De Lisle College Curriculum

“Rooted and grounded in Love”.

Business

"Business is a noble vocation, directed to producing wealth and improving our world. It can be a fruitful source of prosperity for the areas in which it operates, especially if it sees the creation of jobs as an essential part of its service to the common good."

— Pope Francis, Laudato Si’ (2015)

Intent: ‘Rooted and grounded in Love

Intent – Rooted

Our dedication to prepare students for the fast-paced, digital, and economic world they live in is at the core of our business and economics curriculum. Students acquire the skills necessary to comprehend and critically analyse the factors influencing governments, corporations, and economies through this course, fostering the development of social, moral, and ethical consciousness in addition to academic knowledge.

We acknowledge the value of an interdisciplinary approach, which includes building literacy through interaction with real-world case studies and news stories, applying numeracy through the analysis of facts, graphs, and statistics, and encouraging inquiry and discourse through debate and discussion.

Students who study business and economics have a rare opportunity to acquire the fundamental information and abilities needed to participate responsibly in the economy and be prepared to contribute to innovation, sustainable growth, and the workplace. Students are encouraged to consider the wider effects of economic decisions on individuals, communities, and the environment as they investigate the relationships between corporations, governments, and society.

At the heart of our Business and Economics curriculum is the commitment to preparing students for the economic, digital, and fast-paced world in which they live. Through this subject, students gain the tools to understand and critically examine the forces shaping businesses, governments, and economies—developing not only academic knowledge but also social, moral, and ethical awareness.

We are inspired by **Saint Matthew the Apostle**, the patron saint of Business, Finance and Economics. Before becoming a disciple of Jesus, Matthew worked as a tax collector—an occupation viewed with suspicion and contempt in his time. In the Gospel of Matthew 9:9, he is found sitting at a tax booth when Jesus calls him: *“Follow me,”* and Matthew *“got up and followed him.”* His story reminds us of the power of transformation, integrity, and the call to use our positions not just for personal gain but for the service of others. Matthew’s journey from tax collector to evangelist invites our students to reflect on their own responsibilities in the economic world—to act justly, serve ethically, and seek truth.

We recognise the importance of an interdisciplinary approach: applying numeracy through the interpretation of data, graphs, and statistics; fostering literacy by engaging with real-world case studies and news articles; and promoting enquiry and dialogue through discussion and debate.

Business and Economics offers a unique opportunity to equip students with the essential knowledge and skills to become responsible participants in the economy—ready to contribute to the world of work, innovation, and sustainable growth. As pupils explore the interactions between businesses, governments, and society, they are encouraged to examine the broader impact of economic decisions on people, communities, and the planet.

Our curriculum's foundation on Catholic social teaching encourages:

The Dignity of All People: We in still in our pupils the value of respecting every person, both inside and outside of the business sector, understanding that moral judgments must always preserve human dignity.

The Common Good: Students are taught to think about how companies and economic laws can benefit everyone, guaranteeing social justice and shared prosperity.

Solidarity: We urge students to support people impacted by social or economic injustice by highlighting the value of empathy and unity.

Subsidiarity: We encourage students to speak up and take charge of their education and beyond by fostering leadership and accountability at all levels.

Participation: Each student can participate, contribute, and consider how their activities can improve economic outcomes.

Stewardship of Creation: By examining sustainability, corporate responsibility, and ethical consumption, our curriculum promotes environmental consciousness in all facets of business operations.

Option for the Poor: We urge students to prioritize inclusive and equitable solutions and to think about how decisions made by the government and corporate sector affect the most vulnerable.

Our goal is to cultivate inquisitive minds—students who comprehend business concepts but also consider how they relate to society and culture. We want students to leave with more than simply a list of facts; we want them to understand how business is a dynamic academic field that is also a significant force in creating a more moral, compassionate, and just society.

GCSE Business

Year10

De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Catholic Social Teaching Focus: The Common Good | Participation | Option for the Poor
We consider how we apply the principles of the Gospel to all facets of our lives, including our social and economic obligations, to get ready for the return of Christ. This section examines the foundational ideas of enterprise and business, urging students to view the industry as a force for change, service, and dignity rather than merely to make money. Based on the tenets of Catholic social teaching, we examine the significance of advancing inclusive growth and ethical entrepreneurship as means of improving society.

Link to Catholic Social Teaching:

1. The Common Good
Students will reflect on how businesses can serve all members of society—not just owners or shareholders. As students examine the **purpose of business**, **objectives**, and the **impact on stakeholders**, students will consider:

- How businesses provide essential goods and services that support human flourishing.
- The need for business decisions that promote **fair pay**, **sustainability**, and **accessibility** for all.
- The role of ethical leadership in balancing profit with social responsibility.

