

Holywell School Curriculum Overview

Key Stage 4 Curriculum Overview Business Studies AQA Level 1/2 GCSE (9-1) in Business Studies QAN 603/0304/9

At Key Stage 4, our Business Studies curriculum is designed to develop students' understanding of the dynamic world of business and enterprise. We aim to equip all learners with the knowledge, skills and critical thinking needed to analyse real-world business issues, make informed decisions and understand the impact of business on individuals, organisations and society.

Our intent is to:

Develop commercial awareness by introducing key concepts such as enterprise, marketing, finance, operations, human resources and external influences.

Foster entrepreneurial thinking by encouraging students to consider how businesses are formed, grow, and adapt in competitive and global markets.

Promote financial literacy by enabling students to interpret data, understand costs and revenues, and evaluate financial performance.

Encourage informed decision-making through the development of analytical, evaluative and problem-solving skills applied to business scenarios and case studies.

Prepare students for future study and employment by giving them the foundations to progress to further education in business or economics, or to apply their understanding in vocational or real-life contexts.

The curriculum is aligned to the AQA GCSE Business specification, and is structured to progressively build on prior knowledge and deepen understanding through relevant, up-to-date examples and engaging activities. We strive to create confident, curious and reflective learners who can apply business knowledge to the world around them.

Term	Year 10	Year 11
Autumn 1	<p>Title of unit: Business in the real world</p> <p><u>By the end of the unit, students will have learned about:</u> The purpose and nature of business</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> understand what a business is and the reasons for starting a business understand the difference between goods and services, needs and wants understand the meaning of factors of production – land, labour, capital, enterprise define opportunity cost define the three sectors of primary, secondary and tertiary and give examples of types of business that operate in each sector understand the term enterprise and what is meant by an entrepreneur outline the characteristics of an entrepreneur outline the objectives of an entrepreneur understand that businesses face a constantly changing business environment due to changes <p><u>By the end of the unit, students will have learned about:</u> Business ownership</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> understand the different legal structures that businesses adopt analyse the benefits and drawbacks of each legal structure understand the concept of limited liability and which legal structures benefit from this evaluate which legal structure would be most appropriate for a variety of business examples <p><u>By the end of the unit, students will have learned about:</u></p>	<p>Title of unit: Marketing</p> <p><u>By the end of the unit, students will have learned about:</u> Identifying and understanding customers</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> understand the importance of identifying and satisfying customer needs in order to: provide a product or service that customers will buy, increase sales, select the correct marketing mix avoid costly mistakes and be competitive. <p><u>By the end of the unit, students will have learned about:</u> Segmentation</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> understand how and why different businesses use segmentation to target customers. <p><u>By the end of the unit, students will have learned about:</u> The purpose and methods of market research</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> understand why businesses conduct market research. understand the difference between qualitative and quantitative market research. identify the benefits and drawbacks for various market research techniques and select the best method for a given business. interpret and use qualitative and quantitative market research findings to help make appropriate decisions for different types of business. manipulate and interpret data from tables and charts. identify market size and market share.

