

# A Level Business Studies

## Curriculum Intent 2021-2022

### Core aims of the subject at Key Stage 5

Business studies is a rich and varied subject that prepares students for all aspects of working life. No matter what industry students will eventually find themselves in after their learning journey, they will need to work successfully and understand the nature of working in an organisation with other people and clear objectives. People who are successful in business not only transform their own lives but the lives of others, James Dyson helped keep our houses clean and Steve Jobs connected us to the world around us through his revolutionary Apple products. Business studies is a broad and fascinating subject that keeps evolving as the world that we live in as employers, employees and consumers does to. Business studies therefore underpins almost any role and as such can offer exciting and well-paid careers.

This qualification will give your son/daughter the opportunity to explore real business issues and how businesses work. Students will consider the practical application of business concepts whilst adopting a holistic approach to the subject, the course demonstrates the interrelated nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations to provide a dynamic specification. The depth and breadth of the content is designed to engage and inspire students through topics and issues that are relevant in today's society – they will study key contemporary developments such as digital technology and business ethics which typically looks at how businesses make decision and their community involvement, helping students to reflect critically on theirs. The curriculum continues to focus on developing resilient learners who are able to recover from mistakes and effectively solve problems. This will help develop lifelong learning and future preparation. We endeavour to make the curriculum as fun and interesting as possible with a high level of challenge by offering breadth and depth of experiences for the students in order to motivate their active engagement and inspire them to be successful business people or even the next famous Entrepreneur! Our aim is to ensure that you develop and achieve Business understanding that is directly transferable, not only to other subjects, but also beyond, developing a wide range of practical and theoretical skills that will prepare you for the future. Therefore, this course is aimed to prepare students with the knowledge, skills and confidence to be ready for the next stage of their life either in further education or career.

The curriculum provides challenges and new experiences in organisational design, management and decision making and operations, marketing and finance. The course is logically designed so that it is equally accessible by students that have and have not studied business studies previously. Over the 2 years, students will continue in the development their understanding of how organisation operate successfully by developing their knowledge and understanding of business strategy, organisational change, culture and project management.

We aim to enable students to develop a love for the subject and an understanding that there are no limits to their personal development in understanding the complexity of business and applying their expertise to business case studies in a consultative capacity.

Our vision is to provide quality business education to equip students to use organisational and holistic thinking and creativity to understand and change the world. Business studies has deep links with mathematics, psychology, sociology, and design and technology, and provides insights into both profit making and not for profit organisations.

Irresistible and enriching learning by a wide range of educational experiences to engage, cultivate and extend lifelong learning. All students take part in challenging opportunities by being invited to take part in the ICEAW Business competition and we offer the opportunity to participate to an amazing trip to New York that extends the theory in the classroom to the real work in some exciting locations such as the Rockefeller Centre and the Empire State Building.

## Assessment

### Internal Assessment

Students will be given a wide range of opportunities to apply their business knowledge, skills and concepts through multiple choice, short, medium and long answer questions. Students will also complete an online revision programme of study that will be monitored for progress and completion by their subject teacher. Over time, their performance will determine their predicted grades based on the core principles A LEVEL Business. Please see website for the formal internal assessment record.

### External Assessment:

- Paper 1: What's assessed All content above Assessed • written exam: 2 hours • 100 marks in total • 33.3% of A-level Questions Three compulsory sections: • Section A has 15 multiple choice questions (MCQs) worth 15 marks. • Section B has short answer questions worth 35 marks. • Sections C and D have two essay questions (choice of one from two and one from two) worth 25 marks each. Paper 2 Written exam, subject coverage: • Business in the real world • Influences on business • Marketing • Finance: 1 hour 45 minutes • 90 marks
- Paper 2: What's assessed All content above Assessed • written exam: 2 hours • 100 marks in total • 33.3% of A-level Questions Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.
- Paper 3: Business 3 What's assessed All content above Assessed • written exam: 2 hours • 100 marks in total • 33.3% of A-level Questions One compulsory case study followed by approximately six questions.

## Homework

Set in the format of a case study exam essay questions, multiple choice practise exams and wider reading of the subject to include real case study examples of business activity in the news.

## Clubs and/or intervention

As needed.

## Parental/Carer support

Parents/Carers can find the subject content and specification at: <https://filestore.aqa.org.uk/resources/business/specifications/AQA-7131-7132-SP-2015.PDF>. Parents/Carers can also support by encouraging your child to spend at least 4 hours per week completing self-directed study/wider reading. Finally discussions on Business news and watching the Business news together on a regular basis will facilitate a deeper understanding of the subject in a real world context.

### Helpful sources of information

<https://www.aqa.org.uk/subjects/business/as-and-a-level/business-7131-7132>

<https://www.senecalearning.com/> - This is a highly effective revision website that tracks pupil progress through the specification

<https://www.tutor2u.net/business>

### Connections to future pathways

Careers: Accountant, Management Consultant, Social Media Manager, Financial Analyst, Business Teacher, Business Reporter, Actuarial analyst, Business adviser, Business analyst, Business development manager, Corporate investment banker, Data analyst, Data scientist, Forensic accountant, Insurance underwriter, Management consultant, Project manager, Risk manager, Stockbroker, Supply chain manager.

Future learning: Degree in Business Management or related disciplines, Apprenticeship in numerous fields such as business administration, marketing, finance, logistics, human resources.

