

2022-2023 Year 10 Curriculum and Assessment Plan for GCSE Business (OCR)

The curriculum and assessment of pupils at this stage of education has been carefully designed to promote deep learning of Business. By the end of the academic year students will:

- Use business terminology to identify and explain business activity.
- Apply business concepts to familiar and unfamiliar contexts.
- Develop problem-solving and decision-making skills relevant to business.
- Investigate, analyse and evaluate business opportunities and issues.
- Make justified decisions using both qualitative and quantitative data, including its selection, interpretation, analysis and evaluation and the application of appropriate quantitative skills.

Paper 1 content will introduce business concepts and issues concerning the activities of an organisation. It explores the purpose and role of a business from first spotting an enterprising opportunity through to the growth of an established business. It takes a closer look at the role of marketing and human resources. There are three parts covering content in Paper 1 – part 1: business activity, part 2: marketing and part 3: people. Content from these three sections will be assessed in one exam in Year 11 and a number of mock exams before.

Half Term 1: Business Activity	Subject specific skills being developed:	Half Term 2: Business Activity	Subject specific skills being developed:	Half Term 3: Marketing	Subject specific skills being developed:
<p>All pupils will know:</p> <p>1.1 The role of business enterprise and entrepreneurship</p> <p>1.2 Business planning</p> <p>1.3 Business ownership</p>	<ul style="list-style-type: none"> • Knowledge • Application • Analysis • Evaluation 	<p>All pupils will know:</p> <p>1.4. Business aims and objectives</p> <p>1.5 Stakeholders in business</p> <p>1.6 Business growth</p>	<ul style="list-style-type: none"> • Knowledge • Application • Analysis • Evaluation • Quantitative 	<p>All pupils will know:</p> <p>2.1 The role of marketing</p> <p>2.2 Market research</p> <p>2.3 Market segmentation</p> <p>2.4 The marketing mix</p>	<ul style="list-style-type: none"> • Knowledge • Application • Analysis • Evaluation • Quantitative
<p>All pupils will be assessed by:</p> <p>Retrieval tasks and knowledge quizzes</p>	<p>Reading Skills needed for this unit:</p>	<p>All pupils will be assessed:</p> <p>Retrieval tasks and knowledge quizzes</p>	<p>Reading Skills needed for this unit:</p>	<p>All pupils will be assessed:</p> <p>Retrieval tasks and knowledge quizzes</p>	<p>Reading Skills needed for this unit:</p>
<p>Impact- Why do we teach this?</p> <p>Students need to understand the role of a business, then ways an entrepreneur starts their own enterprise. This will lead them to understand fully the legal ownership types available to entrepreneurs in England. This content is a requirement of learning from the specification. Therefore, the student should be confident to answer exam questions based on this content.</p>	<ul style="list-style-type: none"> • Decoding • Phonics • Vocabulary • Fluency • Sentence Construction & Cohesion • Reading Comprehension • Reasoning & Background Knowledge • Working Memory & Attention • Skimming • Scanning • Intensive Reading • Extensive reading <p>Key Vocabulary: Business, enterprise, entrepreneur, profit, loss, business plan, business ownership, sole trader, partnership, private limited company, public limited company, private sector, public sector, voluntary sector, limited liability,</p>	<p>Impact - Why do we teach this?</p> <p>Students need to understand how and why organisations grow, as well the stakeholders that impact the success rate and performance of businesses. This content is a requirement of learning from the specification. Therefore, the student should be confident to answer exam questions based on this content</p>	<ul style="list-style-type: none"> • Decoding • Phonics • Vocabulary • Fluency • Sentence Construction & Cohesion • Reading Comprehension • Reasoning & Background Knowledge • Working Memory & Attention • Skimming • Scanning • Intensive Reading • Extensive reading <p>Key Vocabulary: Aims, objectives, growth, market share, competition, stakeholder, employer, employee, government, customer, supplier, bank, pressure groups, internal growth (organic), external growth (artificial), takeover, merger.</p>	<p>Impact - Why do we teach this?</p> <p>Students need to understand the role of marketing and the impact this function has on the success of an organisation. Students need to appreciate the application of market research in assisting an organisation to have the right product, price, promotion and place strategies to meet customer demand. This content is a requirement of learning from the specification. Therefore, the student should be confident to answer exam questions based on this content</p>	<ul style="list-style-type: none"> • Decoding • Phonics • Vocabulary • Fluency • Sentence Construction & Cohesion • Reading Comprehension • Reasoning & Background Knowledge • Working Memory & Attention • Skimming • Scanning • Intensive Reading • Extensive reading <p>Key Vocabulary: Marketing, market research, primary research, secondary research, quantitative data, qualitative data, market segmentation, marketing mix, product, price, place, promotion.</p>

