also equips students with the confidence, vision, and integrity to launch and lead businesses of their own. Students engage meaningfully with contemporary business issues and real-life case studies. By examining both national and global businesses—across sectors and scales—they explore how leadership, decision-making, and innovation can enhance performance in core functional areas: marketing, operations, finance, and human resources.

The curriculum emphasises the interconnected nature of business activities and the dynamic external environment in which firms operate. Students analyse how internal strategy and external influences shape business success, sustainability, and long-term impact. This naturally lends itself to discussions around ethical responsibility, stewardship, and the moral consequences of business decisions.

At the heart of the course is the development of responsible and virtuous leadership. Students explore key themes such as:

- The role of peaceful negotiation and emotional intelligence in managing change and resolving conflict.
- The value of collaborative cultures and servant leadership models in driving motivation and engagement.
- The importance of forgiveness and learning from failure in entrepreneurial journeys.
- The place of love and care in customer relations, employee wellbeing, and corporate social responsibility.

Throughout, learners apply economic principles and business theory to analyse data, evaluate strategic options, and make reasoned judgments. This develops their critical thinking, decision-making, and problem-solving skills—anchored not only in logic and financial viability but also in moral discernment.

Students will:

- Apply business knowledge and models to real-world contexts and scenarios.
- Evaluate strategic decisions from financial, operational, ethical, and social perspectives.
- Use both qualitative and quantitative evidence to justify conclusions and recommendations.
- Reflect on their responsibilities as future leaders, entrepreneurs, and global citizens—guided by virtues such as collaboration, compassion, peace, and integrity.

A-Level Business Studies is more than a pathway to academic or professional success—it is a platform for forming principled, thoughtful individuals who aspire to lead with purpose, conscience, and service in the business world.

A-Level Economics empowers students to explore the forces that shape the world's markets, societies, and governments. The course develops a critical and questioning approach to economic theories, models, and decision-making tools—encouraging students to evaluate their strengths, limitations, and ethical implications. It offers a powerful lens through which students can understand and challenge global issues, contributing toward a more just and sustainable future. Economics is divided into two core branches:

- Microeconomics, which examines how individuals and firms interact in markets, investigates the nature of competition, and explores the real-world limitations of idealised free-market models.
- Macroeconomics, which considers the economy at a national and global level—focusing on themes such as inequality, unemployment, economic growth, immigration, global trade, and fiscal/monetary policy.

Students explore the trade-offs and moral dilemmas that policymakers face when responding to economic crises, such as the 2008 financial crash or the long-term challenge of climate change. The course highlights how economic models, while valuable, are simplifications—revealing the tension between efficiency and equity, growth and sustainability, and logic and compassion. Crucially, students are introduced to behavioural economics, a dynamic field that challenges the assumptions of classical models. Here, they learn how human behaviour is shaped by psychology, biases, and emotion—encouraging greater empathy and understanding in economic thinking. As part of our virtue-led curriculum, students are encouraged to:

- Reflect on justice and fairness in income distribution and policy outcomes.
- Debate issues like inequality, poverty, and global trade through the lens of compassion, collaboration, and peace.
- Recognise that economic growth without ethical consideration may harm the vulnerable or the environment.
- Appreciate the role of forgiveness and cooperation in resolving economic conflict (e.g. international debt relief or post-crisis recovery).
- Develop humility by acknowledging the limits of economic tools and the importance of human dignity in decision-making.

Through rigorous study and real-world application, students will:

- Analyse and evaluate the use of economic models in understanding real phenomena.
- Explore data and trends to interpret economic performance and government interventions.
- Construct reasoned arguments around economic issues—balancing evidence with ethical reflection.
- Communicate their ideas confidently, listening respectfully to alternative perspectives and upholding integrity and mutual respect in discussion and debate.

Ultimately, A-Level Economics encourages students to become not only economically literate, but also socially conscious and morally grounded ready to engage in complex public debates, lead with wisdom and compassion, and contribute meaningfully to the common good.