## Year 12 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p style="text-align: center;"><b>3.1 What is Business</b></p> <p>Want to know why businesses exist and what it takes to start one? Well this unit will show you all of this and more, from stakeholders and how they affect day to day trading and decision making to the competition and how you go about being a formidable competitor. Fancy yourself as a budding Entrepreneur or just see yourself working in a business environment, this section will give you the strong foundations.</p>		

	<p><b>3.1 Why businesses exist</b>  Business objectives such as profit, growth, survival, cash flow, social and ethical objectives.</p> <ul style="list-style-type: none"> <li>➤ The relationship between mission and objectives</li> <li>➤ Common business objectives</li> <li>➤ Why businesses set objectives</li> <li>➤ The measurement and importance of profit. The measurement of profit should include: <ul style="list-style-type: none"> <li>• revenue (also turnover and sales)</li> <li>• fixed costs</li> <li>• variable costs</li> <li>• total costs.</li> </ul> </li> </ul> <p><b>3.1.2 Understanding different business forms</b></p>	<ul style="list-style-type: none"> <li>➤ Multiple Choice Question Activities</li> <li>➤ Teacher/pupil questioning</li> <li>➤ Exam style question practice (homework's and in class)</li> </ul>	<ul style="list-style-type: none"> <li>➤ This section underpins all future learning in Business studies</li> <li>➤ Links to the starting point of any business degree</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Reasons for choosing different forms of business and for changing business form</li> <li>➤ Different forms of business include: <ul style="list-style-type: none"> <li>• sole traders</li> <li>• private limited companies and public limited companies</li> <li>• private sector and public sector organisations</li> <li>• non-profit organisations such as charities and mutuals.</li> </ul> </li> <li>➤ Issues with different forms of business include:</li> </ul>		

- unlimited and limited liability
  - ordinary share capital
  - market Capitalisation
  - dividends.
  - The role of shareholders and why they invest
  - Influences on share price and the significance of share price changes
  - The effects of ownership on mission, objectives, decisions and performance
- 3.1.3 Understanding that businesses operate within an external environment**
- How the external environment can affect costs and demand
  - Factors influencing costs and demand to include the effect of:
    - competition
    - market conditions
    - incomes
    - interest rates
    - demographic
    - factors
    - environmental
    - issues and fair
    - trade.

**3.2 Managers, leadership and decision making**

Rationale: What's the big idea? What's the strategic direction to take? Why is that? This unit focuses on what influences a business's decision-making process. Does the personality of the leader affect the decisions being made? How are organisations organised and how does that affect the decision-making process and is there any more scientific way of making decisions using mathematical concepts rather than just using intuition? This unit will help you find out. Do you have big plans to be in charge one day and be the decision maker? This unit will give you the insight you need!

<p><b>Autumn 1 Teacher 2</b></p>	<p><b>3.2.1 Understanding management, leadership and decision making</b></p> <ul style="list-style-type: none"> <li>➤ What managers do The role of managers should include: <ul style="list-style-type: none"> <li>• setting objectives</li> <li>• analysing</li> <li>• leading</li> <li>• making decisions</li> <li>• reviewing.</li> </ul> </li> <li>➤ Types of management and leadership styles and influences on these</li> <li>➤ Theories of management and leadership styles should include: <ul style="list-style-type: none"> <li>• the Tannenbaum Schmidt continuum</li> <li>• the Blake Mouton grid.</li> </ul> </li> <li>➤ The effectiveness of different styles of management and leadership</li> </ul> <p><b>3.2.2 Understanding management decision making</b></p> <ul style="list-style-type: none"> <li>➤ The value of decision making based on data (scientific decision making) and on intuition</li> <li>➤ Scientific decision making should include understanding and interpreting decision trees and calculating expected value and net gains.</li> <li>➤ Decision making to include an understanding of: <ul style="list-style-type: none"> <li>• risks</li> <li>• rewards</li> <li>• uncertainty</li> <li>• opportunity cost.</li> </ul> </li> <li>➤ The use and value of decision trees in decision making</li> </ul>	<ul style="list-style-type: none"> <li>➤ Multiple Choice Question Activities</li> <li>➤ Teacher/pupil questioning</li> <li>➤ Exam style question practice (homework's and in class)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Health Education Expectations</li> <li>➤ Internet safety and harms</li> <li>➤ The similarities and differences between the online world and the physical world, including: <ul style="list-style-type: none"> <li>• the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image or how people may curate a specific image of their life online)</li> <li>• over-reliance on online relationships including social media</li> <li>• the risks related to online gambling including the accumulation of debt</li> <li>• how advertising and information is targeted at them</li> <li>• how to be a discerning consumer of information online</li> </ul> </li> </ul> <p><b>SMSC 1a &amp; 2a</b></p> <ul style="list-style-type: none"> <li>➤ Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</li> <li>➤ Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</li> </ul>
--	---	--	--

