

*Called as God’s family,
we strive to achieve our personal best,
by living and learning in Christ.*

A contemporary, relevant and engaging learning experience challenging student to achieve their potential. Developing students as critical thinkers, gaining skills essential to positive contribution to our modern world.

Key Stage 5 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 13?)

Knowledge To Be Built	Skills To Be Developed
<p>Enterprise</p> <ul style="list-style-type: none"> ☒ Business plans ☒ Markets ☒ Market research ☒ Business structure ☒ Business location ☒ Business finance ☒ Business revenue and costs ☒ Marketing – revenue generation ☒ Finance – Funding and spending monitoring and control ☒ People in organisations (human resources) – managing and leading employees 	<p>To be CLEARLY capable of demonstrating the ability to:</p> <ul style="list-style-type: none"> ○ State the exact meaning of the word, idea, topic, concept or phrase that is given. ○ Illustrate something via the accurate use of diagrams to make clear how a concept or theory works given a particular circumstance or change in circumstance. ○ Calculate, that is to work out the value of whatever it is the candidate has been asked to determine the value of. There should be demonstrable use of the appropriate technique or formula learned and the information provided in the context of the question to help with the calculation.

<p>☒ Operations management. – Productive efficiency and unit cost control</p> <p>Strategy</p> <p>Data analysis</p> <p>☒ Market analysis</p> <p>☒ Sales forecasting</p> <p>☒ Analysing financial performance</p> <p>☒ Analysing non-financial performance</p> <p>☒ Aims and objectives</p> <p>☒ Strategy and implementation</p> <p>☒ Decision-making models</p> <p>☒ Investment appraisal</p> <p>☒ Special orders</p> <p>A dynamic business environment</p> <p>☒ Change</p> <p>☒ Risk management</p> <p>☒ PEST factors</p> <p>☒ Ethical, legal and environmental factors</p> <p>☒ International trade</p> <p>☒ Globalisation</p> <p>☒ The European Union</p>	<ul style="list-style-type: none">○ Apply concept knowledge to a particular business circumstance e.g. scale, location, legal structure etc. Providing relevant, supportive examples routinely.○ Concept understanding made clear by provision of details and reasons for how and why something is the way it is. Included in the response must be a clear meaning of what it is the student is asked to explain and will to include sufficient detail so that any cause and effect (impact) is communicated clearly as part of the explanation.○ Analysis of the relative strengths and weaknesses of the concept under study, demonstrated through organisation of information or subject matter into components / characteristics and address each in detail by close examination of the issue in question.○ Examination of an issue in detail by addressing a range of key ideas and reasons for and against the issue. This is similar to a debate, but the student should also arrive at a conclusion having presented a reasoned case.
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<p>12</p>	<p>Business Opportunities (Enterprise through Revenue and costs.</p> <p>Business Functions (Marketing, Finance, People in organisations and Operations management)</p>	<p>Enterprise</p> <ul style="list-style-type: none"> • Business plans • Markets • Market research • Business structure • Business location • Business finance • Business revenue and costs • Marketing – revenue generation • Finance – Funding and spending monitoring and control • People in organisations (human resources) – managing and leading employees • Operations management. – Productive efficiency and unit cost control 	<p>To be CLEARLY capable of demonstrating the ability to:</p> <ul style="list-style-type: none"> o State the exact meaning of the word, idea, topic, concept or phrase that is given. o Illustrate something via the accurate use of diagrams to make clear how a concept or theory works given a particular circumstance or change in circumstance. o Calculate, that is to work out the value of whatever it is the candidate has been asked to determine the value of. There should be demonstrable use of the appropriate technique or formula learned and the information provided in the context of the question to help with the calculation. o Apply concept knowledge to a particular business circumstance e.g. scale, location, legal structure etc. Providing relevant, supportive examples routinely. o Concept understanding made clear by provision of details and reasons for how and why something is the way it is. Included in the response must be a clear meaning of what it is the student 	<p>Regularly set homework task focussing on developing presentational skills in line with the requirements to meet Eduqas GCE Advanced Business component one.</p> <p>Section A –Short-answer questions Section B – Data response questions</p> <p>To assess Business Opportunities and Business Functions</p> <p>End of Year 12 formal assessment</p>
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			<p>is asked to explain and will to include sufficient detail so that any cause and effect (impact) is communicated clearly as part of the explanation.</p> <ul style="list-style-type: none"> o Analysis of the relative strengths and weaknesses of the concept under study, demonstrated through organisation of information or subject matter into components / characteristics and address each in detail by close examination of the issue in question. <ul style="list-style-type: none"> • Examination of an issue in detail by addressing a range of key ideas and reasons for and against the issue. This is similar to a debate, but the student should also arrive at a conclusion having presented a reasoned case. <p>Predominantly the Assessment Objective 1 and 2 skills of Demonstrable concept knowledge supported by confident use of supportive examples, illustrations, calculations and contextualisation.</p> <p>Component 1</p> <table border="0"> <tr> <td>AO1</td> <td>AO2</td> <td>AO3</td> <td>AO4</td> </tr> <tr> <td>12-14%</td> <td>7-9%</td> <td>6-8%</td> <td>6-8%</td> </tr> </table>	AO1	AO2	AO3	AO4	12-14%	7-9%	6-8%	6-8%	
AO1	AO2	AO3	AO4									
12-14%	7-9%	6-8%	6-8%									

