

Curriculum Intent:

The Business department believes passionately in the subject they teach and feel that A-level business is an important qualification to study in an ever-changing society. In the commercial world businesses range from single person ownership to large multinational corporations such as McDonalds that have outlets and headquarters throughout the world. The current pandemic has wrought havoc on the business world and students can see the impact of economic and social shocks and the way that business has responded to this. Our intent is very much that they can see the concepts and themes studied at play in the real world. The Brexit vote of 2016 is another powerful way in which students can see economic, political, and societal change shaping business decision making. Students will learn how and why businesses differ and how they may evolve from small scale to a very large global entities. It has never been more relevant to consider the ethical impact of some of the global entities that whilst satisfying the needs and wants of their consumers, are often called out for tax evasion, obscure supply chains and the like. Business is important because it is relevant; students will be able to use their knowledge as consumers and citizens and apply this experience to a range of business theories and concepts. The course also equips students with some insight into the different functional areas of business which may support a future career path.

The aims of the course are to:

- develop an enthusiasm for studying business
- gain a holistic understanding of business in a range of contexts
- develop a critical understanding of organisations and their ability to meet society's needs and wants
- understand that business behaviour can be studied from a range of perspectives
- generate enterprising and creative approaches to business opportunities, problems and issues
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- apply numerical skills in a range of business contexts.
- Support students to become independent learners who can apply a range of ideas to business context

There are four themes that students will study during the year;

For all four themes students will investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts. They will also develop their knowledge, skills and understanding of business, and acquire competency in quantitative skills that are relevant to and applied in the context of each theme.

Theme 1

In this theme students will understand how businesses identify opportunities and explore how businesses focus on developing a competitive advantage through interacting with customers. They will should be able to show how business will need to develop and adapt their business strategy depending upon the context of the business in a dynamic markets place.

We will also consider people, exploring how businesses recruit, train, organise and motivate employees, as well as the role of enterprising individuals and leaders.

Theme 2

In this theme, students explore the finance and operations functions, and investigate external influences on business. For this, students will need to be able to judge a business's performance using data and case studies. This will also include the external influences that have an impact on businesses, including economic and legal factors.

Students will need to build upon the knowledge, skills and understanding developed in Theme 2 in Theme 3, making connections across these two themes in Paper 2, and across Themes 1, 2, 3 and 4 in Paper 3.

Theme 3

This theme moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a strategic view of business opportunities and issues.

Students analyse corporate objectives and strategy against financial and non-financial performance measures and will look at how businesses grow, and develop whilst understanding the impact of external influences.

The theme will also cover the causes and effects of change and how businesses mitigate risk and uncertainty.

Theme 4

Students investigate businesses that trade on a global scale and explore their reasons for doing so. This builds on the work that students have done at theme 4 and looks at how international markets are both a potential pitfall and an opportunity for future success.

Students will develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.

Curriculum Implementation

We do not enter students for an AS examination at the end of the first year of study so there is no necessity to teach all of theme 1 and theme 2 in the first year. This means that the way that we have organised the teaching of the course follows a logical order rather than shoehorning the teaching into a constrained time. This sequence of topics is our current approach but as with all the best teaching schemes, it can and is reviewed in order that the subject makes the most sense to students. The nature of the subject also means that real life events may mean that we may take a minor detour to another topic if a logical opportunity to activate some prior learning or learn something new in a topical context.

Year	Term	Content
12	Autumn	<p>1</p> <p>Students do not need to have studied GCSE Business to be able to study the subject at A-level. We therefore begin with the key concepts that underpin other topic areas, such as types of ownership. Understanding the form a business may take is a concept that is reactivated throughout the course. We also draw on students' experiences as consumers and citizens to put the theory into context.</p> <p>Business Choices Opportunity Cost Choices and Potential trade-offs</p> <p>Role of an Entrepreneur Creating and setting up a business, Running and expanding/developing a business, Innovation within a business (intrapreneurship), Barriers to entrepreneurship and Anticipating risk and uncertainty in the business environment.</p> <p>Entrepreneurial Motives and Characteristics Characteristics and skills required to be an entrepreneur and why people set up their own business. Reasons why people set up businesses:</p> <p>Stakeholders and Shareholders Internal and external stakeholders, their objectives and potential stakeholder conflict.</p> <p>Forms of Business Ownership Sole trader, partnership and private limited company, Franchising, social enterprise, lifestyle businesses, online businesses. Growth to PLC and stock market flotation Implications of limited and unlimited liability</p> <p>Students will need to understand the difference between limited and unlimited liability as these carry differing degrees of risk for owners and sets the scene for major decision making and is especially important in setting objectives and organising your business structure.</p>
	Autumn	<p>2</p> <p>Corporate Objectives Development of corporate objectives from mission statement/corporate aims Critical appraisal of mission statements/corporate aims</p> <p>Organisational Structure Be familiar with the following key terms that relate to structure- hierarchy, chain of command, span of control and centralised and decentralised decision making. Understanding the different types of structures which includes tall, flat and</p>