Holywell School Curriculum Overview

	<p>Setting business aims and objectives</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • understand the main aims and objectives for businesses • understand the role of objectives in running a business • understand how and why the objectives set will differ between businesses • understand how and why the objectives set may change as businesses evolve. • understand the success of a business can be measured in other ways than profit. <p><u>By the end of the unit, students will have learned about:</u></p> <p>Stakeholders</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • understand what is meant by a stakeholder and who the main stakeholders of a business are, including owners, employees, customers, local community and suppliers • understand stakeholders' main objectives • understand the impact and influence stakeholders have on businesses and their objectives and how businesses may face conflict between stakeholders. <p><u>By the end of the unit, students will have learned about:</u></p> <p>Business Location</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • understand the factors that influence where a business is located. <p><u>By the end of the unit, students will have learned about:</u></p> <p>Business planning</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • understand the reasons why businesses create plans, including importance in setting up a new business, raising finance, setting objectives and detailing how functions of a business will be organised • understand the main sections of a business plan • analyse the benefits and drawbacks of business planning • understand the difference between variable costs, fixed costs and total costs and understand the concept of revenue, costs, profit and loss. <p><u>By the end of the unit, students will have learned about:</u></p> <p>Expanding a business</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • discuss the advantages and disadvantages of methods of growth • understand the methods used by businesses when expanding • understand the benefits of growth in terms of unit cost advantages due to economies of scale and the drawbacks of growth due to diseconomies of scale • understand the meaning of purchasing and technical economies of scale • understand that with growth businesses increase the risk of diseconomies of scale occurring • calculate and interpret average unit costs. 	<p><u>By the end of the unit, students will have learned about:</u></p> <p>The elements of marketing mix: price, product, promotion and place (4Ps)</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • understanding of the main features of pricing methods and the impact they will have on a business. • recognise the factors, internal and external, which might influence the pricing decision, particularly as businesses grow and expand. • evaluate the factors and use them to assess the suitability of pricing methods for a given business. • understand the benefits and risks of developing new products. • understand the importance of product design, image and the needs of the target market when designing new products. • appreciate the significance of having a USP in a competitive market and the importance of a good brand image. • understanding of the product life cycle and demonstrate how demand for a product or service might change over time. • evaluate the effectiveness of extension strategies and when they would be suitable. • understand how and why businesses might broaden and balance their product portfolio using the Boston Matrix. • identify and explain the four categories of the Boston Box. • be familiar with the promotional methods which are likely to be used by a given business. • appreciate the benefits and drawbacks of promotional methods used by businesses. • analyse factors influencing the selection of the promotion mix to assess their suitability for a given business. • be familiar with the different channels of distribution used by businesses to gain access to potential customers. • analyse the growing importance of e-commerce and m-commerce and how it can extend the reach of businesses to include international markets. • identify the benefits and drawbacks of a business using e-commerce and m-commerce. • be aware of the importance of the four elements and how they work together. • recommend appropriate marketing activities for a given business. • recognise how the marketing mix evolves over time and evaluate how businesses may react to this.
--	--	---

Holywell School Curriculum Overview

	<p>Title of unit: Influences on business</p> <p><u>By the end of the unit, students will have learned about:</u> Technology</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • understand the impact of the changing use of ICT and how it influences business activity. • understand E-commerce to access wider markets. • understand digital communication changing the way businesses communicate with stakeholders. <p><u>By the end of the unit, students will have learned about:</u> Ethical and Environmental considerations and Sustainability</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • identify and analyse where there may be a possible trade-off between ethics and profit. • demonstrate knowledge and understanding of how business and consumers accept greater environmental responsibility in their decision making and the costs and benefits of businesses behaving this way. • identify and analyse where there may be a possible trade-off between sustainability and profit. <p><u>By the end of the unit, students will have learned about:</u> The economic climate on business</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • demonstrate and understand how businesses might be affected by changes in the rate of interest. • identify how and why businesses might be affected by changes in levels of employment. • discuss how demand for products and services may change as incomes fluctuate. • explain economic theory relating to how/why interest rates change is not required. 	
<u>Spring term</u>	<p>Title of unit: Influences on business</p> <p><u>By the end of the unit, students will have learned about:</u> Globalisation</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of globalisation and the benefits and drawbacks that it offers UK businesses. • understand the impact of exchange rates on the profit and sales of those businesses that import and/or export. <p><u>By the end of the unit, students will have learned about:</u> Legislation</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • assess the impact of legislation on businesses, for example cost, training needs, recruitment and the consequences of failure to follow legislation for the business. • understand the benefits for providing a safe working environment. • understand employment law including: national minimum wage/living wage • the Equality Act (2010). Health and safety law including the Health and Safety at Work Act (1974). • understand consumer law including trade descriptions. <p><u>By the end of the unit, students will have learned about:</u> Competitive environment</p>	<p>Title of unit: Finance</p> <p><u>By the end of the unit, students will have learned about:</u> Sources of finance</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • understand the main internal and external sources of finance available (including family and friends, retained profit, a new share issue, obtaining a loan or mortgage, selling unwanted assets, overdrafts, trade credit, hire purchase and government grants) • analyse the advantages and disadvantages of each method for a given situation • evaluate the suitability of sources of finance for new and established businesses. <p><u>By the end of the unit, students will have learned about:</u> Cash flow</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • understand the consequences of cash flow problems and the effect of positive cash flow • understand how and why cash flow forecasts are constructed • complete and interpret sections of a cash flow forecast (this includes an understanding of cash inflows and outflows, net cash flow and the opening and closing balance. Students are not expected to be able to construct an entire cash flow forecast)

