

GCSE Business Studies

Curriculum Intent 2021-2022

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.

Business Studies is one of the most international studied subjects in the world, due to how broad the subject is. As a broad subject in the social sciences, business studies opens the study field to a focus of specialties such as accountancy, finance, organisation, human resources management and marketing. Business Studies is a great choice for anyone interested in the world of commerce and entrepreneurship. It's a great way to prepare for lifelong learning in the fields of business and management, and to equip yourself with the know-how to start up your own business or follow a career in finance, accounting, marketing or management post university. Through Business Studies GCSE, you'll engage with the world of business through the context of current business developments and real business situations. You'll learn how

management, leadership and decision-making can improve performance in marketing, operational, financial and human resources and these areas as all components of the syllabus are covered in depth, developing your understanding and mastery of the subject. You'll also explore the interrelated nature of business activities and how they affect businesses, be they large or small, UK or internationally focussed and in different sectors such as service or manufacturing. You'll learn how to analyse competitive environments and markets; assess how ethical, environmental and technological factors influence decision making; use a range of quantitative and non-quantitative data to evaluate strategic and functional options; understand how decision made affect stakeholders and how they will respond. You will explore how businesses act as responsible citizens and give back to the needs of their local community. You will learn how to motivate staff using a range of monetary and non-monetary methods. You will learn what makes an inspirational leader and how to get the best from your staff. You'll also develop your critical analysis, decision-making and problem-solving skills through challenging content and case studies. The knowledge and skills gained on this course can be utilised in a huge range of business and management fields, are transferable across many areas of study and professions and can be used to manage your personal decision-making, planning and finances.

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 Rockerfeller Centre and the Empire State Building.

Core Subject Principles

- ❖ **Dignity** The scheme of learning at KS4 is designed such that basic principles are taught and then built upon so that students experience a sense of achievement from the beginning and throughout the course, even if they have never previously studied the subject.
- ❖ **Respect** In addition to learning about business theory and calculations, students will be required to consider the **health, social, moral and ethical** issues surrounding business decisions and the impact that businesses can have on a wide range of stakeholders.
- ❖ **Wisdom** Students will be taught and encouraged to draw on their increasing body of knowledge to select the most relevant and useful tools and theories to analyse a business situation.

- ❖ **Knowledge** Students will be taught a broad range of business theory including business ownership, finance, customer service, marketing, human resources and business ethics. In addition to this, students are equipped with the skills to be able to independently increase their knowledge through wider reading and research.
- ❖ **Skills** Students will learn to carry out meaningful research and structure reports as well as being required to analyse diverse information, including financial reports.
- ❖ **Aspirations** Students are exposed to a range of businesses and job roles in addition to learning about the recruitment process, allowing students to aspire towards gaining positions in organisations that they previously would have had little or no knowledge of.
- ❖ **Hope** Students will develop problem solving skills in addition to opportunities to independently tackle a business problem using the tools they think best to arrive at solutions which satisfy all stakeholders involved, overcoming difficulties that they face along the way.

What future pathways can the study of Business lead to?

GCSE Business Studies opens up many options for students at Sixth Form and then university, and there are many courses available with permutations of Business/Management/Administration/ Accounting and Finance. Business and Management graduates typically progress to careers in areas such as business development, marketing, finance and commerce.

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 of GCSE Business. Please see website for the formal internal assessment record.

External Assessment:

- Paper 1 Written exam, subject coverage: • Business in the real world • Influences on business • Business operations • Human resources: 1 hour 45 minutes • 90 marks
- Paper 2 Written exam, subject coverage: • Business in the real world • Influences on business • Marketing • Finance: 1 hour 45 minutes • 90 marks
- 50% of GCSE each.
- Both papers: Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Homework

Set in the format of a case study booklet and example GCSE style questions. One Case study set every two weeks. This consists of ½ short answer questions and an essay question (9 or 12 marks)

Parental/Carer support

Parents/Carers can find the subject content and specification at: <https://filestore.aqa.org.uk/resources/business/specifications/AQA-8132-SP-2017.PDF>. Parents/Carers can also support by encouraging your child to attend extra revision and drop-in sessions and ensuring homework's are completed in a timely fashion. 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/gcse/business-8132>

