



# Curriculum and Assessment Policy

## Business Studies

### Curriculum Statement of Intent:

Provide a broad and balanced education for all pupils in the subject of business

Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations in Business such as developing pupils' independent learning skills and resilience, to equip them for further/higher education and employment by developing a broad knowledge of business operations as well as gaining targeted skills in specific field, such as customers, markets, finance, operations, strategy, business policy, communications and IT. ..

Support pupils' spiritual, moral, social and cultural development by

#### **Spiritual**

Spiritual development within Business Studies involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.

#### **Moral**

Moral development within Business Studies involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. They will do this through the use of observations, gathering of information and studying given case studies to support this. Students are given the opportunity to consider a variety of information relating to real life business scenarios in order to make valid judgements. Students spend a large proportion of the course investigating the impact of a business's action upon society and the local community in which they operate. For example, students consider the political, social, environmental and technological issues arising as a result of a business decision. Students also draw upon their own knowledge to distinguish between what is right and wrong. As part of GCSE Business Studies, students have a willingness to express their views on ethical issues.

#### **Social**

Social development within Business Studies involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work.

#### **Cultural**

Cultural development within Business Studies involves students being given the chance to see how the functions of a business operate. Students look at the changes within society and how they may impact on businesses. Students look at the topic of the EU and how this impacts upon

business trade. Students are encouraged to explore the wealth of different countries and how developed they are. Students also have the opportunity to look at how organisations work

Examples of Spiritual, Moral, Social and Cultural Education in Business Studies include:

- Pupils looking at the moral issues associated with business promotion and advertising and considering what the “correct” conduct is for a business to undertake
- Pupils considering the impact that various businesses both local and national will have upon their local areas and communities
- Pupils looking at the impact that businesses have upon the different stakeholders who have an interest in the way that a business operates
- Pupils investigating business ethics and considering the ethical boundaries in which businesses must operate within
- Pupils looking at the cultural differences between different customer groups which businesses may be targeting their products/services towards and how these differences will impact upon sales
- Pupils looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society
- Pupils considering the costs and benefits to society and the wider community as a result of business decisions

Promote a positive attitude towards learning through

The main aims:

- Encourage a praise culture between staff and students
- Confident individuals
- Reward effort and determination to succeed
- Improve attitude to learning through praise and reward
- Reward those students who consistently work hard and behave well
- Ensure consistency throughout the lessons
- Encourage students to be active and responsible in class and make positive contributions
- Sanction, firmly and fairly, those students who choose to demonstrate a negative attitude towards their learning in the classroom.

In order to achieve these aims it is essential that the above aims are constantly reinforced in during lessons. The system is “Positive Attitude to Learning”.

Ensure equal access to learning on business, with high expectations for every pupil and appropriate levels of challenge and support to enable pupils to become lifelong learners and achieve their goals.

Develop pupils’ independent learning skills and reliance, to equip them for further/ higher education and employment by

Business offers inspiration and practical experience about enterprise which will provide pupils with the motivation to succeed in their academic qualifications, as well as skills and confidence that they can usefully apply in further education or to find work.

## **Curriculum Statement of Implementation:**

### **The curriculum approach**

The curriculum will give students the opportunity to explore real business issues and how businesses work. The clear and straightforward structure to the new curriculum will support students' learning.

### **How Business Studies is taught**

#### **A relevant and diverse curriculum**

Students will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.

The knowledge and skills gained from this curriculum specification will provide the students with a firm foundation for further study.

#### **Clear, well-structured exams, accessible for all**

To enable students to show their breadth of knowledge and understanding, we've created a simple and straightforward structure and layout for examination techniques

#### **What will pupils learn?**

Choosing Business now will give you the unique opportunity to study a subject that can lead you anywhere you want to go in life. On this exciting course, pupils will get the chance to fully understand how to set up and manage a small, successful business. The course looks at a range of areas including finance, recruitment, enterprise, economics and accounting. In addition to the knowledge that you will gain during the course, the subject also has the advantage of developing a student and preparing them for life outside the classroom in areas such as teamwork, leadership, confidence in dealing with problems and issues.

