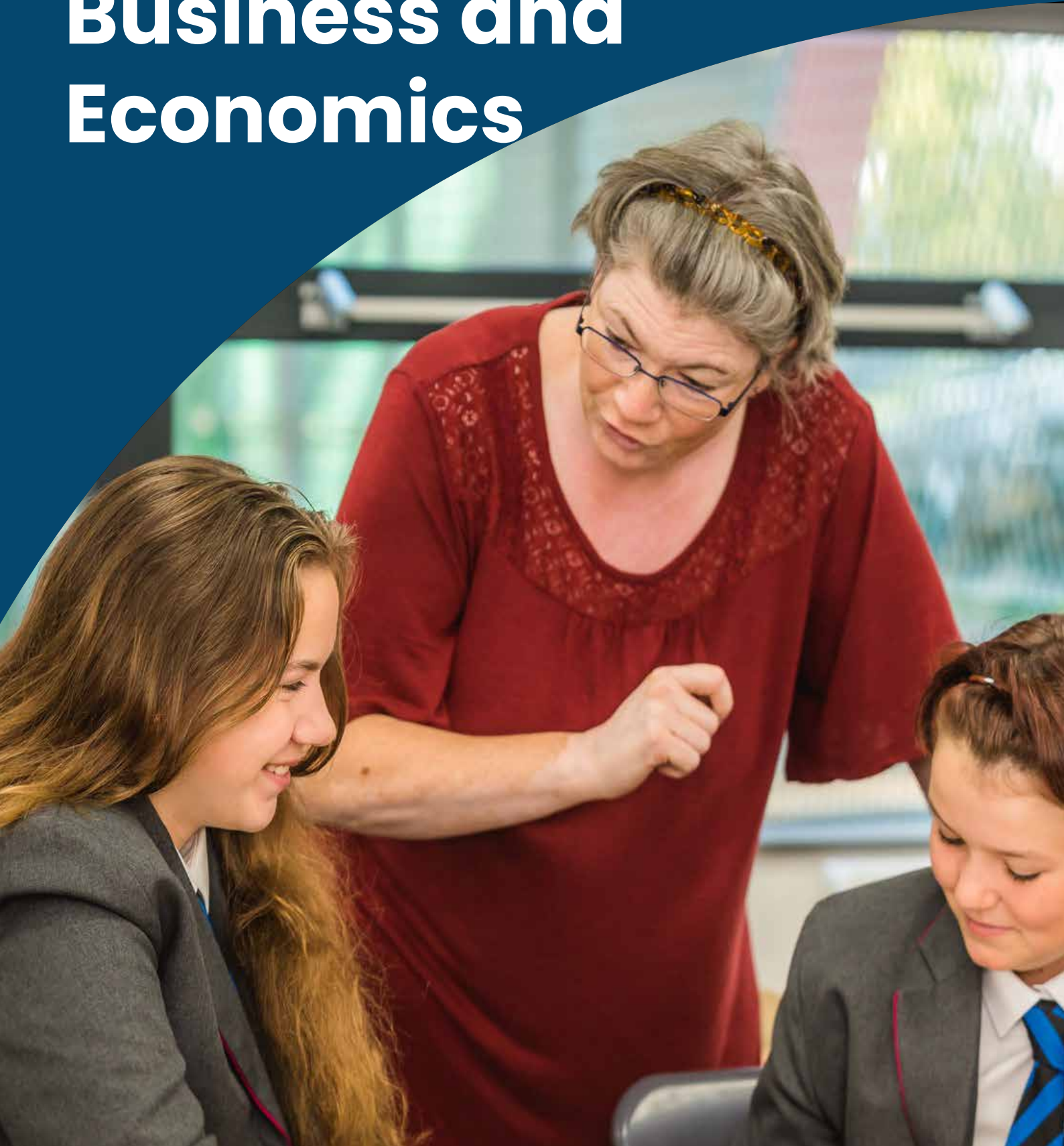




Meridian  
Trust

# Curriculum Overview Business and Economics



# Curriculum Overview

## Key Stage 4

### Curriculum Aims

The aims of the GCSE Business and Economics courses are to develop an analytical approach and understanding of business decisions and economic concepts and issues. Emphasis is placed on students recognising the integrated nature of business and the impact of decisions on the different functions of the business. In contrast, Economics students will be able to refer to ideas and theories that describe economic behaviour and contextualise these concepts. Students are taught to identify the positive and negative results of any decision, and to make recommendations based on this analysis.

Exam skills are explicitly taught to develop confidence throughout the course. A strong emphasis is placed on the value of watching and reading the news. An understanding of current affairs allows students to link concepts and theories to real-life business situations. Independent study is an important element of all GCSE offerings.



### Key Curriculum Content

Throughout all our schools we offer a range of different Level 2 courses and qualifications which vary in content. The main assessment objectives covered at GCSE Business are as follows:

**A01** – Demonstrate knowledge and understanding of business concepts and issues.

**A02** – Apply knowledge and understanding of business concepts and issues to a variety of contexts.

**A03** – Analyse and evaluate business information and issues to demonstrate understanding of business activity, making judgements and drawing conclusions.

