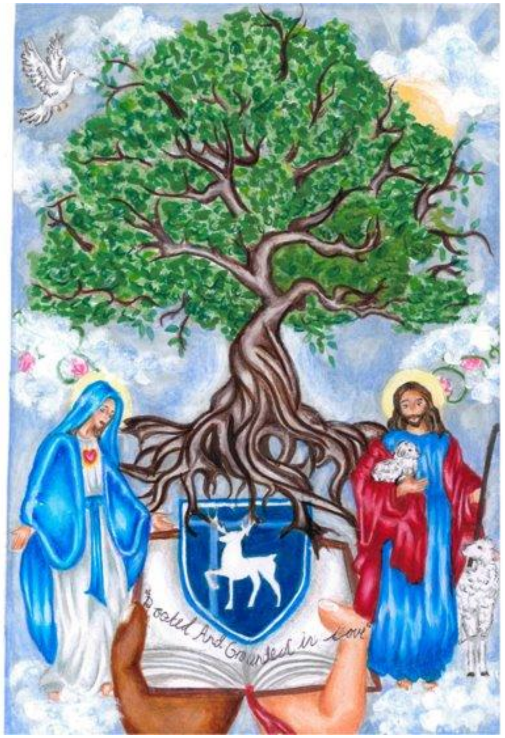
De Lisle College Curriculum

"Rooted and grounded in Love".

A-Level 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.

A-level Business

Year 12

De Lisle College
A Catholic Voluntary Academy

Curriculum Outline:

We consider how we apply the principles of the Gospel to all facets of our lives, including our social and economic obligations. 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. A Level Business curriculum goes beyond developing students' commercial awareness and academic excellence. It forms part of our broader mission to nurture young people who can engage ethically and compassionately in the world of business and beyond. Inspired by the principles of Catholic Social Teaching, our curriculum prepares students to think critically, lead responsibly, and act with integrity in an ever-evolving global economy.

Link to Catholic Social Teaching: Based on the tenets of Catholic social teaching, we examine the significance of advancing inclusive growth and ethical entrepreneurship as means of improving society. We aspire to produce responsible business leaders who use their skills not only to succeed in a competitive world but to transform it. Our students leave with the knowledge, values, and moral compass needed to lead businesses that are innovative, ethical, and committed to the flourishing of all people and the planet

1. **The Dignity of All People**
   Students are taught to respect the intrinsic worth of every individual in the workplace — from shareholders to frontline employees — and to understand the ethical implications of business decisions on human welfare.
2. **The Common Good**
   Lessons encourage students to think beyond profit, considering how businesses contribute to social well-being, environmental sustainability, and economic justice.
3. **Solidarity**
   Foster awareness of the importance of standing with those affected by business activity — workers in developing countries, consumers in vulnerable positions, or those impacted by unemployment or unfair trade.
4. **Subsidiarity**
   Students explore the benefits of decentralised decision-making and the value of giving employees, customers and communities a voice in shaping business operations.
5. **Participation**
   Learners are encouraged to take active roles in group work, enterprise activities, debates and ethical case studies, modelling inclusive leadership and decision-making.
6. **Stewardship of Creation**
   Environmental responsibility is embedded throughout topics such as operations, sustainability and corporate social responsibility. Students evaluate how businesses can act as stewards of the planet.
7. **Option for the Poor**
   Ethical business practices, fair trade, inclusive hiring, and ethical sourcing with an emphasis on prioritising the needs of the most disadvantaged in society.

Students will not only understand what businesses are and why they exist, but also how they can operate in service of people and planet. They will be encouraged to question traditional business priorities and to envision a business world shaped by justice, compassion, and hope — key principles of our Catholic identity

Scripture Connection: "Whatever you do, work at it with all your heart, as working for the Lord, not for human masters." – *Colossians 3:23*

This verse encourages students to view all work — including the running of a business — as an act of service, not simply a means of personal gain. It aligns with the study of **mission and objectives**, where students consider the deeper purpose of business beyond profit: to contribute to society, uphold human dignity, and serve the common good. This scripture invites reflection on the **ethical responsibility** behind business decision-making, the **moral duty** to treat workers, customers, and the environment with respect and that true success in business involves **serving others** with integrity, fairness, and compassion.

