

**Year 12**

Term	1	2	3	4	5	6
Topic Title	Theme 1: The Market (1.1.1) Market research (1.1.2) market positioning (1.1.3) Demand (1.2.1) Supply (1.2.2) Markets (1.2.3) PeD (1.2.4) Yeo (1.2.5) Product/service design (1.3.1) Branding and promotion (1.3.2) Pricing strategies (1.3.3) Distribution (1.3.4) Marketing strategy (1.3.5)	Approaches to staffing (1.4.1) Recruitment, selection and training (1.4.2) Organisational design (1.4.3) Motivation (1.4.4) Leadership (1.4.5) Entrepreneurs (1.5.1 & 1.5.2) Business objectives (1.5.3) Forms of business (1.5.4) business choices (1.5.5) Entrepreneur to a leader (1.5.6)	Theme 2 Internal finance (2.1.1) External finance (2.1.2) Liability (2.1.3) Planning (2.1.4) Sales forecasting (2.2.1) Sales, revenue and costs (2.2.2) Break-even (2.2.3) Budgets (2.2.4)	Profit (2.3.1) Liquidity (2.3.2) Business failure (2.3.3) Production, productivity and efficiency (2.4.1) Capacity utilisation (2.4.2) Stock control (2.4.3) Quality management (2.4.4)	Economic influences (2.5.1) Legislation (2.5.2) The competitive environment (2.5.3) Revision for theme 1 and theme 2	Mock exams for theme 1 and theme 2 Start A2 Business - theme 3 Corporate objectives (3.1.1) Theory of corporate strategy (3.1.2) SWOT analysis (3.1.3)
Rationale:	This theme enables students to understand how businesses identify opportunities and to explore how businesses focus on developing a competitive advantage through interacting with customers. Students develop an understanding of how businesses need to adapt their marketing to operate in a dynamic global environment. This theme also considers people, exploring how businesses recruit, train, organise and motivate employees, as well as the role of enterprise individuals and leaders.  These units are taught at the start of the course to introduce pupils to the key theory of business. For example when a business decides to start trading, they will investigate the different types of business. This is followed by the market research businesses do before they start to trade. Pupils also learn how businesses decide how to price their products as well as where they will sell them; this covers the initial elements of the marketing mix which embeds theories over the years including global marketing which is taught in term 3 in year 13.  Demand is taught before supply as pupils often find it more relatable, both topics then come together and pupils study the market and how the equilibrium is set.	This theme enables students to understand how businesses identify opportunities and to explore how businesses focus on developing a competitive advantage through interacting with customers. Students develop an understanding of how businesses need to adapt their marketing to operate in a dynamic global environment. This theme also considers people, exploring how businesses recruit, train, organise and motivate employees, as well as the role of enterprise individuals and leaders.  These units have not been studied before and are therefore providing pupils with knowledge needed when studying theme 3 in year 13. Motivation and leadership closely link to many topics over the duration of the course, for example, productivity and business failure which are taught in term 4.	This theme enables students to develop an understanding of raising and managing finance, and measuring business performance. It outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality. Students also consider the external influences that have an impact on businesses, including economic and legal factors.  Term 3 starts to allow pupils to develop their financial understanding of business. Sales, revenue and costs are the initial basics taught as pupils must understand these so that they can calculate break even and profit within this theme and topics such as profit in term 4 and ratio analysis and financial accounts which is taught in term 2 of year 13. Liability leads on from the different forms of business which is covered in theme 2.	This theme enables students to develop an understanding of raising and managing finance, and measuring business performance. The theme outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality. Students also consider the external influences that have an impact on businesses, including economic and legal factors.  Profitability is taught following on from revenue, costs and profit in term 3. Business failure follows on from both initial basics taught as pupils must understand these so that they can calculate break even and profit within this theme and topics such as profit in term 4 and ratio analysis and financial accounts which is taught in term 2 of year 13. Liability leads on from the different forms of business which is covered in theme 2.	The theme outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality. Students also consider the external influences that have an impact on businesses, including economic and legal factors.  External influences are taught at the end of year 12 once the foundations have been set. This is the first time these topics are studied, this unit therefore provides pupils with the key knowledge needed to understand the external environment businesses operate in.	Gives students the opportunity to revisit all of the content studied in year 12 before their mock exams. Theme 3 is started to allow more time for revision at the end of the course.
Prior knowledge:	No prior knowledge is required to student A level business. However, it would be beneficial to have a level 4 in maths and English due to performing calculations and essay writing.	All of the topics link together and connections should be made between each of the topics studied	All of the topics link together and connections should be made between each of the topics studied	All of the topics link together and connections should be made between each of the topics studied	All of the topics link together and connections should be made between each of the topics studied	All of the topics link together and connections should be made between each of the topics studied