#### **What is the importance of studying Business?**

Business allows the student to experience what really makes the world tick. Business makes the world run. Every career you will encounter in your life and every task that is completed on a daily basis has a business foundation. This is your chance to fully understand what a recession or boom is, how to make your first million and more importantly how do I hold onto it, where do good ideas come from and what do bankers do?

How the curriculum covers

Spiritual, moral, social and cultural development

- Pupils looking at the moral issues associated with business promotion and advertising and considering what the “correct” conduct is for a business to undertake
- Pupils considering the impact that various businesses both local and national will have upon their local areas and communities
- Pupils looking at the impact that businesses have upon the different stakeholders who have an interest in the way that a business operates
- Pupils investigating business ethics and considering the ethical boundaries in which businesses must operate within
- Pupils looking at the cultural differences between different customer groups which businesses may be targeting their products/services towards and how these differences will impact upon sales
- Pupils looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society
- Pupils considering the costs and benefits to society and the wider community as a result of business decisions

## British Values

Examples of British Values in Business Studies include:

- In KS4 & 5 Business lessons, we would regularly learn about different laws in Britain and how they can compare to other countries.
- Students know that they have a voice that is listened to in Business Studies as when we they take part in group activities like Young Enterprise or competitions and challenges, we actively promote democratic processes used to vote people in certain positions or roles.
- We use opportunities such as general or local elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view. We would discuss politics, the voting system and how who is in power may affect businesses.
- Teaching resources from a wide variety of sources are used to help pupils understand a range of faiths, beliefs and backgrounds are held by people who live in this country. These can be case studies, newspaper articles, exam board resources and company reports to name a few.

## Careers Guidance

Knowledge of business and business processes can be useful in many different jobs including roles within the administrative and clerical job family, accountancy, banking and finance, and retail sales and customer services. It will also be useful if you are thinking about setting up your own business or being self-employed in the future.

## Develop careers in Business

Business lessons encourage pupils to consider the subject and make connections between classroom learning and pupils aspirations. For example, pupils learn how to write business letters, application forms and CV's.

Studying this subject will allow you to access a range of different careers. Students who have studied a business subject are seen as very valuable employees in any business. It is understood that they can cope under pressure, know how to lead and be part of a team

Short, medium and long –term planning. This follows the demands for the course and SOW

## What resources are available to use?

The department offers a range of business textbooks and interactive software to aid in the subject.

## What further study options are available?

On successful completion of the GCSE in Business, pupils will be very well-positioned to pursue a career in any business related environment or progress to future study at AS/A2 Level or any Level 2/3 Business related course.

## Curriculum Coverage

Curriculum and Topics being covered in each year group

	Autumn	Spring	Summer
Year 9 – Note year 9 uses <b>similar /same</b> topics as year 10 but the focus is on securing knowledge and content.	<p><b>Topic 1.1 Enterprise and entrepreneurship - Showing Enterprise</b></p> <p><b>Topic 1.2 Spotting a business opportunity - What is a business</b></p>	<p><b>Topic 1.2 Spotting a business opportunity - What is a business (continued)</b></p> <p><b>Topic 1.3 Putting a business idea into practice</b></p> <p><b>Topic 1.4 Making the business effective - Making the start-up effective</b></p>	<p><b>Topic 1.4 Making the business effective - Making the start-up effective (continued)</b></p> <p><b>Topic 1.5 Understanding external influences on business - Understanding the economic context/</b></p>
SMSC <b>Careers</b> British Values Sex Education	<p><b>Careers</b> Careers are incorporated into Topic 1.1</p> <p><b>British values</b> Topic 1.1 Students know that they have a voice that is listened to in Business Studies as when we they take part in group activities like Young Enterprise or competitions and challenges, we actively promote democratic processes used to vote people</p>	<p><b>Careers</b> Careers are incorporated into Topic 1.2 ,1.3,1.4</p> <p><b>Spiritual</b> Topic 1.3 Spiritual developments within Business Studies involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning</p>	<p><b>British Values</b></p> <p>Topic 1.5 Business lessons, we would regularly learn about different laws in Britain and how they can compare to other countries.</p> <p>Topic 1.5 We use opportunities such as general or local elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view. We would discuss politics, the voting system and how who is in power may affect businesses.</p>