Advent 1	Unit 1 – What is business?	Advent 2	Unit 2 – Managers, leadership and decision making
Description:	★ **Understanding Why Businesses Exist** Students explore the core purpose of businesses—meeting customer needs and generating profit—and look at different types of businesses, including non-profits and social enterprises. ★ **Business Objectives and Strategy** They learn how businesses set aims and objectives, from survival and growth to profitability, and how these guide decision-making and planning. ★ **Business Forms and Ownership** Students examine different forms of business ownership (sole traders, partnerships, companies) and how ownership affects control, risk, and legal responsibility. ★ **The Role of Stakeholders** They study how various groups (e.g. customers, employees, shareholders, suppliers) are affected by business decisions and how businesses manage these relationships. ★ **External Influences on Business** Students consider how external factors such as the economy, market conditions, and competition influence how businesses operate and make decisions.	Description:	★ **Understanding Leadership and Management** Students learn the difference between leadership and management and explore various leadership styles (e.g. autocratic, democratic) and how different situations influence the style used. ★ **Decision Making Approaches** They examine how managers make decisions using data (scientific decision-making) or intuition. Students will use tools like decision trees to weigh up risk, reward, and opportunity cost. ★ **Assessing Business Decisions** Students explore what affects business decisions, including the company's mission, values, ethics, available resources, and external market pressures like competition. ★ **Considering Stakeholder Needs** The class will analyse how decisions affect different stakeholders (e.g. employees, customers, shareholders) and how businesses can balance competing interests. ★ **Managing Stakeholder Relationships** Students learn strategies for engaging stakeholders through communication and consultation, with tools like stakeholder mapping used to assess power and interest levels.

Students learn about setting marketing objectives, understanding markets and customers, segmenting and targeting audiences, and developing a coherent marketing mix including digital marketing. Students explore how businesses manage their operations and make decisions that affect productivity, quality, supply chains, and ethical production. The Catholic curriculum aims to challenge students to critically assess how operational decisions impact human dignity, workers' rights, the environment, and broader society. Students are invited to consider how operational efficiency and business success must not come at the expense of people or the planet.

📖 Scripture Connection

"Let each of you look not only to his own interests, but also to the interests of others."– *Philippians 2:4*
Whatever you did for one of the least of these brothers and sisters of mine, you did for me." – Matthew 25:40

Relevance:
This scripture encourages empathy and ethical consideration in decision making. In marketing, this means putting the customer's needs before profit, valuing transparency, and promoting truth and fairness in all campaigns and strategies.

Lent 1	**Unit 3 – Decision making to improve marketing performance**	**Lent 2**	**Unit 4 – Decision making to improve operational performance**
Description:	★ **Understanding Marketing Objectives** Students explore why businesses set marketing goals such as increasing market share or improving brand loyalty, and how these support overall business success. ★ **Researching Markets and Customers** They learn how businesses gather and use data from customer surveys, sales figures, and other sources to understand customer needs, market trends, and how price or income changes affect demand. ★ **Segmenting and Targeting Customers** Students study how businesses divide the market into different customer groups (e.g. by age, location, income), choose which to focus on, and how to position their products effectively. ★ **Applying the Marketing Mix (7Ps)** This includes product development, pricing strategies, advertising, choosing the right places to sell, and customer service. Students consider how these elements work together to meet customer needs.	**Description**	★ **Setting Operational Goals** Students explore how businesses set clear objectives such as improving quality, reducing costs, or increasing speed and flexibility in production, all aimed at improving efficiency and customer satisfaction. ★ **Measuring Operational Performance** They learn to analyse key data like productivity, costs, and capacity usage to evaluate how well a business is performing and identify areas for improvement. ★ **Improving Efficiency and Productivity** Students examine methods like lean production, automation, and resource management to make operations more cost-effective and competitive, while understanding the challenges businesses face when implementing changes. ★ **Managing and Improving Quality** The course covers how businesses ensure high-quality products and services through systems like

	★ **Digital Marketing and Competitive Strategy** Students examine the impact of technology (like social media and e-commerce) on marketing, and how businesses adapt their strategies in a competitive and ethically aware market environment.		quality control and assurance, and the importance of meeting customer expectations to protect reputation. ★ **Inventory and Supply Chain Management** Students learn how businesses manage stock levels, respond to changes in demand, and build effective supplier relationships to keep operations running smoothly and profitably.