2. Participation: emphasises the value of individuals contributing to society through enterprise and innovation. Students will explore:

- The **role of entrepreneurs** and the importance of **everyone having a voice** in shaping the business environment.
- How **stakeholders** such as employees, customers, and communities influence business decisions.
- The idea that business ownership structures (e.g. partnerships, social enterprises) can reflect participatory models that value collaboration and shared success.

3. Option for the Poor: Inspired by Advent's call to compassion and justice, students will be challenged to think critically about how businesses impact the most vulnerable in society. Students will consider:

- How entrepreneurs can **create businesses with a mission to serve**, such as addressing unemployment, poverty, or under-served markets.
- Whether business **objectives** can prioritise social and ethical goals—such as **improving access to services** or **reducing environmental harm**—rather than purely financial gain.
- Real-world examples of businesses (e.g. Fairtrade, B Corps, social enterprises) that place **people before profit**.

Advent 1	Unit 1 - Business in the real world	Advent 2	Unit 1 - Business in the real world
Description: During the first term, students are introduced to the fundamentals of how businesses operate. They will explore key concepts such as why businesses exist, who runs them, and how they grow and succeed. This unit builds a strong foundation for further study and helps students begin to think like businesspeople.	★ **Enterprise and the Role of the Entrepreneur** Pupils explore what it means to be an entrepreneur, the qualities needed to start a business, and the risks and rewards of running a business. ★ **Types of Business Ownership** Students are introduced to different legal structures such as sole traders, partnerships, and limited companies, and they compare the benefits and drawbacks of each. ★ **Setting Business Aims and Objectives** Students investigate how businesses set targets such as making a profit or growing their customer base and how these goals help measure success.	Description: Stakeholder, Location & Business planning	★ **Stakeholders and Business Decisions** Pupils identify key stakeholders (e.g. employees, customers, local community) and examine how their needs and interests influence business choices. ★ **Choosing a Business Location** Students analyse factors that affect where a business chooses to set up, such as costs, access to materials, and being close to customers. ★ **Business Planning and Growth** Learners are introduced to the purpose of business plans and how businesses grow over time, including the benefits and drawbacks of expansion and how growth affects costs.
Link to Catholic Social Teaching: During the reflective season of Lent, students consider how external influences shape business decisions—not only for profitability, but for the wellbeing of individuals, communities, and creation. In this unit, students will explore how technology, ethical behaviour, economic shifts, and legal obligations challenge businesses to uphold human dignity and environmental responsibility. Lent invites us to look beyond short-term gain and examine whether businesses are truly participating in building a just society. **Scripture Connection**: *"Whatever you did for the least of these brothers and sisters of mine, you did for me."* – Matthew 25:40 This verse inspires critical thinking about ethical trade, fair employment, and environmental care through a Gospel lens.			
Lent 1	**Unit 2 – Influences on business**	**Lent 2**	**Unit 2 – Influences on business**
Description: Students explore how external factors such as the economy, technology, ethics, and the law affect	★ **The Role of Technology** Students examine how businesses use digital tools like e-commerce and emails to reach customers and communicate more efficiently. ★ **Ethical Business Behaviour** Pupils consider how businesses behave ethically,	Description: Globalisation & Legislation	★ **Employment and Consumer Spending** They examine how job levels influence how much people spend, and how this affects business decisions and sales. ★ **Globalisation** Pupils look at how UK businesses compete worldwide,

the way businesses operate and make decisions. Ethical & Environmental Considerations, Technology & Economics	the pros and cons of doing the right thing, and when profit and ethics may conflict. ★ **Environmental Impact** They explore how businesses affect the environment, including issues like pollution, recycling and sustainability, and the cost of being eco-friendly. **The Economy and Interest Rates** Students learn how changes in interest rates affect business borrowing and consumer spending, as well as how employment levels impact demand.		the pros and cons of international trade, and the impact of foreign competition. ★ **Exchange Rates** Students understand how the changing value of currency affects the cost of importing and exporting goods for UK businesses. **The Impact of Legislation** Learners investigate laws businesses must follow (e.g. health & safety, employment law), and how these rules affect business costs, training, and practices.

Link to Catholic Social Teaching: As we celebrate Pentecost, which marked the beginning of a diverse and Spirit-led Church, students will explore how modern workplaces can reflect the values of human dignity, fair work, inclusion, and shared purpose. Businesses are not just economic units—they are *communities of people*. How people are treated in those communities is a powerful expression of Gospel values. **Scriptural Reflection:** *"There are different kinds of gifts, but the same Spirit distributes them."* **–** 1 Corinthians 12:4 - Businesses, like the Church, thrive when each person is respected for their unique gifts and allowed to contribute fully.

