



Woodkirk Academy

Business

How we identify MAA in Business

As the subject is not studied before KS4 the starting point is to look at students grades from Mathematics and English at the end of KS3. Generally the top 10% of students who have chosen Business are highlighted as possibly More Academically Able (**MAA**). Consideration is then given to where these students are ranked within the whole year group before a final decision is made.

How we identify UA in Business

A secondary school student is considered to be Upper Ability (**UA**) if the average level he/she achieved in his/her Key Stage 2 English and Mathematics SATs is Level 5 or above. Year 7 students who completed the new Key Stage 2 exams in 2016 have been identified using an equivalent measure.

UA and MAA students in Business are likely to show evidence of the following skills:

- Consistently high levels of engagement
- Seeking to independently further their understanding and knowledge of the subject
- Extensive subject knowledge, quick to assimilate new concepts and ideas and connect ideas
- Use subject specific vocabulary confidently and accurately
- Demonstrate an ability to apply their business knowledge to the business environment outside the classroom and unfamiliar contexts
- Ask extending/challenging questions. Constantly want to know “why?”
- Demonstrate an ability to apply and evaluate business concepts to real businesses
- Be creative in their thinking, frequently going beyond the obvious solution to a problem. Prepared to challenge the conventional view
- Able to see both sides of an argument
- Communicate effectively using both the written and spoken word

Strategies for Success

During Business lessons, your son/daughter will be stretched and challenged as much as possible. The emphasis will be to develop the skills identified earlier. This will be done by using a variety of methods and strategies such as:

- Use higher order questioning – open questions such as what if and why?
- Use super-learner activities which develop higher level thinking skills – analysis, synthesis and evaluation
- Develop a classroom culture in which wrong answers are viewed as learning opportunities rather than failure
- Presenting the curriculum as a series of problems to be solved rather than a body of knowledge
- Working at a faster pace with the students
- Facilitating rather than directing the learning – giving students independence
- Giving less time given to instruction so there is more time for questioning
- Introducing problem solving activities which can be sustained over a number of lessons
- Using the academically able to be leaders of groups
- Emphasising and encouraging investigation into real businesses
- Using target setting strategies to encourage ambitious work by the most able
- Encouraging independent study and setting individual goals

Challenges for UA in Business and how to overcome these

Challenge	Overcome
Writing sufficient detail in extended writing answers to enable student to access higher mark band.	Use of exemplar material and answers to show what a grade 9/A looks like. Students will be given copies of such work
Develop the correct exam technique to show high level analysis and evaluation	Mastery of the AJIM technique to answer 9 mark questions
Learning the large amount of course content required for the terminal examinations	Completion of past papers, revision out of lesson time, learning checks after the completion of units of work, Sticky learning tasks to link Year 9 and Year 10 work with Year 11.

How can Parents help?

Below are a few suggestions where you might be able to help:

- Encourage your son/daughter to watch the news, particularly business related news or stories so they can keep up to date with what is happening in the world around them
- Get them to read a quality daily newspaper – an on-line version is fine
- Watch TV programmes such as The Apprentice and The Dragons' Den. Talk with your son/daughter about these programmes – success stories or failures!
- Talk about your own job or business experience (if suitable)
- Provide opportunities for them to see real businesses in operation. This could be something as simple as a customer service situation when out shopping

Please use the following websites to help support your son/daughter:

www.tutor2u.net (revision presentations and notes)

www.bbc.co.uk/education (GCSE Bitesize revision activities and notes)

www.youtube.com (lots of revision videos)