Students with knowledge of financial objectives, data analysis, sources of finance, and ways to manage profitability and cash flow. Through the Catholic lens, students are encouraged to reflect not just on *what* makes a business financially successful, but *how* this success is achieved — ensuring that financial decisions uphold the dignity of all people, promote fairness, and serve the common good. Students learn how effective HR practices can foster human flourishing, fairness, motivation, and engagement. This unit challenges students to see employees not merely as "resources" but as people made in the image of God, deserving of dignity, opportunity, and voice in the workplace.

📖 Scripture Connection

James 5:1-4 – "The wages you failed to pay the workers... are crying out against you." 📖 *"You cannot serve both God and money." – Matthew 6:24*

Pentecost 1	**Unit 5 -Decision making to improve financial performance**	**Pentecost 2**	**Unit 6 – Decision making to improve human resources**
Description	★ **Setting Financial Goals** Students learn how businesses set clear financial objectives such as increasing profits, managing costs, or improving cash flow. They also explore the differences between profit and cash flow and why both matters. ★ **Understanding and Using Financial Data** This includes analysing budgets, forecasts, and break-even charts to help businesses plan and monitor financial performance. Students also learn how to spot problems early through variance analysis and profitability ratios. ★ **Making Sense of Financial Performance** Students develop skills to interpret financial information like gross and operating profit. They examine how and when cash comes in and goes out of a business, and why timing matters.	**Description**	★ **Setting HR Objectives** Students explore how businesses plan their workforce, focusing on areas such as employee engagement, training, diversity, and aligning values between staff and management. They learn about different approaches to managing people effectively. ★ **Analysing Workforce Performance** Students develop skills to measure and interpret key HR data like staff turnover, productivity, and labour costs. This helps them understand how people performance impacts business success. ★ **Designing Organisations and Managing People Flow** This section looks at how businesses structure their teams and manage recruitment, training, redeployment, and redundancy. Students explore

	★ **Choosing the Right Finance Options** Students explore where businesses get money from – like loans, investors, or retained profits – and weigh up the pros and cons of each source for different business needs. ★ **Improving Cash Flow and Profitability** Finally, students study how businesses can boost their financial health through cost control, revenue growth, and smart financial management – while recognising the challenges involved.		different types of organisational design and how they support business goals. ★ **Motivating and Engaging Employees** Students learn about motivational theories (such as Maslow and Herzberg) and examine both financial and non-financial ways to motivate staff. This includes things like pay schemes, flexible working, and job enrichment. ★ **Building Strong Employer-Employee Relationships** Students explore how businesses involve employees in decision-making and manage communication. They study the role of trade unions and other representation methods to build positive workplace relations.

A-level Business

Year 13

Curriculum Outline

Link to Catholic Social Teaching: In Year 13, as students study strategic decision-making in business, Catholic Social Teaching (CST) is embedded throughout the curriculum to help students understand that long-term business success must be grounded in ethical, just, and inclusive principles. Students are encouraged to explore how businesses can uphold the dignity of all people by treating employees, customers, and communities with fairness and respect. Discussions around corporate strategy emphasises the common good, asking students to consider how decisions impact wider society, not just shareholders. The concept of solidarity is highlighted when examining how businesses respond in times of crisis or injustice, and subsidiarity is reflected in lessons on inclusive leadership and empowering staff at all levels. Students also learn about participation, recognising the value of listening to stakeholders in shaping strategy. Environmental strategy discussions centre on stewardship of creation, encouraging students to consider sustainability and climate responsibility. Finally, the option for the poor challenges students to evaluate how businesses can prioritise the needs of the vulnerable through responsible sourcing, ethical labour, and community investment. In doing so, students are not only prepared for business exams, but also for values-led decision making in the world of work.

