

Statement of Intent

Studying Retail Business at Raynes Park High School provides students with the knowledge, understanding and skills required for entrepreneurship or employment in the retail sector. The intent of the Business curriculum is for students to fully comprehend the internal factors that impact a business' success as well as the external factors that may influence them, including how to adapt in order to survive challenging times. It is difficult to overstate the importance of the retail industry to the UK economy. The employment opportunities presented by the retail business sector are diverse and expansive with a current employment rate of almost 3 million. The value of equipping young people with the knowledge and skills with which to forge careers in this lucrative and diverse sector is quite extraordinary.

Key Stage 4 Curriculum

The WJEC Retail Business qualification comprises of three externally assessed assessments:

- Customer Relations (controlled conditions)
- Merchandising and Marketing (controlled conditions)
- Written examination (content includes competitive and dynamic markets, economic factors, profitability)

Students in Year 10 enjoy 3 x 1-hour lessons a week where they learn about the internal factors that influence a business' success such as effective marketing, financial planning and efficient resource and operations management. Students go on to learn about the external factors that influence a business including economic, social, technological, legal and environmental factors and the importance of adapting to survive in changing circumstances. The two controlled assessments are completed in Year 10.

In Year 11 students will continue studying theory to prepare for their examination in the summer. The examination is 40% weighted; the two controlled assessments are equally 30% weighted. The qualification is graded overall as L1/2 Pass, Merit, Distinction or Distinction*.

Key Stage 5 Curriculum

Key Stage 5 students follow the OCR Cambridge Technical Business Studies qualification which suitably prepares them for Higher education routes including Business Management/ Accounting or Economics via either University or an Apprenticeship route. Business Studies opens pathways for a vast range of career opportunities ranging from Accounting to Project Management.

Year 12 students enjoy 3 x 1- hour lessons preparing for their Examination alongside 2 x 1-hour lessons completing coursework to meet the needs of two externally – set assignment briefs. This allows a mixed approach to learning and enables students to acquire a broad range of subject knowledge.

At Key stage 5 students learn more about the internal factors that influence a business' success such as effective marketing, human resource management, raising finance and operations management as well as the external factors that can impact and influence business behaviour.

In Year 13 students complete a final coursework unit and an additional examination enabling them to develop a greater understanding of workplace protocols and UK compliance.

Extended Learning

What we offer to extend the learning of our students

Year 10 –Education Visit to Chelsea Football stadium: In the summer term some of our Year 10 students have the opportunity to visit Chelsea Football Club to learn about the club's merchandise, marketing and finance as part of our enrichment offering.

Year 12 - Educational Visit to Wimbledon Common Golf Club: Students are taken on a tour of the grounds and have the opportunity to ask questions about the Business model to assist with the completion of coursework.

What can parents do to support extended learning in this subject?

- Make connections with the wider world, watch the news together, discuss current affairs, economic events and the impact on the world we live in e.g. how income inequality might affect consumers and businesses
- Watch documentaries and discuss the business element of your child's interest i.e. a struggling football club is a failing business model
- Encourage wider reading e.g. Broadsheets and Periodicals such as The Harvard Business Review or The Economist and discuss how politics and climate change, for example, impact businesses at a local, national and global level
- When you visit events such as football matches, a fair or a museum, ask questions about the business model behind the venue e.g. What do you think the start-up costs involved for this business? What do you think their long-term growth and expansion plans include? How would you diversify the current business model? What proportion of the business do you think relies on merchandising? How would you market this brand and why?
- Discuss your own career and explain how the company you own/work for is organised and the day-to-day operations of the business
- When homework is set with differentiated assessment criteria, encourage your child to aim for the highest level
- Follow business journalists on social media platforms e.g. Instagram or Twitter and discuss current affairs topics at home