Real-World Business Case Studies:

- **John Lewis Partnership** – employee-owned, with a focus on respect and shared benefits.
- **Timpson** – known for second chance hiring and employee welfare.
- **Co-operative Group** – values-based hiring, ownership and democratic participation.

Pentecost 1	Unit – Human Resources	Pentecost 2	Unit – Human Resources
Description: students begin exploring how businesses manage people effectively. They look at how companies are structured and how new staff are recruited and selected.	★ **Understanding Organisational Structures** Students learn how businesses are organised, including job roles, responsibilities, and how communication flows within a business (e.g. tall vs flat structures). ★ **Why Structures Matter** They explore why companies use different organisational structures and how this can affect decision-making, communication, and day-to-day operations. ★ **Centralisation vs Decentralisation** Pupils examine how authority is distributed in	Description: In the second half of the term, students focus on how businesses keep employees motivated and skilled through training,	• **Why Motivation Matters** Students explore how keeping staff motivated leads to better performance, improved loyalty, and higher productivity. • **Financial Incentives** They look at how businesses use wages, salaries, bonuses, commission, and profit-sharing to reward and encourage employees. • **Non-Financial Motivation** Pupils explore other ways to motivate staff, such as

	a business and the advantages and disadvantages of central control versus allowing local decision-making. ★ **The Recruitment Process** Students look at how businesses attract and select the right employees, covering steps like job descriptions, adverts, interviews, and applications. ★ **Internal vs External Recruitment** They compare hiring from within the business to bringing in new talent and understand the pros and cons of each method. ★ **Contracts of Employment** Students explore different types of employment contracts (full-time, part-time, zero-hour, job share) and what they mean for employees and employers. ★ **Why Effective Recruitment Matters** Pupils consider the benefits of good recruitment, such as hiring the right people, improving customer service, and retaining staff long-term. ★ **Legal and Ethical Hiring Practices** They also begin to understand the importance of fair, inclusive, and legally sound recruitment policies.	rewards, and supportive working conditions.	offering training, giving more responsibility, and recognising good performance. • **Different Management Styles** They learn how leadership approaches (e.g. supportive vs strict) can affect how motivated employees feel at work. • **Importance of Training** Students discover how training helps staff gain new skills, feel more confident, and keep up with changes in the workplace. • **Types of Training** Pupils study induction training for new starters and compare on-the-job vs off-the-job training for existing staff. • **Choosing the Right Training Method** They evaluate the pros and cons of different training approaches and consider which method suits different types of businesses best. • **Linking Training to Business Success** Finally, students understand how training helps businesses stay competitive, adapt to change, and offer better products or services.

GCSE Business

Year 11

De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching: The Spirit of Advent in Business Education

Our business curriculum is not just about preparing students to succeed academically. It is about shaping *responsible, compassionate leaders* who understand the real-world impact of business decisions on people and the planet.

Advent is a season of hope, preparation, and waiting for the light of Christ. In a business context, this is a perfect time to consider how ethical financial decisions and inclusive planning prepare the way for sustainable and just economies. Finance is not just about numbers—it's about choices that affect people's livelihoods, dignity, and futures. This unit asks students to think beyond profit and see the human consequences of financial decisions.

- Apply key financial terms and tools to real-world scenarios while evaluating the **ethical impact** of decisions.
- Explain how **different sources of finance** affect not only profit but also **people's dignity** and **the wellbeing of communities**.
- Interpret financial statements from the perspective of **multiple stakeholders**, not just shareholders.
- Understand how **solidarity and subsidiarity** apply to decision-making in finance and planning.

Scriptural Reflection

"Prepare the way of the Lord, make straight His paths..." – Luke 3:4

Financial honesty, stewardship, and justice are ways to "prepare the way" for Christ in the economy.

Catholic social teaching focus:

- *Subsidiarity:*
- *The Common Good*
- *Dignity*

Advent 1	Unit 6 - Finance	Advent 2	Unit 6 – Finance
Description: During this term, students explore how businesses manage money effectively to grow and stay financially healthy. They will develop key skills in understanding finance, interpreting data, and making informed business decisions.	★ **Understanding Sources of Finance** Students explore the main ways businesses raise money—such as loans, overdrafts, retained profits, and government grants—and assess which methods are most appropriate depending on the size and type of business. ★ **Choosing the Right Finance Option** Pupils learn to weigh the pros and cons of different finance sources and apply this knowledge to realistic business scenarios to make informed decisions. ★ **The Importance of Cash in a Business** Students investigate why cash is vital for day-to-day operations and what can happen if a business runs into cash flow problems. ★ **Reading and Interpreting Cash Flow Forecasts** Pupils develop the skills to interpret key parts of a cash flow forecast, including inflows, outflows, net cash flow, and balances, and consider ways to solve cash flow issues.	In the second half of the Advent Term, the focus moves to core financial calculations and assessing how businesses measure their financial performance.	★ **Key Financial Terms and Calculations** Students deepen their understanding of business finances, including costs, revenue, profit and loss, and apply these concepts to real-world scenarios. ★ **Break-even and Investment Decisions** Pupils explore how businesses calculate break-even points and use this to assess whether products or investments are financially viable. ★ **How to Analyse Financial Documents** Students examine financial statements, such as income statements and statements of financial position, to evaluate the financial health of a business. ★ **Assessing Business Performance** Pupils learn how to calculate and interpret gross and net profit margins, and consider how this information is used by managers, investors, and other stakeholders.

