Curriculum Rationale and Intent: Our GCSE Business Studies curriculum is firmly rooted in the whole-school vision of *"Success for Everyone"*, ensuring a shared language, purpose, and ambition across the school. The curriculum is designed so that all students, regardless of background or starting point, are supported to develop the knowledge, skills, and confidence needed to succeed academically and beyond school.

The curriculum is underpinned by a clear distinction between **substantive knowledge** and **disciplinary knowledge**. Students develop **substantive knowledge** through a secure understanding of core business concepts, including enterprise, finance, marketing, operations, and human resource management. Alongside this, students build **disciplinary knowledge** by learning how to think like business decision-makers, applying knowledge to unfamiliar contexts, constructing logical chains of reasoning, and developing the analytical and evaluative skills required to make informed judgements.

The curriculum aims to equip students with a strong understanding of real-world business concepts, alongside the analytical and evaluative skills required to make informed decisions in a rapidly changing local, national, and global economy. Through their study, students are prepared for further study, including A level Business, apprenticeships, and a wide range of future employment pathways. Emphasis is placed on transferable skills such as problem solving, financial literacy, data interpretation, communication, and structured decision making, which are highly valued across sectors.

By the end of the curriculum, we intend students to become confident, reflective, and economically literate learners who can apply knowledge to unfamiliar contexts, analyse information critically, and justify decisions clearly. Students are encouraged to think like decision-makers, understanding the impact of business activity on stakeholders and society, and to engage thoughtfully with the economic world around them.

Inclusion and accessibility are explicitly embedded within the curriculum design. Content is carefully sequenced, key vocabulary is explicitly taught, and structured writing frameworks are used to support all learners, including SEND and disadvantaged students. Scaffolded practice, modelling, retrieval opportunities, and targeted support ensure that every student can access the curriculum, while appropriate challenge enables higher attaining students to deepen their understanding and progress further.

The Business Studies curriculum builds effectively on knowledge and skills developed at Key Stage 3, particularly in numeracy, data handling, literacy, and reasoning. Strong cross-curricular links are made with Mathematics (calculations, ratios, percentages), English (extended writing and argument), and Computing (data and technology), reinforcing learning and supporting coherence across the curriculum.

Overall, the Business Studies curriculum reflects the school's commitment to *Success for Everyone*, ensuring that all students are supported to achieve positive outcomes and leave the course well prepared for their next steps.

Students of Business would benefit from having the following knowledge and skills developed across KS3:

Strong mathematical skills, including confident use of calculations, data interpretation, and problem-solving, combined with financial literacy and numeracy (percentages, ratios, graphs, break-even, and budgeting), alongside strong essay writing skills (clear structure, analysis, application, and evaluation), plus core skills in economic thinking, problem-solving, decision-making, teamwork, communication, and digital competency, to ensure readiness for Edexcel GCSE Business.

Year 10			
Term	**Topic Title**	**Unit Purpose**	**Knowledge and Skills**

Autumn 1	Topic 1.1 Enterprise & Entrepreneurship	To establish strong foundational knowledge of enterprise and entrepreneurship while introducing and developing the key examination writing skills of identifying and explaining business concepts. This unit enables students to understand why businesses exist, the nature of risk and reward, and the key characteristics and behaviours of successful entrepreneurs.
		
		Through this topic, students will explore how enterprising ideas are generated, the importance of innovation, and the personal qualities required to start and run a business successfully. Students will
			Substantive Knowledge
			
			Students will develop secure understanding of:
			
			• The meaning of enterprise and entrepreneurship
			• Why new business ideas arise, including:
			  ○ Technological change
			  ○ Changes in consumer needs and lifestyles
			  ○ Gaps in the market
			• The purpose of business activity
			• The concept of risk and reward, including potential financial risk and personal or financial rewards

		also begin to apply their learning to real-world business contexts, laying the groundwork for analytical and evaluative skills developed later in the course.
		
		By the end of the unit, students will have a secure understanding of:
		
		• The purpose of business activity
		• The meaning of enterprise and entrepreneurship
		• The relationship between risk and reward
		• The factors that contribute to successful enterprise
		
		This unit provides the foundation upon which later topics in Theme 1 are built and supports students in developing confidence with core business terminology and exam-style responses.
			• The characteristics of successful entrepreneurs, such as creativity, resilience, and risk-taking
			• Key factors influencing enterprise success, including innovation and meeting customer needs
			
			This knowledge forms the foundation for Theme 1 and supports students' understanding of how businesses are created and developed.
			
