

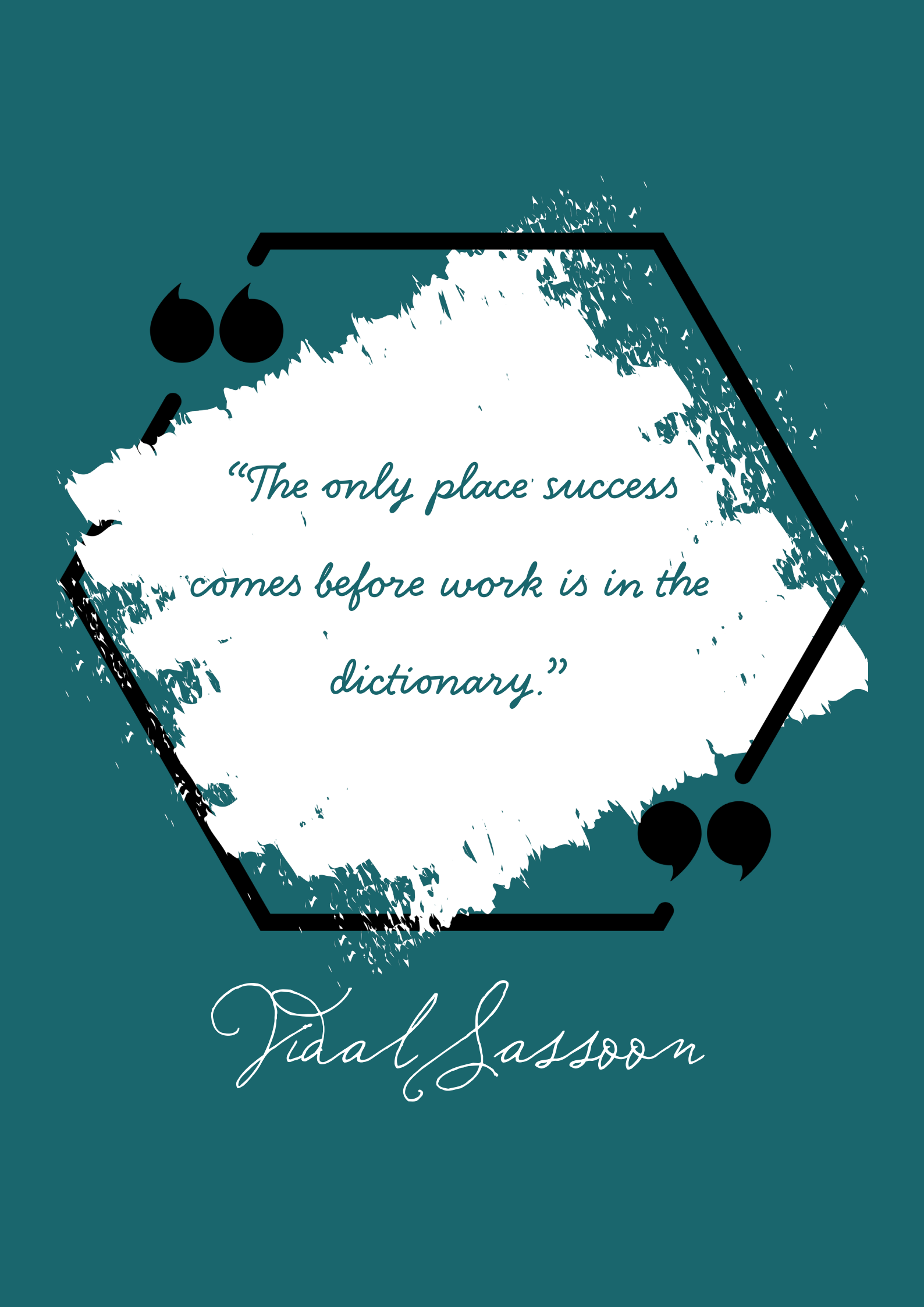


# OUR CURRICULUM



BUSINESS STUDIES

PHILOSOPHY & NARRATIVE



*"The only place success  
comes before work is in the  
dictionary."*

*Vidal Sassoon*

# OUR PHILOSOPHY

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We are living in a dynamic environment; one that is ever evolving. The world that we live in has altered so much that it is barely recognisable to previous generations. The 20th and 21st centuries has seen the fastest development of technology, fuelled by businesses in the pursuit of technological enhancement, life simplification and economic prosperity.

On the journey through KS4 and KS5 Business and Economics Department students develop an understanding of the world that we live in and the changes we face. In Business Studies we develop an understanding of how internal dynamics, consumer behaviour and stakeholders affect enterprise. In Economics we pay particular attention to the impact of individuals, firms, governments and society on markets.

Students are challenged to consider their own view points as well as those of others and to visualise that the way enterprise operates now can be altered for the better.

Both subjects consider that change is being driven by businesses, dynamic markets, technological advancement and market contestability.

Business Studies and Economics are at the forefront of global change; on the journey from KS3 to KS5, and beyond, students evaluate complex factors of an ever changing business environment, gaining a unique knowledge and understanding of the world in which we live in and how to adapt to the dynamic workplace and job market.

# KEY STAGE FOUR

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# KEY STAGE FIVE

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At Key stage 5 the department offers three pathways, all of which challenge existing viewpoints and develop novel critical thinking, as part of living in a dynamic environment.

On the vocational pathway, Level 3 BTEC in Business and Finance, students learn about successes and failures in business, in particular the impact on the internal dynamics, consumer behaviour and stakeholders before re-evaluating, through their developing enquiring minds, and developing recommendations.

Students gain entrepreneurial skills which will enable them to face the challenge of setting up their own business. We study developing a marketing campaign, creating and developing a recruitment and selection process for a company, and taking part in the recruitment process. Lastly, every business needs a leader who can keep the business financially sound, therefore students study business finance.

The first academic pathway is Business Studies A-Level. Again, this pathway allows students to develop critical thinking, resilience and analytical skills. This could be the first time students have studied Business, and so, the first unit challenges and develops students' understanding of different types of business and their differing core foci. The students continue learning about the internal dynamics within a business, how consumer behaviour may influence a business and the impact on key stakeholders. Through real world examples they start to develop an enquiring mind. Through academic study, students learn about the management of a small business, ensuring that they make the most effective decisions for the business, balancing the pressures of marketing, human resources, leadership and motivation and finance.



# KEY STAGE FIVE

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The endless opportunities for businesses that operate globally can be explored. By focusing on the aspects of setting up a small business, students gain the skills and knowledge to grow a business in to a success that could thrive in the global market.

The second academic pathway in business is Economics A-Level. Students study how economic agents, individuals, firms, governments and society, make decisions on the allocation of resources for example. Economics focusses on microeconomics and macroeconomics.

Microeconomics considers how small businesses allocate resources in the most efficient way possible, while considering the behaviour of individuals, firms, governments and society. Sometimes this behaviour can be unethical and students develop a critical and analytical but ethical view point as they consider how markets can alter the behaviour of firms as competition levels in markets change. Studying how firms could collude with each other so that customers are forced to pay higher prices, which interacts with the actions of the government to protect members of society, leads students to consider how markets can fail to provide the necessary resources and what the government's role is in order to make the market work more efficiently for society.

Considering differing views of governments from other countries, means students judge whether interventions are successful. The macroeconomics studies the government in more detail as the students critically evaluate the success of policies and how they affect society.

Next we look at emerging economies and compare their performance against the UK, considering that governments have very different approaches to similar issues. This flows into how the UK economy needs to be efficient in order to look attractive to overseas firms and the role the individuals, firms, governments and society play; foreign direct investment means the UK is more likely to be successful. Ultimately students can make suggestions on how we, as a country, could improve.



BUILDING ON THE KNOWLEDGE OF THE PAST  
TO HELP THE CHILDREN OF TODAY  
MEET THE CHALLENGES OF TOMORROW