

An Introduction to Business and Digital Media

Intent

Our Business curriculum follows the AQA GCSE model and is designed to build secure knowledge first, then confident application and evaluation. We start by grounding pupils in *Business in the Real World* so they understand why firms exist, how they are owned and structured, and how aims, stakeholders and growth shape decisions. Once that foundation is in place, we move through the functional areas so pupils can see how work actually gets done in organisations. In Year 10 we establish the fundamentals with *Business in the Real World*, then develop practical understanding through *Marketing* and the essentials of *Finance*, using simple, routine calculations so that methods become second nature. In Year 11 we focus on *Business Operations* and *Human Resources* so that pupils can connect processes, quality, productivity, recruitment and motivation to performance. We then study *Influences on Business* and deliberately draw all prior learning together so pupils can weigh up ethics, technology, legislation and the economy when making judgements.

Throughout, we map teaching to the structure of the two AQA papers so pupils meet content in the combinations they will face in the exam: operations and HR with the core and influences for Paper 1, and marketing and finance with the core and influences for Paper 2. Pupils know from the outset that it is a linear qualification assessed by two written papers, each one hour forty-five minutes and worth ninety marks, so we teach with that finish line clearly in view.

Crucially, the course also lays the groundwork for progression to post-16 study. The emphasis on analysis, decision-making and applied case study work provides a natural bridge into A-level Business, Economics and BTEC Business. Pupils finish the course with the conceptual understanding and evaluative habits needed to succeed in these pathways, as well as an appreciation of real-world enterprise and organisational behaviour.

Implementation

Lessons are deliberately steady and explicit at the point of instruction, then increasingly applied. New ideas are explained clearly, modelled with short worked examples and teacher think-alouds, and reinforced through quick retrieval so prior knowledge stays live. We make regular use of up-to-date cases so that concepts in marketing, finance, operations and HR feel real rather than abstract, and we revisit earlier topics when later content depends on them, for example returning to aims, stakeholders and growth when teaching decisions about capacity, recruitment or promotional mix.

Written practice is frequent and purposeful: pupils draft short, accurate explanations before moving into structured analysis and balanced judgements. We teach the language of the exams directly, using AQA's command words such as *analyse*, *justify* and *evaluate*, and we rehearse extended responses under timed conditions so that planning, paragraphing and the sensible use of evidence become habits rather than last-minute strategies.

We also make explicit links to sixth form expectations. Teachers signpost how GCSE analytical and evaluative skills translate into the extended essays, data interpretation and independent study demanded at A-level and BTEC. Pupils encounter examples of post-16 style case materials, developing the confidence and curiosity needed for success beyond GCSE.

Impact

By the end of the course pupils can talk and write about businesses with clarity, using correct terminology and straightforward maths where it helps to prove a point. They recognise how the functional areas connect, they can weigh up external influences, and they can arrive at reasoned conclusions that take context into account. We see the impact in the quality of class work, in the security of recall during low-stakes checks, in steadily improving performance on mock papers, and in the confidence pupils show when tackling unfamiliar scenarios.

Our outcomes show that pupils leave with a practical understanding of how organisations operate and with the analytical habits that prepare them well for further study, apprenticeships or employment. Many go on to succeed in A-level Business, Economics and BTEC Business, where they build directly on the evaluative thinking, financial awareness and contextual understanding first developed at GCSE.