

BUSINESS

Statement of Intent

Business Studies at Raynes Park High School provides students with the knowledge, understanding and skills required for entrepreneurship or employment in the Business and Enterprise industry. The intent of the Business curriculum is for students to fully comprehend the internal factors that impact a business' success as well as the external factors that impact upon and influence a business; including how to adapt in order to survive in an ever-changing economy.

Key Stage 4 Curriculum

The NCFE Business and Enterprise qualification comprises of two assessments externally-set by the examination board: one synoptic project where students are expected to produce a Business Plan and one written examined assessment.

Students in Year 10 enjoy 3 x 1-hour lessons a week where they will learn about the internal factors that influence a business' success such as effective marketing, financial planning, efficient operations and effective human resource management. Students also go on to learn about the external factors that influence a business including Political, Economic, Social, Technological, Legal and Environmental (PESTLE) factors and how a business should respond to survive.

In Year 11 students will continue learning theory ready for their examination in the summer whilst also commencing work on a synoptic project that is externally set and assessed by the exam board. The examination is 60% weighted; the synoptic project 40%. The qualification is graded overall as L1/2 Pass, Merit, Distinction or Distinction*.

Key Stage 5 Curriculum

Students at Key Stage 5 follow the OCR Cambridge Technical Business course which will suitably prepare them for further study of Business Management/ Economics through an Apprenticeship or University and will also open pathways for a vast range of career opportunities.

In Year 12 students enjoy 3 x 1- hour lessons preparing for their Examination alongside 2 x 1-hour lessons writing coursework to meet the needs of two externally – set assignment briefs. This allows a mixed approach to learning and enables students to acquire a broad range of subject knowledge.

Students will learn more about the internal factors that influence a business' success (such as effective marketing, people management, raising of finance and operations management) as well as PESTLE factors that can impact and influence business behaviour.

In Year 13 students complete a final coursework unit and an additional examination enabling them to apply their vocational business knowledge including workplace protocols and policy.

Extended Learning

What we offer to extend the learning of our students

Year 10 –Education Visit to Chelsea Football stadium: In the summer term some of our Year 10 students have the opportunity to visit Chelsea Football Club to learn about the club's merchandise, marketing, finance and staffing as part of our enrichment offering.

Year 12 - Educational Visit to Wimbledon Common Golf Club: Students are taken on a tour of the grounds and have the opportunity to ask questions about the Business model to enable them to complete their coursework when they are back at school.

Year 12 – Young Enterprise Company Programme: Year 12 students have the opportunity to gain the practical business experience, enterprising mind-set and employability skills needed to help them build successful futures.

Students will have the opportunity to compete in competitions at local, regional and national level whilst acquiring a variety of skills including public speaking, interview preparation and a chance to network with established local and national companies.

What can parents do to support extended learning in this subject?

- Make connections with the wider world, watch the news together, discuss current affairs, economic events and the impact on the world we live in e.g. how income inequality might affect businesses
- Watch documentaries and discuss the business element of your child's interest i.e. a struggling football club is a failing business model
- Encourage wider reading e.g. Broadsheets and Periodicals such as The Harvard Business Review or The Economist and discuss how politics and climate change, for example, impact businesses at global, national and local level
- When you visit events such as football matches, a fair or a museum, ask questions about the business model behind the venue e.g. What were the start-up costs? Do you think they have a long-term strategy? How would you grow this model? What proportion of the business do you think relies on merchandising? How would you market this brand and why?
- Discuss your own career and explain how the company you own/work for is organised and the day-to-day operations of the business
- When homework is set with differentiated assessment criteria, encourage your child to aim for the highest level
- Follow business journalists on social media platforms e.g. Twitter to discuss current affair topics