

Year 11 Business Studies

The Year 11 curriculum is devised to ensure that students study the final aspect of the theory to be covered and practise their quantitative skills. They will spend significant time learning the financial calculations and financial management strategies that are required in the final assessments. Following this students will return to the topics covered in years 9 and 10 with a view to deepening their understanding of these topics and developing their ability to apply their learning to a variety of contexts.

| Methods of deepening and securing knowledge: | |
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| Spaced practice | Retrieval tasks are spaced throughout the year to ensure that students return to key concepts and deepen their knowledge. |
| Retrieval practice | Retrieval practice is used extensively to aid the development of knowledge of tier-three terminology and key concepts both through starter activities and use of knowledge organisers and learning mats. |
| Interleaving | Interleaving is used from term two to ensure that students think deeply about the topics covered and to enable them to make connections between different aspects of Business theory. |
| Concrete examples | News stories about businesses and the business environment are used throughout the course to enable students to link theory to real-life examples. |
| Dual coding | Images are used in the delivery of new material and on knowledge organisers to enable students to make good links to theory and students create mind maps as part of revision. Students are asked to summarise topics using only images to further use dual coding to aid retrieval. |

| | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
|----------|---|--|---|--|---------------------------------------|---------------|
| Topic(s) | Quantitative skills in business - Re-cap of Calculation: - Profit - Profit margins - Percentages - Market - Share/size/growth - Unit costs - Sources of finance - Cash flow | Analysing the financial performance of a business | Revision: Business in the real world - Influences on revision - Business Human Resources | Revision: Operations - Paper revision - Marketing revision - Finance | Revision: Finance - Paper 2 | |

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| | - Financial terms and calculations | | | | | |
| Assessment | - Low stakes knowledge tests using MCQs and short response exam questions, 6 mark questions and 9 mark questions | - Low stakes knowledge tests using MCQs and short response exam questions, 6 mark questions and 9 mark questions 12 mark questions introduced prior to PPE assessments | - Low stakes knowledge tests using MCQs and short response exam questions, 6 mark questions, 9 mark questions and 12 mark questions | - Low stakes knowledge tests using MCQs and short response exam questions, 6 mark questions, 9 mark questions and 12 mark questions | - Low stakes knowledge tests using MCQs and short response exam questions, 6 mark questions, 9 mark questions and 12 mark questions | |
| CEIAG (<i>Careers that are linked to that topic</i>) | Finance and accounting | Finance and accounting | | | | |

Independent Learning:

Independent learning is used in order to either consolidate the learning of the lesson, as a flipped learning activity, language for learning reading tasks or as retrieval practice. Tasks set frequently aim to develop the ability of students to research and to relate their learning to their own examples. Past papers and exam questions will be used extensively in order to improve exam technique.