



## **Skills and Assessment Objectives (AO):**

Skills you will develop include; the ability to apply business knowledge and theory to various situations; to critically analyse a range of responses to a given business problem; to make a balanced judgement by drawing upon evidence available, and to be able to think both logically and rationally in order to provide an appropriate and evidence-based justification to a particular course of action. In addition to these qualitative skills, you will also develop a range of quantitative skills such as; being able to understand, calculate and interpret a broad range of formulae; know how to interpret and analyse a range of data in written, numerical and graphical forms, and making use of a combination of both quantitative and qualitative information, to make a decision.

*AO1: Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues*

*AO2: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues*

*AO3: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences*

*AO4: Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues.*

## **Implementation**

All students at Twyford are automatically enrolled onto the two-year linear A level Business course (currently AQA). The 3 x 2 hour papers are all synoptic in nature (of all 10 units of work) and are sat at the end of Year 13.

The one teacher model currently in action allows the course to be delivered chronologically, in natural sequence from Unit 1 to Unit 10. The delivery of Units 1-6 cover the fundamental internal aspects of business, such as the creation of mission statements and corporate objectives, to the role of the manager in leading and coordinating other stakeholders to the business priorities, before exploring in detail, the key four functions of marketing, operations, finance and human resources (units 3-6). The Year 13 course then builds upon this foundation knowledge of the internal workings of business functions and situations, to consider the impact of external change and its impact- it closely follows the PESTLE (political, economic, social and ethical, technological, legal and environmental) framework to allow students to assess the size and type of impact of such changes, upon business strategy. This leads onto exploring a range of issues common to business as they grow; assessing a change of strategic direction and/or a change in scale; the issues that globalisation and internationalisation present to a business, and the issues surrounding strategic implementation, and the reasons why some strategies fail. Teaching of all of the content is complete before Q3 in Year 13, allowing several weeks revision of content and skills before summative assessment.

By the end of Year 12, students will have been exposed to all question formats across all three papers. In Q1 of Year 12, students will be assessed by Multiple Choice Questions (MCQs) and Short Answer Questions (SAQs). In Q2 of Year 12, they will complete 25 mark essay questions, which have been pre-issued prior to the assessment, alongside a series of exam skills lessons, to equip them with the knowledge and confidence to complete these in an assessment setting. This completes their exposure to the Paper 1 format of assessment. In the spring and summer terms of Year 12, students will complete end of unit tests and Q3/ Q4 assessments that incorporate the Data Response and Case Study elements of assessment, both of which feature on Papers 2 and 3.

In Year 13, revision of all paper formats and question types is done via quarterly assessments, assessed homeworks and end of unit tests. Q2 of Year 13 requires the students to complete two full synoptic mock papers assessing all content taught to date. Revision of Year 12 content is by mini memory- recall tasks, as well as by making links between the topics covered on Units 7-10, with those from earlier in the course. On completion of the course content, and after the Easter holiday, students complete full mock exams for all three papers, as part of the final preparation for them taking their end of course exams in May/ June.

All A level Business classes are mixed ability and lessons tend to follow established patterns and routines which students become familiar with over time. Students are issued with copies of the teacher presentations, and are directed to fill in gaps/ complete the activities therein. Lessons are well structured and students are encouraged to engage and participate in discussion and Q and A sessions with the teacher and their peers. Opportunities for promoting and developing students' literacy are embedded throughout the A-level course and these are reviewed and improved on continuously. Writing frames and 'model' answers are frequently shared with the class both preceding, and following assessment activities. Throughout the course, students are kept abreast of business and economic current affairs by their teacher, and they are encouraged to watch business programmes and documentaries as advertised.

### **Impact**

- ✓ Regular low stakes testing of key terms and concepts via in-class Q&A and prep tasks
- ✓ Students receive, on average, three teacher- assessed pieces of work per half term
- ✓ Regular and repeated exposure to the exam questions types and formats used in the three final A level papers, from the very start of the course (Q1 in September of Year 12)
- ✓ Exam skills/ technique lessons delivered in the approach to Q2 and Q4 assessments (both years)- meaning a break from content delivery- to equip students with the knowledge and confidence to learn to master these skills and techniques over the entirety of the course, not just at the end
- ✓ Scaffolded support such as focussed revision lists and writing frames/ prompts, which are reduced overtime, and as students move towards summative assessment
- ✓ Informative feedback on written assessments which signposts AOs lacking coverage and signposting for future improvement
- ✓ 'Open door' policy- students are actively encouraged to submit extra work for marking, as well as to request 1:1 meetings with their teacher to discuss any queries/ concerns they might have
- ✓ Formal folder checks each term, including the teacher checking that students are tracking their attainment progress via completion of their personal tracker
- ✓ Students directed to retake parts of assessments where they are off track and/or unhappy with their attainment.