Implementation:

BTEC Enterprise

BTEC Enterprise is a subject which will be new to all learners should they choose it as an option at Key Stage 4. The students will learn how to run an appropriate business, primarily focusing on customer service, finances, marketing, advertising, and presentation. The course follows the Edexcel BTEC Enterprise Tech Award Level 1&2 pathway. BTEC Enterprise is designed for students of all abilities to be able to access, but more importantly, it allows the Enterprise staff to really stretch and challenge those students at the top end of the scale due to rigorous coursework and assessment.

The BTEC Enterprise course aims to stretch and challenge all students, regardless of ability, through its rigorous coursework and assessment. At NSWL, all KS4 students are exposed to all the different assessment criteria ensuring a broad curriculum is delivered. KS4 classes are in mixed ability groups and teachers will ensure all students are challenged whilst providing the scaffolding necessary to ensure all learners are successful. In each class, the teachers ensure that the students are going to meet or exceed their target grades via ongoing assessment, with the support of expert teacher knowledge, PowerPoints, and additional resources. Homework tasks are used to support the content learnt in lessons and are an opportunity for students to underpin the learning they have conducted during the lesson time. The Enterprise

team have the appropriate subject knowledge to deliver the curriculum and participate in on-going CPD sessions delivered by Edexcel which strengthen both pedagogical knowledge and subject knowledge.

GCSE Business Studies, A Level Business Studies and A Level Economics

The business and economics courses follow the AQA specification where students are taught the course over a two-year period. All of the curricula are sequenced coherently so that concepts and skills are developed over time. This supports students of all abilities, especially SEN students. Tailored intervention is put in place to support those who require it to master essential vocabulary and key concepts. This informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross-curricular links are explicitly referenced and exploited in order to deepen understanding. Homework, daily retrieval-based activities and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of- year assessments which are cumulative. Vocabulary is developed through an emphasis of Tier 2 and Tier 3 vocabulary and students are taught to read, write and speak like a business professional. All students have Knowledge Organisers as part of their independent learning in Business Studies. The Knowledge Organiser content is in line with the sequencing of the curriculum. Self-quizzing supports the retrieval of and embedding of knowledge in long-term memory. Students studying Economics will also use knowledge organisers as part of their independent learning. Technology is employed through computer use for internet research, online quizzes, presentations & You Tube educational based video content.

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
10	BTEC Enterprise: Induction/ Exploring Enterprises -Component 1 Key Tasks: <ul style="list-style-type: none"> Enterprise Characteristics SME's Types Purposes Assessment: Coursework 1 - Enterprises: Success or Failure?	BTEC Enterprise: Exploring Enterprises - Component 1 Key Tasks: <ul style="list-style-type: none"> Entrepreneurs Customer Behaviour Assessment: Coursework 1 - Enterprises: Success or Failure?	BTEC Enterprise: Exploring Enterprises - Component 1 Key Tasks: <ul style="list-style-type: none"> Market Research Understanding Competitors Needs & Wants Assessment: Coursework 2 – Market Research: Customer Needs & Competitor Behaviour	BTEC Enterprise: Exploring Enterprises - Component 1 Key Tasks: <ul style="list-style-type: none"> Situational Analysis Measuring SME's Legislation PEST Assessment: Coursework 3 - Factors: Success of an Enterprise	BTEC Enterprise: Planning for and Pitching an Enterprise Activity - Component 2 Key Tasks: <ul style="list-style-type: none"> Generating Ideas for a Microenterprise Activity Plan for a Microenterprise Activity Assessment Coursework 1 - Planning a Microenterprise Activity	BTEC Enterprise: Planning for and Pitching an Enterprise Activity - Component 2 Key Tasks: <ul style="list-style-type: none"> Pitching a Microenterprise Activity Presenting a Business Pitch Assessment Coursework 2 - Pitching to Potential Investors
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
10	GCSE Business: Unit 1 – Business in the real world The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. Unit 1 Introduction to business studies- dynamic nature, social factors, cultures Business ownership- link with culture and gaps in the market Setting business aims and objectives		GCSE Business: Unit 2 – Influences on business The importance of external influences on business and how businesses change in response to these influences. Unit 2 Technology Ethical and Environmental considerations The economic climate on business Globalisation Legislation Competitive environment Core skills		GCSE Business: Unit 6 – Finance The purpose of the finance function, its role within business and how it influences business activity. Unit 6 Sources of Finance Cash Flow Financial Terms and calculations Analysing the financial performance of a business Core skills Key (contextual) vocab from Units 1,2&6	

