

Business Education Department

Overview



Business and Economics are popular options at both Key stage 4 and 5. Just over 50% of students opt to study Business at GCSE. Both Economics and Business Studies have two classes of students in each of Year 12 and 13. This is alongside the introduction of the industry specific 'Fundamentals of Finance' course, which we run in conjunction with the CISI. This has proven to be the most popular enhancement option in Year 12.

Aims

As a department we aim to:

- deliver an inclusive curriculum that allows students of any ability to fulfil their potential;
- provide a strong but flexible framework both in and out of the classroom that encourages self-discipline and a lifelong love of learning;
- continuously improve our classroom practice;
- promote a critical understanding of how business and the economy works, the role of the state, trade unions, pressure groups as well as more general environmental influences on business, market and economy wide success;
- provide positive interaction between students and staff as well as with local businesses (promoting visits to and from businesses);
- develop our students' ability to use techniques (e.g. cash flow forecasting or the Boston matrix) to help solve problems and to recognise the limitations of such techniques;
- help students carry out research independently as well as face examinations with confidence with a clear view of how to earn the best grades they are capable of;
- develop global cultural awareness
- enjoy the process of teaching and learning;
- integrate extra-curricular activities into our work.

The Business Education Curriculum

Year 9 Foundation Year for GCSE

Students are given the opportunity to learn more about Business Studies before they commit to following the GCSE in Year 10. We cover three themes over the course of the year:

- Enterprise and Entrepreneurship - investigating individual entrepreneurs' skills and characteristics
- Market Research and Marketing – running a research project that uses primary and secondary research techniques to develop and launch a new product
- Stock Market Challenge - focussing on how external factors might influence the performance of different companies and their value on the stock market.

Key Stage 4

At Key Stage 4 we offer the new GCSE Business Studies (AQA) specification. This requires students to sit two final exams at the end of the two-year course (no controlled assessment).

We focus heavily on knowledge acquisition in Year 10 and aim to build depth into answers as students move into Year 11.

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TBSHS GCSE Business Studies results in comparison to national figures:



	2018*	2019	2022	2023
School 4-9	89	71	90	77
National 4-9	64	65	77	69
School 7-9	26	24	52	28
National 7-9	17	18	29	20

Equivalent figures for A-C grading system. Note: National data is for both boys and girls.

Key Stage 5

We teach A level Business Studies (Edexcel) and A Level Economics A (Edexcel).

TBSHS A-level Business Studies results in in comparison to national figures:

Percentage A*-B	2018	2019	2022	2023
TBSHS students	58	56	80	61
National average	42	42	63	49
Number of students	35	18	44	31

TBSHS A-level Economics results in in comparison to national figures:

Percentage A*-B	2018	2019	2022	2023
TBSHS students	60	53	65	60
National average	60	60	70	63
Number of students	10	19	37	33

Owing to no external examinations in 2020 and 2021 we have not included grade comparisons for those years.

Personnel

We are currently a team of four experienced teachers who are keen to promote excellence in our students' work, enjoy the process of teaching, and have a desire to continually review and develop our teaching strategies.

Department Organisation

Lesson durations, frequency and responsibility

We teach five one-hour lessons every two weeks to our GCSE students. A level teaching is now split into nine one-hour lesson every two weeks with one teacher taking responsibility for one half of a module. We aim to allow teachers to focus on their areas of strength but recognise the need for staff to develop new topic areas over time.

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Assessment

At GCSE we carry out frequent formative and summative assessments which inform the five data drops. We also carry out annual mock exams which reflect as far as possible the rubric of national final examinations.

Marking Policy

We believe that regular, clear, feedback, which must be acted on, is vital to enable our students to improve their performance over time. It is essential that teachers give students DIRT (Dedicated Improvement and Reflection Time) during lessons and/or for homework.

Resources for staff

We have developed teaching resources for all topics at all levels which we share with each other. We have a large bank of professionally developed resources for GCSE and A Level. All three dedicated teaching rooms have a projector, 16 desktop PCs. The school library holds an excellent collection of textbooks and specialist works which are used by staff and students alike. We have extensive bank of case study, multiple choice, and exam practice questions for all subjects.

Extra-curricular activities

We offer a range of enrichment activities including an economics society and several study clinics for both economics and business.