	<ul style="list-style-type: none"> <li>➤ Influences on decision making</li> <li>Influences on decision making to include: <ul style="list-style-type: none"> <li>• mission</li> <li>• objectives</li> <li>• ethics</li> <li>• the external environment including competition <ul style="list-style-type: none"> <li>• resource constraints.</li> </ul> </li> </ul> </li> </ul> <p><b>3.2.3 Understanding the role and importance of stakeholders</b></p> <ul style="list-style-type: none"> <li>➤ The need to consider stakeholder needs when making decisions</li> <li>➤ Stakeholder mapping: stakeholder power and interest.</li> <li>➤ Stakeholder needs and the possible overlap and conflict of these needs</li> <li>➤ Influences on the relationship with stakeholders</li> <li>➤ How to manage the relationship with different stakeholders</li> <li>➤ Managing the relationship with different stakeholders includes communication and consultation.</li> </ul>		
--	---	--	--

<p style="text-align: center;"><b>Big Idea: 3.3 Decision making to improve marketing performance</b></p> <p>How can you meet a customer need if you don't know what it is? How can you make marketing mix decisions if you don't know what you price elasticity is? This section focuses on customers and market research methods and will show you exactly how to spot that gap in the market and make a profit! Fancy a career in marketing? You will love this section. Specific syllabus outcomes as set out by AQA are as follows: Students should consider the following throughout this section of the specification: • how developments in technology are affecting marketing decision making and activities (eg digital marketing and the use of social media, relationship marketing and dynamic pricing) • ethical and environmental influences on marketing decisions • market conditions and competition • how marketing decisions help improve competitiveness • the interrelationship between marketing decisions and other functions.</p>			
---	--	--	--

<p style="text-align: center;">Autumn 2 Teacher 1</p>	<p><b>3.3.1 Setting marketing objectives</b></p> <ul style="list-style-type: none"> <li>➤ The value of setting marketing objectives. Marketing objectives include: <ul style="list-style-type: none"> <li>• sales volume and sales value</li> <li>• market size</li> <li>• market and sales growth</li> <li>• market share</li> <li>• brand loyalty.</li> </ul> </li> <li>➤ External and internal influences on marketing objectives and decisions</li> </ul> <p><b>3.3.2 Understanding markets and customers</b></p> <ul style="list-style-type: none"> <li>➤ The value of primary and secondary marketing research. Marketing research should include: <ul style="list-style-type: none"> <li>• qualitative and quantitative data</li> <li>• market mapping.</li> </ul> </li> <li>➤ You should be able to calculate market and sales growth, market share and size.</li> <li>➤ The value of sampling.</li> <li>➤ The interpretation of marketing data. Interpretation of marketing data should include: <ul style="list-style-type: none"> <li>• positive and negative correlation and an understanding of the strength of the relationship</li> <li>• understanding the concept of confidence intervals</li> <li>• understanding extrapolation.</li> </ul> </li> <li>➤ The value of technology in gathering and analysing data for marketing decision making</li> </ul>	<ul style="list-style-type: none"> <li>➤ Multiple Choice Question Activities</li> <li>➤ Teacher/pupil questioning</li> <li>➤ Exam style question practice (homework's and in class)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to AQA A Level Business unit 3.7</li> </ul>
---	--	--	--



- The interpretation of price and income elasticity of demand data  
Students should be able to interpret price and income elasticity of demand data and be able to analyse the impact of changes in price and income on revenue (they do not need to be able to calculate these).  
The value of the concepts of price and income elasticity of demand to marketing decision makers
  - The use of data in marketing decision making and planning
- 3.3.3 Making marketing decisions: segmentation, targeting, positioning**
- The process and value of segmentation, targeting and positioning  
Segmentation methods include:
    - demographic
    - geographic
    - income
    - behavioural segmentation.
 Influences on choosing a target market and positioning  
Targeting may include niche and mass marketing.
- 3.3.4 Making marketing decisions: using the marketing mix**
- Content Additional information
- The elements of the marketing mix (7Ps)
  - The influences on and effects of changes in the elements of the marketing mix

	<p>The marketing mix should be considered for goods and services, both industrial and consumer.</p> <ul style="list-style-type: none"><li>➤ Types of consumer goods considered should include convenience, shopping and specialty products.</li><li>➤ Product decisions Product decisions should include:<ul style="list-style-type: none"><li>• the value of product portfolio analysis and the Boston Matrix</li><li>• the value of the product life cycle model including extension strategies</li><li>• influences on and the value of new product development.</li></ul></li><li>➤ Pricing decisions Pricing decisions should include penetration and price skimming.</li><li>➤ Decisions about the promotional mix Promotional decisions should include the value of branding.</li><li>➤ Distribution (place) decisions Distribution decisions should include multichannel distribution.</li><li>➤ Decisions relating to other elements of the marketing mix: people, process and physical environment</li><li>➤ The importance of and influences on an</li></ul>		
--	---	--	--

	<p>integrated marketing mix Influences on an integrated marketing mix include:</p> <ul style="list-style-type: none"> <li>• the position in the product life cycle</li> <li>• the Boston Matrix</li> <li>• the type of product</li> <li>• marketing objectives</li> <li>• the target market</li> <li>• competition</li> <li>• positioning.</li> </ul> <p>➤ Understanding the value of digital marketing and e-commerce</p>		
			<p>SMSC BV 4bc&amp;f</p> <ul style="list-style-type: none"> <li>➤ An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</li> <li>➤ An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence</li> <li>➤ An understanding of the importance of identifying and combatting discrimination</li> </ul> <p>Links to AQA A Level Business unit 3.7</p>

### 3.4 Decision making to improve operational performance

Rationale: How is that made? This unit looks at methods of production, how to get the best efficiency from your staff and production process, how much should you involve staff in the operational decisions? How to reduce waste and how to choose the right supplier as that could be make or break! Is the business using enough of its capacity? Is it using too much? See yourself as a high flying logistics manager, you will enjoy this section of the course! Specific syllabus outcomes as set out by AQA are as follows: Students should consider the following throughout this section of the specification: • how developments in technology are affecting decision making and activities in operations (eg more online businesses, better links with customers, suppliers and inventory control) • ethical and environmental influences on operations decisions • market conditions and competition • how decisions in operations improve the competitiveness of a business • the interrelationship between operational decisions and other functions.