Typical content that students will cover at GCSE in order to demonstrate the different assessment objectives:

- Entrepreneurship
- Aims and Objectives
- Business structures
- Stakeholder engagement
- Marketing (Marketing Mix and Market Research)
- Operations Management
- Customer Service
- Internal influences and internal challenges of growth
- External influences and external challenges of growth
- Business research
- Resource planning
- Human Resource Management
- Business Finance (Income Statements, Ratio Analysis, Breakeven and Statement of Financial Position)



Our Economics qualifications allow students to:

**A01** – Demonstrate knowledge and understanding of economic concepts and issues.

**A02** – Apply knowledge and understanding of economic concepts and issues to a variety of concepts.

**A03** – Analyse and evaluate economics evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.

Typical content that students will cover at GCSE in order to demonstrate the above information is:

- Main economic groups and factors of production
- The basic economic problem
- The role of markets
- Demand
- Supply
- Price
- Competition
- Production
- The labour market
- The role of money and financial markets
- Economic growth
- Low unemployment
- Fair distribution of income
- Price stability
- Fiscal policy
- Monetary policy
- Supply side policies
- Limitations of markets
- Importance of international trade
- Balance of payments
- Exchange rates
- Globalisation

Typical Curriculum Allocation:  
5 hours per fortnight

## How are students taught and assessed?

Students are assessed in a variety of different ways depending on the course they are studying. Some of the courses are fully examination based whilst others will have mixed examination model such as coursework and examination-based evidence. An example of some of the courses we offer across our schools are:

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>
- <https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-business-and-enterprise-4594#SupportMaterials>
- <https://www.ocr.org.uk/Images/304213-specification-accredited-gcse-business-j204.pdf>
- <https://www.ocr.org.uk/qualifications/gcse/economics-j205-from-2017/>

For further information on the course offering across the Trust please see the individual website of the school.



# Curriculum Overview

## Key Stage 5

### Curriculum Aims

Business and Economics related courses remain popular across our sixth form provision. The Business and Economics curriculum aims to provide students with the skills and knowledge required in an ever-changing post-industrial society. We aim to ensure that our students can go out into the world of work with the attributes necessary to be successful. Our students will be entrepreneurial, independent learners, confident presenters and strong team players.

To develop an understanding of relevant economic and business concepts and theories and an ability to apply them to a range of real-world issues. To apply these concepts and theories in a range of contemporary contexts and appreciate their value and limitations in explaining real world phenomena. To analyse, explain and evaluate the strengths and weaknesses of the local economy and make informed decisions as to what is required to further enhance economic development.



### Key Curriculum Content

Economics and Business remains a popular course in the Sixth Form. It requires interest but no previous experience in the subject, and students are drawn from a wide range of academic backgrounds having studied quite different combinations of GCSE subjects. The subject is based in the real world and an interest in current affairs and a questioning mind are great assets to have when taking this subject.

An A Level Business student will develop knowledge and skills needed to analyse data, think critically about issues and make informed decisions. All the skills learned are needed for further study and employment. There is a huge variety in our courses offered from Business Studies to Accounting.

Therefore, the areas of content vary widely in these specialisms. Some common themes of study are:

- the importance of the context of business in relation to decision making;
- the interrelated nature of business activities and how they affect competitiveness;
- the competitive environment and the markets in which businesses operate;
- the influences on functional decisions and plans including ethical and environmental issues;
- the factors that might determine whether a decision is successful e.g. the quality of data and the degree of uncertainty;
- how technology is changing the way decisions are made and how businesses operate and compete;
- the impact on stakeholders of functional decisions and their response to such decisions;
- use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).



For our Level 3 Finance subject specialisms common themes include:

- Importance of financial capability in the immediate, short, medium and long term;
- The impact of external influences at different stages in the personal life cycle;
- Risk and reward in managing personal finance;
- Personal and external factors that lead to change;
- Maintaining financial sustainability and avoiding long-term debt;
- The financial services system and financial sustainability (individual and general);
- Marketing techniques.

In A Level Economics the curriculum will allow students to:

- develop an interest in, and enthusiasm for, the subject;
- appreciate the contribution of economics to the understanding of the wider economic and social environment;
- develop an understanding of a range of concepts in a variety of different contexts;
- use an enquiring, critical and thoughtful approach to the subject and develop an ability to think as an economist;
- use economic models to help understand the complexities of the world around them and use data to help them explore markets and economies and how governments try and influence;
- build on knowledge and understanding as they progress into Year 2, further developing analytical and quantitative skills;
- consider different perspectives and aspects of economic history and develop an understanding of economic issues, including BREXIT, the financial sector and development issues, nationally and globally that impact the economy;
- develop qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life and prepare them for their next steps in today's global world.



Typical Curriculum Allocation:  
9 hours per fortnight

## How are students taught and assessed?

Students are assessed in a variety of different ways depending on the course they are studying. Some of the courses are fully examination based whilst others will have mixed examination model such as coursework and examination-based evidence. An example of some of the courses we offer across our schools are:

- <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html>
- [https://www.libf.ac.uk/docs/default-source/default-document-library/dipfs-qualification-specification-libf---nov-2021.pdf?sfvrsn=149e388d\\_0](https://www.libf.ac.uk/docs/default-source/default-document-library/dipfs-qualification-specification-libf---nov-2021.pdf?sfvrsn=149e388d_0)

# Curriculum Overview

## Enrichment

### Beyond the classroom

- Meridian Trust Enterprise challenge (KS3/4)
- Young Financial Journalist (KS4)
- Bank of England Video Challenge (KS3-5)
- Student investor challenge at KS4/5 (through LIBF)
- Young Enterprise
- National Business and Accounting Challenge (KS5)
- Work experience (KS4/KS5)
- Cross curriculum study – PSHE (personal finance) or Study Skills (Year 12/13)

### Cross-Trust Activities

- Participation at Meridian Trust events such as Arts Fest – business stalls from enterprise challenge
- Meridian Trust Enterprise Challenge (KS3/4)







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