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

<https://www.bbc.com/bitesize/subjects/zpsvr82>

<http://www.gojimo.com/gcse-business-revision/> - This app can be downloaded straight to any mobile device

<https://www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing>

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

- A Level Business, A Level Product Design, A Level Economics, A Level Geography, A Level Government & Politics, A Level Mathematics, A Level Psychology, A Level Sociology
- Btec Level 3 Business

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p style="text-align: center;">Business in the Real World</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>		

	<ul style="list-style-type: none"> ➤ Understand what a business is and the reasons for starting a business (including producing goods, supplying services, distributing products, fulfilling a business opportunity and providing a good or service to benefit others) ➤ Understand the difference between goods and services, needs and wants ➤ Understand the meaning of factors of production – land, labour, capital, enterprise ➤ Define opportunity cost ➤ Define the three sectors of primary, secondary and tertiary and give examples of types of business that operate in each sector ➤ Understand the term enterprise and what is meant by an entrepreneur ➤ Outline the characteristics of an entrepreneur, such as hard working, innovative, organised and willingness to take a risk ➤ Outline the objectives of an entrepreneur, including to be their own boss, flexible working hours, to pursue an interest, earn more money, identify a gap in the market and dissatisfaction with current job 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ This section underpins all future learning in Business studies ➤ Links to AQA A Level Business unit 3.1
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	<ul style="list-style-type: none"> ➤ Understand that businesses face a constantly changing business environment due to changes in technology, economic situation, legislation and environmental expectations. 		
	<ul style="list-style-type: none"> ➤ Business Ownership: <ul style="list-style-type: none"> • Sole traders • Partnerships • Private limited companies (Ltd) • Public limited companies (plc) • Not-for-profit organisation 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ This section underpins all future learning in Business studies ➤ Links to AQA A Level Business unit 3.1
	<ul style="list-style-type: none"> ➤ What are business aims and objectives <ul style="list-style-type: none"> • Purpose of setting objectives • Role of objectives in running a business • Changing objectives • Use of objectives in judging success 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ This section underpins all future learning in Business studies
	<ul style="list-style-type: none"> ➤ Main stakeholders of businesses <ul style="list-style-type: none"> • Objectives of stakeholders • Impact of business activity on stakeholders • Impact and influence stakeholders have on businesses ➤ Students should be able to understand the factors that influence where a business is located, including proximity to the market, availability of raw materials, labour, competition and costs 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ This section underpins all future learning in Business studies

	<ul style="list-style-type: none"> ➤ Understand the reasons why businesses create plans, including importance in setting up a new business, raising finance, setting objectives and detailing how functions of a business will be organised ➤ Understand the main sections of a business plan ➤ Analyse the benefits and drawbacks of business planning ➤ Understand the difference between variable costs, fixed costs and total costs ➤ Understand the concept of revenue, costs, profit and loss. ➤ Methods of expansion ➤ Benefits and drawbacks of expansion ➤ Economies of scale ➤ Diseconomies of scale 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ This section underpins all future learning in Business studies
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Autumn 2	<p>Influences on Business</p> <p>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. Why chose that particular product in that particular market and with that particular type of customer? What happens if there if Government make changes? How do interest rates and exchange rates impact a business. How is the rapid development in technology affect what decisions are made? 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>
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<ul style="list-style-type: none"> ➤ Technology: Students should understand the impact of the changing use of ICT and how it influences business activity. ➤ E-commerce to access wider markets. ➤ Digital communication changing the way businesses communicate with stakeholders. ➤ Students are expected to know relevant examples of digital technology/communication. ➤ Ethical considerations ➤ Environmental considerations: <ul style="list-style-type: none"> • impact on traffic congestion • recycling • disposing of waste • noise and air pollution. ➤ Sustainability: <ul style="list-style-type: none"> • global warming • using scarce resources 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Health Education Expectations ➤ Internet safety and harms ➤ The similarities and differences between the online world and the physical world, including: <ul style="list-style-type: none"> • 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) • Over-reliance on online relationships including social media • The risks related to online gambling including the accumulation of debt • How advertising and information is targeted at them • How to be a discerning consumer of information online ➤ SMSC 1a & 2a ➤ 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 ➤ 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
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<ul style="list-style-type: none"> ➤ The Economic Climate: Interest rates: <ul style="list-style-type: none"> • How fluctuating interest rates can affect businesses that rely on overdrafts and loans for finance • How fluctuating interest rates can affect consumer and business spending. • Level of employment • Consumer spending ➤ Globalisation: How UK businesses compete internationally, offering: <ul style="list-style-type: none"> • better designs • higher quality products at lower prices ➤ Students should understand the impact of exchange rates on the profit and sales of those businesses that import and/or export. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.7 	
<ul style="list-style-type: none"> ➤ Legislation: <ul style="list-style-type: none"> • Employment law • Health and Safety law • Consumer law ➤ Competitive Environment: Students should be able to: <ul style="list-style-type: none"> • Understand the meaning of a market and competition 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ SMSC BV 4bc&f ➤ An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety ➤ An understanding that there is a separation of power between the 	