Autumn  
2  
Teacher  
2

#### 3.4.1 The value of setting operational objectives

- Operational objectives include:
  - costs
  - quality
  - speed of response and flexibility
  - dependability
  - environmental objectives
  - added value.
- External and internal influences on operational objectives and decisions

#### 3.4.2 Analysing operational performance

- Interpretation of operations data
- Calculation of operations data Students should be able to calculate:
  - labour productivity
  - unit costs (average costs)
  - capacity
  - capacity utilisation.
- The use of data in operational decision making and planning

#### 3.4.3 Making operational decisions to improve performance:

- increasing efficiency and productivity.
- The importance of capacity

- Multiple Choice Question Activities
- Teacher/pupil questioning
- Exam style question practice (homework's and in class)

- Links to AQA A Level Business unit 3.4

- The importance of efficiency and labour productivity. How to increase efficiency and labour productivity
  - The benefits and difficulties of lean production.  
Lean production should include 'Just in Time' operations.
  - Difficulties increasing efficiency and labour productivity
  - How to choose the optimal mix of resources. The mix of resources should include an understanding of labour and capital intensive processes.
  - How to utilise capacity efficiently.
  - How to use technology to improve operational efficiency
- 3.4.4 Making operational decisions to improve performance:**
- improving quality
  - The importance of quality
  - Methods of improving quality Methods of improving quality should include quality assurance.
  - The benefits and difficulties of improving quality
  - The consequences of poor quality
- 3.4.5 Making operational decisions to improve performance:**
- managing inventory and supply chains
  - Ways and value of improving flexibility, speed of response and dependability
  - An understanding of flexibility should include mass customisation.
  - How to manage supply to match demand and the value of doing so
  - Ways of matching supply to demand include:

	<ul style="list-style-type: none"> <li>• outsourcing</li> <li>• use of temporary and part time employees</li> <li>• producing to order.</li> <li>➤ Influences on the amount of inventory held Inventory control should include: <ul style="list-style-type: none"> <li>• interpreting inventory control charts</li> <li>• lead time</li> <li>• re-order levels</li> <li>• buffer level of inventory</li> <li>• re-order quantities.</li> </ul> </li> <li>➤ Influences on the choice of suppliers</li> <li>➤ How to manage the supply chain effectively and efficiently and the value of this</li> <li>➤ The value of outsourcing</li> </ul>		
<p style="text-align: center;"><b>3.5 Decision making to improve financial performance</b></p> <p>Rationale: Money, money, money! It's what makes the world go round and is most certainly the main focus for nearly all businesses. This section focuses on the purpose of the finance function, its role within business and how it influences business activity. See yourself as an accountant? Financial controller or finance director this unit will start to give you the skills you need. Specific syllabus outcomes as set out by AQA are as follows: Students should consider the following throughout this section of the specification: • how developments in technology are affecting financial decision making and activities (e.g. crowd funding) • market conditions and competition • ethical and environmental influences on financial decisions • how decisions in finance improve the competitiveness of the business • the interrelationship between financial decisions and other functions.</p>			
<p style="text-align: center;"><b>Spring 1 Teacher 2</b></p>	<p><b>3.5.1 Setting financial objectives</b></p> <ul style="list-style-type: none"> <li>➤ The value of setting financial objectives Financial objectives to include: <ul style="list-style-type: none"> <li>• the concept of a return on investment</li> <li>• an understanding of the proportion of long term funding that is debt.</li> </ul> </li> <li>➤ The distinction between cash flow and profit</li> <li>➤ The distinction between gross profit, operating profit and profit for the year Revenue, costs and profit objectives</li> <li>➤ Cash flow objectives</li> </ul>	<ul style="list-style-type: none"> <li>➤ Multiple Choice Question Activities</li> <li>➤ Teacher/pupil questioning</li> <li>➤ Exam style question practice (homework's and in class)</li> </ul>	<p>Strong connection to Mathematics with this section.</p>

- |  |   |  |  |
|--|---|--|--|
|  | <ul style="list-style-type: none"><li>➤ Objectives for investment (capital expenditure) levels</li><li>➤ Capital structure objectives</li><li>➤ External and internal influences on financial objectives and decisions</li></ul> <p><b>3.5.2 Analysing financial performance</b></p> <ul style="list-style-type: none"><li>➤ How to construct and analyse budgets and cash flow forecasts</li><li>➤ Analysing budgets should include variance analysis and adverse and favourable variances.</li><li>➤ The value of budgeting</li><li>➤ How to construct and interpret break-even charts Break-even analysis should include:<ul style="list-style-type: none"><li>• break-even output</li><li>• margin of safety</li><li>• contribution per unit</li><li>• total contribution.</li></ul></li><li>➤ How to calculate and illustrate on a break-even chart the effects of changes in price, output and cost</li><li>➤ The value of break-even analysis</li><li>➤ How to analyse profitability</li><li>➤ Analysing profitability should include the following ratio analysis:<ul style="list-style-type: none"><li>• gross profit</li><li>• profit from operations</li><li>• profit for the year.</li></ul></li><li>➤ How to analyse timings of cash inflows and outflows</li><li>➤ Analysing timings of cash flow should include an understanding of payables and receivables.</li><li>➤ The use of data for financial decision making and planning</li></ul> <p><b>3.5.3 Making financial decisions:</b></p> |  |  |
|--|---|--|--|