	unlimited liability, unincorporated, incorporated.				
	Opportunity for cross-curricular skill development Citizenship/PSHE		Opportunity for cross-curricular skill development Citizenship/PSHE		Opportunity for cross-curricular skill development Citizenship/PSHE
Half Term 4: Marketing & People All pupils will know: 2.4 The marketing mix 3.1 The role of human resources 3.2 Organisational structures and different ways of working All pupils will be assessed: Retrieval tasks and knowledge quizzes Impact - Why do we teach this? Students need to understand the impact of the marketing mix on competitiveness and profitability of organisations. Students will appreciate the role of marketing in businesses by understanding it influences the type of product to be sold, the place, promotion and price too of the product. Students will also learn this term of what the function of human resources and the way organisations are structured. This content is a requirement of learning from the specification. Therefore, the student should be confident to answer exam questions based on this content	Subject specific skills being developed: <ul style="list-style-type: none"> • Knowledge • Application • Analysis • Evaluation • Quantitative 	Half Term 5: People All pupils will know: 3.3 Communication in business 3.4 Recruitment and selection 3.5 Motivation and retention 3.6 Training and development All pupils will be assessed: Retrieval tasks and knowledge quizzes Impact - Why do we teach this? Students need to understand how and why organisations communicate, recruit, motivate and train staff. Students will be able to use their understanding to explain the importance of the role of human resources on the success of an organisation. This content is a requirement of learning from the specification. Therefore, the student should be confident to answer exam questions based on this content.	Subject specific skills being developed: <ul style="list-style-type: none"> • Knowledge • Application • Analysis • Evaluation • Quantitative 	Half Term 6: People and Paper 1 Revision All pupils will know: 3.7 Employment Law Address their development needs from assessments All pupils will be assessed: Retrieval tasks and knowledge quizzes Impact- Why do we teach this? Students need to understand the laws that protect employees in the workplace. This content is a requirement of learning from the specification. Therefore, the student should be confident to answer exam questions based on this content	Subject specific skills being developed: <ul style="list-style-type: none"> • Knowledge • Application • Analysis • Evaluation • Quantitative
	Reading Skills needed for this unit: <ul style="list-style-type: none"> • Decoding • Phonics • Vocabulary • Fluency • Sentence Construction & Cohesion • Reading Comprehension • Reasoning & Background Knowledge • Working Memory & Attention • Skimming • Scanning • Intensive Reading • Extensive reading 		Reading Skills needed for this unit: <ul style="list-style-type: none"> • Decoding • Phonics • Vocabulary • Fluency • Sentence Construction & Cohesion • Reading Comprehension • Reasoning & Background Knowledge • Working Memory & Attention • Skimming • Scanning • Intensive Reading • Extensive reading 		Reading Skills needed for this unit: <ul style="list-style-type: none"> • Decoding • Phonics • Vocabulary • Fluency • Sentence Construction & Cohesion • Reading Comprehension • Reasoning & Background Knowledge • Working Memory & Attention • Skimming • Scanning • Intensive Reading • Extensive reading
	Key Vocabulary: Product, price, place, promotion, marketing mix, product life cycle, penetration, promotional, competitive, cost-plus and skimming pricing, distribution methods, human resources.		Key Vocabulary: Communication, human resources, recruitment, selection, training, development, on-the-job, off-the-job, appraisals, motivation, retention.		Key Vocabulary: Equality Act, employment law, reputation, market share.
	Opportunity for cross-curricular skill development Citizenship/PSHE		Opportunity for cross-curricular skill development Citizenship/PSHE		Opportunity for cross-curricular skill development Citizenship/PSHE

Ensuring this curriculum meets the needs of all pupils: this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole Academy policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example SEND students have individual learning profiles that outline

needs/strategies to be used, Whole group RIPs are in place to identify key teaching strategies that will be used with individual teaching groups. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.

Enrichment opportunities:

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Career opportunities/ links: