Year 9 GCSE Business Curriculum Information. **Year Theme: Investigating small business**					
Topic One Term 1a	Topic Two Term 1b	Topic Three Term 2a	Topic Four Term 2b	Topic Five Term 3a	Topic Six Term 3b
1.1 Enterprise and entrepreneurship	1.2 Business opportunities 1.3.1–1.3.2 Aims and finance	1.3.2–1.3.4 Putting a business idea into practice	1.4.1–1.4.3 Making the business effective	1.4.3–1.4.4 Planning 1.5.1–1.5.2 External influences	Assessment and consolidation Content through 1.5.2
Students explore why businesses exist and how entrepreneurs organise resources, make decisions and take risks. They explain how convenience, branding, quality, design and unique selling points add value. They consider financial loss, failure and lack of security alongside profit, success and independence. They explain how changing technology, customer wants and obsolete products create business ideas. Students practise contextual explanations, revise for SA1 and use assessment feedback to improve.	Students identify customer needs: price, quality, choice and convenience. They compare primary and secondary research, qualitative and quantitative data, and data reliability. They use segmentation and market maps to identify customers and gaps, and analyse competitor strengths and weaknesses. Students explain financial and non-financial aims and why these differ between businesses. They begin calculating revenue, fixed and variable costs, total costs and profit.	Students calculate interest, break-even output and margin of safety, and interpret break-even diagrams. They distinguish cash from profit and explain why cash is needed for survival. They calculate and interpret cash-flow forecasts, including inflows, outflows and balances. Students compare short- and long-term finance and justify suitable choices for small businesses. Revision, SA2 and feedback consolidate enterprise and finance, with targeted support for calculations and written analysis.	Students act on assessment feedback and develop contextual analysis and justified judgements. They compare sole traders, partnerships and private limited companies, including limited and unlimited liability. They assess the benefits and drawbacks of franchising. Students explain location decisions using proximity to customers, labour, materials and competitors, alongside e-commerce. They introduce the marketing mix and explain how product, price, promotion and place work together.	Students adapt an integrated marketing mix to technology, customer needs and competition. They explain how business plans bring together aims, research, finance, forecasts, location and marketing to reduce risk and obtain finance. They identify stakeholders, compare objectives and analyse conflicts. They investigate e-commerce, social media, digital communication and payment systems, linking these to sales, costs and marketing. Students revise taught Theme 1 content for SA3.	Students complete SA3 and use feedback to address gaps in knowledge, calculations and exam technique. They complete and consolidate technology and stakeholder content. Interleaved retrieval revisits enterprise, opportunities, finance and effective business decisions. Students practise applying evidence, developing chains of analysis and making supported judgements. Catch-up and review secure 1.1–1.5.2 before Year 10 begins legislation and the remaining external influences.

Year 9 Business Catholic Social Teachings

Business supports Catholic Social Teaching by helping students understand how economic decisions affect human dignity, the common good and care for creation. Students learn to assess commercial success alongside responsibility to employees, customers, suppliers and wider society.

Through the topics studied this year, students consider how enterprise can serve people and how informed choices can contribute to a fairer and more sustainable world.

How Business Supports Catholic Social Teaching:

• **Human dignity and the dignity of work:** Enterprise creates goods, services and employment. Students consider how entrepreneurs can meet real needs while treating employees, customers and suppliers with respect.

• **The common good:** Stakeholder decisions show that a business affects its local community as well as its owners. Students examine conflicts between profit, customer needs and community interests.

• **Care for creation:** Students consider how product design, packaging and technology can reduce waste and resource use when developing a small business idea.

• **Solidarity and participation:** Market research and stakeholder consultation encourage students to listen to different perspectives and explain whose views should inform business decisions.

• **Preferential option for the poor:** Students consider affordability, access to goods and services, and social objectives. They discuss how a business could support customers with limited incomes.

• **Reflection and responsible action:** Students justify choices about ownership, location and marketing, considering who benefits and who may be disadvantaged. Accurate evidence and respectful discussion support responsible judgement.

Year 10 GCSE Business Curriculum Information.

Year Theme: Completing Theme 1 and building a business

Topic One Term 1a	Topic Two Term 1b	Topic Three Term 2a	Topic Four Term 2b	Topic Five Term 3a	Topic Six Term 3b
1.5.3–1.5.5 External influences on business	2.1.1–2.1.4 Growing the business	2.1.4 Ethics and environment 2.2.1–2.2.3 Marketing	2.2.3–2.2.5 Marketing mix 2.3.1 Operations introduction	2.3.1 Business operations 2.3.2 Stock management	2.3.2 Working with suppliers Consolidation
Students retrieve Year 9 learning, complete SA1 and respond to feedback. They explain consumer and employment law principles, including quality, consumer rights, recruitment, pay, discrimination and health and safety. They analyse the costs and consequences of meeting or failing to meet obligations. Students assess how unemployment, incomes, inflation, interest rates, taxation and exchange rates affect businesses. They explain responses to technological, legal and economic change, completing Theme 1.	Students compare organic growth with mergers and takeovers, and consider public limited companies and growth finance. They explain why aims and objectives change as businesses develop. Students analyse imports, exports, multinational businesses, changing locations, tariffs and trade blocs. They explain how e-commerce and the marketing mix support international competition. They examine trade-offs between profit, ethics and sustainability, including pressure-group influence. Consolidation connects growth decisions with finance and changing objectives.	Students consolidate ethical and environmental decision making. They apply the design mix of function, aesthetics and cost, and examine product differentiation, the product life cycle and extension strategies. They compare pricing strategies and influences from technology, competition, market segments and the product life cycle. Students assess promotion through advertising, sponsorship, trials, offers and branding. Theme 1 revision, SA2 and feedback maintain Paper 1 knowledge and exam skills.	Students evaluate targeted online advertising, viral social media promotion and e-newsletters. They compare retailers and e-tailers as distribution methods. They explain how the elements of an integrated marketing mix influence each other and build competitive advantage. Assessment improvements strengthen contextual analysis and evaluation. Students revise Theme 1 for SA3. They introduce the impact of technology on production, considering costs, productivity, quality and flexibility.	Students complete SA3 and improve their responses using feedback. They explain the purpose of operations in producing goods and providing services. They compare job, batch and flow production and analyse effects on productivity, costs and competitive prices. Students assess technology in production, balancing quality and flexibility against cost. They begin working with suppliers by interpreting bar gate stock graphs. Targeted reteaching addresses operations, calculation and application gaps.	Students assess the benefits and drawbacks of just-in-time stock control. They explain procurement and supplier relationships using quality, delivery cost, speed, reliability, availability, price and trust. They analyse how logistics and supply decisions affect costs, reputation and customer satisfaction. Students consolidate stock graphs, marketing and production decisions through retrieval and exam practice. Catch-up secures coverage through 2.3.2, preparing students to begin managing quality in Year 11.

Year 10 Business Catholic Social Teachings

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Through the topics studied this year, students consider how enterprise can serve people and how informed choices can contribute to a fairer and more sustainable world.

How Business Supports Catholic Social Teaching:

• **Human dignity and the dignity of work:** Employment protection provides a context for discussing fair recruitment, safe conditions, pay and freedom from discrimination. Students consider the human consequences of business decisions.

• **The common good:** Growth, taxation and consumer protection illustrate how businesses interact with wider society. Students evaluate whether business success also benefits customers, workers and communities.

• **Care for creation:** Ethics and environmental considerations directly connect to stewardship. Students assess sustainable production, waste reduction and the trade-offs between environmental improvements and profit.

• **Solidarity and participation:** Globalisation and procurement connect local businesses with workers and suppliers overseas. Students consider responsible relationships and how pressure groups can give affected communities a voice.

• **Preferential option for the poor:** Students examine how inflation, changing incomes and business pricing affect people with fewer resources. International supply chains provide opportunities to discuss exploitation and fair treatment.

• **Reflection and responsible action:** Marketing and operations case studies require students to weigh evidence and justify choices. They consider honest promotion, dependable products and the wider consequences of growth.

Year 11 GCSE Business Curriculum Information. **Year Theme: Completing Theme 2 and preparing for GCSE examinations**					
Topic One Term 1a	Topic Two Term 1b	Topic Three Term 2a	Topic Four Term 2b	Topic Five Term 3a	Topic Six Term 3b
2.3.3 Managing quality 2.3.4 The sales process	2.4 Financial decisions 2.5.1 Organisational structures	2.5.1–2.5.3 Human resource decisions	2.5.3–2.5.4 Training and motivation	Final GCSE revision and examination preparation	GCSE examinations and course completion
Students retrieve production and supplier knowledge before comparing quality control and quality assurance. They analyse how quality reduces costs and creates competitive advantage. Revision, SA1 and feedback consolidate operations. Students examine product knowledge, efficient service, customer engagement, responses to feedback and post-sales service. They explain why customer service supports business success. Interleaved Theme 1 revision prepares students for the Paper 1 mock.	Students complete the Paper 1 mock and respond to feedback. They calculate gross and net profit, profit margins and average rate of return. They interpret financial, marketing and market data, graphs and charts, recognising limitations when judging performance. Students compare hierarchical, flat, centralised and decentralised structures. They examine communication, its barriers and effects on efficiency and motivation, alongside different contracts and working patterns.	Students assess technology, remote working and organisational structures. They explain responsibilities of directors, managers, supervisors, operational and support staff. They compare recruitment documents and internal and external recruitment methods. Students explore formal, informal, self-learning and ongoing training, target setting and performance reviews. Formative assessment and improvements support progress. Revision prepares students for the Paper 2 mock using Theme 2 content taught so far.	Students complete the Paper 2 mock, identify gaps and act on feedback. They assess training and development as ways to motivate, retain and retrain staff for new technology. They explain how motivation helps attract employees, retain them and increase productivity. Students evaluate remuneration, bonuses, commission, promotion and fringe benefits alongside job rotation, enrichment and autonomy. Final formative assessment completes the GCSE specification by Easter.	Students revise all Theme 1 topics through retrieval, calculations and timed Paper 1 practice. They strengthen source application, developed analysis and justified evaluation. Feedback and targeted intervention address individual gaps. Revision then revisits Theme 2 growth and marketing, operations, finance and human resources. Students practise complete sections and examination routines. No new content is taught; final preparation is organised around the published examination timetable.	Students receive final retrieval and targeted support for any remaining Business examinations. Preparation consolidates calculations, interpretation of evidence and extended responses across the course. GCSE assessment comprises Paper 1, Investigating small business, and Paper 2, Building a business; each is 1 hour 45 minutes and worth 50%. There is no coursework. After examinations, the course concludes with transition guidance where appropriate; no new curriculum content is scheduled.

Year 11 Business Catholic Social Teachings

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Through the topics studied this year, students consider how enterprise can serve people and how informed choices can contribute to a fairer and more sustainable world.

How Business Supports Catholic Social Teaching:

• **Human dignity and the dignity of work:** Recruitment, training and motivation place employees at the centre of business learning. Students consider respectful treatment, development opportunities and fair reward alongside productivity.

• **The common good:** Financial success is considered alongside the needs of employees and customers. Students examine why quality, reliable service and sustainable employment matter to the wider community.

• **Care for creation:** Whole-course revision revisits environmental responsibility and the effects of operations and supply decisions on resource use, waste and future generations.

• **Solidarity and participation:** Communication, autonomy and organisational structures prompt discussion about listening to employees. Students consider how participation can improve decisions and respect individual contributions.

• **Preferential option for the poor:** Recruitment and training provide contexts for examining access to work and development. Students consider how fair opportunities and appropriate support can reduce disadvantage.

• **Reflection and responsible action:** Students evaluate competing business options using contextual evidence. They recognise that a well-supported judgement should consider effects on people as well as financial performance.

Year 12 A-Level Business Curriculum Information. **Year Theme: Theme 1 Marketing and people and Theme 2 Managing business activities**					
Topic One Term 1a	Topic Two Term 1b	Topic Three Term 2a	Topic Four Term 2b	Topic Five Term 3a	Topic Six Term 3b
1.1 Meeting customer needs 1.5 Entrepreneurs and leaders	1.2 Market 2.1 Raising finance	1.3 Marketing mix and strategy 2.2 Financial planning	1.4.1–1.4.3 Managing people 2.3 Managing finance	1.4.4–1.4.5 Motivation and leadership 2.4 Resource management	2.5 External influences Themes 1 and 2 consolidation
Students investigate mass and niche markets, market share, dynamic markets, risk and uncertainty. They evaluate market research, segmentation, positioning, differentiation and added value. They examine entrepreneurship, intrapreneurship, motives, barriers and business objectives. Students compare ownership forms, liability implications, franchising, social enterprise and flotation. They consider opportunity cost, trade-offs and the move from entrepreneur to leader. Baseline and formative tasks develop accurate knowledge, contextual application and analytical chains.	Students draw and interpret demand and supply diagrams, explaining equilibrium and price changes. They calculate and interpret price and income elasticity of demand and analyse implications for revenue and decisions. Students compare internal and external finance, including lending, equity and alternative funding. They relate finance choices to liability and business circumstances. They interpret cash-flow forecasts and evaluate business plans. Assessment and feedback develop quantitative accuracy and evidence-based judgements.	Students evaluate design, branding, promotion, pricing and distribution in changing markets. They apply the product life cycle, extension strategies and Boston Matrix, considering mass, niche, B2B and B2C markets and customer loyalty. Students assess sales forecasts and calculate sales, revenue and costs. They use contribution, break-even and margin of safety, recognising limitations. They interpret budgets and variances and evaluate budgeting methods. Contextual assessments connect marketing choices with financial planning.	Students compare staffing approaches, flexible workforces and employer–employee relationships, including dismissal and redundancy. They assess recruitment, selection and training, and compare organisational structures. Students interpret income statements and calculate profit and profitability margins. They interpret balance sheets and calculate current and acid test ratios. They distinguish cash from profit, assess working capital and explain financial and non-financial causes of failure. Feedback strengthens analysis of financial and staffing decisions.	Students apply Taylor, Mayo, Maslow and Herzberg to financial and non-financial motivation. They evaluate leadership styles in context. They compare job, batch, flow and cell production, and distinguish productivity from efficiency. Students calculate capacity utilisation and evaluate ways to improve it. They interpret stock diagrams and assess JIT, lean production, quality control, assurance, circles, TQM and Kaizen. Timed responses link people and operations to business performance.	Students analyse inflation, exchange rates, interest rates, taxation, government spending, the business cycle and uncertainty. They assess consumer, employee and environmental protection, competition policy and health and safety. They examine competition and market size. Students complete Themes 1 and 2 and undertake an end-of-year assessment, feedback and targeted reteaching. Synoptic case studies connect marketing, people, finance and operations. Independent research and retrieval prepare students for strategy and global business in Year 13.

Year 12 Business Catholic Social Teachings

Business supports Catholic Social Teaching by helping students understand how economic decisions affect human dignity, the common good and care for creation. Students learn to assess commercial success alongside responsibility to employees, customers, suppliers and wider society.

Through the topics studied this year, students consider how enterprise can serve people and how informed choices can contribute to a fairer and more sustainable world.

How Business Supports Catholic Social Teaching:

- **Human dignity and the dignity of work:** Staffing, motivation and leadership allow students to evaluate how employers recognise individual worth. They consider fair reward, employee voice, development and respectful working relationships.

- **The common good:** Business objectives, social enterprise and financial decisions raise questions about the purpose of business. Students consider how commercial viability can support employment and useful goods and services.

- **Care for creation:** Product design, resource management and environmental influences connect directly to stewardship. Students evaluate waste minimisation, recycling, lean production and responsible use of resources.

- **Solidarity and participation:** Students assess consultation, empowerment and collective bargaining. They consider how participation influences motivation and how decisions affect people across the organisation.

- **Preferential option for the poor:** Pricing, recruitment and economic change provide opportunities to examine unequal access to goods, services and employment. Students evaluate social objectives alongside financial motives.

- **Reflection and responsible action:** Students test business arguments against financial and qualitative evidence. They consider ethical sourcing, accurate promotion and the consequences of leadership decisions when reaching judgements.

Year 13 A-Level Business Curriculum Information. Year Theme: Theme 3 Business decisions and strategy and Theme 4 Global business					
Topic One Term 1a	Topic Two Term 1b	Topic Three Term 2a	Topic Four Term 2b	Topic Five Term 3a	Topic Six Term 3b
3.1 Objectives and strategy 4.1 Globalisation	3.2 Business growth 4.2 Global markets and expansion	3.3 Decision-making techniques 4.3 Global marketing	3.4 Influences on decisions 3.5 Assessing competitiveness	3.6 Managing change 4.4 Multinational corporations	A-Level examinations and course completion
Students assess corporate objectives and mission statements, applying Ansoff, Porter's Strategic Matrix, portfolio analysis and distinctive capabilities. They use SWOT, PESTLE and Porter's Five Forces to analyse strategic choices. Students examine growing economies and development indicators, international trade, specialisation and FDI. They assess drivers of globalisation, protectionism and trading blocs. Assessment links Theme 2 to strategy and Theme 1 to global markets, developing balanced, contextual evaluation.	Students evaluate growth objectives, economies and diseconomies of scale, overtrading, mergers, takeovers, organic growth and reasons for staying small. They assess push and pull factors behind international expansion, offshoring and outsourcing. They compare countries as markets and production locations, and evaluate global mergers, joint ventures and competitiveness. Students investigate the Paper 3 pre-released context once available, connecting research with taught concepts. Assessment feedback directs retrieval and extended-writing improvements.	Students calculate and interpret moving averages, investment appraisal, decision trees and critical path analysis. They assess payback, ARR and net present value, expected values, float and the limitations of quantitative techniques. Students evaluate global marketing, glocalisation and ethnocentric, geocentric and polycentric approaches. They apply the marketing mix and Ansoff to global and niche markets, considering cultural and social differences. Timed practice strengthens calculation accuracy and evidence-based recommendations.	Students examine short- and long-term influences, corporate culture, shareholders and stakeholders, ethics, pay and CSR. They interpret financial statements, gearing and ROCE, evaluating ratio limitations. They calculate and assess labour productivity, turnover, retention and absenteeism, and compare HR strategies. Students consolidate Themes 1–4 content taught so far through mock-style practice and feedback. Paper 3 research continues, with synoptic analysis of the chosen industry or market.	First half of term: students assess causes and effects of change, resistance, organisational culture and scenario planning, including continuity and succession. They evaluate MNC impacts on local and national economies, ethical conflicts in labour, marketing and supply chains, and political, legal and public controls. All new content is complete by mid-term 3a. Remaining lessons focus on targeted revision, timed responses and synoptic Paper 3 preparation across all four themes.	Students undertake final revision and targeted support around the examination timetable. Paper 1 assesses Themes 1 and 4 and is worth 35%; Paper 2 assesses Themes 2 and 3 and is worth 35%; Paper 3 draws on all four themes and is worth 30%. Each examination lasts 2 hours. There is no coursework. Students apply knowledge to unseen evidence, analyse alternatives and justify conclusions. No new specification content is scheduled.

Year 13 Business Catholic Social Teachings

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Through the topics studied this year, students consider how enterprise can serve people and how informed choices can contribute to a fairer and more sustainable world.

How Business Supports Catholic Social Teaching:

• **Human dignity and the dignity of work:** Corporate strategy and multinational activity are evaluated through their effects on workers and communities. Students consider pay, working conditions, exploitation and human resource decisions.

• **The common good:** Students examine stakeholder versus shareholder priorities, CSR and the economic impacts of MNCs. Tax revenues, investment and technology transfer are considered alongside costs to society.

• **Care for creation:** Strategic ethics and global supply chains prompt evaluation of emissions, waste disposal and environmental responsibility. Students consider the long-term effects of growth and change.

• **Solidarity and participation:** Global interdependence connects consumers and businesses with people in other countries. Students examine pressure groups, social media and stakeholder voice as influences on multinational behaviour.

• **Preferential option for the poor:** Students consider the effects of global business on vulnerable workers and communities, including child labour and unequal bargaining power. They evaluate whether growth creates fair opportunities.

• **Reflection and responsible action:** Students use quantitative tools critically and recognise their limitations. Ethical evaluation, cultural awareness and evidence-based judgement support responsible decisions about strategy, investment and change.