	<ul style="list-style-type: none"> <li>➤ Sources of finance Content</li> <li>➤ Internal and external sources of finance Sources of finance should include: <ul style="list-style-type: none"> <li>• debt factoring</li> <li>• overdrafts</li> <li>• retained profits</li> <li>• share capital</li> <li>• loans</li> <li>• venture capital.</li> </ul> </li> <li>➤ Advantages and disadvantages of different sources of finance for short- and long-term uses</li> </ul> <p><b>3.5.4 Making financial decisions:</b></p> <ul style="list-style-type: none"> <li>➤ Improving cash flow and profits</li> <li>➤ Methods of improving cash flow Students should be able to assess ways of improving cash flow.</li> <li>➤ Methods of improving profits and profitability Students should be able to assess ways of improving profitability.</li> <li>➤ Difficulties improving cash flow and profit</li> </ul>		
<p><b>Human Resources</b></p> <p>Rationale: The most valuable resource a business has is its staff! This section looks deeper at what motivates staff and the value of rewarding staff financially and non-financially. Again if you fancy a job in HR? This section is right up your street! Students should consider the following throughout this section of the specification: • how developments in technology are affecting decision making and activities in relation to human resources (eg changing the nature of work, the skills that are required and ways of working such as tele-working) • ethical and environmental influences on human resources decisions • market conditions (including the labour market) and competition • how human resource decisions help improve the competitiveness of a business • the interrelationship between human resource decisions and other functions.</p>			
<p>Spring 1 Teacher 1</p>	<p><b>3.6.1 Setting human resource objectives</b></p> <ul style="list-style-type: none"> <li>➤ The value of setting human resource objectives</li> <li>➤ Human resource objectives include: • employee engagement and involvement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Multiple Choice Question Activities</li> <li>➤ Teacher/pupil questioning</li> <li>➤ Exam style question practice (homework's and in class)</li> </ul>	<p>SMSC BV (f)</p> <p>An understanding of the importance of identifying and combatting discrimination</p>



	<ul style="list-style-type: none"><li>• talent development</li><li>• training</li><li>• diversity</li><li>• alignment of values</li><li>• number, skills and location of employees.</li></ul> <ul style="list-style-type: none"><li>➤ Internal and external influences on human resource objectives and decisions</li><li>➤ Influences on human resource objectives such as soft and hard</li><li>➤ Human Resource Management (HRM) approaches</li></ul> <p><b>3.6.2 Analysing human resource performance</b></p> <ul style="list-style-type: none"><li>➤ Calculating and interpreting human resource data. Students should be able to calculate and interpret:<ul style="list-style-type: none"><li>• labour turnover and retention rates</li><li>• labour productivity</li><li>• employee costs as percentage of turnover</li><li>• labour cost per unit.</li></ul></li><li>➤ The use of data for human resource decision making and planning</li></ul> <p><b>3.6.3 Making human resource decisions:</b></p> <ul style="list-style-type: none"><li>➤ Improving organisational design and managing the human resource flow</li><li>➤ Influences on job design Job design to include Hackman and Oldham's model.</li><li>➤ Influences on organisational design</li><li>➤ Decisions relating to organisational design include:<ul style="list-style-type: none"><li>• authority</li><li>• span</li><li>• hierarchy</li></ul></li></ul>		
--	---	--	--

- delegation
- centralisation and decentralisation.
- Influences on delegation, centralisation and decentralisation
- The value of changing job and organisational design
- How managing the human resource flow helps meet human resource objectives
- Human resource flow to include:
  - human resource plan
  - recruitment
  - training
  - redeployment
  - redundancy.

**3.6.4 Making human resource decisions:**

- Improving motivation and engagement
- The benefits of motivated and engaged employees
- Theories of motivation should include Taylor, Maslow and Herzberg.
- How to improve employee engagement and motivation
- Financial methods of motivation should include:
  - piece rate
  - commission
  - salary schemes
  - performance-related pay.
- The value of theories of motivation
- The use of financial methods of motivation
- The use of non-financial methods of motivating employees
- Influences on the choice and assessment of the effectiveness of