	<ul style="list-style-type: none"> • Analyse potential impacts of competition on businesses and identify situations when businesses face minimal or no competition • Understand the risks businesses face and the reasons why all businesses face uncertainty • understand the reason why entrepreneurs embark on running businesses and the activities businesses can undertake to minimise risks. 		<p>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</p> <ul style="list-style-type: none"> ➤ An understanding of the importance of identifying and combatting discrimination ➤ Links to AQA A Level Business unit 3.7 ➤
<p>Spring 1</p>	<p style="text-align: center;">Business Operations</p> <p>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!</p> <p>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.</p>		
	<ul style="list-style-type: none"> ➤ Methods of production: <ul style="list-style-type: none"> • job • flow ➤ Efficiency in production: <ul style="list-style-type: none"> • lean production • just in time (JIT). 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.4

	<ul style="list-style-type: none"> ➤ The role of procurement: Managing stock: <ul style="list-style-type: none"> • Just in time (JIT) • Just in case (JIC). ➤ Factors affecting choice of suppliers including: <ul style="list-style-type: none"> • price • quality • reliability 	<ul style="list-style-type: none"> ➤ 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
Spring 2	<p>Business Operations</p> <p>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!</p> <p>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.</p>		
	<ul style="list-style-type: none"> ➤ The effects of procurement and logistics on a business, including: <ul style="list-style-type: none"> • efficiency • lower unit costs. ➤ The value of effective supply chain management, including: <ul style="list-style-type: none"> • working with suppliers to ensure that key processes are running efficiently and cost effectively • getting goods and services for the best price and value • cutting any waste and unnecessary costs to create a streamlined process and fast production times. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.4

	<ul style="list-style-type: none"> ➤ The concept of quality: ➤ Students should have an understanding of customer expectations of quality in terms of production of goods and the provision of services. ➤ How businesses identify quality problems and how businesses measure quality and the consequences of these issues. ➤ Methods of maintaining consistent quality: Total quality management (TQM) ➤ Costs and benefits of maintaining quality: <ul style="list-style-type: none"> • additional sales • image/reputation • higher price • inspection costs • staff training • product recalls • the provision of services 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.4
	<ul style="list-style-type: none"> ➤ Good customer services Methods of good service: <ul style="list-style-type: none"> • product knowledge • customer engagement (creating a positive experience for the customer) • post sales services (eg user training, help lines, servicing) 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.4

	<ul style="list-style-type: none"> ➤ Benefits of good customer service, including: <ul style="list-style-type: none"> • increase in customer satisfaction • customer loyalty • increased spend • profitability. ➤ Dangers of poor customer service, including: <ul style="list-style-type: none"> • dissatisfied customers • poor reputation via word of mouth • reduction in revenue. ➤ The ways in which advances in ICT have allowed customer services to develop: <ul style="list-style-type: none"> • websites • e-commerce • social media. 		
<p>Human Resources</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>Summer 1</p>	<ul style="list-style-type: none"> ➤ Organisational structures: <ul style="list-style-type: none"> • internal organisational structures, span of control, chain of command, layering and delegation • why businesses have internal organisational structures, including an understanding of different job roles and responsibilities throughout the business 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.6

