

The Quality of Education: Business and Economics - Purpose and Provision



St Christopher's:
A Church of England Academy

That person is like a tree planted by streams of water,
which yields its fruit in season
and whose leaf does not wither-
whatever they do prospers.

Psalm 1:3

The Purpose of the Business Department

Our faculty is driven on preparing students to run the world of the future instead of simply surviving the working world. Our Business course offers an applied and useful understanding of the way the world works through the best of business theory, management teachings, and business insights to prepare students to be managers, directors, and CEOs of large companies as well as entrepreneurs for their own business ventures. All students intend to work in a business environment in the future – this course will prepare them for management and leadership positions. The curriculum offered for Business allows students to engage with recent Business theories and events within society – from the high street or MNCs and their operations. We allow students to question business decisions and advise a varying size of business on their options based on the business's aims, objectives, and intentions for their business. We equip students to think critically about a business's situation and decision making as well as the knowledge and tools to evaluate a business at a surface level as well as a financial level through examining the financial tools and documents a business uses to maximise their objectives and aims. Students are taught to use the context of the business, its industry, and the markets available to the business to synthesise their arguments and advise businesses on what to do next and their cautions for the future of that business. We go above and beyond the course specification through trips to businesses as well as taking part in national business competitions.

The course enables students to:

- Develop essential business knowledge and tools in different business departments including marketing, finance, operations, and HR.
- Develop a bank of theories to be used in analysing a business situation for products and corporate strategy
- Use numerical tools to analyse a business and report on the health of a business as well as any areas that a business may need to concentrate on and how to improve a business's financial performance
- Develop an enthusiasm for wider reading – from business articles in the news to the latest business developments – to strengthen their understanding of the knowledge and concepts covered in the course
- Understand how the stakeholders of a business interact with the business itself to shape and change the business and its core values and principles

Lesson material is provided to give students the key areas of knowledge and understanding to be able to dive in and tackle any business context provided. Focusing on the knowledge and skills throughout the course allows students to apply these theories to context as well as perfect performance at both in exams and in future employment. After the content, students are provided with a range of business examples and situations where they are asked to advise companies on their current and proposed situations.

The Business course focuses on:

- Marketing
 - Market forces, market research, marketing mix, management, leadership, motivational theories, categories of business
- Finance
 - Sourcing finance, managing cashflow and profits, stock management, financial ratios, economic variables
- Corporate strategy
 - Aims, corporate management, change management, HR, CSR
- Global business
 - Countries as production locations, countries as markets, cultural context, global marketing strategies

The Purpose of the Economics Department

Our faculty is driven on preparing students to run the world of the future instead of simply surviving the working world. Our Economics course offers an applied and useful understanding of the way the world works through the best of economic theory, macroeconomic policies, and social insights to prepare students to be in a variety of fields – from business to public office. All students intend to work in an environment based around the laws and principles of economics – knowledge of this will strengthen them in their future career. The curriculum offered for Economics allows students to engage with popular neoclassical theories and examine real world events – from the late 00's global financial crisis or debunking of popular economic theories such as the Phillips Curve. We allow students to question government policy decisions and analyse a variety of economies, economic situations, and theories studied during the course. We equip students to think critically about an economy and its situation and as well as the 'economist's toolkit' to evaluate microeconomic and macroeconomic policies in order to obtain socially optimal and Pareto efficient outcomes. Students are taught to use the context of the extract to hand, its impacts, and the markets in the economy to synthesise their arguments and advise economic agents on what to do next and their cautions for the future of the economy. We go above and beyond the course specification through guest speakers as well as taking part in national competitions.

The course enables students to:

- • Develop essential economic knowledge and tools in different economies, issues, and situations
- • Develop a bank of theories to be used in analysing an economic situation for different economy agents
- • Use numerical tools to analyse an economy and report on the health of an economy as well as any areas that an economy may need to concentrate on and how to an economy's macroeconomic performance
- • Develop an enthusiasm for wider reading – from economics articles in the news to the latest economic policies – to strengthen their understanding of the knowledge and concepts covered in the course
- • Understand how the economic agents interact with the economy itself to shape and change the dynamics of the economy

Lesson material is provided to give students the key areas of knowledge and understanding to be able to dive in and tackle any economic context provided. Focusing on the knowledge and skills throughout the course allows students to apply these theories to context as well as perfect performance at both in exams and in future employment. After the content, students are provided with a range of examples and situations where they are asked to review an economy's current and proposed situations.