	<p>financial and non-financial reward systems</p> <p><b>3.6.5 Making human resource decisions:</b></p> <ul style="list-style-type: none"> <li>➤ Improving employer-employee relations</li> <li>➤ Influences on the extent and methods of employee involvement in decision making</li> <li>➤ Employee representation methods to include trade unions and works councils.</li> <li>➤ How to manage and improve employer-employee communications and relations Value of good employer-employee relations</li> </ul>		
<p style="text-align: center;"><b>3.7 Analysing the strategic position of a business (A-level only)</b></p> <p>Businesses to be the best need to self-reflect just like we do. A top athlete will not win any Olympic gold medals if they don't study their own performance and try to get better each time they perform. Businesses must do the same and this unit will show students how in the real world a business will go about this very task, looking at financial and non-financial key performance indicators. Looking at their own performance historically as well as comparing themselves to their competitors.</p>			
<p style="color: #0070c0; font-weight: bold;">Summer 2</p>	<p><b>3.7.1 Mission, corporate objectives and strategy</b></p> <p>Content Additional information</p> <ul style="list-style-type: none"> <li>➤ Influences on the mission of a business.</li> <li>➤ Internal and external influences on corporate objectives and decisions. Influences on corporate objectives should include the pressures for short termism, business ownership, the external and internal environment.</li> <li>➤ The distinction between strategy and tactics</li> <li>➤ The links between mission, corporate objectives and strategy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Multiple Choice Question Activities</li> <li>➤ Teacher/pupil questioning</li> <li>➤ Exam style question practice (homework's and in class)</li> </ul>	<p>SMSC BV (f)</p> <p>An understanding of the importance of identifying and combatting discrimination</p>

	<ul style="list-style-type: none"> <li>➤ The impact of strategic decision making on functional decision making</li> <li>➤ The value of SWOT analysis</li> </ul>		
	<p><b>3.7.2 Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis</b></p> <p>Content Additional information</p> <ul style="list-style-type: none"> <li>➤ How to assess the financial performance of a business using balance sheets, income statements and financial ratios Financial ratio analysis to include: <ul style="list-style-type: none"> <li>• profitability (return on capital employed)</li> <li>• liquidity (current ratio)</li> <li>• gearing</li> <li>• efficiency ratios: payables days, receivables days, inventory turnover.</li> </ul> </li> <li>➤ The value of financial ratios when assessing performance Data may be analysed over time or in comparison with other businesses</li> </ul>		

## Year 13 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p style="text-align: center;"><b>3.7 Analysing the strategic position of a business (A-level only)</b></p> <p>Rationale: Businesses to be the best need to self-reflect just like we do. A top athlete will not win any Olympic gold medals if they don't study their own performance and try to get better each time they perform. Businesses must do the same and this unit will show students how in the real world a business will go about this very task, looking at financial and non-financial key performance indicators. Looking at their own performance historically as well as comparing themselves to their competitors.</p>		
	<p><b>3.7.3 Analysing the existing internal position of a business to assess strengths and weaknesses: overall performance</b> Content Additional information</p> <ul style="list-style-type: none"> <li>➤ How to analyse data other than financial statements to assess the strengths and weaknesses of a business.</li> <li>Data other than financial statements should include operations, human resource and marketing data.</li> <li>Data may be analysed over time or in comparison with other businesses.</li> <li>➤ The importance of core competences</li> <li>➤ Assessing short- and long-term performance.</li> <li>➤ The value of different measures of assessing business performance</li> <li>➤ Methods of assessing overall business performance to include:               <ul style="list-style-type: none"> <li>• Kaplan and Norton's Balanced Scorecard model</li> <li>• Elkington's Triple Bottom Line (Profit, People, Planet).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Multiple Choice Question Activities</li> <li>➤ Teacher/pupil questioning</li> <li>➤ Exam style question practice (homework's and in class)</li> </ul>	<p>Strong connection to Mathematics with this section.</p>

**3.7.4 Analysing the external environment to assess opportunities and threats: political and legal change**

Content Additional information

- The impact of changes in the political and legal environment on strategic and functional decision making
- The political and legal environment should include a broad understanding of the scope and effects of UK and EU law related to competition, the labour market and environmental legislation. The impact of UK and EU Government policy related to enterprise, the role of regulators, infrastructure, the environment and international trade.

**3.7.5 Analysing the external environment to assess opportunities and threats: economic change**

Content Additional information

- The impact of changes in the UK and the global economic environment on strategic and functional decision making

Economic factors to include:

- GDP
- taxation
- exchange rates
- inflation
- fiscal and monetary policy
- more open trade v protectionism.

Students should be able to understand economic data, interpret changes in economic data for the UK, the European Union and globally, and consider the implications of such changes for business.

- Reasons for greater globalisation of business
- The importance of globalisation for business
- The importance of emerging economies for business

**3.7.6 Analysing the external environment to assess opportunities and threats: social and technological**

Content Additional information

- The impact of the social and technological environment on strategic and functional decision making
- Social changes to include demographic changes and population movements such as:
  - urbanisation and migration
  - changes in consumer lifestyle and buying behaviour
  - the growth of online businesses.
- The social environment to include Corporate Social Responsibility (CSR) and:
  - the reasons for and against (CSR)
  - the difference between the stakeholder v shareholder concept
  - Carroll's Corporate Social Responsibility pyramid.
- Technological change should include the impact of technological change on functional areas and strategy.
- The pressures for socially responsible behaviour

**3.7.7 Analysing the external environment to assess opportunities and threats: the competitive environment**

	<p>Content Additional information</p> <ul style="list-style-type: none"> <li>➤ Porter’s five forces, how and why these might change, and the implications of these forces for strategic and functional decision making and profits</li> </ul> <p>An understanding of the five forces to include:</p> <ul style="list-style-type: none"> <li>• entry threat (barriers to entry)</li> <li>• buyer power</li> <li>• supplier power</li> <li>• rivalry</li> <li>• substitute threat. Students should consider how the five forces shape competitive strategy.</li> </ul> <p><b>3.7.8 Analysing strategic options: investment appraisal</b></p> <p>Content Additional information</p> <ul style="list-style-type: none"> <li>➤ Financial methods of assessing an investment Investment appraisal should include the calculation and interpretation of payback, average rate of return and net present value.</li> <li>➤ Factors influencing investment decisions Factors to include investment criteria, nonfinancial factors, risk and uncertainty.</li> <li>➤ The value of sensitivity analysis</li> </ul>		
<p style="text-align: center;"><b>3.8 Choosing strategic direction (A-level only)</b></p> <p>Rationale: If a business is going to be successful, it must make smart choices about what markets to operate in, domestically, nationally and globally. It must be keeping its finger on the pulse of societies needs and wants to ensure the goods and services it offers meet the needs or its target market. In business it’s not enough to make your customers interested. Interested doesn’t pay the bills, action pays the bills, the action of making the sale. Getting this section right will ensure that happens!</p>			



<p>Autumn 2</p>	<p><b>3.8.1 Strategic direction: choosing which markets to compete in and what products to offer</b> Content Additional information</p> <ul style="list-style-type: none"> <li>➤ Factors influencing which markets to compete in and which products to offer Strategic direction to include the Ansoff matrix and value of: <ul style="list-style-type: none"> <li>• market penetration</li> <li>• market development</li> <li>• new product development</li> <li>• diversification.</li> </ul> </li> <li>➤ The reasons for choosing and value of different options for strategic direction</li> </ul> <p><b>3.8.2 Strategic positioning: choosing how to compete</b> Content Additional information</p> <ul style="list-style-type: none"> <li>➤ How to compete in terms of benefits and price Strategic positioning to include: <ul style="list-style-type: none"> <li>• Porter's low cost, differentiation and focus strategies</li> <li>• Bowman's strategic clock.</li> </ul> </li> <li>➤ Influences on the choice of a positioning strategy</li> <li>➤ The value of different strategic positioning strategies</li> <li>➤ The benefits of having a competitive advantage</li> <li>➤ The difficulties of maintaining a competitive advantage</li> </ul>	<ul style="list-style-type: none"> <li>➤ Multiple Choice Question Activities</li> <li>➤ Teacher/pupil questioning</li> <li>➤ Exam style question practice (homework's and in class)</li> </ul>	<p>Links to product design, geography, economics, engineering and media</p>
---------------------	--	--	---

	<p align="center"><b>3.9 Strategic methods: how to pursue strategies (A-level only) &amp; 3.10 Managing strategic change (A-level only)</b></p> <p>Businesses are like living people and if they are incorporated in the eyes of the law they actually are! Just like people businesses grow and develop, they learn, they gain experience and they can become successful or they can fail. These 2 units help students understand this process and the challenges it can bring. It also looks into deeper psychological and social issues of the people inside an organisation, how they react and either be a force for or a barrier to change</p>		
<p align="center">Spring 1</p>	<p><b>3.9.1 Assessing a change in scale</b> Content Additional information</p> <ul style="list-style-type: none"> <li>➤ The reasons why businesses grow or retrench</li> <li>➤ Types of growth to include organic and external.</li> <li>➤ The difference between organic and external growth</li> <li>➤ How to manage and overcome the problems of growth or retrenchment Issues with growth should include <ul style="list-style-type: none"> <li>• economies of scale (including technical, purchasing and managerial)</li> <li>• economies of scope</li> <li>• diseconomies of scale</li> <li>• the experience curve</li> <li>• synergy</li> <li>• overtrading.</li> </ul> </li> <li>➤ Issues with managing growth should include Greiner's model of growth.</li> <li>➤ The impact of growth or retrenchment on the functional areas of the business</li> <li>➤ Assessing methods and types of growth Methods of growth to include mergers, takeovers, ventures, franchising. Types of growth to include vertical (backward and forward), horizontal and conglomerate integration.</li> </ul> <p><b>3.9.2 Assessing innovation</b></p>	<ul style="list-style-type: none"> <li>➤ Multiple Choice Question Activities</li> <li>➤ Teacher/pupil questioning</li> <li>➤ Exam style question practice (homework's and in class)</li> </ul>	<p>Links to Psychology and sociology (org culture)</p>

Content Additional information

- The pressures for innovation  
Types of innovation should include product and process innovation.
- The value of innovation
- The ways of becoming an innovative organisation  
Ways of becoming innovative include:
  - Kaizen
  - research and development
  - intrapreneurship
  - benchmarking.
- How to protect innovation and intellectual property
- Ways of protecting intellectual property include patents and copyrights.
- The impact of an innovation strategy on the functional areas of the business

**3.9.3 Assessing internationalisation**

Content Additional information

- Reasons for targeting, operating in and trading with international markets
- Methods of entering international markets include:
  - export
  - licensing
  - alliances
  - direct investment.
- Factors influencing the attractiveness of international markets
- Reasons for producing more and sourcing more resources abroad
- Decisions regarding producing overseas include off-shoring and re-shoring.
- Ways of entering international markets and value of different methods