	<p>Stakeholders- Charities, social objectives, crowdfunding Location- Outsourcing vs UK Business Planning Expanding a business- Globalisation Profit and Breakeven</p> <p>Core skills Key (contextual) vocab from Unit 1 Analytical skills – use of highlighters to develop independent learning (Orange for A03) Reading skills – Reading in exam conditions Exam technique – 2, 3, 4, 6-mark questions Numeracy skills - Calculations in a business context. Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions</p> <p>Assessment Case studies from Unit 1 GCSE Seneca/BBC Bitesize MCQs Vocab key terms Knowledge Organiser for Unit 1 MS Teams Use of Guardian and BBC to apply examples to the theory.</p>	<p>Key (contextual) vocab from Units 1&2 Analytical skills – use of highlighters to develop independent learning (Orange for A03 & Blue for A02 Green for A03) Reading skills – Applying information from case studies in exam conditions Exam technique – 2,3,4,6, 9-mark questions Numeracy skills - Calculations in a business context. Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions Cross functional area vocabulary</p> <p>Assessment Case studies from Unit 2 GCSE Seneca/BBC Bitesize MCQs Vocab key terms Knowledge Organiser for Unit 2 MS Teams Use of Guardian and BBC to apply examples to the theory</p>	<p>Numeracy skills - Calculations in a business context. Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions How to calculate profit, the importance of cash flow, how to calculate break even and ARR Interpretation of data given on financial statements How to apply all the above in the context of an exam style question Exam technique – 2,3,4,6,9,12-mark questions How to apply cross functional vocabulary in your exam</p> <p>Assessment Case studies from Unit 6 GCSE Seneca/BBC Bitesize MCQs Vocab key terms Knowledge Organiser for Unit 6 MS Teams Use of Guardian and BBC to apply examples to the theory</p>			
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
11	<p>BTEC Enterprise: Promotion and Finance for Enterprise - Component 3</p> <p>Key Tasks:</p> <ul style="list-style-type: none">• Elements of the Promotional Mix and their Purposes• Targeting and Segmenting the Market <p>Assessment: Exam Question</p>	<p>BTEC Enterprise: Promotion and Finance for Enterprise - Component 3</p> <p>Key Tasks:</p> <ul style="list-style-type: none">• Factors Influencing the Choice of Promotional Methods <p>Assessment: Exam Questions and Practice Test</p>	<p>BTEC Enterprise: Promotion and Finance for Enterprise - Component 3</p> <p>Key Tasks:</p> <ul style="list-style-type: none">• Financial Documents• Payment Methods• Revenue and Costs• Terminology• Statement of Comprehensive Income <p>Assessment Exam Questions</p>	<p>BTEC Enterprise: Promotion and Finance for Enterprise - Component 3</p> <p>Key Tasks:</p> <ul style="list-style-type: none">• Profitability and Liquidity• Using Cash Flow Data• Financial Forecasting• Suggesting Improvements to Cash Flow Problems <p>Assessment Exam Questions and Mock Exam</p>	<p>BTEC Enterprise: Promotion and Finance for Enterprise - Component 3</p> <p>Key Tasks:</p> <ul style="list-style-type: none">• Break-Even Analysis and Break-even Point• Sources of Business Finance <p>Assessment Exam Questions and Component 3 Exam</p>	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
11	<p>GCSE Business: Unit 3 – Business Operations What business operations involve, their role within the production of goods and the provision of services, and how they influence business activity</p> <p>Unit 4 – Human Resources The purpose of human resources, its role within business and how it influences business activity</p> <p>Unit 3</p>	<p>GCSE Business: Unit 5 – Marketing The purpose of marketing, its role within business and how it influences business activity</p> <p>Unit 5 Identifying and understanding customers Segmentation The purpose and methods of market research The elements of the marketing mix: Product, Price, Place, Promotion</p>			<p>GCSE Business: Exam preparation Revision of all topics through exam specific questions</p> <p>Core skills Practice exam questions under timed conditions Understand the demands of Paper 1 and Paper 2 – Write smarter not harder</p>	