		<p>Matrix and their impact on business efficiency and motivation.</p> <p>Approaches to staffing Understand the difference between staff as an asset or a cost. Look at what we mean by a Flexible workforce including multi-skilling, part-time and temporary, flexible hours and home working, outsourcing. Distinction between dismissal and redundancy Employer/employee relationships including individual approach and collective bargaining</p> <p>Recruitment, selection and process; Internal versus external recruitment and the difference between skills and cost. Types of training: including induction, on the-job and off-the-job</p> <p>Motivation in theory and practice Students needs to understand how employees are motivated drawing on the theories of Taylor, Mayo, Maslow and Herzberg.</p> <p>Students will need to look at how you can motivate employees using both financial and non-financial methods or a combination of both. They will then need to choose the correct method of motivation dependent upon the business context.</p> <p>Human Resources calculations; Students will need to be able to look at how effective motivation is using human resource calculations. This includes measuring labour productivity, labour turnover and retention and absenteeism. Human resource strategies to increase productivity and retention and to reduce turnover and absenteeism include financial rewards, employee share ownership, consultation strategies and empowerment strategies.</p> <p>Once students have assimilated the knowledge of how to organise staff and recruit the staff needed, we then move on to looking at the kind of culture that can evolve or be created within an organisation and how the leader can create this culture within the organisation. This can be linked back to learning on the type of ownership and size of the business.</p>
	Spring	3

		<p>Leadership The distinction between management and leadership- and different types of leadership styles including autocratic, paternalistic, democratic and laissez faire. Students now have a good understanding of the various forms that a business may take and how they may organise the personnel they recruit. It then makes sense to introduce the idea of markets and how a business may satisfy the wants of their customers. [The idea of ‘wants’ was introduced early as a fundamental concept so is reactivated here]</p> <p>Market Research Product and market orientation Primary and secondary market research data (quantitative and qualitative) used to; identify and anticipate customer needs and wants, quantify likely demand gain insight into consumer behaviour Limitations of market research, sample size and bias Use of ICT to support market research: Market segmentation</p> <p>The Market Mass markets and niche markets: Market Mapping Dynamic markets: How competition affects the market</p> <p>We end this unit by looking at what a market is and how business can research a market to find out exactly what customers want and why. Once students understand the role of market research and markets, we then introduce how the research collected can help a firm produce a product to satisfy demand and potentially maximise profit.</p>
	Spring 4	<p>Having identified the needs and wants of your customer it now makes sense to study the concepts related the way that you may produce your product and the scale that it may be produced.</p> <p>Production, Productivity and Efficiency Methods of production: Productivity: Efficiency:</p> <p>Capacity Utilisation Capacity utilisation: o current output (divided by) maximum possible output (x 100) Implications of under- and over-utilisation of capacity Ways of improving capacity utilisation</p> <p>Capacity utilisation is a critical concept to understanding efficiency and productivity and is reactivated next year when studying profitability.</p>

		<p>Stock Control</p> <p>Interpretation of stock control diagram Buffer stocks Implications of poor stock control Just in time (JIT) management of stock Waste minimisation Competitive advantage from lean production</p> <p>Quality Management</p> <p>Quality control methods including quality control, quality assurance, quality circles and Total Quality Management. Continuous improvement (Kaizen) Competitive advantage from quality management</p> <p>Once students have studied how the product is made and the quality of the product, it is logical to consider how their products fits into the market they are entering and the competitive advantage it may have over other products.</p>
	Summer	5 <p>Market Positioning</p> <p>Competitive advantage of a product or service The purpose of product differentiation Adding value to products/services</p> <p>Product/Service</p> <p>Design mix: including function, aesthetics and cost Changes in the elements of the design mix to reflect social trends including environmental and ethical decision making.</p> <p>Revision of Year 12 topics.</p> <p>Past Papers Year 12 Mocks</p> <p>Once students have decided how they are going to price their product, including quality control and USP they now need to consider how they will get this product to market and make it stand out in a possibly saturated market. This will include looking at the price they set, where they sell it and how they raise awareness to consumers. Price is a concept that will be reactivated when studying profitability and price elasticity of demand in year 13.</p>
	Summer	6 <p>Branding and Promotion</p> <p>Types of promotion Types of branding The benefits of strong branding: Ways to build a brand</p> <p>Marketing Strategy</p> <p>The product life cycle Extension strategies:</p>