	<p>in certain positions or roles.</p> <p><b>Spiritual, Moral, Social and Cultural Education in Business Studies</b> include:</p> <ul style="list-style-type: none"> <li>• Topic 1.1 and 1.2 Pupils investigating business ethics and considering the ethical boundaries in which businesses must operate within</li> <li>• Pupils looking at the cultural differences between different customer groups which businesses may be targeting their products/services towards and how these differences will impact upon sales</li> <li>• Pupils looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society</li> <li>• Pupils considering the costs and benefits to society and the wider community as a result of business decisions</li> </ul>	<p>and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.</p> <p><b>Social</b> Topic 1.4 Social development within Business Studies involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work.</p> <p><b>Spiritual, Moral, Social and Cultural Education in Business</b> •Topic 1.4 Pupils looking at the moral issues associated with business promotion and advertising and considering what the "correct" conduct is for a business to undertake</p> <p><b>Spiritual, Moral, Social and Cultural Education</b></p>	<p>Topic 1.5 Teaching resources from a wide variety of sources are used to help pupils understand a range of faiths, beliefs and backgrounds are held by people who live in this country. These can be case studies, newspaper articles, exam board resources and company reports to name a few.</p> <p><b>Spiritual, Moral, Social and Cultural Education in Business</b> Topic 1.5 :</p> <ul style="list-style-type: none"> <li>•Pupils considering the impact that various businesses both local and national will have upon their local areas and communities</li> </ul>
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		<p><b>Topic 1.2</b> Pupils looking at the impact that businesses have upon the different stakeholders who have an interest in the way that a business operates</p>	
Year 10	<p><b>Topic 1.1 Enterprise and entrepreneurship</b></p> <p><b>Topic 1.2 Spotting a business opportunity</b></p>	<p><b>Topic 1.2 Spotting a business opportunity (continued)</b></p> <p><b>Topic 1.3 Putting a business idea into practice</b></p> <p><b>Topic 1.4 Making the business effective</b></p>	<p><b>Topic 1.4 Making the business effective (continued)</b></p> <p><b>Topic 1.5 Understanding external influences on business</b></p>
SMSC Careers British Values Sex Education	<p>Careers are incorporated into Topic 1.1</p> <p><b>British values</b> Topic 1.1 Students know that they have a voice that is listened to in Business Studies as when we they take part in group activities like Young Enterprise or competitions and challenges, we actively promote democratic processes used to vote people in certain positions or roles.</p> <p><b>Spiritual, Moral, Social and Cultural Education in Business Studies</b> include: • Topic 1.1 and 1.2 Pupils investigating</p>	<p>Careers are incorporated into Topic 1.2 ,1.3,1.4</p> <p><b>Spiritual</b> Topic 1.3 Spiritual developments within Business Studies involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people</p>	<p><b>British Values</b></p> <p>Topic 1.5 Business lessons, we would regularly learn about different laws in Britain and how they can compare to other countries.</p> <p>Topic 1.5 We use opportunities such as general or local elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view. We would discuss politics, the voting system and how who is in power may affect businesses.</p> <p>Topic 1.5 Teaching resources from a wide variety of sources are used to help pupils understand a range of faiths, beliefs and backgrounds are held by</p>