Advent 1	**Unit 7 – Analysing strategic position**	**Advent 2**	**Unit 8 – Choosing strategic direction**
Description	★ **Understanding Mission and Strategy** Students explore how a business defines its purpose and long-term goals by examining its mission, corporate objectives, and strategic planning. They learn how internal and external factors (like ownership or global trends) shape strategic decisions and the difference between strategies and day-to-day tactics. ★ **Interpreting Financial Performance** Students learn how to assess a company's financial health using key financial documents (such as balance sheets and income statements) and ratios like profitability, liquidity, and efficiency. This builds confidence in understanding business performance and making financial comparisons over time or against competitors.	Description	★ **Deciding Which Markets to Enter** Students learn how businesses decide which markets to compete in and which products to offer. They explore tools like the Ansoff Matrix, which helps businesses consider strategies such as expanding in current markets, entering new markets, developing new products, or diversifying into completely new areas. ★ **Understanding Strategic Growth Options** Students study the reasons behind choosing different growth paths, such as increasing sales in existing markets or diversifying. They learn the benefits and risks of each option, helping them understand how businesses plan to grow successfully. ★ **Choosing How to Compete – Strategic Positioning** Students learn how businesses position themselves to compete effectively, focusing on delivering value

	★ **Assessing Internal Strengths Beyond Finance** Beyond the numbers, students analyse performance in marketing, operations, and human resources. They explore what makes a company unique (its core competencies) and use tools like the Triple Bottom Line to evaluate business success not just by profit, but by its impact on people and the planet. ★ **Evaluating Political and Legal Factors** Students investigate how political and legal changes (such as government regulations, employment law, and trade policies) affect businesses. They consider how companies adapt their strategies to remain compliant, ethical, and competitive in a changing regulatory landscape. ★ **Understanding Economic Influences** Students interpret real-world economic data—such as interest rates, inflation, and GDP—to understand how economic changes in the UK and globally impact business decisions. They explore how external shocks and economic policy shape strategic planning. ★ **Responding to Social and Technological Change** Students examine the effects of changing demographics, social expectations, and emerging technologies on businesses. They reflect on the growing importance of corporate social responsibility (CSR), ethical behaviour, and how businesses must adapt to meet modern consumer expectations.		either through lower prices, unique product features, or targeting specific market niches. Students learn about Porter's key strategies: cost leadership, differentiation, and focus. ★ **Factors Influencing Strategic Choices** Students explore what influences a business's choice of strategy, including market conditions, competition, and customer needs. This helps them see why businesses make choices to gain an edge. ★ **Maintaining a Competitive Advantage** Students examine the benefits of having a strong competitive advantage and discuss the challenges businesses face in keeping this advantage over time in a changing market environment.