	<p>Production processes The role of procurement The concept of quality Good customer services</p> <p>Unit 4 Organisational structures Recruitment and selection of employees Motivating employees Training</p> <p>Core skills Key (contextual) vocab from Units 1,2, 3, 4 & 6 Exam technique – 6,9,12-mark questions Exam technique – calculation questions How to apply cross functional vocabulary in your exam How to answer section A & B strategically in exam conditions Become an ‘exam expert’ in paper 1</p> <p>Assessment Past exam style questions and papers GCSE Seneca/BBC Bitesize MCQs Vocab key terms Knowledge Organiser for Units 3 & 4</p>	<p>Core skills Key (contextual) vocab from Units 1,2, 3, 4 & 6 Exam technique –2,3,4, 6,9,12-mark questions Exam technique – calculation questions How to apply cross functional vocabulary in your exam How to answer section C strategically in exam conditions? Become an ‘exam expert’ in paper 2</p> <p>Assessment Past exam style questions and papers GCSE Seneca/BBC Bitesize MCQs Vocab key terms Knowledge Organiser for Unit 5 MS Teams Use of Guardian and BBC to apply examples to the theory.</p>		<p>Adapt teaching / revision of topics in line with the needs of the students How to apply cross-functional area vocabulary effectively</p> <p>Assessment Practicing exam questions (Paper 1 & Paper 2) Practicing MCQ Questions (Paper 1 & Paper 2)</p>		
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
12	<p>A-level Business: Unit 1 – What is business?</p> <p>Unit 2 – Managers, leadership and decision making</p> <p>Unit 1: Business Objectives Mission Statements Variable and Fixed Costs Limited and Unlimited Liability Different Forms of Business Private and Public Sector Organisations Shares, Share Prices and Market Capitalisation External environment</p> <p>Unit 2: Roles of Managers and leadership s Tannenbaum Schmidt Continuum (Key Model) Effectiveness of Different Styles of Management and Leadership Scientific Decision Making Risks, Rewards, Uncertainty and Opportunity Cost Decision Trees Influences on Decision Making Role and Importance of Stakeholders Stakeholder Mapping (Key Model)</p>		<p>A-level Business: Unit 3 – Decision making to improve marketing performance</p> <p>Unit 4 - Decision making to improve operational performance</p> <p>Unit 3: Marketing Objectives Internal & External Influences on Marketing Objectives Market Research Market Size, Growth and Market Share Positive and Negative Correlation, confidence Intervals & Extrapolation Price & Income Elasticity of Demand Technology and Marketing Decision Market Mapping (Key Model) & Market Segmentation Niche and Mass Markets, Extended Marketing Mix - 7p's (Key Model) Consumer Goods and Industrial Goods o Boston Matrix (Key Model) Product Life Cycle (Key Model) Pricing strategies Promotional Decisions Distribution Digital Marketing and e-commerce</p> <p>Unit 4: Operational Objectives & Internal & External Influences Labour Productivity & unit Costs Economies of Scale, Diseconomies of Scale, Capacity & Capacity Utilisation Efficiency and Productivity & Lean Production, Operations Resource Mix Capital and Labour Intensive Processes, Technology and Operational Efficiency</p>		<p>A-level Business: Unit 5 – Decision making to improve financial performance</p> <p>Unit 6 – Decision making to improve human resource performance</p> <p>Unit 5: Financial Objectives Internal & External Influences on Financial Objectives Profit and Profitability Cash Flow Objectives Capital Structure Budgets and Budgeting o Variance Analysis Break-even Analysis Ratio Analysis - Gross Profit & Gross Margin Ratio Analysis - Operating Profit & Operating Margin Payables & Receivables Sources of Finance Methods of Improving Cash Flow & Profitability</p> <p>Unit 6: Human Resource Objectives Internal & External Influences on Human Resource Objectives Soft & Hard HRM, Labour Turnover & Labour Productivity Models of organisational structure Flexible Working Organisational Design Human Resource Flow Motivation Theories – Taylor, Maslow, Herzberg Financial Methods of Motivation Non-Financial Methods of Motivation</p>	

