

Curriculum rationale
Business Studies

Faculty :
Business

Lead :
A Cornmell

What is your curriculum statement for each key stage?

KS4

AQA GCSE Business Studies (Aim of course to provide greatest opportunity to diversify and later specialise in (KS5/ Employment/ Training/ Tertiary & Further Education) Greatest potential for career opportunities

Would be proposing to develop a BTEC / Level 2 / Business Communications (Syllabus for weaker members of cohort (LAP's) this would feed into Applied Business Course / BTEC at Level 3

And varied assessment (Coursework Controlled Assessment) allows pupils to prepare for alternative provisions

KS5

AQA Advanced Business Studies A-level (Aim of course to provide greatest opportunity to diversify and later specialise in (Employment/ Training/ Tertiary & Further Education) Greatest potential for career opportunities / and study at tertiary level. Curriculum developed alongside Extra –Curricular activities Young Enterprise / KPMG Accountancy Competition

Selection of Curriculum prepare for (Workplace / Further education / Training) Broad curriculum allows for development of HR Finance Marketing, Recruitment, Accounting, Banking, Production, Logistics, Public Relations, International Business) Further Supplemented by Young Enterprise initiatives, KMPG BASE Accountancy Competition. Liase with DT & ICT Maths Dept's.

Excellent Results at A-level ALPS Score suggests excellent pathway for most pupils at ABB allowing all pupils to enter tertiary education

AQA Applied General Business Studies (Mixture of Vocational / A-level) Attracts pupils who have not studied Business Studies at Ks4

Good Progress at A-level allowing all pupils to enter tertiary education

How does learning develop through each key stage?

GCSE Business Studies and Advanced A-level are directly aligned in terms of Assessment Strategy. Complexity of Questioning develops (MCQ-12 Mark Essays at KS4) (MCQ-25 Mark Essay's at KS5) Expanded Knowledge base at Ks5 Greater emphasis placed on Application / Contextualised / Analytical / Evaluative skills. Ks5 also sees a greater development of Business Models and theories that can be used in the corporate world as well as developing key qualitative and quantitative skills.

Applied Business General gives pupils an understanding of 6 key areas of Business (Marketing, Finance, Human Resources, Production, Business Planning, Entrepreneurship) Descriptive, analytical and Evaluative skills developed throughout

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In accordance with Hart Risley Survey dept. has a focus on Subject specific vocabulary / reduction of colloquialism / development of formal English)

What principles guide your decision making? What is distinctive about your curriculum?

Growth Mind-set, Social Justice Academic and Vocational Curriculum formed basis of intent. (Developing resilience in learners)

Greater awareness of Corporate social responsibility and ethical considerations of Business (Corporation Tax, Global economy, Exploitation of workers, Governmental Policy (Brexit / Protectionism / Internationalism) The pupils are encouraged to be critical thinkers and decision makers that consider a wide range of implications. As an All- Girls school a focus on women's rights in the workplace is considered as well as developing financial literacy and investment strategies. Girls are also encouraged to consider a career in finance / banking and accounting (traditionally male dominated Spheres) The curriculum also develops close links with DT, Maths ICT with "real-life application" of skills developed in these areas

How do you expect to see your curriculum delivered? How do you vary this delivery to meet the needs of all learners?

Range of Visual Audio Kinaesthetic approaches delivered in the classroom

Afterschool support has been offered to all Year groups, Saturday school, Holiday support, 1 to 1 intervention, various assessments have been tailored to meet individual needs of pupils. Excellent communication with parents / guardians to support intervention.

Intervention booklets have been developed, Online resources, tracking and assessment all available to pupils online.

EAL (Arabic and Spanish Translations made available)

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Consistent approach to all assessments and feedback (use of MCQ. Short Answer Extended Writing) through Years 10-13 Worksheets class activities develop in lesson understanding. Case Studies as homework for formative assessment (all ICT based to develop literacy) Summative assessment take place in the form of Section tests. GCSE/AS/A-Level Exams form final assessments (Yearly)

How do you vary the learning experiences when delivering the curriculum? In the classroom / outside the classroom / through different learning opportunities?

Delivered inside and outside of classroom. Vocational dept has engaged with a number of outside of agencies to develop understanding of content.

Working with Young Enterprise, KMPG Accountancy, Bank of England, McDonalds, Roy Castle Foundation, Visit Liverpool Tourism, FA Premier League Young Enterprise challenge. Guest Speakers have also been invited in from a range of areas including Public Relations, Wedding and Event Planners, Merchandisers. School trips to Chester University.

What impact does your curriculum have on the learners at Archbishop Blanch?

More pupils wishing to stay at ABB. Higher achieving pupils have a greater access to Russell Group Universities.

Students able to work alongside industry professionals (KMPG) / Able to have greater choice of course at Tertiary level.

Reduction of NEET Figures

What are your assessments for this academic year?

Due to staffing difficulties (5 non specialist teachers) in 2017-18 Year 1 may need to be revisited for Year 11 in 2018/19

Term 1 Year 10 & 11 Section Tests each half term (Human Resources) Year 12 Applied Unit 2 Year 12 A-level 3.1 / 3.2

Term 2 Year 10 & 11 Section Tests each half term (Marketing) Year 12 Applied Unit 1 Year 12 A-level 3.3 / 3.4

Term 3 Year 10 & 11 Section Tests each half term (Influences of Business)) Year 12 Applied Unit 1 Year 12 A-level 3.5 / 3.6 (Exam Prep AS)