	<ul style="list-style-type: none"> the impact that having a tall or flat organisational structure has on how a business is managed how organisational structure may affect the different ways of communication. 		
	<p>➤ Recruitment:</p> <ul style="list-style-type: none"> Understand the difference between internal and external recruitment and the benefits and drawbacks of each approach Outline the main stages in the recruitment and selection process, including an understanding of job analysis, job description, person specification, and selection methods Analyse the benefits of having an effective recruitment and selection process for a business, including high productivity, high quality output or customer service and staff retention Understand the difference between part time and full time contracts, job share and zero hour contracts Understand the benefits of full and part time employment. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<p>SMSC BV (f) An understanding of the importance of identifying and combatting discrimination</p> <p>➤</p>
<p>Summer 2</p>	<p style="text-align: center;">Human Resources</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>		

	<ul style="list-style-type: none"> ➤ Motivation: <ul style="list-style-type: none"> • Understand the benefits of a motivated workforce, such as staff retention and high productivity • Understand the use of financial methods of motivation (including an understanding of the main methods of payment including salary, wage, commission and profit sharing) • Understand the use of non-financial methods of motivation, including styles of management, importance of training and greater responsibility, fringe benefits. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.6
	<ul style="list-style-type: none"> ➤ Training: <ul style="list-style-type: none"> • Explain the benefits of training employees for a business • Including increased productivity, ability to deal with changes in technology, increased motivation, staff retention • Production of high quality goods and good customer service • Understand the methods of training undertaken by businesses, including induction training, on the job training and off the job training • Explain the benefits of induction training • Analyse the benefits and drawbacks of on the job and off the job training and evaluate which would be the most appropriate method for a variety of businesses. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.6

Year 11 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p style="text-align: center;">Marketing</p> <p>Rationale: 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.</p> <p>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>		
	<ul style="list-style-type: none"> ➤ Identifying and understanding customers ➤ Students should understand the importance of identifying and satisfying customer needs, in order to: <ul style="list-style-type: none"> • provide a product or service that customers will buy • increase sales • select the correct marketing mix • avoid costly mistakes • be competitive. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.3
	<ul style="list-style-type: none"> ➤ Segmentation: ➤ Students should understand how and why different businesses use segmentation to target customers, including: <ul style="list-style-type: none"> • gender • age • location • income 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.3

	<ul style="list-style-type: none"> ➤ Market Research: Students should understand how and why different businesses use segmentation to target customers, including: <ul style="list-style-type: none"> • gender • age • location • income ➤ Methods of market research to include primary and secondary: <ul style="list-style-type: none"> • questionnaires • surveys • interviews • focus groups • internet research • printed press eg newspapers. ➤ Students should be able to interpret and use qualitative and quantitative market research findings to help make appropriate decisions for different types of business. ➤ Students should be expected to manipulate and interpret data from tables and charts. ➤ Students should be able to identify market size and market share. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.3
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Autumn 2	<p style="text-align: center;">Marketing</p> <p>Rationale: 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.</p> <p>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 •</p>
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market conditions and competition • how marketing decisions help improve competitiveness • the interrelationship between marketing decisions and other functions.

- The 4p's:
Pricing
Pricing methods, including:
 - price skimming
 - price penetration
 - competitive pricing
 - loss leader
 - cost-plus.
- The factors that influence pricing decisions, including:
 - costs
 - nature of the market
 - degree of competition
 - product life cycle.

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

- Links to AQA A Level Business unit 3.3

- The 4 P's:
Product
- Students should understand the benefits and risks of developing new products.
- Students should understand the importance of product design, image and the needs of the target market when designing new products.
- Product differentiation:
 - unique selling point (USP)
 - brand image.

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

- Links to AQA A Level Business unit 3.3

	<ul style="list-style-type: none"> ➤ The product life cycle: <ul style="list-style-type: none"> • research and development • introduction • growth • maturity • decline • extension Strategies: <ul style="list-style-type: none"> • updating packaging • adding more or different features • changing target market • advertising • price reduction. ➤ Students should understand how and why businesses might broaden and balance their product portfolio using the Boston Matrix. ➤ Students should be able to identify and explain the four categories of the Boston Box. 		
	<ul style="list-style-type: none"> ➤ The 4 P's: <u>Promotion</u> Promotional methods: <ul style="list-style-type: none"> • advertising, including: <ul style="list-style-type: none"> • newspapers • magazines • television • internet • billboards. • PR • sales promotion • point of sales displays 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.3