	<p>Core skills Numeracy skills- Transitioning into Year 12 Key (contextual) vocab from Units 1 & 2 Application of context – What does this look like? Analysis – What does this look like? Knowledge/ real life case study analysis</p> <p>Assessment Practicing exam questions (Paper 1) Practicing MCQ Questions (Paper 1) Mini end of unit tests Knowledge and application - Use of Guardian and BBC newspaper articles to apply examples to the theory</p>		<p>Quality & Flexible Operations / Mass Customisation Outsourcing Producing to order, inventory management Inventory Control Charts, Suppliers & Supply Chain</p> <p>Core skills Key (contextual) vocab from Units 3 &4 Analytical skills – use of highlighters to develop independent learning (Orange for A03) Reading skills – Reading in exam conditions Exam technique – How to answer a 6m and 9m question</p> <p>Assessment Practicing exam questions (Paper 1 & Paper 2) Practicing MCQ Questions (Paper 1 & Paper 2) Mini end of unit tests Knowledge and application - Use of Guardian and BBC newspaper articles to apply examples to the theory</p>	<p>Employer - Employee Relations</p> <p>Core skills Key (contextual) vocab from Units 5 & 6 Analytical & Evaluative skills – use of highlighters to develop independent learning (Orange for A03 & Blue for A02 Green for A04) Exam technique – How to answer a 16m, 20m and a 25m questions How to apply cross-functional area vocabulary effectively Understand the demands of Paper 1 and Paper 2 – Write smarter not harder</p> <p>Assessment Practicing exam questions (Paper 1 & Paper 2) Practicing MCQ Questions (Paper 1 & Paper 2) Mini end of unit tests Knowledge and application - Use of Guardian and BBC newspaper articles to apply examples to the theory</p>		
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
12	<p>A-level Economics: Unit 4.1 – Individuals, firms, markets and market failure Microeconomics</p> <p>Unit 4.1 Economic methodology The nature and purpose of economic activity Economic resources Scarcity, choice and the allocation of resources Production possibility diagrams -International trade The determinants of the demand for goods and services –Commodities and developing world Price, income and cross elasticities of demand The determinants of the supply of goods and services Price elasticity of supply commodities The determination of equilibrium market prices The interrelationship between markets Costs of production Production and productivity Specialisation, division of labour and exchange Economies and diseconomies of scale Marginal, average and total</p> <p>Core skills Develop knowledge and understanding of all the quantitative skills identified in Y12, including ability to accurately apply these skills to a range of familiar and unfamiliar economic situations.</p>		<p>A-level Economics: Unit 4.1 – Individuals, firms, markets and market failure Microeconomics Unit 4.2 – The national and international economy Macroeconomics</p> <p>Unit 4.1 Market mechanism, market failure and government intervention in markets The meaning of market failure Public goods, private goods and quasi-public goods revenue Positive and negative externalities in consumption and production Merit and demerit goods Market imperfections</p> <p>Unit 4.2 The measurement of macroeconomic performance How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts The objectives of government economic policy Macroeconomic indicators - Developed Vs Developing Uses of index numbers -dual coding Uses of national income data The circular flow of income Economic growth and the economic cycle Employment and unemployment Inflation and deflation Aggregate demand and aggregate supply analysis The determinants of aggregate demand</p>		<p>A-level Economics: Unit 4.1 – Individuals, firms, markets and market failure Microeconomics Unit 4.2 – The national and international economy Macroeconomics</p> <p>Unit 4.2 Determinants of long-run aggregate supply Possible conflicts between macroeconomic policy objectives Economic growth and development -dual coding Fiscal policy Central banks and monetary policy Employment and unemployment Inflation and deflation Supply-side policies Possible conflicts between macroeconomic policy objectives</p> <p>Core skills Application skills (A02) Analytical skills (A03 Orange) and Evaluation skills (A04 Green) within economics – What does it look like? Key (contextual) vocab from Units 4.1 and 4.2 Understanding the demands of Paper 1 and Paper 2 – What does it look like?</p> <p>Assessment Practicing exam questions (Paper 1 & Paper 2) Practicing MCQ Questions (Paper 1 % Paper 2) Mini end of unit tests Knowledge and application - Use of Guardian and BBC newspaper articles to apply examples to the theory</p>	