	<p>business ethics and considering the ethical boundaries in which businesses must operate within</p> <ul style="list-style-type: none"> <li>• Pupils looking at the cultural differences between different customer groups which businesses may be targeting their products/services towards and how these differences will impact upon sales</li> <li>• Pupils looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society</li> <li>• Pupils considering the costs and benefits to society and the wider community as a result of business decisions</li> </ul>	<p>aims, values, principles and beliefs.</p> <p><b>Social</b> Topic 1.4 Social development within Business Studies involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work.</p> <p><b>Spiritual, Moral, Social and Cultural Education in Business</b> •Topic 1.4 Pupils looking at the moral issues associated with business promotion and advertising and considering what the “correct” conduct is for a business to undertake</p> <p><b>Spiritual, Moral, Social and Cultural Education Topic 1.2</b> Pupils looking at the impact that businesses have upon the different stakeholders who have an interest in the way that a business operates</p>	<p>people who live in this country. These can be case studies, newspaper articles, exam board resources and company reports to name a few.</p> <p><b>Spiritual, Moral, Social and Cultural Education in Business Topic 1.5 :</b> •Pupils considering the impact that various businesses both local and national will have upon their local areas and communities</p>
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Year 11	<p><b>Introduction to Theme 2</b>  <b>Topic 2.1 Growing the business</b></p> <p><b>Topic 2.2 Making marketing decisions</b></p>	<p><b>Topic 2.2 Making marketing decisions (continued)</b></p> <p><b>Topic 2.3 Making operational decisions</b></p> <p><b>Topic 2.4 Making financial decisions</b></p>	<p><b>Topic 2.4 Making financial decisions (continued)</b></p> <p><b>Topic 2.5 Making human resource decisions</b></p>
SMSC Careers British Values Sex Education	Careers are incorporated into Topic 2.1	Careers are incorporated into Topic 2.3	Careers are incorporated into Topic 2.5
Year 12	<p><b><u>Unit 1</u></b>  Unit 1 - Topic A1 Features of businesses  Unit 1 - Topic A2 Stakeholders and their influence  Unit 1 - Topic A3 Effective business communications  Unit 1 - Topic B1 Structure and organisation  Unit 1 - Topic B2 Aims and objectives</p> <p><b><u>Unit 2</u></b>  Topic A1 The role of marketing  Topic A2 Influences on marketing activity (continued)</p>	<p><b><u>Unit 1</u></b>  Unit 1 - Topic B1 Structure and organisation (continued)</p> <p>Unit 1 - Topic B2 Aims and objectives (continued)</p> <p>Unit 1 - Topic C1 External environment  Unit 1 - Topic C2 Internal environment  Unit 1 - Topic C3 Competitive environment  Unit 1 - Topic C4 Situational Analysis</p> <p><b><u>Unit 2</u></b>  Topic B1 Purpose of researching information to identify the needs and wants of customers  Topic B2 Market research methods and use  Topic B3 Developing the rationale (continued)</p>	<p><b><u>Unit 1</u></b>  Unit 1 - Topic D1: Different market structures  Unit 1 - Topic D2: Relationship between demand, supply and price  Unit 1 - Topic D3 Pricing and output decisions  Unit 1 - Topic E1 Role of innovation and enterprise  Unit 1 - Topic E2 Benefits and risks associated with innovation and enterprise</p> <p><b><u>Unit 2</u></b>  Topic C1 Marketing campaign activity  Topic C2 Marketing mix  Topic C3 The marketing campaign  Topic C4 Appropriateness of marketing campaign</p>