	<ul style="list-style-type: none"> • 2 for 1 offers • free gifts • samples • coupons • competitions. • Sponsorship • social media <p>➤ Factors influencing the selection of the promotional mix:</p> <ul style="list-style-type: none"> • finance available • competitor actions • the nature of the product or service • the nature of the market • target market. <p>➤ Reasons for promotion:</p> <ul style="list-style-type: none"> • inform/remind customers about the product • create or increase sales • create or change the image of the product • persuade customers to buy the product. 		
	<p>➤ The 4 P's: Place <u>Place</u> (the different channels of distribution used by businesses):</p> <ul style="list-style-type: none"> • Retailers • Wholesalers • Telesales <p>➤ Students should be able to analyse the growing importance of e-commerce and m-commerce and how it can</p>	<p>➤ Multiple Choice Question Activities</p> <p>➤ Teacher/pupil questioning</p> <p>➤ Exam style question practice (homework's and in class)</p>	<p>➤ Links to AQA A Level Business unit 3.3</p>

	<p>extend the reach of businesses to include international markets.</p> <ul style="list-style-type: none"> ➤ Students should be able to identify the benefits and drawbacks of a business using e-commerce and m-commerce. 		
	<ul style="list-style-type: none"> ➤ Students should be aware of the importance of the four elements and how they work together. ➤ Students should be able to recommend appropriate marketing activities for a given business. ➤ Students should be able to recognise how the marketing mix evolves over time and evaluate how businesses may react to this. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.3
Spring 1	<p>Finance</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>		
	<ul style="list-style-type: none"> ➤ <u>Sources of finance</u> Students should be able to: <ul style="list-style-type: none"> • understand the main internal and external sources of finance available (including family and friends, retained profit, a new share issue, obtaining a loan or mortgage, selling unwanted assets, overdrafts, trade credit, hire purchase and government grants) 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.5

	<ul style="list-style-type: none"> • Analyse the advantages and disadvantages of each method for a given situation • Evaluate the suitability of sources of finance for new and established businesses. 		
	<p>➤ Cash Flow:</p> <ul style="list-style-type: none"> • understand the consequences of cash flow problems and the effect of positive cash flow • understand how and why cash flow forecasts are constructed • complete and interpret sections of a cash flow forecast (this includes an understanding of cash inflows and outflows, net cash flow and the opening and closing balance. Students are not expected to be able to construct an entire cash flow forecast) • evaluate possible solutions to cash flow problems, including re-scheduling payments, overdrafts, reducing cash outflow, increasing cash inflow and finding new sources of finance. 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.5
	<ul style="list-style-type: none"> • Basic financial terms • Basic financial calculations • Average rate of return • Break-even <p>➤ Understand the difference between variable costs, fixed costs and total costs</p>	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.5

	<ul style="list-style-type: none"> ➤ Understand the concept of revenue, costs, profit and loss ➤ Understand the main investment projects that businesses undertake, including investment in new machinery, buildings and vehicles and be able to calculate the average rate of return for these projects ➤ Understand the meaning of the term break-even output and interpret break-even charts ➤ Identify the break-even level of output and margin of safety from a break-even chart ➤ Evaluate the value of using break-even analysis to a business. 		
Spring 2	<p>Preparing for the exams</p> <p>You want to do well? Right? This section is all about giving you the skills you need to smash those exams!</p>		
	<ul style="list-style-type: none"> ➤ 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"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ➤ Links to AQA A Level Business unit 3.5

	<ul style="list-style-type: none"> ➤ Identify the main components of the income statement and the statement of financial position ➤ Understand the difference between assets and liabilities and that the statement of financial position is a snapshot in time ➤ Make judgements on the performance of a business through the interpretation of the information contained in income statements ➤ Consider current performance, performance against previous years, performance against competitors and performance from the perspective of a range of stakeholders ➤ Calculate gross profit margin and net profit margin to help assess financial performance. 		
	<ul style="list-style-type: none"> ➤ Exam skills and misconception 	<ul style="list-style-type: none"> ➤ Multiple Choice Question Activities ➤ Teacher/pupil questioning ➤ Exam style question practice (homework's and in class) ➤ Practise exam papers 	<ul style="list-style-type: none"> ➤

Getting Ready for the exam

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

- Practise exam papers and questions
- Timed responses
- MCQ practise
- Marking activities

External Exams

External exams begin

Summer
2