Lent 1	Unit 9 – Strategic Methods – How to pursue strategies	Lent 2	Unit 9 – Strategic Methods – How to pursue strategies
Description	★ **Understanding Business Growth and Retrenchment** Students explore why businesses choose to grow or downsize (retrench). They examine the advantages and challenges of expanding or cutting back operations, and how this impacts the different departments within a business. ★ **Types of Growth: Organic vs. External** Students learn the difference between growing naturally (organically) and through mergers or takeovers (external growth). They assess the risks and benefits of each and how they affect a business's long-term success. ★ **Managing the Challenges of Growth** Students examine issues like overtrading, diseconomies of scale, and how businesses manage the complexities that come with expansion. They also look at how economies of scale and synergy can benefit a growing business. ★ **Methods of Growth and Integration Strategies** Students analyse different ways a business can expand—such as through franchising, joint ventures, or mergers—and explore strategies like horizontal, vertical, or conglomerate integration to increase market power.	Description	★ **Innovation and Staying Competitive** Students understand why innovation is essential in business. They explore how companies develop new products and processes, foster a culture of innovation through techniques like Kaizen and intrapreneurship, and protect ideas through patents and copyrights. ★ **Going Global – International Expansion** Students explore why businesses target international markets and the benefits and risks involved. They learn about methods of entering foreign markets—like exporting or setting up local branches—and how to manage cultural and operational challenges abroad. ★ **Producing and Sourcing Internationally** Students look at the strategic decisions businesses make about where to manufacture goods or source materials. They assess the pros and cons of offshoring and reshoring and how globalisation affects competitiveness. ★ **The Role of Digital Technology in Strategy** Students explore the impact of digital tools on business strategy. This includes automation, e-commerce, data mining, and big data—helping students understand how businesses use technology to drive efficiency and make smarter decisions.
Pentecost 1	**Unit 10 – Managing strategic change**	**Pentecost 2**	**Revision**
Description	★ **Understanding and Managing Change** Students explore why change happens in business, whether driven by internal developments or external pressures like new technologies or economic shifts. They'll learn to analyse change using tools like **Lewin's Force Field Analysis**, and evaluate the importance of being a **flexible, adaptable organisation**.	Description	As students approach the end of their A-level Business course, the focus during the Pentecost term shifts to structured, purposeful revision to help them prepare confidently for their final exams. This period is designed to consolidate their knowledge from the past two years, strengthen their exam technique, and refine their ability to apply business concepts in a variety of scenarios. Through targeted practice, personalised support, and skills development, students will be equipped with the tools they need to

	★ **Overcoming Resistance to Change** Change can be difficult. Students will study why employees and stakeholders might resist change using **Kotter and Schlesinger's theories** and explore practical methods for overcoming these barriers so that change can be implemented smoothly and effectively. ★ **Exploring Organisational Culture** A business's culture (its values, beliefs and working style) can be its biggest strength or greatest obstacle. Students will examine different cultural models (such as Handy's model) and understand how culture influences strategy—and the challenges that come with trying to change it. ★ **Implementing Strategy Effectively** Students investigate what makes strategy work in the real world. This includes the role of **strong leadership**, **clear communication**, and the right **organisational structure**. They'll also learn to apply **network analysis tools** to plan projects and identify critical deadlines. ★ **Why Strategies Sometimes Fail** Not all strategies succeed. Students analyse the difficulties businesses face during strategic decision-making and implementation. They'll understand concepts like **planned vs emergent strategy**, **strategic drift**, and the importance of staying aligned with long-term goals. ★ **Crisis and Contingency Planning** Finally, students will consider what happens when things go wrong. They'll explore the value of **contingency plans** and **crisis management**, learning how businesses prepare for the unexpected to protect their operations, reputation, and long-term future		perform at their best and approach each exam paper with confidence and clarity. ★ **Comprehensive Revision of Key Topics** Students will revisit all major themes from Units 1–10 of the AQA A-level Business course, reinforcing their understanding of strategy, marketing, finance, operations, human resources, and the external environment. ★ **Mastering Exam Technique** There will be a strong focus on how to approach different types of exam questions, including essays, data response and multiple-choice questions—helping students to write clearly, structure arguments and manage their time effectively in exams. ★ **Building Confidence with Quantitative Skills** Students will practise essential business calculations, such as profit margins, break-even analysis, and investment appraisal (including ARR and NPV), along with interpreting index numbers, graphs and data tables. ★ **Analysing and Evaluating Business Scenarios** Using real-world case studies, students will improve their ability to analyse qualitative and quantitative information to make informed business decisions and justify their reasoning with clear evaluation. ★ **Improving Accuracy with Data Interpretation** Students will develop confidence in interpreting and applying numerical and written data, including ratios, percentages, trends and business performance metrics across a range of business contexts. ★ **Targeted Practice and Personalised Feedback** Through structured exam practice and personalised teacher feedback, students will identify their strengths and areas for improvement, helping them to prepare effectively and perform with confidence in their final A-level exams.