

## Statement of Intent

Business Studies at Raynes Park High School provides our students with the knowledge, understanding and skills required in industry. This is developed through a range of contexts linking to business models. Students will develop an appreciation that business behaviour can be influenced by a range of stakeholders including consumers, competitors and the government. Students develop evaluative skills whilst report writing and the curriculum will encourage them to develop their entrepreneurial skills whilst learning more about retail, economic, accounting and marketing industries, to name but a few. If you have an interest in how businesses are run, if you are a budding entrepreneur or if you have a flair for finance then this is the right course for you.

## Key Stage 4 Curriculum

The WJEC Level 2 Vocational Award in Retail Business offers a learning experience that focuses on acquiring and applying knowledge, skills and understanding through purposeful tasks set in either the retail sector or subject contexts.

Students enjoy 3x1 hour lessons a week where they complete 2 controlled assessments and one external examination during years 10 and 11.

## Key Stage 5 Curriculum

The OCR Cambridge Technical course opens up a variety of career opportunities for further study of Business Management or Economics at University. Students will understand the legal, financial, ethical and resource constraints under which a business must operate and how these can affect and influence their behaviour. We also explore strategies businesses use to respond to changes in the economic, social and technological environment as well as the necessity for effective business planning. Students run their own enterprise in Year 12 where the expectation is that they plan and organise an event that is profitable.

## Extended Learning

### What we offer to extend the learning of our students

- Visits including Wimbledon Common Golf Club (Y12) & a retail organisation (Y10) e.g. Waitrose
- Business 'VIP' Members Club – lunch time opportunity for key stage 3 & 4 students to learn fundamental business concepts and to complete numerous tasks in relation to these e.g. advertising campaign.
- Peter Jones' Tycoon Enterprise Competition – Available across key stages 4 & 5. This is an enterprise competition run by the Business Studies team which enables students to start and run their own business enterprise. Students compete against other student led start-ups from across the country, with the winners joining us at the Buckingham Palace final, hosted by HRH Duke of York. Students are provided with a risk-free goodwill loan of up to £2,000 from the Foundation and access to an innovative digital platform.

## What parents can 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 how Brexit will affect UK firms and consumers.
- Watch documentaries and business news and discuss the business acumen involved e.g. 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 e.g. 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 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 and to read the extended reading article that has been set. Discuss this with them to support their learning and understanding.
- Take your child on the City of London Finance Tour
- Read autobiographies by entrepreneurs e.g. Shoe Dog: A Memoir by the Creator of Nike and discuss with your child
- Follow business journalists on social media platforms e.g. Twitter to discuss current affair topics

## KS4 Curriculum Map

### WJEC Level 2 Award in Retail Business

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	Unit 1 Customer Experience <ul style="list-style-type: none"> <li>Principles of customer service</li> <li>Retail channels</li> <li>Types of retail customers</li> <li>Situations in retail</li> </ul>	Unit 1 Customer Experience <b>Controlled assessment</b>	Unit 2 Retail Business <ul style="list-style-type: none"> <li>Forms of retailing</li> <li>Forms of ownership</li> <li>Business objectives</li> </ul>	Unit 2 Retail Business <ul style="list-style-type: none"> <li>UK Business environment</li> <li>Locations</li> <li>Methods</li> <li>Interpreting data</li> <li>Reviewing</li> </ul>	Unit 2 Retail Business <ul style="list-style-type: none"> <li>Revision of Unit 2</li> </ul>	Unit 2 Retail Business <b>Exam</b> <ul style="list-style-type: none"> <li>Unit 3 Retail Operations</li> <li>Activities of retail functional areas</li> </ul>
Year 11	Unit 3 Retail Operations <ul style="list-style-type: none"> <li>Rights of retail employees</li> <li>Responsibilities of retail employees</li> </ul>	Unit 3 Retail Operations <ul style="list-style-type: none"> <li>Effects of legislation on retail operations</li> <li>Methods used by retail businesses to encourage sales</li> </ul>	Unit 3 Retail Operations <ul style="list-style-type: none"> <li>How technology is used to interact with customers</li> <li>Effects of seasonality on retail operations</li> </ul>	Unit 3 Retail Operations <ul style="list-style-type: none"> <li>Measures retail businesses use to prepare for unplanned situations in daily retail operations</li> <li>Actions in response to issues</li> </ul>	Unit 3 Retail Operations <ul style="list-style-type: none"> <li>Suggestions for change</li> </ul>	