		<p>Distribution Distribution channels Changes in distribution to reflect social trends: Changing from product to service</p> <p>Boston Matrix and the product portfolio Marketing strategies appropriate for different types of market: Changing from product to service in both mass and niche markets.</p> <p>Pricing Strategies Pricing Methods</p> <p>Marketing Strategy Boston Matrix and the product portfolio Consumer behaviour – how businesses develop customer loyalty</p> <p>Students will now have had the opportunity to learn the theory about how a business may be set up, sets its objectives, produces its products and then markets them. Growth may now be an objective, so this is the next concept that is studied. When a business grows it needs to consider its financial situation and the extent to which sources of finance are required to facilitate this growth. This is the starting point for Year 13.</p>
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Year 13 is split into two as each teacher will follow their own topics. The 2 hours teacher's lessons focus mainly on financial techniques which support the learning on growth and strategy. For example, growth requires finance and investment which is taught at a similar time of year.

			Teacher 1 three hours	Teacher 2 two hours
13	Autumn	1	<p>Growth</p> <p>Objectives of growth:</p> <p>Problems arising from growth:</p> <p>Mergers and takeovers</p> <p>Reasons for mergers and takeovers</p> <p>Distinction between mergers and takeovers</p> <p>Horizontal and vertical integration</p> <p>Financial risks and rewards</p> <p>Problems of rapid growth</p> <p>Organic Growth</p> <p>Distinction between inorganic and organic growth</p> <p>Methods of growing organically</p> <p>Advantages and disadvantages of organic growth</p> <p>Reasons for global mergers or joint ventures</p> <p>Spreading risk over different countries/regions</p> <p>Entering new markets/trade blocs</p> <p>Acquiring national/international brand names/patents</p> <p>Securing resources/supplies</p> <p>Maintaining/increasing global competitiveness</p> <p>Reasons for Staying Small</p> <p>One of the ways that a business can achieve growth is by exploring markets overseas. This brings other risks and rewards. Students will need to make judgements about the country a business may be considering entering and why this might lead to success for the business. Students will then need to understand the potential impact that growth has on their profit margins and liquidity. In</p>	<p>Internal and External Finance</p> <p>This links well with the topic of growth which teacher 1 is teaching.</p> <p>Different methods of internal and external finance, including advantage and disadvantages and when and why to use which to method.</p> <p>Liability</p> <p>Reactivate learning from types of ownership; this has a good degree of influence on the finance a business may use.</p> <p>Investment Appraisal</p> <p>Simple payback</p> <p>Average (Accounting) Rate of Return</p> <p>Discounted Cash Flow (Net Present Value only)</p> <p>Calculations and interpretations of figures generated by these techniques</p> <p>Limitations of these techniques</p> <p>Growth may require significant investment.</p> <p>All of the following topics follow a logical order so that students can apply their relevance as they also learn about growth in domestic and international markets.</p> <p>Business Planning and Cash Flow</p> <p>Relevance of a business plan in obtaining finance</p> <p>Interpretation of a simple cash-flow forecast, and calculations based on changes in the cash-flow variables</p> <p>Use and limitations of a cash-flow forecast</p>

		<p>addition, any investment for this growth needs to be appraised.</p>	
Autumn	2	<p>Impact of MNCs on the local economy: local labour, wages, working conditions and job creation local businesses the local community and environment</p> <p>Impact of MNCs on the national economy: FDI flows balance of payments technology and skills transfer consumers business culture tax revenues and transfer pricing</p> <p>Growing economies Growth rate of the UK economy compared to emerging economies Growing economic power of countries within Asia, Africa and other parts of the world Implications of economic growth for individuals and businesses: Indicators of growth:</p> <p>Assessment of a country as a market</p> <p>Assessment of a country as a production location</p> <p>Conditions that prompt trade Push factors: Pull factors: Possibility of off-shoring and outsourcing Extending the product life cycle by selling in multiple markets</p> <p>Global competitiveness The impact of movements in exchange rates Competitive advantage through: Skill shortages and their impact on international competitiveness</p> <p>Now that the different methods of growth and the potential rewards from international growth have been studied, students are able to understand the potential strategies businesses may adopt to remain or become more successful.</p>	<p>Sales Revenue and Costs Calculation of sales volume and sales revenue Calculation of fixed and variable costs</p> <p>Break-Even Using contribution to calculate the break-even point Margin of safety Interpretation of break-even charts Limitations of break-even analysis</p> <p>Budgets Purpose of budgets Types of budgets Variance analysis Difficulties of budgeting</p> <p>Sales forecasting is a tricky topic for students, so they can see its relevance to producing break even information and budgets. We are now asking the question, where does the information come from to support these calculations?</p> <p>Sales Forecasting Purpose of sales forecasts Factors affecting sales forecasts: Difficulties of sales forecasting</p> <p>Calculation of time-series analysis: Moving averages (three period/four quarter) Interpretation of scatter graphs and line of best fit – extrapolation of past data to future Limitations of quantitative sales forecasting techniques</p> <p>Students now can consider how all the internal financial information a business produces, is presented externally.</p> <p>Interpretation of financial statements Statement of comprehensive income (profit and loss account): Statement of financial position (balance sheet)</p> <p>Profit</p>