Marketing is often associated with persuasion and profit—but considering CST, it becomes a tool for *serving real needs*, *amplifying unheard voices*, and *caring responsibly for the world*. During Lent, students are called to look beyond commercial gain and reflect on *how ethical marketing can shape a more just and compassionate society*. Understand how **marketing strategy and methods** impact not only sales, but people's lives and the planet. Reflect on the **ethical responsibility** businesses carry when segmenting, advertising, and pricing. Apply **CST values** to real-life marketing case studies and scenarios. Propose marketing strategies that reflect **care for creation**, **solidarity with the poor**, and **participation of all**.

Catholic Social Teaching Focus:

- *Participation*
- *Stewardship of Creation*
- *Option for the Poor*

Lent 1	**Unit 3 - Marketing**	**Lent 2**	**Unit 3 - Marketing**
Description: In this term, students will learn how businesses identify and understand their customers to make informed decisions. Exploring how businesses segment markets and use market research to better meet customer needs and stay competitive.	★ The importance of identifying customer needs and how this helps businesses provide products or services customers want to buy. ★ How businesses group customers by factors like age, gender, location, and income (market segmentation) to target products effectively. ★ Different methods businesses use to gather information about customers, competitors, and market demand (market research). ★ How to interpret market research data to make informed decisions and understand concepts like market size and market share.	Description: This term focuses on the marketing mix (Price, Product, Promotion, Place). Students will learn how businesses use these four elements to attract customers and grow their business, including how digital technology affects marketing	★ Various pricing strategies and factors that influence how businesses decide prices, including how price affects demand. ★ The product life cycle and the importance of product design, unique selling points, and brand image. ★ Different promotional methods and how businesses choose the right promotion based on their goals and market conditions. ★ How products reach customers through different distribution channels, and the growing role of e-commerce and mobile commerce in expanding markets.

During the Pentecost Term, we focus on Business Operations, exploring how businesses produce goods and services in ways that uphold human dignity, serve the common good, and reflect good stewardship of creation. Reflect on: **Why quality matters**, not just for profit, but for *human flourishing;* How **ethical procurement** can change lives across the world; The tension between **efficiency and justice**, and how businesses can serve both; What it means to **serve customers as people, not just as profit sources;** How to build **supply chains of solidarity**, where no one is exploited or left behind.

Catholic Social Teaching Focus:

- *The Dignity of All People*
- *Stewardship of Creation*
- *The Common Good*

Pentecost 1	Unit 4 – Business operation	Pentecost 2	Revision
Description: Students will explore how businesses manage their operations to produce goods and services efficiently. They will learn about the different production methods, how businesses source materials and manage suppliers, and the importance of quality and customer service. The unit also highlights how all parts of a business work together to achieve overall goals.	★ How businesses choose between different production methods and make processes efficient. ★ The role of procurement and supply chain management in ensuring businesses get the best materials at the right time. ★ How businesses maintain quality standards and the impact of quality issues on reputation and sales. ★ The importance of excellent customer service in building loyalty and profitability. ★ How technology is improving customer service and business operations. ★ Understanding how different business functions (operations, marketing, finance, HR) depend on each other to meet business objectives.	Description: During the final term, students will focus on comprehensive revision in preparation for their GCSE Business exam. This includes reviewing content covered across the two-year course, developing exam technique, and practising both written and calculation-based questions. The emphasis is on strengthening knowledge, building confidence, and refining skills to succeed in all aspects of the exam, including multiple-choice questions, case studies, and extended written responses.	• **Consolidation of Learning:** Students will revisit key topics from the past two years to reinforce core business knowledge across all units studied. • **Exam Technique Development:** Focus on answering exam-style questions effectively, improving written responses and time management in exams. • **Practice with Calculations:** Revision of key business maths skills including revenue, profit, percentages, break-even, and financial ratios. • **Data Interpretation:** Students will analyse graphs, charts, and financial data to support business decisions, just as required in the exam. • **Multiple Choice and Case Study Practice:** Regular use of past paper questions to build confidence and exam familiarity. • **Qualitative & Quantitative Skills:** Development of skills to evaluate business decisions using both narrative and numerical evidence.