<p>13</p>	<p>Business Analysis and Strategy</p> <p>Business in a Changing World</p>	<p>Strategy</p> <p>Data analysis</p> <ul style="list-style-type: none"> • Market analysis • Sales forecasting • Analysing financial performance • Analysing non-financial performance • Aims and objectives • Strategy and implementation • Decision-making models • Investment appraisal • Special orders <p>A dynamic business environment</p> <ul style="list-style-type: none"> • Change • Risk management • PEST factors • Ethical, legal and environmental factors • International trade • Globalisation • The European Union 	<p>To be CLEARLY capable of demonstrating the ability to:</p> <ul style="list-style-type: none"> o State the exact meaning of the word, idea, topic, concept or phrase that is given. o Illustrate something via the accurate use of diagrams to make clear how a concept or theory works given a particular circumstance or change in circumstance. o Calculate, that is to work out the value of whatever it is the candidate has been asked to determine the value of. There should be demonstrable use of the appropriate technique or formula learned and the information provided in the context of the question to help with the calculation. o Apply concept knowledge to a particular business circumstance e.g. scale, location, legal structure etc. Providing relevant, supportive examples routinely. o Concept understanding made clear by provision of details and reasons for how and why something is the way it is. Included in the response must be a 	<p>Regularly set homework task focussing on developing presentational skills in line with the requirements to meet Eduqas GCE Advanced Business components two and three.</p> <p>Data response and structured questions</p> <p>To assess business strategy and analytical techniques used in the business decision-making process. Assessments will practice the skill of using subject content in Component 1 as underpinning of the context for Business Analysis and Strategy</p> <p>Section A – Analysis questions based on a case study</p> <p>Section B – Synoptic essays</p> <p>To assess all of the A level subject content</p>
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			<p>clear meaning of what it is the student is asked to explain and will to include sufficient detail so that any cause and effect (impact) is communicated clearly as part of the explanation.</p> <ul style="list-style-type: none"> o Analysis of the relative strengths and weaknesses of the concept under study, demonstrated through organisation of information or subject matter into components / characteristics and address each in detail by close examination of the issue in question. o Examination of an issue in detail by addressing a range of key ideas and reasons for and against the issue. This is similar to a debate, but the student should also arrive at a conclusion having presented a reasoned case. <p>Predominantly the Assessment Objective 3 and 4 skills of conceptual and contextual analysis and reasoned evaluation.</p> <p>Component 3 AO1 -6-8% AO2 - 4-6% AO3- 11-13% AO4 - 10-12%</p>	<p>Mid-Year 13 formal assessment</p>
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