The Economics course focuses on:

- Role of Markets
 - Market forces, elasticities, allocation of resources, market failure, government intervention, government failure
- Macroeconomic policy
 - Circular flow of income, neoclassical and Keynesian AD/AS, government policy objectives, government policy measures and their conflicts
- Applied economics
 - Business aims, market structures, labour markets, labour market issues
- Global economics
 - Globalisation, trading patterns, protectionism and trade policy, financial markets

Complementing the School Purpose

Our faculty is one of prosperity as referred to in Psalm 1. Through the opportunities created for students by studying business, economics, and participating in wider events, competitions, and reading, we focus students towards being self-managed, self-driven, and self-prospering. Students are made to be resilient and given strategies to overcome barriers and difficulties. By not wilting to pressure, our students can flourish in both pleasant and difficult situations. It is through surviving and bouncing back from failure that students find their success – successful people within the business and economics world are not made up of consecutive successes but of consecutive failures and the ability to recover, learn, and refine from these failures.

Key Themes

Our faculty runs alongside the school's own themes which promote a strong relationship with self, others, and the curriculum. The contents and structure of the Business curriculum provide opportunities for students to better understand (i) their relationship with themselves through gaining insight into their own behaviours, (ii) their relationship to others so that they can learn how to live well in society, and (iii) gain wisdom and understanding to enable them to make effective decisions and choices about their own behaviour and its impact.

The contents and structure of the Economics curriculum provide opportunities for students to better understand (i) their relationship with themselves through gaining insight into their own behaviours, (ii) their relationship to others so that they can learn how to live well in society, and (iii) gain wisdom and understanding to enable them to make effective decisions and choices about their own behaviour and its impact.

Relationship with ourselves

Students in Business become more aware of the world around them – companies may seem friendly but very few actually have altruistic goals in mind. By giving students the insight into the world of work and of how businesses operate, students are more aware when making purchases, finding their first job, or what to do when ill-comfort and difficulties arise in the school and future work environment. Students should be more critical of large companies and their activities, how companies conduct themselves with charity and CSR. By grasping these issues objectively, students increase their academic performance and improves their presentation and leadership skills by being critical of business activities and considering all stakeholders when making a business decision.

Students in Economics become more aware of the world around them – governments may seem optimistic and caring about the agents within their economy but very few actually have altruistic goals in mind. By giving students the insight into the world of economics and of how agents make decisions and are influenced to change their behaviour, students are more aware when making purchases, finding their first job, or what to do when ill-comfort and difficulties arise in the school and future work environment. Students should be more critical of interactions between economies and how foreign policy dictates the economic climate of many economies. By grasping these issues objectively, students increase their academic performance and improves their presentation and leadership skills by being critical of economic theory and policy and considering all agents when making a policy decision.

Relationship with others

Business allows an understanding of individuals and groups in a situation different to our own. The study of managing employees and managing suppliers from developing and under-develop countries allows students to put themselves in the position of these individuals. Employees in recent years have struggled under corporate pressures to cut costs and raise revenues by taking up zero-hour contracts, having to renegotiate contracts and working conditions with employees, and the rise of the multi-job environment. Students can see the potential benefits and drawbacks of different management and motivational styles and be able to incorporate different techniques to improve the behaviour and performance of these workers. Focusing on the ethics of a company allows students to be cautious when considering the trade-off between profit and ethics.

Economics allows an understanding of individuals and groups in a situation different to our own. The study of managing different economic variables and macroeconomic objectives from developing and under-develop countries allows students to put themselves in the position of government policy advisors. Economies in recent years have struggled with financial shocks, difficult political decisions with economic ramifications, and the distrust of economic data amongst the population. Students can see the potential benefits and drawbacks of different government policy styles and be able to incorporate different techniques from their 'economist's toolkit' to improve the current economic climate. Focusing on the ethics of particular market structures allows students to see the trade-off between profit and social welfare.