	<p>Critical thinking skills within Microeconomics Application skills (A02 blue) Analytical skills (A03 Orange) and Evaluation skills (A04 Green) within economics – What does it look like? Key (contextual) vocab from Unit 4.1</p> <p>Assessment 5/8/10 and 15 mark questions At least 2 (25 marks) extended essays per half term Analyse (A03) and evaluate (A04) economic arguments and develop informed judgements - through extended writing on issues surrounding microeconomics Use of Guardian and BBC to apply examples to the theory</p>		<p>Aggregate demand and the level of economic activity Determinants of short-run aggregate supplies</p> <p>Core skills Develop knowledge and understanding of all the quantitative skills identified in Y12, including ability to accurately apply these skills to a range of familiar and unfamiliar situations. Critical thinking skills within Microeconomics and Macroeconomics Application skills (A02) Analytical skills (A03 Orange) and Evaluation skills (A04 Green) within economics – What does it look like? Key (contextual) vocab from Units 4.1 and 4.2</p> <p>Assessment 5/8/10 and 15 mark questions At least 2 (25 marks) extended essays Analyse (A03) and evaluate (A04) economic arguments and develop informed judgements - through extended writing on issues surrounding microeconomics Use of Guardian and BBC to apply examples to the theory</p>				
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
13	<p>A-level Business: Unit 7 – Analysing the strategic position of a business</p> <p>Unit 7: Influences on the Mission of a Business Internal & External Influences on Corporate Objectives Strategy & Tactics- SWOT Analysis (Key Model) Financial Ratios Core Competencies Assessing Performance: Short-termism v Long-term Elkington's Triple Bottom Line (Key Model) Legislation & Economic Environment Open Trade, Protectionism, Globalisation & Emerging Economies Urbanisation and Migration, Consumer Lifestyle Growth of Online Businesses Corporate Social Responsibility (CSR) Carroll's CSR Pyramid (Key Model) Stakeholder v Shareholder Concept Technological Change and Strategy Porter's Five Forces (Key Model) Investment Appraisal Factors Influencing Investment Decisions</p> <p>Core skills Transitioning into Year 13 Key (contextual) vocab from Units 7 Application of context for Paper 1, 2 & 3 – What does it look like? Knowledge/ real life case study analysis What is the difference between Paper 1, 2 and 3 – What does it look like in an exam? Analytical & Evaluative skills – (Orange for A03 & Blue for A02 Green for A04)</p>		<p>A-level Business: Unit 8 – Choosing strategic direction</p> <p>Unit 9 – Strategic methods on how to pursue strategies</p> <p>Unit 8: Ansoff's Matrix (Key Model) Bowman's Strategy Clock (Key Model) Porter's Generic Strategies (Key Model) Influences on the Choice of Strategic Positioning Competitive Advantage</p> <p>Unit 9: Organic and External Growth, Retrenchment, Economies of Scope Experience Curve (Key Model), synergy & overtrading Mergers & Takeovers, Franchising, Types of Integration Innovation, Kaizen, Research & Development Intrapreneurship, Benchmarking, Protecting Innovation Methods of Entering International Markets Factors Influencing the Attractiveness of International Markets Offshoring / Reshoring / Multinationals Digital Technology</p> <p>Core skills Key (contextual) vocab from Units 8 & 9 Knowledge/ real life case study analysis What is the difference between Paper 1, 2 and 3 – What does it look like in an exam Paper 1 – Building a portfolio of real-life examples to use for the 25m Q Paper 2 – How to analyse the appendices for Paper 2 strategically Paper 3 – How to utilize the data from the insert for Paper 3 Time management – writing smarter not harder Perfecting exam technique</p>		<p>A-level Business: Unit 10 – Managing strategic change</p> <p>Unit 10: Change & Flexible Organisations Structures & Mechanistic Structures Kotter & Schlesinger (Key Model) Handy's Four Classifications of Organisational Culture (Key Model)- Organisational Culture Reasons for Change and why change fails Value of Leadership in Strategy Implementation Value of Communication in Strategy Implementation Importance of Organisational Structure in Strategy Implementation Network Analysis (Critical Path Analysis)</p> <p>Core skills Key (contextual) vocab from Unit 10 What is the difference between Paper 1, 2 and 3 – What does it look like in an exam Time management – writing smarter not harder Perfecting exam technique Analytical & Evaluative skills – (Orange for A03 & Blue for A02 Green for A04)</p>		