			Disciplinary Knowledge
			
			Students will develop core business and exam skills by learning to:
			
			• Use accurate business terminology confidently
			• Apply knowledge to real-world business contexts
			• Structure responses for 3-mark "explain" questions using the PTA structure (**Explain skill**):
			  ○ Point
			  ○ This means
			  ○ As a result
			• Develop clear cause-and-effect explanations

			• Build confidence with identification and explanation skills in preparation for more advanced analysis later in the course. • Students deepen their understanding of this core skill (Explain) through regular practice and targeted feedback informed by teacher assessment.

Literacy Link:

Students develop disciplinary literacy by reading, writing, and communicating like business practitioners.

- **Vocabulary:**
  Key terminology such as *enterprise, entrepreneurship, risk, reward, innovation, profit,* and *business activity* is explicitly taught, modelled, and revisited through retrieval practice and application in exam-style questions. Students are expected to use this vocabulary accurately in both written and verbal responses.
- **Reading:**
  Students engage with short business case studies and real-world examples to identify key information about entrepreneurs and business activity. They are taught to extract relevant details, interpret meaning, and link evidence to business concepts.
- **Writing:**
  Students develop structured exam writing skills through regular practice of 3-mark "Explain" questions using the **Point → This means → As a result (PTA)** structure. Modelling and scaffolds support students in constructing clear cause-and-effect chains using accurate terminology.

- **Oracy:**
  Students regularly discuss entrepreneurial qualities, business ideas, and risk-taking through structured questioning, think-pair-share, and whole-class feedback. Emphasis is placed on speaking in full sentences using subject-specific vocabulary to justify ideas.

Numeracy Link:

Students begin to develop numeracy skills relevant to business decision-making and financial awareness.

- Students interpret simple quantitative concepts such as risk vs reward, including basic financial outcomes (e.g. profit vs loss scenarios in context).
- Use of basic financial language (e.g. revenue, costs, profit) is introduced to build early financial literacy, forming a foundation for later calculations.
- Students may engage with simple data or scenarios comparing business outcomes, helping them understand how numerical information supports decision-making.
- Early links are made to percentages and financial thinking (from KS3 Maths), preparing students for more advanced calculations (e.g. revenue, profit, break-even) in later topics.

Autumn 2	Topic 1.2 Spotting a Business Opportunity	To develop students' understanding of how entrepreneurs identify business opportunities by analysing market research, data, market segmentation, market mapping, and competition. This unit builds on prior learning about enterprise by focusing on how ideas are	**Substantive Knowledge**
			Students will develop secure understanding of:
			• Market research and its purpose in reducing risk:
			  ○ Primary research (e.g. questionnaires, interviews)
			  ○ Secondary research (e.g. market reports, online data)

		refined and assessed before a business is launched.
		
		Students will learn how businesses use primary and secondary market research, interpret data to make informed decisions, and identify gaps in the market. They will also explore how competition influences business opportunities and decisions.
		
		Alongside substantive content, this unit further develops exam writing skills. Students will consolidate identification skills and short-answer responses, while being introduced to **6-mark questions**, which require more developed explanations, application to context, and structured chains of reasoning.
		
		By the end of the unit, students will be able to explain how market research and competitive analysis help businesses spot viable opportunities and justify business decisions using developed exam responses.
			• The use of data to identify customer needs and market trends
			• Market segmentation, including:
			  ○ Demographic factors (age, gender, income)
			  ○ Geographic factors (location)
			• Market mapping, including analysing price and quality to identify gaps in the market
			• The role of competition in shaping business opportunity, including direct and indirect competitors
			• How entrepreneurs assess whether a business idea is viable and profitable
			
			This knowledge supports students in understanding how business ideas are evaluated and refined before launch.
			
			Disciplinary Knowledge
			
			Students will continue to develop business and exam skills by learning to:
			
			• Use appropriate business terminology accurately (e.g. *market research, segmentation, competition, gap in the market*)

			• Apply knowledge to business contexts, using data and scenarios to support explanations
			• Develop clear responses for 3 mark (Explain) and 6 mark (Analyse) questions, using structured chains of reasoning:
			  o Point
			  o This means
			  o This may lead to
			  o As a result (**Analysis skill**)
			• Begin to develop extended responses, showing linked reasoning and application
			• Select relevant information rather than listing, improving clarity and exam technique
			• Students deepen their understanding of these core skills (Explain & Analyse) through regular practice and targeted feedback informed by teacher assessment.
			
			These disciplinary skills prepare students for more developed analysis and evaluation later in Theme 1.

Literacy Link:

Students further develop disciplinary literacy by engaging with increasingly complex business texts and applying subject-specific terminology.