<p>SMSC <b>Careers</b> British Values Sex Education</p>	<p>Careers are incorporated into Topic A1</p>		
<p>Year 13</p>	<p><b><u>Unit 3</u></b> Unit 3 -Topic A.1 Functions and role of money Unit 3 -Topic A.2 Different ways to pay Unit 3 -Topic A.3 Current accounts Unit 3 -Topic A.4 Managing personal finance</p> <p>Unit 3 -Topic B.1 Features of financial institutions Unit 3 -Topic B.2 Communicating with customers Unit 3 -Topic B.4 Information guidance and advice (Continued)</p> <p><b><u>Unit 8</u></b> A1 Recruitment of staff A2 Recruitment and selection process A3 Ethical and legal considerations in the recruitment process</p>	<p><b><u>Unit 3</u></b> Unit 3 -Topic C.1 Purpose of accounting Unit 3 -Topic C.2 Types of income Unit 3 -Topic C.3 Types of expenditure Unit 3 -Topic D.1 Sources of finance Unit 3 -Topic E.1 Cash flow forecasts Unit 3 -Topic F.1 Statement of comprehensive income(Continued)</p> <p><b><u>Unit 8</u></b> B1 Job applications B2 Interviews and skills</p>	<p><b><u>Unit 3</u></b> Unit 3 -Topic F.1/F.2 The statement together Unit 3 -Topic F.3 Measuring profitability Unit 3 -Topic F.4 Measuring liquidity Unit 3 -Topic F.5 Measuring efficiency Unit 3 -Topic F.6 Limitations of Ratios(Continued)</p> <p><b><u>Unit 8</u></b> C1 Review and evaluation C2 SWOT analysis and action plan</p>
<p>SMSC <b>Careers</b> British Values Sex Education</p>	<p>Careers are incorporated into Topic A1,A2 and A3 British values are incorporated into A3 i.e. • In KS4 &amp; 5 Business lessons, we would regularly learn about different laws in</p>	<p>Careers are incorporated into Topic B1 and B2 i.e. Business lessons encourage pupils to consider the subject and make connections between classroom learning and pupils</p>	

	Britain and how they can compare to other countries.	aspirations. For example, pupils learn how to write business letters, application forms and CV's.	
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**Curriculum – Assessment (Measuring Impact)**

**Data Drop Points**

The following statements outline the contributing assessment information sources which, aggregated, provide ‘**Working at Grade**’ entries for each child throughout the year.

**Note Exam papers cover units which have been taught prior to the data drop point. All data drop dates comply with school policy.**

**Year 9**

**Note year 9 uses similar /same topics as year 10 but the focus is on securing knowledge and content.**

<b>Data drop 1 topics covered</b>	<b>Data drop 2 topics covered</b>	<b>Data drop 3 topics covered</b>
<b>Topic 1.1 Enterprise and entrepreneurship -Showing Enterprise</b>	<b>Topic 1.2 Spotting a business opportunity - What is a business (continued)</b>	<b>Topic 1.4 Making the business effective - Making the start-up effective (continued)</b>
<b>Topic 1.2 Spotting a business opportunity - What is a business</b>	<b>Topic 1.3 (revised now moved the data drop 3) Putting a business idea into practice</b>	<b>Topic 1.5 Understanding external influences on business - Understanding the economic context/</b>
	<b>Topic 1.4 (revised now moved the data drop 3)</b>	
	<b>Making the business effective - Making the start-up effective</b>	

Data Drop point 1:

The grade entry will be based on a full series of 6 APT Initiatives Ltd examination papers and / or Edexcel examination software and / or tutor2u examination papers. The working at grade will be based on this

Data Drop point 2:

The grade entry will be based on a full series of 6 APT Initiatives Ltd examination papers and / or Edexcel examination software and / or tutor2u examination papers. The working at grade will be based on this

Data Drop point 3:

The grade entry will be based on a full series of 6 APT Initiatives Ltd examination papers and / or Edexcel examination software and / or tutor2u examination papers. The working at grade will be based on this

## Year 10

<b>Data drop 1 topics covered</b>	<b>Data drop 2 topics covered</b>	<b>Data drop 3 topics covered</b>
<b>Topic 1.1 Enterprise and entrepreneurship - Showing Enterprise</b>	<b>Topic 1.2 Spotting a business opportunity - What is a business (continued)</b>	<b>Topic 1.4 Making the business effective - Making the start-up effective (continued)</b>
<b>Topic 1.2 Spotting a business opportunity - What is a business</b>	<b>Topic 1.3 Putting a business idea into practice</b>	<b>Topic 1.5 Understanding external influences on business - Understanding the economic context/</b>
	<b>Topic 1.4 Making the business effective - Making the start-up effective</b>	

Data Drop point 1:

The grade entry will be based on a full series of 6 APT Initiatives Ltd examination papers and / or Edexcel examination software and / or tutor2u examination papers. The working at grade will be based on this

Data Drop point 2:

The grade entry will be based on a full series of 6 APT Initiatives Ltd examination papers and / or Edexcel examination software and / or tutor2u examination papers. The working at grade will be based on this

Data Drop point 3:

The grade entry will be based on a full series of 6 APT Initiatives Ltd examination papers and / or Edexcel examination software and / or tutor2u examination papers. The working at grade will be based on this

## Year 11

Data drop 1 topics covered	Data drop 2 topics + topics from data drop 1 covered	Data drop 3 topics covered+ topics from data drop 1 and 2 covered
<p><b>Topic 1.1 Enterprise and entrepreneurship -Showing Enterprise</b></p> <p><b>Topic 1.2 Spotting a business opportunity - What is a business</b></p>	<p><b>Topic 1.2 Spotting a business opportunity - What is a business (continued)</b></p> <p><b>Topic 1.3 Putting a business idea into practice</b></p> <p><b>Topic 1.4 Making the business effective - Making the start-up effective</b></p>	<p><b>Topic 1.4 Making the business effective - Making the start-up effective (continued)</b></p> <p><b>Topic 1.5 Understanding external influences on business - Understanding the economic context/</b></p>

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Data Drop point 1:

The grade entry will be based on a full series of 6 APT Initiatives Ltd examination papers and / or Edexcel examination software and / or tutor2u examination papers. The working at grade will be based on this

Data Drop point 2:

The grade entry will be based on a full series of 6 APT Initiatives Ltd examination papers and / or Edexcel examination software and / or tutor2u examination papers. The working at grade will be based on this

Data Drop point 3:

The grade entry will be based on a full series of 6 APT Initiatives Ltd examination papers and / or Edexcel examination software and / or tutor2u examination papers. The working at grade will be based on this

## **Year 12**

Data Drop point 1:

The assessments will be based on past exam style questions from Edexcel and course work. The final grade will be based on summative assessment with mitigation given for students who are absent or dramatically underperformed based on prior assessments.

Data Drop point 2:

The assessments will be based on past exam style questions from Edexcel and course work. The final grade will be based on summative assessment with mitigation given for students who are absent or dramatically underperformed based on prior assessments.

Data Drop point 3:

The assessments will be based on past exam style questions from Edexcel and course work. The final grade will be based on summative assessment with mitigation given for students who are absent or dramatically underperformed based on prior assessments.

## **Year 13**

Data Drop point 1:

The assessments will be based on past exam style questions from Edexcel and course work. The final grade will be based on summative assessment with mitigation given for students who are absent or dramatically underperformed based on prior assessments.

Data Drop point 2:

The assessments will be based on past exam style questions from Edexcel and course work. The final grade will be based on summative assessment with mitigation given for students who are absent or dramatically underperformed based on prior assessments.

Data Drop point 3:

The assessments will be based on past exam style questions from Edexcel and course work. The final grade will be based on summative assessment with mitigation given for students who are absent or dramatically underperformed based on prior assessments.

Further information about moderation can be found in the Faculty Assessment Policy (above)			
Staff:		Faculty:	
Assessment Point:		Academic year:	
Faculty leader: Mike Hughes			
Subject: Business			
Topics covered:			
Marker(s)			
Moderator:			
Total number of Books:			
Number of Books per group moderated: 10%			
<b>You must ensure that you have seen the following documentation, please indicate:</b>			
	Yes	No	
Whole class Feedback Sheets in Books			
MMA's in Books			
Teacher Tracker			
<b>Sample details</b>			
<b>Student names</b>	<b>Subject and Group</b>	<b>Grade by Staff</b>	<b>Grade by Moderator</b>
<b>Comments from internal or external moderator on moderated sample</b>			
Name: Dave Harrison		Date:	
Use of marking criteria/scheme			
Consistency of the marking decisions			
Quality and appropriateness of feedback			
Any general comments			