	Assessment Practicing exam questions – Papers 1-3 Practicing MCQ Questions (Units 1-7) Mini end of unit tests Knowledge and application - Use of Guardian and BBC newspaper articles to apply examples to the theory Tutor2u exam preparation resources		Analytical & Evaluative skills – (Orange for A03 & Blue for A02 Green for A04) Assessment Practicing exam questions – Papers 1-3 Practicing MCQ Questions (Units 1-9) Knowledge and application - Use of Guardian and BBC newspaper articles to apply examples to the theory Timed management - practice exam papers in timed conditions Tutor2u exam preparation videos		Assessment Provide windows for students to practice two-hour examination papers under timed conditions	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
13	A-level Economics: Unit 4.1 – Individuals, firms, markets and market failure Microeconomics Unit 4.2 – The national and international economy Macroeconomics Unit 4.1 Consumer behaviour Imperfect information Aspects of behavioural economic theory Behavioural economics and economic policy –Dual coding Competition policy Public ownership, privatisation, regulation and deregulation of markets Government intervention in markets Government failure The law of diminishing returns and returns to scale Profit Technological change Market structures Market structure, static efficiency, dynamic efficiency and resource allocation The objectives of firms Perfect competition Monopolistic competition Oligopoly Monopoly and monopoly power Price discrimination The dynamics of competition Market structure, consumer and producer surplus Unit 4.2 Determinants of long-run aggregate supply		A-level Economics: Unit 4.1 – Individuals, firms, markets and market failure Microeconomics Unit 4.2 – The national and international economy Macroeconomics Unit 4.1 The demand for labour, marginal productivity theory Influences upon the supply of labour to different markets The determination of relative wage rates and levels of employment in perfectly competitive labour markets –explanation of wage differences The determination of relative wage rates and levels of employment in imperfectly competitive labour markets The Influence of trade unions in determining wages and levels of employment The National Minimum Wage Discrimination in the labour market Unit 4.2 and 4.1 Economic growth and development -revisit via contexts/developing countries (Macro) The distribution of income and wealth The problem of poverty developing and developed economies Government policies to alleviate poverty and to influence the distribution of income and wealth Core skills Transitioning into Year 13 Key (contextual) vocab from Units 4.1 and 4.2 Application of numerical context for Paper 1, 2 & 3 – What does it look like? What is the difference between Paper 1, 2 and 3 – What does it look like in an exam? Analytical & Evaluative skills – (Orange for A03 & Blue for A02 Green for A04) Assessment		A-level Economics: Unit 4.1 – Individuals, firms, markets and market failure Microeconomics Unit 4.2 – The national and international economy Macroeconomics Revision of all topics through exam specific questions in line with the needs of the class Core skills What is the difference between Paper 1, 2 and 3 – What does it look like in an exam Time management – writing smarter not harder Analytical & Evaluative skills – (Orange for A03 & Blue for A02 Green for A04) Assessment Provide windows for students to practice two-hour examination papers under timed conditions: Paper 1: Markets & Market Failure Paper 2: National & International Economy Paper 3: Economic Principles & Issues	