- **Vocabulary:** Key terms such as *market research, segmentation, competition, gap in the market,* and *primary and secondary research* are explicitly taught, revisited, and applied in exam-style responses.
- **Reading:** Students interpret data from market research (e.g. questionnaires, market maps) and extract relevant information to identify trends and opportunities.
- **Writing:** Students develop structured responses for 3- and 6-mark questions using **Explain and Analyse chains of reasoning**, ensuring clarity, application, and logical progression.
- **Oracy:** Students discuss business opportunities, justify decisions, and explain data interpretations using accurate business terminology in structured classroom talk.

Numeracy Link:

- Students interpret **quantitative and qualitative data** to identify market trends and gaps.
- Use of **market mapping** develops understanding of graphical data and positioning.
- Students begin to apply **data interpretation skills** to support decision-making.
- Links to KS3 Maths include interpreting charts and comparing datasets in context.

Spring 1	Topic 1.3 Putting a business idea into practice	To develop students' understanding of how business ideas are successfully turned into reality by exploring the practical and financial decisions entrepreneurs must make when starting	**Substantive Knowledge** Students will develop secure understanding of:

		and running a business. This unit builds on prior learning from Topics 1.1 and 1.2 by focusing on sources of finance, business location, and costs and revenues, enabling students to understand how decisions affect business survival and success. At this stage, students are **introduced to 9 mark (Justify) questions**, which require a detailed, well-structured response supported by analysis, clear application to the business context, and a justified decision or judgement. Students will move beyond explanation to consider the impact of different options on a business and weigh up alternatives before reaching a conclusion. By the end of the unit, students will be able to apply business knowledge to unfamiliar contexts, analyse the consequences of business decisions, and construct extended exam responses with a justified conclusion.	• Sources of finance, including internal and external options, and their suitability for different businesses • The factors influencing business location, such as cost, access to customers, and availability of staff • Fixed and variable costs and how these affect business decisions • The concepts of revenue, profit, and break-even • The importance of cash flow and the risks of cash-flow problems • How operational and financial decisions influence business success and failure This knowledge enables students to understand the real-world challenges entrepreneurs face when putting ideas into practice. **Disciplinary Knowledge** Students will further develop business thinking and exam technique by learning to: • Use accurate financial and business terminology confidently and precisely • Understand and correctly apply key formulae (e.g. revenue, costs, profit,

			break-even) when answering exam questions
			• Apply both quantitative and qualitative information to business contexts
			• Continue to master short-answer questions, ensuring clear identification and concise explanation
			• Continue to construct structured responses for 6 mark (Analyse) questions, using developed chains of reasoning:
			  o Point
			  o This means
			  o This may lead to
			  o As a result (Analysis skill)
			• Develop confidence with 9 mark (Justify) questions, using a clear and logical structure called **AJIM**:
			  o Answer – stating a clear judgement
			  o Justify – explaining why this option is best using context (Balance)
			  o It depends – considering alternative viewpoints or external factors
			  o Most importantly – reinforcing the key reason for the final judgement
			• This develops the **Evaluation/Justification skill**

			• Organise extended responses effectively, including a well-justified conclusion, meeting the demands of high-tariff GCSE exam questions • Students deepen their understanding of these core skills (Analyse & Evaluate) through regular practice and targeted feedback informed by teacher assessment. These disciplinary skills support students in analysing business decisions, applying knowledge accurately, and producing well-structured, exam-ready responses.

Literacy Link:

- **Vocabulary:** Key terms such as *revenue, profit, cash flow, fixed costs, variable costs,* and *break-even* are explicitly taught and regularly revisited.
- **Reading:** Students interpret financial information, including simple cash-flow data and business scenarios.
- **Writing:** Students construct extended responses, particularly for 6 and 9 mark questions, using structured **Analyse and Justify (AJIM)** frameworks.
- **Oracy:** Students explain financial decisions and justify choices, using precise terminology and reasoning in discussions.

Numeracy Link:

- Students apply key **business formulae** (e.g. revenue, costs, profit, break-even).
- Interpretation of **cash flow and financial data** supports decision-making.
- Students practise **multi-step calculations** and begin embedding accuracy and interpretation.
- Strong links to Maths skills: percentages, formula application, and data handling.

Spring 2	Topic 1.4 Making the business effective	To develop students' understanding of how businesses improve effectiveness through informed decisions about marketing, pricing, pricing methods, and product differentiation. This unit builds on earlier learning about starting and organising a business by focusing on how established businesses compete successfully, attract customers, and increase sales and revenue.
		
		As part of this unit, students are **introduced to 12-mark questions (Evaluation skill)**, which require a detailed and comprehensive response. These questions demand that students draw together their knowledge from across Theme 1, apply it to a business context, analyse the impact of different options, and reach a well-justified conclusion. Students will be expected to demonstrate depth of understanding,
			Substantive Knowledge
			
			Students will develop secure understanding of:
			
			• The role of marketing in meeting customer needs and increasing sales
			• The importance of pricing decisions and how price affects demand and revenue
			• Pricing methods, including:
			  ○ Penetration pricing
			  ○ Competitive pricing
			  ○ Cost-plus pricing
			• Factors influencing pricing decisions, such as costs, competition, and customer demand
			• The importance of product differentiation, including unique selling points (USPs)

		balance, and structured reasoning in extended responses.
		
		By the end of the unit, students will be able to explain how businesses make themselves effective and produce extended exam responses that incorporate analysis, application, and a justified judgement.
			• How effective marketing and pricing decisions improve competitiveness, sales, and market share
			
			Disciplinary Knowledge
			
			Students will further develop business reasoning and exam technique by learning to:
			
			• Use accurate marketing and pricing terminology confidently and precisely
			• Apply business knowledge to real-world contexts, selecting relevant information and avoiding descriptive answers
			• Develop confidence with 12 mark (Evaluate) questions, producing detailed and comprehensive responses that:
			  o Demonstrate AO1b through secure knowledge and understanding of business concepts
			  o Meet AO2 by applying knowledge clearly to the given business context
			  o Fulfil AO3a by analysing business information, decisions, and issues using logical chains of reasoning

			○ Achieve AO3b by evaluating options and reaching a well-justified conclusion, supported by evidence and context • This develops the **Evaluation skill**. • Students deepen their understanding of this core Evaluate skill through regular practice and targeted feedback informed by teacher assessment. • Organise extended responses effectively, balancing depth, application, analysis, and judgement to meet the demands of high-tariff GCSE exam questions These disciplinary skills prepare students for synoptic assessment within Theme 1 and the extended evaluative writing required in Paper 1.

Literacy Link:

- **Vocabulary:** Key terminology such as *marketing, pricing strategies, USP, differentiation,* and *competitive pricing* is explicitly taught and applied.
- **Reading:** Students interpret case studies exploring marketing strategies and business effectiveness.
- **Writing:** Focus on developing detailed **12-mark evaluative responses**, incorporating balanced arguments and justified conclusions.

- **Oracy:** Structured discussions where students evaluate pricing and marketing decisions using evidence and subject-specific language.

Numeracy Link:

- Students interpret **price and demand relationships** and their impact on revenue.
- Application of **cost-plus and competitive pricing** introduces financial reasoning.
- Students analyse numerical data linked to sales and pricing strategies.
- Continued development of data interpretation and evaluation skills.

Summer 1	Topic 1.5 Understanding External Influences on Business	To develop students' understanding of how external factors influence business decision-making, strategy, and performance. This unit explores the role and impact of business stakeholders, the influence of technology, the importance of legislation, and the effects of economic conditions on businesses. Students will examine how businesses must respond to the needs and expectations of different stakeholders, adapt to technological change, comply with laws and regulations, and react to changes in the wider economy. This unit encourages students to consider how businesses operate within a dynamic	**Substantive Knowledge** Students will develop secure understanding of how external factors influence business decision-making, including: • The definition and types of business stakeholders (e.g. owners, employees, customers, suppliers, government) and their objectives, including how conflicting stakeholder interests can affect business decisions • How technology impacts business operations, communication, efficiency, and competitiveness, including the opportunities and challenges technological change creates

		external environment that is often beyond their direct control.
		
		By the end of the unit, students will have a secure understanding of how external influences shape business decisions and strategy, and will be able to analyse the opportunities and challenges these factors create for businesses. This unit also supports students in applying knowledge from across Theme 1 to unfamiliar contexts, preparing them for higher-tariff exam questions that require analysis, application, and justified judgement.
			• Key **legislation affecting businesses**, such as:
			  ○ Consumer law
			  ○ Employment law
			  ○ Health and safety legislation
			and the importance of compliance in business decision-making
			• How **economic factors** influence businesses, including:
			  ○ Interest rates
			  ○ Inflation
			  ○ Exchange rates
			and the impact these have on costs, demand, pricing, and profitability
			• The role of wider external influences, such as social and environmental trends and globalisation, and how these shape business strategy and performance
			
			This knowledge helps students understand that businesses operate within a wider external environment that is often beyond their control.

			Disciplinary Knowledge
			
			Students will consolidate and apply business and exam skills by:
			
			• Recapping all previously taught writing structures; Explain (**Explain skill**), Analyse (**Analysis skill**) and Evaluate (**Evaluation skill**) structures:
			  o Short-answer identification and explanation
			  o 3-mark and 6-mark analytical chains of reasoning (Explain and Analyse questions respectively)
			  o 9- and 12-mark evaluative responses with justified conclusions (Justify and Evaluate questions respectively)
			• Students deepen their understanding of these core skills (Explain, Analyse and Evaluate) through regular practice and targeted feedback informed by teacher assessment.
			• **Revisiting key formulae** from across Theme 1 and applying them accurately where required in exam questions

			• Applying knowledge from **across Theme 1** to unfamiliar contexts, supporting synoptic understanding • Completing **past GCSE Business Paper 1 exam practice**, using mark schemes and examiner feedback to refine technique • Developing confidence in **analysis and evaluation**, weighing up the impact of external influences on different types of businesses This disciplinary focus ensures students are fully prepared for the Paper 1 Summative Assessment in the June PPEs, with secure exam technique, accurate application, and confident extended writing.

Literacy Link:

- **Vocabulary:** Key terms such as *stakeholder, inflation, interest rates, legislation,* and *exchange rates* are explicitly taught and revisited.
- **Reading:** Students interpret real-world business scenarios and economic information.
- **Writing:** Students produce extended responses across all question types (3, 6, 9, 12 mark), applying structured reasoning and synoptic understanding.
- **Oracy:** Students debate external influences on businesses, articulating balanced arguments using accurate terminology.

Numeracy Link:

- Students interpret **economic data** (e.g. inflation, interest rates) and apply it to business contexts.
- Revisit and apply **Theme 1 calculations** in exam-style questions.
- Develop confidence interpreting **data trends and economic indicators**.

Summer 2	Topic 2.1 Growing the business	To develop students' understanding of how businesses grow and expand, both **internally** and **externally**, and the opportunities and challenges this creates. This unit explores different methods of growth, including **organic growth**, **mergers**, and **takeovers**, and examines why businesses may choose to expand.
		
		Students will consider the benefits and risks of growth, such as increased market share, economies of scale, loss of control, and increased costs. This unit builds on Theme 1 learning by requiring students to apply their understanding of finance, marketing, and operations to decisions about growth.
		
		Alongside substantive content, students will strengthen their ability to respond to higher-tariff exam questions, particularly 9
			Substantive Knowledge
			
			Students will develop secure understanding of:
			
			• Why businesses grow, including objectives such as increased profit, market share, and competitiveness
			• Internal (organic) growth, including expanding output, opening new branches, or developing new products
			• External growth, including:
			  ○ Mergers
			  ○ Takeovers
			• The difference between mergers and takeovers
			• The advantages of growth, such as economies of scale, increased market power, and higher revenue

		and 12 mark questions, which require analysis, application to context, and a justified judgement. By the end of the unit, students will be able to analyse growth strategies and evaluate the most appropriate methods for different businesses.	• The disadvantages and risks of growth, including loss of control, diseconomies of scale, and financial risk • How growth decisions affect different stakeholders and business performance This knowledge helps students understand strategic decision-making as businesses move beyond start-up and early growth stages. **Disciplinary Knowledge** Students will continue to develop strong business thinking and exam technique by: • Revisiting and strengthening structured writing skills developed in Year 10, with a focus on producing clear, concise, and well-applied responses to business exam questions • Reinforcing the use of **analytical frameworks** such as: • **Point → This means → As a result (Explain skill)** • **Point → This means → This may lead to → As a result (Analysis skill)** to develop logical chains of reasoning – important for

			Explain, Analyse, Justify and Evaluate questions • Students deepen their understanding of these core skills (Explain, Analyse and Evaluate) through regular practice and targeted feedback informed by teacher assessment. • Using accurate business terminology confidently when discussing growth strategies, mergers, and takeovers • Applying knowledge to real-world business contexts, selecting relevant information rather than describing everything • Developing confident responses to **6-mark (Analyse) questions**, showing analysis and application • Producing **9 and 12 mark responses** that: o Analyse the impact of different growth methods o Consider advantages and disadvantages o Reach a **justified conclusion** supported by context and evidence

			• Evaluating growth strategies in relation to business objectives, finance, and stakeholder impact These disciplinary skills support students in analysing strategic business decisions and preparing for the extended evaluative writing required in **Paper 2**.

Literacy Link:

- **Vocabulary:** Terms such as *organic growth, mergers, takeovers, economies of scale,* and *market share* are explicitly taught and applied.
- **Reading:** Students analyse case studies on business growth strategies.
- **Writing:** Continued development of **extended evaluative responses**, applying structured reasoning and justification.
- **Oracy:** Students discuss and evaluate growth strategies, explaining advantages and disadvantages using precise terminology.

Numeracy Link:

- Students interpret **market share and growth data**.
- Application of **percentages and comparative data** in context.
- Students evaluate numerical evidence when making judgements about growth.

Year 11			
Term	**Topic Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1	Topic 2.2 Making marketing decisions	To develop students' understanding of how businesses make effective marketing decisions in competitive markets. This unit focuses on the **marketing mix (product, price, promotion, and place)** and how businesses use marketing strategies to meet customer needs, increase sales, and achieve business objectives. Students will explore how different marketing decisions are influenced by factors such as target market, competition, and business objectives. This unit builds on Theme 1 learning by requiring students to apply their understanding of market research, segmentation, and finance to real-world marketing decisions.	**Substantive Knowledge** Students will develop secure understanding of: • The purpose of **marketing** and its role in meeting customer needs and increasing sales • The **marketing mix (4Ps)**: o **Product** – design, quality, branding, and differentiation o **Price** – pricing strategies and their impact on demand and revenue o **Promotion** – advertising, sales promotion, digital and social media marketing o **Place** – distribution channels, online vs physical selling

		Alongside substantive content, students will further develop exam skills by responding to **6, 9, and 12 mark questions**, which require analysis, application to context, and a justified judgement. By the end of the unit, students will be able to analyse and evaluate marketing strategies and justify which decisions are most effective for different businesses.	• How marketing decisions are influenced by:
			  o Target market and segmentation
			  o Competitors and market conditions
			  o Business objectives and resources
			• The impact of effective marketing on sales, revenue, market share, and brand image
			
			This knowledge enables students to understand how businesses compete for customers and adapt marketing strategies to different contexts.
			
			Disciplinary Knowledge
			
			Students will develop confident exam technique and business reasoning by learning to:
			
			• Revisit and consolidate key business formulae and calculations, ensuring confident

			application to marketing-related scenarios, including: o Revenue and profit o Percentage change (e.g. changes in sales or prices) o Interpreting numerical data linked to marketing performance • Apply structured calculation steps, check for accuracy, and interpret results in a business context • Integrate numerical analysis into written responses to strengthen application and evaluation in exam-style questions • Use accurate marketing terminology when analysing product, price, promotion, and place decisions • Construct clear analytical responses using structured chains of reasoning: o **Point** o **This means** o **This may lead to** o **As a result (Analysis skill)**

			• Produce 9 and 12 mark responses that:
			  ○ Analyse the effectiveness of different marketing strategies
			  ○ Apply decisions to the specific business context
			  ○ Reach a well-justified conclusion based on evidence and business objectives
			  ○ This develops the **Evaluation skill**
			• Students deepen their understanding of these core skills (Analysis and Evaluation) through regular practice and targeted feedback informed by teacher assessment.
			
			These disciplinary skills prepare students for the analytical and evaluative demands of **Paper 2**, where marketing decisions are often assessed through extended, data-based questions.

Literacy Link:

Students continue to develop disciplinary literacy through the application of marketing terminology and structured communication.

- **Vocabulary:** Key terms such as *marketing mix, product, price, promotion, place, target market,* and *market segmentation* are explicitly taught, revisited, and applied in both written and verbal responses.
- **Reading:** Students interpret case studies and marketing data to identify how businesses adapt strategies to meet customer needs.
- **Writing:** Students produce structured analytical and evaluative responses (6-, 9-, and 12-mark), applying chains of reasoning with clear justification.
- **Oracy:** Students discuss and evaluate marketing decisions, articulating ideas clearly using subject-specific terminology and evidence from the context.

Numeracy Link:

- Students apply and interpret **revenue and profit calculations**, linking these to marketing performance.
- Use of **percentage change** to analyse changes in sales or pricing strategies.
- Students interpret **numerical data** in context to evaluate marketing effectiveness.
- Integration of quantitative evidence into written responses to support analysis and judgement.

Autumn 2	Topic 2.3 Making operational decisions	To develop students' understanding of how businesses make effective **operational decisions** to improve efficiency, quality, and competitiveness. This unit focuses on **production methods**, **quality assurance**,	**Substantive Knowledge** Students will develop secure understanding of: • **Production methods**, including:

		quality control, **location decisions**, and **technology in operations**, and how these decisions impact costs, productivity, and customer satisfaction. Students will explore the trade-offs businesses face when choosing different production methods and operational strategies, linking these decisions to business objectives and performance. This unit builds on prior learning from Theme 1 and earlier Theme 2 topics by requiring students to apply knowledge of costs, growth, and marketing to operational contexts. Alongside substantive content, students will continue to develop strong exam technique by responding to 6, 9, and 12 mark questions, requiring clear application, analysis, and justified evaluation. By the end of the unit, students will be able to	○ Job production ○ Batch production ○ Flow production • The advantages and disadvantages of different production methods • The importance of **quality** and how businesses ensure it through: ○ Quality assurance ○ Quality control • Factors influencing business location, such as costs, access to labour, suppliers, and customers • The role of technology in operations, including automation and efficiency improvements • How operational decisions affect costs, productivity, competitiveness, and customer satisfaction This knowledge enables students to understand how internal operations contribute directly to business performance.

		analyse operational decisions and evaluate their impact on business success.	**Disciplinary Knowledge** Students will strengthen analytical and evaluative skills by: • Practising with past exam questions from Paper 1 and Paper 2, focusing on application, analysis, and evaluation, while excluding calculation-based questions from Paper 2 • Developing confidence in structured written responses, using clear chains of reasoning rather than description • Applying operational concepts accurately to business contexts, selecting relevant information • Using appropriate operational terminology confidently (e.g. *flow production, quality assurance, efficiency*) • Students will apply Explain (**Explain skill**), Analyse (**Analysis skill**), and Evaluate (**Evaluation skill**) responses to operational contexts

			These disciplinary skills prepare students for the extended written and evaluative demands of **Paper 2**, particularly where operational decisions are central to business performance.

Literacy Link:

Students develop literacy by using precise operational terminology and structured reasoning.

- **Vocabulary:** Key terms such as *production methods (job, batch, flow), quality assurance, quality control, efficiency,* and *productivity* are explicitly taught and applied.
- **Reading:** Students interpret case studies and operational scenarios to understand how businesses improve efficiency and quality.
- **Writing:** Students produce clear analytical and evaluative responses, focusing on applying operational concepts to business contexts rather than description.
- **Oracy:** Students explain and evaluate operational decisions, using accurate terminology to justify their reasoning.

Numeracy Link:

- Students interpret concepts such as **productivity and efficiency**, linking output to inputs.
- Application of **quantitative reasoning** to operational performance (e.g. comparing outputs, costs, and efficiencies).
- Students interpret data relating to quality, output, and business performance.
- Reinforcement of data interpretation skills to support analysis in extended responses.

Spring 1	Topic 2.4 Making Financial decisions	To develop students' understanding of how businesses use **financial information and calculations** to make informed decisions and assess performance. This unit focuses on analysing **profitability and investment decisions** using key financial ratios, including **Gross Profit Margin (GPM)**, **Net Profit Margin (NPM)**, and **Average Rate of Return (ARR)**.
		
		Students will learn how financial data is used to compare performance, identify trends, and evaluate the success of business decisions. This unit builds on earlier learning from Theme 1 and Theme 2 by requiring students to apply financial understanding to real-world business contexts and decision-making.
		
		Alongside substantive content, this unit places a strong emphasis on calculation-based exam questions, as well as extended written responses, including 9 and
			Substantive Knowledge
			
			By the end of this unit, students will:
			
			• Understand and accurately apply key **business calculations** used to assess financial performance:
			  ○ **Gross Profit Margin (GPM)**
			  ○ **Net Profit Margin (NPM)**
			  ○ **Average Rate of Return (ARR)**
			• Interpret financial data from income statements and other sources to calculate profitability ratios
			• Explain the significance of financial ratios in evaluating business performance and decision-making
			• Compare and analyse results to identify trends, strengths, and weaknesses in a business's financial health
			• Apply calculations to real-world business scenarios to make informed judgements about

		12 mark questions, where students must interpret data, analyse performance, and reach a justified judgement. By the end of the unit, students will be able to confidently calculate, interpret, and evaluate financial information to support business decisions.	efficiency, profitability, and potential improvements This knowledge enables students to understand how finance underpins strategic and operational business decisions. **Disciplinary Knowledge** Students will strengthen quantitative and evaluative exam skills by: • Practising with past exam questions from Paper 1 and Paper 2, including all calculation-based questions from Paper 2 • Applying a clear, structured approach to calculations, showing working, checking accuracy, and interpreting results • Integrating numerical evidence into written responses to support application, analysis, and evaluation • Using accurate financial terminology confidently (e.g.

			profit margin, investment, return, profitability) • Producing 9 and 12 mark responses using structured evaluation responses (**Evaluation skill**) that: o Analyse financial performance using data o Evaluate alternative options or investments o Reach a **well-justified conclusion** supported by calculations and business context. These disciplinary skills ensure students are confident in both the numerical and written demands of GCSE Business and are fully prepared for Paper 2 assessment.

