

# Business Studies with Economics

## Subject Knowledge Audit

The subject knowledge audit

This audit aims to do several things:

- to help you know what subject knowledge means for your subject
- to help you identify your strengths and areas for development in subject knowledge
- to allow your Academic Trainer and Training Mentors to track your progress in developing subject knowledge and guide you in increasing your knowledge
- to play a part in helping you to provide evidence of your achievement against the Teachers' Standards that relate to subject knowledge.

Please complete your Subject Knowledge Audit using the Exam Specifications for GCSE and A Level:

- Business GCSE Edexcel [Specification](#)
- [Pearson Edexcel A Level Business: Specification](#)
- [Edexcel GCSE and GCE 2014](#)

### **The features of subject knowledge**

There are different ways to think about subject knowledge in the context of teacher training. In its broadest sense, it can consist of the information, concepts, processes and skills in the subject, as well as the methods to teach, plan and assess it. For the purpose of this audit, the focus is mainly on the subject matter itself, though you should also be aware of the concepts and processes that underpin this material and how this fits in with the new curriculum and examination syllabi at KS4 and in the 6<sup>th</sup> form.

### **THE NEED TO KNOW**

No teacher knows everything about their subject and there is no way they can. In some subjects there is no defined list of topics or other information that must be known. For others, the details of subject knowledge are more important. What is essential, however, is that you make sure that you become sufficiently knowledgeable in any topic you need to teach during a school placement. You will certainly discover that one of the best ways to increase subject knowledge is to teach it to someone else.

### Making accurate judgements

At first, you may find it difficult to make accurate judgements about your level of subject knowledge. You may either overestimate or underestimate what you know in relation to the standard at which it needs to be taught. Reading text books and course documents, careful observation and your own teaching experience will improve your ability to make more accurate judgements during the course. Your level of subject knowledge will also be assessed by your Academic Trainer, Training Mentors and others work you do. You need to keep a copy of your subject knowledge audit in your Professional Learning and Practice Portfolio (PLPP).

# **LEVELS OF SUBJECT KNOWLEDGE**

## **The four levels**

The audit identifies four levels of subject knowledge. These range from Level 1 as the highest level, though to Level 4 as the lowest level. For Business, the definitions are as follows (see below). The definitions focus on your knowledge of the material rather than on the teaching methods needed to teach it.

### **Level 1**

Your knowledge is current and to a degree standard that would make you secure to teach the subject to any level in a school, up to and including A level courses. You know and understand both the fundamental principles and the complexities of the topic. You may need to undertake some revision of the topic, especially to update case studies.

### **Level 2**

Your knowledge is good and would enable you to teach the material to teach the material competently and confidently to at least GCSE standard. Some of your ideas may be outdated. You would benefit from some revision and updating.

### **Level 3**

Your knowledge is sound, but you do not feel confident to teach the material to KS4 standard. You are unsure of the fundamental principles of the topic and may also feel you need considerable revision of the material so that you can become confident to teach the topic to at least GCSE standard.

### **Level 4**

You have never studied the topic, or your knowledge is not sufficient to teach it to any standard. If required to teach this topic, you will need to read text books and schemes of work to see what needs to be taught and the level that is appropriate.

## Entries in your audit

There are six times during the year by which date you need to update this audit. You can do this by waiting until the set dates, or by making regular entries, especially during school training.

- First audit for the PGCE interview
- Progress Review Point 1 (October)
- Progress Review Point 2 (January)
- Progress Review Point 4 (April)
- Progress Review Point 5 (Final)

## Improving subject knowledge

The subject work in your PGCE course is mostly about how to teach the subject, rather than about teaching you the material to teach. You will, however, improve your subject knowledge through learning about how to teach it. You must also appreciate that you will need to take responsibility for learning new material and raising your level of subject knowledge, especially when working in schools on placements. Your Academic Trainer and Training Mentors can help with resources and in other ways, but this is an aspect of the course in which you need to develop independent strategies for learning. For example, pairing up with another teacher from your subject group who has different skill sets to your own to share expertise and resources.

## SUBJECT KNOWLEDGE AUDIT FOR BUSINESS

Enter your level of knowledge at each of the five dates during the course. Use the final column for notes to describe the origin of your knowledge, for example, from a degree module, work experience, AS/A2 level etc., to describe actions you take to improve your knowledge and to refer to where evidence of your achievement can be found.

