

# Subject overview for: Business Studies

## 1. Subject overview

In our Business Studies department we equip our students with the practical skills, knowledge of key terminology and understanding of businesses in an ever-changing society. Our teaching contextualises learning by putting it in a relatable, real life context ensuring students can apply new knowledge to businesses around them.

Our main aims for our Business students are that they will:

- Develop an entrepreneurial insight into the business world by thinking creatively and innovatively when designing new or improving existing products.
- Understand the different roles and responsibilities within a business and their interdependence.
- Develop an enjoyment of the subject with students encouraged to consider further study within the domain.
- Acquire an awareness of the complexity of the business world and explore social, economic, political and technological impacts that can help or hinder a business start-up.
- Enhance numeracy skills by interpreting data and accurately calculating a business' success in relation to profit, loss and cash flow.
- Strengthen problem-solving skills, analytical skills and independent thinking throughout the course. Students learn the processes that businesses go through when starting up and the risk-taking involved. They learn about entrepreneurship and the willingness to make independent decisions whilst evaluating the impacts. All of these skills are essential qualities to be successful later in the world of work.

## 2. Key Stage Four summary

### a. Year 9: Transition year

Business Studies offers students the opportunity to enhance their knowledge of the modern business world and their role as a consumer with a particular focus on marketing. This course blends well with a variety of other subjects as key learning areas include planning, finance, marketing, economics and techniques to analyse a business's performance. Students will develop a range of transferable skills including communication, problem solving, teamwork and presentation skills.

### b. Year 10 and Year 11: Cambridge National Certificate in Enterprise and Marketing

The solid foundation gained in Year 9 underpins the essential knowledge and understanding required in Year 10 and Year 11. By the end of Key Stage 4, students are able to analyse and evaluate factors that may affect different types of businesses, evaluate and create a successful brand identity and understand the criteria of a successful business pitch in order to gain funding to launch a new business idea.

The course has been structured linearly and the modules are ordered to incorporate prior learning and is planned cyclically to revisit previous content. The learning journey ensures that students learn the foundations of how to categorise different types of businesses, both in the local context and nationally, the requirements for success but also the relevance of the subject within the world of work.

Students investigate real-life businesses, predominantly in the local area, applying their knowledge to already well-known settings. Moreover, students have the chance to undertake business operations first-hand, such as conducting market research and developing good customer service skills in order to

attract and retain customers. Students also gain a deeper understanding of the different stages of the product life cycle from its creation right through to its decline. As part of the course, students create a product fit for a certain target audience and must plan how to market it, finance it, advertise it and determine the financial viability for the first year. The final phase of the course develops students' verbal communication skills and presenting skills by requiring them to create a business pitch and present to a panel of potential businesspeople. The practical skills developed throughout the course lend themselves to the workplace.

### **3. Sixth Form courses**

In JMHS Sixth Form, students can undertake a BTEC Level 3 qualification in Business that is equivalent to an A Level. This course is assessed through external examinations and coursework tasks in both Year 12 and Year 13. In Year 12, our students study two units across the year. The first unit is a general introduction to Business. Not all students will have studied Business at Key Stage 4 therefore it is imperative that the first unit is accessible for all whilst providing the foundation for learning. This introductory unit encourages students to explore the purposes of different businesses, their structures and how they must remain dynamic and innovative in order to succeed. After this, students embark on their second unit. This focuses on the importance of marketing to a business and students have the opportunity to create and develop their own marketing campaigns for given scenarios.

In Year 13, two final units are completed. The first unit, Personal finance, involves understanding the importance of managing money effectively and how this can impact people as well as a businesses. It is assessed through an external examination in January of Year 13 and has many links with Maths and Accounting. The final unit looks at the purpose of market research to help businesses to ascertain what their customers want and need and how best to meet and match these. All units studied incorporate skills that lend themselves to further study and can be implemented within the workplace.

### **4. Contribution to preparing for life in modern Britain/equalities**

By choosing to study Business Studies at Key Stage 4 and Key Stage 5, students gain an understanding of their role within the local, national and international business world around them. We use Business studies as a vehicle to promote British Values such as; ethical consumerism, democracy and the Rule of Law. From Year 9 students are introduced to the economy and the business cycle and they investigate changes and their impact on the local area as well as the wider community. Furthermore, students learn about international trade and other countries' economies along with analysing changes in the exchange rates and its impact on our country.

### **5. Contribution to careers provision**

To ensure our Key Stage 4 course has a genuine vocational context, spreading the learning across three years allows us to incorporate occasions to meet local entrepreneurs and build connections in industry. Moreover, the curriculum has been designed to integrate careers education and provide students with an insight into potential future careers and the stepping stones to achieve them. For example, the course is carefully structured so that students in Year 10 learn about customer service skills in the Summer term to equip them with the skills when they have the opportunity to do work experience.

At Key Stage 5, we pay particular attention to different careers within every unit along with pathways students can take towards those professions. For example, in Year 12, students study a unit about Marketing and within this, they look at different roles within the field, such as a Marketing executive for example, as well as creating job descriptions and job applications.