			<p>Calculation of: gross profit operating profit, profit for the year (net profit) Statement of comprehensive income (profit and loss account): Measuring profitability: Ways to improve profitability Distinction between profit and cash</p>
		Revision/ Mock examination period	
Spring	3	<p>Theories of corporate strategy: Ansoff’s Matrix Porter’s Strategic Matrix Porter’s Five Forces Aim of portfolio analysis Achieving competitive advantage through distinctive capabilities Effect of strategic and tactical decisions on human, physical, and financial resources</p> <p>Marketing Strategy Boston Matrix and the product portfolio Marketing strategies appropriate for different types of market: Business (B2B) and business to consumer (B2C) marketing Consumer behaviour – how businesses develop customer loyalty</p> <p>Corporate Influences Corporate timescales: short-termism versus long-termism Evidence-based versus subjective decision making</p> <p>Marketing Global marketing strategy and global localisation (glocalisation) Different marketing approaches; ethnocentric, geocentric and polycentric. Application and adaptation of the marketing mix (4Ps) and Ansoff’s Matrix to global markets Cultural and social considerations for business</p> <p>Niche Markets Cultural diversity: recognition that groups of people across the globe have different interests and values Features of global niche markets Application and adaptation of the marketing mix (4Ps) to suit global niches</p>	<p>Liquidity/ Ratio Analysis Statement of financial position (balance sheet): Measuring liquidity: Calculating current ratio and acid test ratio Ways to improve liquidity Working capital and its management: the importance of cash Gearing ratio Return on capital employed (ROCE) Interpret ratios to make business decisions The limitations of ratio analysis</p> <p>Before moving on to decision making techniques that business may use, a range of consolidating activities are undertaken so that these previous topics can be understood deeply. We want students to understand why you may carry out a particular calculation not simply a technique that is committed to memory without proper understanding of the significance of an answer and the implications for a business.</p>

		<p>SWOT analysis and PESTLE</p> <p>Economic Influences The effect on businesses of changes in: inflation, exchange rates (appreciation, depreciation), interest rates, taxation and government spending the business cycle. The effect of economic uncertainty on the business environment</p> <p>Legislation The effects on businesses of: consumer protection, employee protection, environmental protection competition policy, health and safety</p> <p>The Competitive Environment Competition and Market Size The changing competitive environment</p> <p>Growth into international markets must be understood before students can link this to how international trade is either supported and increased through membership of a trading bloc or limited by trade restrictions. They will therefore move onto the next topic which is looking at protectionism and trading blocs.</p>	
Spring	4	<p>Protectionism Tariffs Import quotas Other trade barriers:</p> <p>Trading Blocs Expansion of trading blocs including EU and the single market ASEAN and NAFTA Impact on businesses of trading blocs</p> <p>International Trade Exports and imports The link between business specialisation and competitive advantage Opportunity to reactivate learning from marketing of USP and strategy of differentiation. Foreign direct investment (FDI) and link to business growth</p>	<p>The learning on strategy is complemented by the following:</p> <p>Decision Trees Construct and interpret simple decision tree diagrams Calculations and interpretations of figures generated by these techniques Limitations of using decision trees</p> <p>Decision trees give an opportunity to reactivate learning on investment appraisal.</p> <p>Critical Path Analysis Nature and purpose of Critical Path Analysis Complete and interpret simple networks to identify the critical path.</p>