Relationship with the curriculum

With the business knowledge bestowed to them, students can link their course content to real-life context. Improving their own decisions as a consumer and an employee allows students to understand a business perspective and focus on the values of that company. Students can provide sensible and logical solutions to the business they wish to work in and improve performance and profitability.

With the economics knowledge bestowed to them, students can link their course content to real-life context. Improving their own decisions as a consumer and an employee allows students to understand a firm's perspective and focus on the aims of the company in question considering its current market climate. Students can provide sensible and logical solutions to the business they wish to work in and improve performance and profitability.

Christian Virtues

During the A-Level Business course, we touch on a number of virtues in the business world. Justice, while rare, can be achieved from stakeholders providing the wider world with information of business activities and allow other stakeholders to be influenced by these decisions. We are less about huge libel pay-outs and more about companies being critical of their past poor decisions and how to improve their image, ethics, and vision for the future of that company. Wisdom through the mistakes of the past allows students to prevent similar errors at a business and individual level.

During the A-Level Economics course, we touch on a number of virtues. There is a hope to achieve Pareto optimality whilst acknowledging that efficiency does not equate to equality nor equity. We are less about bank bail-outs and more about companies being critical of their past poor decisions and how to improve their image, ethics, and vision for the future of that company. Wisdom through the mistakes of the past allows students to prevent similar errors at a microeconomic and macroeconomic level.

Curriculum Aims

Meaningful encounters

As a Sixth Form based on opportunity and experience, we allow students to think outside of the curriculum through interactions with others. We visit Lancaster University to experience higher education courses and give greater opportunities for students to access higher education with our dedicated relationship to Lancaster University.

Provide for all to learn and achieve

Our curriculum is designed with simplicity in mind while allowing for depth of learning in each topic. Lessons are designed for students to access and apply the business concepts to real-world situations. This allows them to access the course content and achieve as high as students wish. Our faculty provides assistance with apprenticeships and higher education opportunities in Business and Economics. MCR has trained in exam marking for a number of years and provide a valuable resource for students on examination technique and revision. MCR regularly attends research lectures on areas of educational research.

Our faculty focuses on research-led teaching in a number of areas. In particular, our specialism is revision of knowledge and study outside of lessons. Using VESPA as our foundation has allowed staff to assess students' strengths and weaknesses and modify lessons according to this SWOT analysis.

As a faculty, we intervene at KS5 support through:

Microsoft Teams: Both courses have dedicated online pages with resources, materials, and revision materials for students to access outside lessons. Assignments are marked digitally and feedback is given direct to students on how to improve future pieces of work. Students can see where they rate against the exam board assessment objectives and how they can improve to the next level.

Study Groups: Our faculty has found that clinics, while useful, do not give students the appropriate study skills to replicate outside of the classroom. Allowing students to study in small groups with supervision has allowed them to collaborate and feed off each other's creativity. Essay questions finish a session to test their revision and fill-in any gaps as well as extend A*/A students.

MasterMind: Our in-lesson programmes allow students to understand the structure of the curriculum and the skills required to achieve greater success. These skills build until students are more confident and capable of studying at A-Level.

Promote moral/cultural/mental/physical development of all students

We look at many different aspects of business life and the morals and ethics that govern good business practice. Students are made aware of the mental and physical strains of the workplace on employees and how to be culturally sensitive based on the countries and customers targeted by a business. We look after the mental well-being of our students through regular informal catch-ups with at-risk students and support for students facing mental hardship. We have, and will always be, a fully-inclusive faculty for both staff and students regardless of gender and gender identity, sexuality, ethnicity, and other factors covered by British Values. We understand intersectionality and look at the barriers for staff and students, implementing solutions to reduce and remove these barriers.


Prepare for adult life



As mentioned, our faculty took part in BASE to increase employability skills and trips to Lancaster University for further study. As part of the Business course, we study an industry in-depth during Y13. This includes a trip to a business within that industry, external speakers, and detailed insight into the industry as specified by Edexcel. This allows for deeper understanding of Business and brings together all the topics studied during the year. Our Bissim competition gives Business students a chance to run their own business, working as a team and analysing financial documents to improve a company's profitability and share price. These valuable skills provides students with real-world interactions of Business content and wider curricular opportunities.

Ad Gloriam Dei

To the Glory of God



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