Literacy Link:

Students strengthen literacy through precise use of financial terminology and structured evaluation.

- **Vocabulary:** Key terms such as *gross profit, net profit, profit margin, ARR, revenue,* and *financial performance* are explicitly taught and embedded in practice.

- **Reading:** Students interpret financial data, including income statements and ratio calculations, to understand business performance.
- **Writing:** Students produce extended analytical and evaluative responses, integrating financial evidence into 9 and 12 mark answers with justified conclusions.
- **Oracy:** Students explain financial performance and justify investment decisions using accurate terminology and clear reasoning.

Numeracy Link:

- Students apply key **financial calculations**, including *Gross Profit Margin (GPM), Net Profit Margin (NPM), and Average Rate of Return (ARR)*.
- Interpretation and comparison of **financial data and ratios** to identify trends and performance.
- Students develop accuracy in **multi-step calculations** and show clear working.
- Integration of numerical evidence into written evaluation to support decision-making.

Spring 2	Topic 2.5 Making human resource decisions	To develop students' understanding of how businesses make effective **human resource (HR) decisions** to improve employee performance, motivation, and overall organisational effectiveness. This unit focuses on **organisational structures**, **recruitment and selection**, **training and**	**Substantive Knowledge** By the end of this unit, students will: • Understand the role of organisational structure in decision-making, communication, and accountability

		development, and **motivation**, and how these decisions support business objectives.
		
		Students will explore how businesses organise their workforce, attract and retain suitable employees, and motivate staff to increase productivity and reduce labour turnover. This unit builds on earlier learning by requiring students to consider how HR decisions link to operational efficiency, costs, and business performance.
		
		As the final unit in Theme 2, students will consolidate learning from across the course and apply it to extended exam responses, including 9 and 12 mark questions, which require analysis, application to context, and a well-justified judgement. By the end of the unit, students will be able to evaluate HR strategies and explain their impact on business success.
			• Identify and compare different organisational structures (e.g. hierarchical, flat, matrix) and their impact on efficiency and control
			• Understand the recruitment process, including:
			  ○ Job analysis and job descriptions
			  ○ Person specifications
			  ○ Methods of recruitment and selection
			• Explain the importance of training and development for improving employee performance and meeting business objectives
			• Compare on-the-job and off-the-job training, including their advantages and disadvantages
			• Understand how financial and non-financial motivation methods influence employee performance, retention, and productivity
			• Analyse how organisational structure, recruitment, training,

			and motivation work together to improve business effectiveness This knowledge enables students to understand how managing people effectively contributes to long-term business success. **Disciplinary Knowledge** Students will consolidate and apply business knowledge and exam skills by: • Applying HR concepts accurately to unfamiliar business contexts, selecting relevant information rather than describing all content • Using accurate HR and business terminology confidently (e.g. *motivation, labour turnover, training, organisational structure*) • Evaluating HR strategies by weighing up advantages and disadvantages and linking decisions to productivity, costs, and business performance • Developing confident responses to extended written questions,

			including 9 and 12 mark questions, with clear analysis (**Analysis skill**) and justified conclusions (**Evaluation skill**) • Students deepen their understanding of these core skills (Analysis and Evaluation) through regular practice and targeted feedback informed by teacher assessment. • **Practising a minimum of five years' worth of past GCSE exam papers** from **Paper 1 and Paper 2**, strengthening exam technique, reinforcing knowledge across all topics, and building confidence in applying skills in preparation for the final GCSE examinations.

Literacy Link:

Students develop literacy through the application of HR concepts and evaluative writing.

- **Vocabulary:** Key terms such as *recruitment, training, motivation, organisational structure,* and *labour turnover* are explicitly taught and revisited.
- **Reading:** Students interpret case studies relating to staffing, motivation, and organisational effectiveness.
- **Writing:** Students produce extended evaluative responses, analysing HR strategies and reaching justified conclusions.

- **Oracy:** Students discuss HR decisions, using accurate terminology to explain how businesses improve performance through people.

Numeracy Link:

- Students interpret **labour-related data**, such as workforce size, costs, and productivity measures.
- Application of **percentages and ratios** to analyse workforce data (e.g. changes in staffing or performance).
- Students use numerical reasoning to support evaluation of HR decisions (e.g. cost vs benefit of training).
- Continued emphasis on interpreting and applying data within business contexts.

Summer 1	Revision		Past Exam Paper 1 and Paper 2 practice
Summer 2	Exams		