



Subject: IGCSE BUSINESS STUDIES

Year/Course: Year 10

Knowledge and Understanding

By the end of this course students will have looked in detail at:

- Business Activity and the Changing Environment
- Human Resource Management
- Marketing
- Production
- Accounting and Finance

The business world impacts on our lives every day. Business Studies gives you the opportunity to investigate how businesses work. It is a subject that is particularly relevant to our lives in Hong Kong, and to your future.

You will have to consider questions such as: How do firms decide on a price; how do they motivate their staff; where do they get their money from; how are profits used; how are goods made; how does the external environment affect internal decisions?

Subject Specific Skills developed

Key skills developed by the course are those of:

Building a strong knowledge and understanding of Business terms and concepts.

Developing analytical skills applied to Business case study situations.

Developing fluent evaluation skills so reasoned judgments on different Business situations can be reached.

Transdisciplinary and Generic Skills developed

The course will allow students to develop a range of trans-disciplinary and generic skills including:

- Communication - written, oral, visual and electronic.
- Learning Technologies - active learning through on line resources.
- Numeracy - particularly through the finance unit.
- Risk taking - through e.g. business enterprise.

Assessment

- Students will face of range of assessment including:
- Presentations
- Displays
- Team work
- Debates
- Role plays

- Individual Unit tests
- Research
- Question/Answer
- Formative agreed homeworks
- Peer and self assessment
- End of year and Mock examinations

Challenge for All

1)All students are appropriately challenged through e.g. extension activities arise naturally from the task or are provided. Several finishing points are possible allowing a sense of completion at various stages.

2)A variety of teaching strategies is employed to allow for different preferred learning styles.

3)Work allows for the range of students' language needs and attainment in the group e.g. schemes of work provide core and extension work for all abilities. The quantity of structure provided is varied.

4)Teachers expectations are matched to their students' abilities and language needs e.g. Teachers responses to students oral and written work is differentiated to provide support and encouragement and challenge.

Subject: BTEC Intermediate Business
Year/Course: Intermediate Diploma

Knowledge and Understanding

By the end of this course students will understand the different types of businesses and how they operate. There is a unit dedicated to people in the workplace that will include helping students to plan their own careers. Students will also gain an appreciation of the importance of Customer Service in business. They will develop a broader knowledge of the real world of business through business visits and guest speakers.

Subject Specific Skills developed

BTEC Business is a vocational course. The focus is on the practical application of business theory to real situations. Students will have to be able to work independently and as part of a team. The units are assessed through coursework projects but it will also include activities such as customer service role plays, resume and job application preparation.

Transdisciplinary and Generic Skills developed

BTEC courses are designed to develop six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. The six groups of skills are: Team workers; self-managers; independent inquirers; reflective learners; creative thinkers and effective participators.

Assessment

BTEC Business is assessed at three levels, Pass, Merit and Distinction. Students have to complete six individual projects. There are no formal examinations and the coursework is continuously assessed. Each unit has specific assessment criteria based on the three levels allowing tasks to be differentiated appropriately.

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Subject: BTEC Business
Year/Course: Advanced Diploma

Knowledge and Understanding

By the end of this course students will understand how a business operates. Students will cover the traditional business subjects such as Marketing, Human Resources, Finance and Production. They will also gain a broader knowledge of the real world of business through activities such as developing their own career development profile and managing an actual business event. Work placements, business visits and guest speakers will also provide genuine context for their learning.

Subject Specific Skills developed

BTEC Business is a vocational course. The focus is on the practical application of business theory to real situations. Students will have to be able to work independently and as part of a team. The units are assessed through coursework projects but it will also include activities such as managing their event.

Transdisciplinary and Generic Skills developed

BTEC courses are designed to develop six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. The six groups of skills are: Team workers; self-managers; independent inquirers; reflective learners; creative thinkers and effective participators.

Assessment

BTEC Business is assessed at three levels, Pass, Merit and Distinction. Students have to complete six individual projects. There are no formal examinations and the coursework is continuously assessed. Each unit has specific assessment criteria based on the three levels allowing tasks to be differentiated appropriately.

Challenge for All

The coursework nature of the BTEC allows individuals to stretch themselves to their own potential. It also enables teachers to provide individual feedback throughout the course.

Subject: IB BUSINESS & MANAGEMENT
Year/Course: IB Higher

Knowledge and Understanding

By the end of this course students will have addressed the rationale for forming business organisations and the principles, practices and skills commonly employed to make the decisions that make them successful. Specific content includes:

UNIT 1	BUSINESS ORGANISATION & ENVIRONMENT
UNIT 2	HUMAN RESOURCES
UNIT 3	ACCOUNTS & FINANCE
UNIT 4	MARKETING
UNIT 5	OPERATIONS MANAGEMENT
UNIT 6	STRATEGIC PLANNING

Subject Specific Skills developed

This course would be successful in preparing our students for and exposing them to various business skills to meet the needs of a career in the corporate world.

The aims of this course are to:

- promote importance of exploring from different cultural perspectives;
- encourage a holistic view of the world of business;
- enable a student to develop to think critically;
- enable a student to understand the concepts of global economy, business ethics and social responsibilities of all stakeholders of the business environment; provide progression from school to higher education or employment in industry or commerce.

Transdisciplinary and Generic Skills developed

The course will allow students to develop a range of trans-disciplinary and generic skills including:

- Communication - written, oral, visual and electronic.
- Learning Technologies - active learning through on line resources.
- Numeracy - particularly through the finance unit.
- Risk taking - through e.g. business enterprise.
- Independent learning - particularly through the I.A.

Assessment

Students will face of range of assessment including:

- Presentations
- Displays
- Team work
- Debates
- Role plays
- Individual Unit tests
- Research

- Question/Answer
- Formative agreed homeworks
- Peer and self assessment
- End of year and Mock examinations
- Internal Assessment

Challenge for All

1) All students are appropriately challenged through e.g. extension activities arise naturally from the task or are provided. Several finishing points are possible allowing a sense of completion at various stages.

2) A variety of teaching strategies is employed to allow for different preferred learning styles.

3) Work allows for the range of students' language needs and attainment in the group e.g. schemes of work provide core and extension work for all abilities. The quantity of structure provided is varied.

4) Teachers expectations are matched to their students' abilities and language needs e.g. Teachers responses to students oral and written work is differentiated to provide support and encouragement and challenge.