Holywell School Curriculum Overview

	<p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • understand the meaning of a market and competition • analyse potential impacts of competition on businesses and identify situations when businesses face minimal or no competition • understand the risks businesses face and the reasons why all businesses face uncertainty • understand the reason why entrepreneurs embark on running businesses and the activities businesses can undertake to minimise risks. <p>Title of unit: Human resources</p> <p><u>By the end of the unit, students will have learned about:</u> Organisational structures</p> <p><u>By the end of the unit students will be able to understand:</u></p> <ul style="list-style-type: none"> • internal organisational structures, span of control, chain of command, layering and delegation • why businesses have internal organisational structures, including an understanding of different job roles and responsibilities throughout the business • the impact that having a tall or flat organisational structure has on how a business is managed • how organisational structure may affect the different ways of communication. <p><u>By the end of the unit, students will have learned about:</u> Recruitment and selection of employees</p> <p><u>By the end of the unit students will be able to understand:</u></p> <ul style="list-style-type: none"> • understand the difference between internal and external recruitment and the benefits and drawbacks of each approach • outline the main stages in the recruitment and selection process, including an understanding of job analysis, job description, person specification, and selection methods • analyse the benefits of having an effective recruitment and selection process for a business, including high productivity, high quality output or customer service and staff retention • understand the difference between part time and full-time contracts, job share and zero hour contracts • understand the benefits of full and part time employment. <p><u>By the end of the unit, students will have learned about:</u> Motivating employees</p> <p><u>By the end of the unit students will be able to understand:</u></p> <ul style="list-style-type: none"> • understand the benefits of a motivated workforce, such as staff retention and high productivity • understand the use of financial methods of motivation (including an understanding of the main methods of payment including salary, wage, commission and profit sharing) • understand the use of non-financial methods of motivation, including styles of management, importance of training and greater responsibility, fringe benefits. <p><u>By the end of the unit, students will have learned about:</u> Training</p> <p><u>By the end of the unit students will be able to understand:</u></p>	<ul style="list-style-type: none"> • evaluate possible solutions to cash flow problems, including re-scheduling payments, overdrafts, reducing cash outflow, increasing cash inflow and finding new sources of finance. <p><u>By the end of the unit, students will have learned about:</u> Financial terms and calculations</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • understand the difference between variable costs, fixed costs and total costs • understand the concept of revenue, costs, profit and loss • understand the main investment projects that businesses undertake, including investment in new machinery, buildings and vehicles and be able to calculate the average rate of return for these projects • understand the meaning of the term break-even output and interpret break-even charts • identify the break-even level of output and margin of safety from a break-even chart • evaluate the value of using break-even analysis to a business. <p><u>By the end of the unit, students will have learned about:</u> Analysing the financial performance of a business</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none"> • understand the importance of financial statements for assessing business performance and helping make business decisions • identify the main components of the income statement and the statement of financial position • understand the difference between assets and liabilities and that the statement of financial position is a snapshot in time • make judgements on the performance of a business through the interpretation of the information contained in income statements • consider current performance, performance against previous years, performance against competitors and performance from the perspective of a range of stakeholders • calculate gross profit margin and net profit margin to help assess financial performance. <p style="text-align: right;"><u>Students will not be given formulae in an exam</u></p>
--	--	--