	<ul style="list-style-type: none"> <li>➤ Targeting overseas markets may include being a multinational.</li> <li>➤ Influences on buying, selling and producing abroad</li> <li>➤ Managing international business including pressures for local responsiveness and pressures for cost reduction</li> <li>➤ Managing international business includes Bartlett and Ghoshal's international, multidomestic, transnational and global strategies.</li> <li>➤ The impact on internationalisation for the functional areas of the business</li> </ul> <p><b>3.9.4 Assessing greater use of digital technology</b> Content Additional information</p> <ul style="list-style-type: none"> <li>➤ The pressures to adopt digital technology Digital technology should include e-commerce, big data, data mining and enterprise resource planning (ERP).</li> <li>➤ The value of digital technology The impact of digital technology on the functional areas of the business</li> </ul>		
	<p><b>3.10.1 Managing change</b> Content Additional information</p> <ul style="list-style-type: none"> <li>➤ Causes of and pressures for change Types of change include: <ul style="list-style-type: none"> <li>• internal change</li> <li>• External change</li> <li>• Incremental change</li> <li>• disruptive change.</li> </ul> Managing change should include: <ul style="list-style-type: none"> <li>• Lewin's force field analysis.</li> </ul> </li> <li>➤ The value of change</li> <li>➤ The value of a flexible organisation Flexible organisations include:</li> </ul>		

	<ul style="list-style-type: none"> <li>• restructuring</li> <li>• delayering</li> <li>• flexible employment contracts</li> <li>• organic structures v mechanistic</li> <li>• knowledge and information management.</li> </ul> <ul style="list-style-type: none"> <li>➤ The value of managing information and knowledge</li> <li>➤ Barriers to change Kotter and Schlesinger's four reasons for resistance to change.</li> <li>➤ How to overcome barriers to change Kotter and Schlesinger's six ways of overcoming resistance to change.</li> </ul> <p><b>3.10.2 Managing organisational culture</b> Content Additional information</p> <ul style="list-style-type: none"> <li>➤ The importance of organisational culture Cultural models should include: <ul style="list-style-type: none"> <li>• Handy's task culture, role culture, power culture and person culture</li> <li>• Hofstede's national cultures.</li> </ul> </li> <li>➤ The influences on organisational culture The reasons for and problems of changing organisational culture</li> </ul> <p><b>3.10.3 Managing strategic implementation</b> Content Additional information</p> <ul style="list-style-type: none"> <li>➤ How to implement strategy effectively</li> <li>➤ The value of leadership in strategic implementation</li> <li>➤ The value of communications in strategic implementation</li> <li>➤ The importance of organisational structure in strategic implementation</li> <li>➤ Organisational structures to include: functional, product based, regional and matrix structure.</li> </ul>		
--	--	--	--

	<ul style="list-style-type: none"> <li>➤ The value of network analysis in strategic implementation Network analysis to include:</li> <li>➤ • understanding and interpreting network diagrams • amendment of network diagrams • identifying the critical path and total float.</li> </ul> <p><b>3.10.4 Problems with strategy and why strategies fail</b> Content Additional information</p> <ul style="list-style-type: none"> <li>➤ Difficulties of strategic decision making and implementing strategy</li> <li>➤ Planned v emergent strategy</li> <li>➤ Reasons for strategic drift</li> <li>➤ The possible effect of the divorce between ownership and control</li> <li>➤ The effect of the divorce between ownership and control to include corporate governance.</li> <li>➤ Evaluating strategic performance</li> <li>➤ The value of strategic planning</li> <li>➤ The value of contingency planning</li> </ul>		
<p><b>Preparing for the exams</b>          You want to do well? Right? This section is all about giving you the skills you need to smash those exams!</p>			
<p><b>Spring 2</b></p>	<ul style="list-style-type: none"> <li>➤ Analysing financial performance of a business: understand the importance of financial statements for assessing business performance and helping make business decisions             <ul style="list-style-type: none"> <li>• identify the main components of the income statement and the statement of financial position</li> <li>• understand the difference between assets and liabilities and that the statement of financial position is a snapshot in time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Multiple Choice Question Activities</li> <li>➤ Teacher/pupil questioning</li> <li>➤ Exam style question practice (homework's and in class)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to AQA A Level Business unit 3.5</li> </ul>

	<ul style="list-style-type: none"> <li>• make judgements on the performance of a business through the interpretation of the information contained in income statements</li> <li>• consider current performance, performance against previous years, performance against competitors and performance from the perspective of a range of stakeholders</li> <li>• calculate gross profit margin and net profit margin to help assess financial performance.</li> </ul>		
	➤ Exam skills and misconception	<ul style="list-style-type: none"> <li>➤ Multiple Choice Question Activities</li> <li>➤ Teacher/pupil questioning</li> <li>➤ Exam style question practice (homework's and in class)</li> <li>➤ Practise exam papers</li> </ul>	➤
	<b>Getting Ready for the exam</b> We want our students to walk into their exams as cool and as confident as possible, we will be using this time to hone their business acumen and exam skills to give every student the best opportunity to succeed.		
Summer 1	➤ Exam practise & skills	<ul style="list-style-type: none"> <li>➤ Practise exam papers and questions</li> <li>➤ Timed responses</li> <li>➤ MCQ practise</li> <li>➤ Marking activities</li> </ul>	
Summer 2	<b>External Exams</b>		