	<p>Possible conflicts between macroeconomic policy objectives</p> <p>Fiscal policy -</p> <p>Central banks and monetary policy</p> <p>Supply-side policies</p> <p>The structure of financial markets and financial assets</p> <p>Commercial banks and investment banks</p> <p>The regulation of the financial system</p> <p>Fiscal policies</p> <p>Supply-side policies</p> <p>Possible conflicts between macroeconomic policy objectives</p> <p>Globalisation</p> <p>Trade –trade and development</p> <p>The balance of payments</p> <p>Exchange rate systems</p> <p>Economic growth and development</p> <p>Core skills</p> <p>Transitioning into Year 13</p> <p>Key (contextual) vocab from Units 4.1 and 4.2</p> <p>Application of numerical context for Paper 1, 2 & 3 –</p> <p>What does it look like?</p> <p>What is the difference between Paper 1, 2 and 3 –</p> <p>What does it look like in an exam?</p> <p>Analytical & Evaluative skills – (Orange for A03 & Blue for A02 Green for A04)</p> <p>Assessment</p> <p>Practicing exam questions – Papers 1-3</p> <p>Practicing MCQ Questions (Units 4.1 and 4.2)</p> <p>Knowledge and application - Use of Guardian and BBC newspaper articles to apply examples to the theory</p> <p>Tutor2u exam preparation resources</p>	<p>Practicing exam questions – Papers 1-3</p> <p>Practicing MCQ Questions (Units 4.1 and 4.2)</p> <p>Knowledge and application - Use of Guardian and BBC newspaper articles to apply examples to the theory</p> <p>Tutor2u exam preparation resources</p>		
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Enrichment Opportunities:

- Students will have the opportunity to meet a local businessperson to discuss any questions they may have
- Students will have the opportunity to take part in a model where they will be able to open their own business
- Students will have to chance to watch and interact with programmes such as The Apprentice to help shape their mind and thoughts regarding business
- Students may have the opportunity to visit a local business to see how a local business is run day to day and see the challenges businesses face daily.
- Research skills-developing and developed country presentations using the economic data and presenting critical arguments
- Wider reading and suggested articles about Economics and Business will be shared with students to help prepare them for University
- Economics Society –as part of the society students will analyse economic issues in a globalised world
- Students will recognise the real world impact on their life as a consumer and future employee

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. Across Business, Enterprise and Economics teachers set students a wide variety of tasks to formatively assess their students. This includes Seneca quizzes, mini end of unit tests, and essay questions which are assessed by the teacher and students receive feedback on. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly); this will also inform teachers planning. Using this style of assessment, we will address any misconceptions and create an opportunity for students to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous terms, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All coursework and exams are marks externally by the exam board and data is analysed centrally.