Holywell School Curriculum Overview

	<ul style="list-style-type: none">explain the benefits of training employees for a business, including increased productivity, ability to deal with changes in technology, increased motivation, staff retention, production of high-quality goods and good customer serviceunderstand the methods of training undertaken by businesses, including induction training, on the job training and off the job trainingexplain the benefits of induction traininganalyse the benefits and drawbacks of on the job and off the job training and evaluate which would be the most appropriate method for a variety of businesses.																							
Summer term	<p>Title of unit: Business operations</p> <p><u>By the end of the unit, students will have learned about:</u> Production processes</p> <p><u>By the end of the unit students will be:</u></p> <ul style="list-style-type: none">familiar with job and flow production methods and understand when each is appropriate.able to consider how production might be made more efficient by the use of lean production techniques. <p><u>By the end of the unit, students will have learned about:</u> The role of procurement</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none">able to evaluate the use of managing stock using JIT to a given business.recognise that the benefits of reduced costs must be balanced against the cost of more frequent deliveries and lost purchasing economies of scale.analyse the factors that affect the choice of supplier for a given business.understand what procurement and logistics are and their effect on a business.recognise that the benefits of reduced costs must be balanced against the quality of service.understand what a supply chain is and recognise the benefits of managing an effective supply chain. <p><u>By the end of the unit, students will have learned about:</u> The concept of quality</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none">understanding of customer expectations of quality in terms of production of goods and the provision of services.understand the methods of maintaining consistent quality and be able to identify the advantages to a business of using TQM.understand the possible quality issues as businesses grow, particularly if outsourcing and franchising is used. <p><u>By the end of the unit, students will have learned about:</u> Good customer services</p> <p><u>By the end of the unit students will be able to:</u></p> <ul style="list-style-type: none">understand the sales process.understand the importance of providing good service to customers and analyse the techniques businesses use to provide good customer service.	<p>Revision and exams</p> <p>Assessment objectives (AOs) are set by Ofqual. The exams will measure how students have achieved the following assessment objectives.</p> <p>AO1: Demonstrate knowledge and understanding of business concepts and issues. AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts. AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.</p> <table><tr><th rowspan="2">Assessment Objectives</th><th colspan="2">Component weighting (approx. %)</th><th rowspan="2">Overall weighting (approx. %)</th></tr><tr><th>Paper 1</th><th>Paper 2</th></tr><tr><td>AO1</td><td>18</td><td>17</td><td>35</td></tr><tr><td>AO2</td><td>17</td><td>18</td><td>35</td></tr><tr><td>AO3</td><td>15</td><td>15</td><td>30</td></tr><tr><td>Overall weighting of components</td><td>50</td><td>50</td><td>100</td></tr></table>	Assessment Objectives	Component weighting (approx. %)		Overall weighting (approx. %)	Paper 1	Paper 2	AO1	18	17	35	AO2	17	18	35	AO3	15	15	30	Overall weighting of components	50	50	100
Assessment Objectives	Component weighting (approx. %)			Overall weighting (approx. %)																				
	Paper 1	Paper 2																						
AO1	18	17	35																					
AO2	17	18	35																					
AO3	15	15	30																					
Overall weighting of components	50	50	100																					

Holywell School Curriculum Overview

Careers

This subject lays the foundation for a wide range of exciting career paths.

Possible Future Careers Include:

Entrepreneur – Start your own business and turn your ideas into reality. Marketing Executive – Create advertising campaigns and manage social media. Business Manager – Lead teams and help companies grow. Accountant or Financial Analyst – Work with numbers to guide important decisions. Retail or Sales Manager – Run a store or lead a sales team. Human Resources Officer – Support and develop people within a company. Legal and Compliance Roles – Help businesses follow laws and operate fairly. Supply Chain or Operations Manager – Keep things running smoothly behind the scenes.