## KS5 Curriculum Map

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 12	<ul style="list-style-type: none"> <li>Unit 1 The business Environment</li> <li>Functional areas of businesses</li> <li>Understand different types of activity</li> <li>Legal Ownership</li> <li>Aims and Objectives</li> <li>Functional areas of businesses</li> </ul> <p>Unit 4 Customer and Communication</p> <ul style="list-style-type: none"> <li>Understand who customers are and their importance to businesses</li> </ul>	<p>Unit 1 The business Environment</p> <p>Organisation Charts Financial Terms Break Even analysis Profit and Loss Income Statements Use financial information</p> <p>Unit 4 Customer and Communication</p> <ul style="list-style-type: none"> <li>Understand how to communicate with customers</li> <li>Be able to establish a rapport with customers through verbal and non-verbal communication skills</li> </ul>	<p>Unit 1 The business Environment</p> <ul style="list-style-type: none"> <li>External Factors and influences</li> <li>Legislation</li> <li>Ethics</li> <li>Understand why businesses plan /Factors affecting success and failure</li> <li>Sources of Finance</li> <li>Assess business performance SWOT Analysis</li> </ul> <p>Unit 4 Customer and Communication</p> <ul style="list-style-type: none"> <li>Be able to convey messages for business purposes</li> <li>Know the constraints and issues which affect the sharing, storing and use of information for business communication</li> </ul>	<p>Unit 1 The business Environment</p> <p>Revision - 3 sections</p> <p>Unit 20 Business Events</p> <ul style="list-style-type: none"> <li>Be able to prepare for a business event</li> </ul>	<p>Unit 1 The business Environment</p> <p>Pre-release prep</p> <p>Unit 20 Business Events</p> <ul style="list-style-type: none"> <li>Be able to prepare for a business event</li> <li>Be able to support the running of a business event</li> </ul>	<p>Unit 8 Introduction to Human Resources</p> <p>Unit 20 Business Events</p> <ul style="list-style-type: none"> <li>Be able to support the running of a business event</li> </ul>

Year 13	<p>Unit 2: Working in Business</p> <ul style="list-style-type: none"> <li>• The authority protocols</li> <li>• The confidentiality protocols</li> <li>• The constraints on document content</li> <li>• The checking protocols</li> <li>• The employment protocols</li> <li>• How to make payments and the advantages and disadvantages of each payment method</li> <li>• The purpose, completion and checking of meeting documentation</li> <li>• The reasons for prioritising business tasks</li> <li>• The IT security protocols</li> <li>• The factors that influence meeting arrangements</li> <li>• The factors that influence business travel arrangements</li> <li>• The factors that influence business accommodation arrangements</li> <li>• The purpose, interpretation and completion of business documents</li> </ul>	<p>Unit 2: Working in Business</p> <ul style="list-style-type: none"> <li>• The reasons for prioritising business tasks</li> <li>• The factors that influence task prioritisation</li> <li>• How to assign priorities and identify appropriate actions to complete tasks in accordance with their priority</li> <li>• The need to change priorities when necessary</li> <li>• How the characteristics of business communications design impact on the use of resources</li> <li>• How and when to use different types of communication</li> <li>• How to review business communications to make sure they are fit for purpose</li> <li>• The purpose and interpretation of other business documents</li> <li>• The characteristics which inform the design of business communications</li> <li>• How the characteristics of business communications design impact on the use of resources</li> </ul>	<p>Unit 8: Introduction to Human Resources</p> <ul style="list-style-type: none"> <li>• Describe the key responsibilities of the human resources function within a business</li> <li>• Describe the internal and external factors a business needs to consider when planning human resources requirements.</li> <li>• Assess the effectiveness of methods of training and development used by a specific business.</li> <li>• Explain why and how a business motivates employees with reference to motivational theories.</li> <li>• Explain how a business measures the success of employee motivation.</li> <li>• Assess the benefits and drawbacks of the methods of employee motivation used by a specific business.</li> </ul>	<p>Unit 8: Introduction to Human Resources</p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of methods of training and development used by a specific business.</li> <li>• Describe the benefits to a specific business of training and developing employees.</li> <li>• Explain the effect on a business of reducing training and development opportunities.</li> <li>• Evaluate the training and development offered by a specific business and make justified recommendations for improvement.</li> <li>• Assess the benefits and drawbacks of the methods of employee motivation used by a specific business.</li> <li>• Explain how employee performance is monitored and managed within a specific business.</li> <li>• Describe the benefits to employees and businesses of the use of different performance management tools.</li> <li>• Analyse the benefits and drawbacks of a specific performance management tool in a specific business</li> <li>• Recommend and justify tools that a specific business could implement to improve employee performance.</li> </ul>	<p>Unit 8: Introduction to Human Resources</p> <ul style="list-style-type: none"> <li>• Describe the methods that a specific business uses to maintain confidentiality within the human resources function.</li> <li>• Explain the consequences to a specific business of the HR function failing to maintain the confidentiality of information.</li> <li>• Describe the methods that a specific business uses to maintain confidentiality within the human resources function.</li> <li>• Explain the consequences to a specific business of the HR function failing to maintain the confidentiality of information.</li> </ul>	
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