		<p>Factors contributing to increased globalisation</p> <p>Reduction of international trade barriers/trade liberalisation Political change Reduced cost of transport and communication Increased significance of global (transnational) companies Increased investment flows (FDI) Migration (within and between economies) Growth of the global labour force Structural change</p> <p>Business Ethics Ethics of strategic decisions: Pay and rewards Corporate Social Responsibility (CSR)</p> <p>Controlling MNC's</p> <p>Ethics Stakeholder and Shareholder conflict Reactivate knowledge of stakeholders</p> <p>Business Failure Financial and non-financial factors Internal versus external factors Reactivate learning of PESTLE factors.</p> <p>Causes of change Causes of change in business Effects of the change on productivity, finance and stakeholders.</p> <p>Key Factor in change Organisational culture Size of organisation Time/speed of change Managing resistance to change</p> <p>Scenario Planning Identifying key risks through risk assessment Planning for risk mitigation</p> <p>The Market Reactivation here of learning of pricing strategies. Demand Supply Interaction of demand and supply PED YED</p>	<p>Calculate: Earliest and Latest start time and Total Float</p> <p>Limitations of using critical path analysis</p>
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			Students will have now completed all their learning and need to put their knowledge into context spending a significant amount of time looking at the pre-release case-study which is also used as a springboard for revision.	
	Summer	5	Revision and tasks around the paper 3 pre-release material.	Revision and examination practice.

How you are assessed

There are three papers that students will be assessed on;

Paper 1 – This will cover material from Themes 1 and 4 – contributes 35% towards final grade

Paper 2- This will cover material from Themes 2 and 3- contributes 35% towards final grade

Paper 3- This will cover material from themes 1, 2, 3 and 4 and is based on a pre-release stimuli material – contributes 30% towards final grade

In each paper the students are assessed using the following skills and weightings;

Skill	Exam Weighting (%)
AO1 Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues	20-22
AO2 Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues	22-24
AO3 Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences	28-30
AO4 Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues	26-28

Enrichment – How can you deepen your understanding of Business?

The exciting thing about studying Business is that it is dynamic and reflects real life situations so there are plenty of opportunities to find out more. We suggest that you read or listen to the news frequently.

- The Times
- Financial Times [free online subscription available with school e mail]
- The Guardian
- The Independent
- BBC News
- Channel 4 News

Books relevant to the course

- Edexcel Business A Level Year 2 (Edexcel a Level) Paperback – 24 Jun 2016 - by [Ian Marcouse](#) (Author)
- Edexcel A-level Business Student Guide: Theme 3: Business decisions and strategy Paperback – 28 Apr 2017
- Edexcel A-level Business Student Guide: Theme 4: Global Business Paperback – 26 May 2017
- My Revision Notes: Edexcel A-level Business by [Andrew Hammond](#)

- Anforme Revision Guide to AS and A Level Business Themes 1 and 2 of Edexcel's Business
- Anforme Revision Guide to A Level Business Year 2 Themes 3 and 4 of Edexcel's Business

In addition, we suggest that you do some reading around the course

Duncan Bannatyne - Anyone Can Do it

James Watt - Business for Punks

Daniel Pink - Drive

Terry Leahy - Management in Ten Words

Evan Davies -Made in Britain

A Simms - Tescopoly

Judi Bevan -The Rise and Fall of Marks and Spencer

Richard Branson - The Virgin Way

Theo Paphitis - Enter The Dragon

Sam Atkinson- The Business Book Big Ideas Simply Explained,

Sir Richard Branson- Finding My Virginity

Zack O'Malley Greenberg- 3 Kings: Diddy, Dr. Dre, Jay-Z and Hip-Hop's Multibillion-Dollar Rise

John Brooks - Business Adventures

Sheryl Sandberg- Lean In, Women, Work and the Will to Lead

Jo Malone – Jo Malone My Story

Richard Reed- If I Could Tell You Just One Thing,

Relevant websites

www.tutor2u.net

<http://news.sky.com/>

<https://www.theguardian.com/uk/business>

<https://www.thetimes.co.uk/#section-news>

<http://www.independent.co.uk/>

<https://www.bloomberg.com/businessweek>

Where next – how can Business support your future?

Many students continue to study Business to degree level after A level and Business degree scores well in employability rankings. You will have improved your numerical, analytical and evaluative skills which are transferable to other courses of study as well as the workplace environment. More students are now considering apprenticeships after school and Business has often helped them to decide which areas of business activity they may enjoy working in. For example, there is sufficient finance in Business A level to help a student to decide if accounting is a field they wish to work in.

Here are some of the jobs that people could do if they study business.

- Accountant
- Advertising Agency
- Arts Administrator
- Bank Manager
- Charity Fund Raiser
- Digital Marketing Officer
- E-Commerce Manager
- Education Administrator
- Human Resource Manager
- Marketing Executive
- Stockbroker
- Wedding Planner
- Events Manager
- Entrepreneur