Protected characteristics

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Are covered throughout using the following methods:

Case studies to include business leaders from different backgrounds

Discussions on business decisions and how they affect minority groups and those with protected characteristics.

Reading in the curriculum (Literacy & Vocabulary)

Students develop a range of reading skills in AQA GCSE Business Studies, even though it's not a literacy-focused subject. The exam requires strong reading for understanding, interpretation, and evaluation, especially when tackling business contexts and case studies. Reading skills are developed through: reading for meaning in business contexts, inference and interpretation, critical reading and evaluation, reading data and mixed formats and reading to plan a response.

Safeguarding including safety in the curriculum

Safeguarding is not a core topic in the AQA GCSE Business Studies specification, but related concepts can be explored indirectly through the study of: legal and ethical influences on business, human resources and recruitment, ethical considerations and case studies and discussion opportunities. Safeguarding is embedded through discussions of employment law health and safety, ethical business behaviour, recruitment practices and corporate responsibility.

Values across the curriculum

Students develop their values in AQA GCSE Business Studies through regular engagement with real-world issues, ethical dilemmas, and critical thinking tasks built into the course. While the subject is not directly designed to teach values in the same way as PSHE or RE, it provides many opportunities for students to reflect on what is right, fair, and responsible in the world of business. Student values are shared through the course when discussing: ethical decision making, stakeholder perspectives, legal and moral responsibility, evaluating real business behaviour, developing personal responsibility. Some of the values developed throughout the course include integrity, empathy, justice, fairness, responsibility, environmental awareness and respect for others.

Spirituality in the curriculum

Spiritual - reflecting on and having a clear understanding of how a business actions and purpose can be inclusive and how that is promoted, students use their imagination to apply business theory to creative business ideas.

Moral - students will have a clear understanding on business ethics and the consequences of business decisions. Students will challenge the idea of autocratic leadership, capitalism and exploitation through a range of different case studies and scenarios. As well as keeping up to date with world business news.

Social - students will be encouraged to use a range of social skills in different contexts, such as problem solving in groups, debating with each other whilst having acceptance and engagement of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Cultural - In addition to the above students will develop their culture capital and social mobility through trips and experiences such as talks from Business leaders. Overseas trips will be available during the course as well as UK based visits.

How we track your progress

Holywell School Curriculum Overview

To effectively track progress in the GCSE Geography curriculum, teachers utilise various strategies including assessment methods, student portfolios, and our progress descriptors. Regular assessment, including formative and summative evaluations, allows for continuous monitoring of student understanding and skill development. Student work, which collects samples of work, can demonstrate progress over time and showcase achievements. All students' progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments/quizzes.

Parents/Carers can support their child by:

Parents can play a vital role in supporting their child's learning in AQA GCSE Business Studies—even if they don't have a business background themselves. Here are some practical and effective ways to help: understand the course structure, encourage regular revision and revision, link business to the real world, talk through case studies, support with time management, develop practical finance skills and with positive encouragement.

Sustainability within the subject

Key content includes:

Environmental considerations: Students learn how businesses impact the environment, e.g. through pollution, waste, and resource use.

Sustainable production: This includes discussion of how businesses can produce goods and services in ways that minimise negative environmental impact.

Pressure groups and the media: How public opinion and organisations can influence businesses to act more sustainably.

Ethical behaviour: How ethics and sustainability overlap, including fair trade, animal welfare, and sourcing sustainable materials

Sustainability isn't just a stand-alone topic; it appears throughout the course when considering:

Business aims and objectives (e.g. including sustainability or environmental targets),

Marketing decisions (e.g. eco-friendly products or branding),

Operations (e.g. lean production, waste minimisation),

Globalisation (e.g. the environmental impact of transporting goods).