<b>Knowledge of Subject</b>	Interview	Initial Tutorial	PRP 1	PRP 2	PRP 3	Progress log: origin of knowledge (degree course etc.), actions taken and reference to evidence
<b>Human Resources: motivation</b>	4	3	1			<p>Topic not studied since Year 11 in school.</p> <p>20/04/21 Developed resources and then a series of 3 lessons on motivation for training phase 2</p> <p>28/10/20 Developed a medium term plan on motivation</p> <p>22/11/20 Taught and evaluated the unit of work on motivation</p> <p>Covered in XXXX Degree within module XXXX.</p>

<b><u>Knowledge of Subject</u></b>	Interview	PRP 1	PRP 2	PRP 3	PRP 4	Progress log: origin of knowledge (degree course etc.), actions taken and reference to evidence
<b>KEY CONCEPTS</b>						
<b>Nature and Purpose of Business</b> To include aims, objectives and common reasons for starting a business						
<b>Entrepreneurship</b>						
<b>Business Forms and Ownership</b> To include share price and influences on share price						
<b>Competition</b>						
<b>Stakeholders</b> To include stakeholder mapping						
<b>PESTLE Analysis</b>						
<b>SWOT Analysis</b>						
<b>Management and Leadership</b> To include; <ul style="list-style-type: none"> <li>• theories of management and leadership</li> <li>• Tannenbaum and Schmidt's continuum of leadership</li> <li>• Blake Mouton grid</li> </ul>						
<b>Scientific Decision making</b> To include decision trees, calculation and interpretation						
<b>MARKETING</b>						
<b>Setting Marketing Objectives</b>						
<b>Market Research</b>						
<b>Analysing Marketing Data</b>						

<b>Knowledge of Subject</b>	Interview	PRP 1	PRP 2	PRP 3	PRP 4	Progress log: origin of knowledge (degree course etc.), actions taken and reference to evidence
<b>Price and Income Elasticity of Demand</b>						
<b>Market Segmentation</b>						
<b>The Marketing Mix</b>						
<b>Digital Marketing and E-commerce</b>						
<b>OPERATIONS MANAGEMENT</b>						
<b>Calculation and interpretation of operations data</b> To include unit cost and labour productivity						
<b>Capacity Utilisation</b>						
<b>Economies and Diseconomies of Scale</b>						
<b>Production Methods</b>						
<b>Efficiency</b>						
<b>Quality Assurance, Quality Control and TQM</b>						
<b>Stock Control Systems</b>						
<b>Managing Supply Chains</b>						
<b>Critical Path Analysis</b>						
<b>FINANCE</b>						
<b>Sources of Finance – Internal and External</b>						
<b>Investment Appraisal</b>						
<b>Financial Objectives</b>						
<b>Break Even Analysis</b>						
<b>Budgeting</b>						

<b>Knowledge of Subject</b>	Interview	PRP 1	PRP 2	PRP 3	PRP 4	Progress log: origin of knowledge (degree course etc.), actions taken and reference to evidence
<b>Cash Flow Forecasts and Statements</b>						
<b>Improving Cash Flow</b>						
<b>Profitability and Liquidity</b> To include calculation and interpretation of ratios						
<b>HUMAN RESOURCES</b>						
<b>Hard vs Soft HR</b>						
<b>Organisational Structures</b>						
<b>Recruitment and Selection</b>						
<b>Training Methods</b>						
<b>Motivation</b> Financial and non-financial methods including knowledge of motivational theorists e.g. Maslow, Taylor						
<b>Employee Relations</b> To include the role of trade unions and works councils						
<b>Employment Law</b>						
<b>EXTERNAL INFLUENCES</b>						
<b>Economic Change</b> To include <ul style="list-style-type: none"> <li>• GDP</li> <li>• Taxation</li> <li>• Exchange Rates</li> <li>• Inflation</li> <li>• Recession</li> <li>• Unemployment</li> </ul>						
<b>EU Membership</b> To include the influences of 'Brexit' on UK businesses						

<b>Knowledge of Subject</b>	Interview	PRP 1	PRP 2	PRP 3	PRP 4	Progress log: origin of knowledge (degree course etc.), actions taken and reference to evidence
<b>Corporate Social Responsibility</b>						
<b>Technological Change</b>						
<b>Legislation</b>						
<b>Mergers and Takeovers</b>						
<b>KEY SKILLS</b>						
Ability to access and use current information and articles on businesses						
Assess the suitability of resources from online sources such as TES and YouTube						
The ability to create, support and manage VLE platforms to aid learning						
The ability to use social media platforms such as Twitter to explore and exchange ideas for teaching business						
Understand the main command words used to assess students						
Understanding the criteria for assessing work in business						

## DEVELOPING SUBJECT KNOWLEDGE IN BUSINESS

There are several contexts in which you will develop your subject knowledge before and during the course.

- Your fellow trainees - you will all be expected to pair up during the year to share your subject knowledge with each other- everyone will have different strengths
- Subject workshops: these are about how to teach, not what to teach, though you will develop some subject knowledge during some of these sessions through various teaching and learning activities and use of resources.
- School placements: these are where you will need to ensure that you are familiar with every topic that you have to teach.
- Individual research: reading texts, business journals, newspaper articles, TV programmes, web sites etc.

The world of business is dynamic; this makes teaching the subject both enjoyable and challenging. Text books rapidly date as areas of study and topics of current interest change. It is your responsibility to ensure that your subject knowledge stays up to date to that you are always teaching using materials that are current and relevant.