Key knowledge/skills development	A01: 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  A02: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues  A03: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences A04: Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues	A01: 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  A02: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues A03: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences A04: Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues	A01: 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  A02: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues A03: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences A04: Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues	A01: 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  A02: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues A03: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences A04: Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues	A01: 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  A02: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues A03: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences A04: Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues	A01: 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  A02: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues A03: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences A04: Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues
National Curriculum/specification links	Students will develop an understanding of: meeting customer needs, the market, marketing mix and strategy, managing people and entrepreneurs and leaders.	Students will develop an understanding of: meeting customer needs, the market, marketing mix and strategy, managing people and entrepreneurs and leaders.	Students will develop an understanding of: raising finance, financial planning, managing finance, resource management and external influences.	Students will develop an understanding of: raising finance, financial planning, managing finance, resource management and external influences.	Students will develop an understanding of: raising finance, financial planning, managing finance, resource management and external influences.	Students will revise theme 1 and 2. Theme 3: Students develops the concepts introduced in Theme 2. Students will develop an understanding of business objectives and strategy
Literacy	Reading, comprehension and exam style questions including regularly reading current news articles.	Comprehension of current business news stories and their application to the topics we are studying.		Reading, comprehension and exam style questions. Viper questions asked when completing case studies on quality management, stock control and productivity.		
Numeracy	Highlight links of mathematical terms and their meanings. Standard methods for calculating percentage change, price elasticity of demand, income elasticity of demand and market share. Pupils also have to rearrange formulas when calculating PeD and Yeo		Highlight links of mathematical terms. Standard methods for calculating break-even, profit & loss, revenue, costs and sales forecasting		Highlight links of mathematical terms. Standard methods for calculating exchange rates	
STEM	Pupils work in groups to collaboratively come up with ideas when completing many of these topics. Pupils have to be able to communicate their ideas with each other as well as the rest of the class.	pupils have to create different recruitment documentation for a job of their choice. This includes looking at job adverts, person specification & job description. Skills used - creativity, collaboration and critical thinking		Pupils research, create and then present presentations on a range of different topics including a task sheet to check understanding. STEM skills include creativity, collaboration and communication		
Cross curricular links:	Gathering research /data occurs in many subjects, specifically in geography	CV, job descriptions and person specification link with citizenship / PSHE and careers and also everyday life when students are applying for jobs.	Calculating a variety of sums in cash flow forecasting, break-even and budgets all link to maths	Calculating profit and ratios links to performing calculations in maths.	External factors and the environment link closely with economics	Problem solving & critical thinking links to many subjects as well as everyday life
Key vocabulary	E-commerce, marketing, mass market, niche market, market segmentation, primary & secondary market research, qualitative and quantitative data, added value, market map, USP, supply, demand, PeD, income elasticity of demand, design mix, above and below the line promotion, viral marketing, pricing strategies, product life cycle, intermediaries, Boston matrix	Outsourcing, CV, job descriptions, person specification, on and off the job training, chain of command, delegating, span of control, separates, delegation, empowerment, motivation, autocratic, democratic, laissez-faire and paternalistic leadership, entrepreneurs & intrapreneurs, franchise, limited and unlimited liability, sole trader, partnership, stock market, opportunity cost	Capital, retained profit, revenue & capital expenditure, share capital, overdraft, crowd funding, venture capital, receivables, working capital, overtrading, job, batch and flow production, labour productivity, lean production, Kaizen, capacity utilisation, buffer stocks, lead time, quality assurance, TQM	Gross profit, operating profit, net profit, liquidity, acid test, current ratio, assets, liabilities, Payables, receivables, working capital, overtrading, job, batch and flow production, labour productivity, lean production, Kaizen, capacity utilisation, buffer stocks, lead time, quality assurance, TQM	Consumer price index, inflation, deflation, base rate, business cycle, recession, taxation, GDP, exchange rates, legislation, collusion	Corporate objectives, mission statement, SMART objectives, Ansoff matrix, portfolio analysis, SWOT analysis.

**Year 13**

Term	1	2	3	4	5	6
<b>Topic Title:</b>	Theme 3. Business growth (3.2.1) Mergers and takeovers (3.2.2) organic growth (3.2.3) reasons for staying small (3.2.4) Quantitative sales forecasting (3.3.1) Investment appraisal (3.3.2) Decision Trees (3.3.3) Critical path analysis (3.3.4)	Corporate influences (3.4.1) corporate culture (3.4.2) Shareholder Vs Stakeholder (3.4.3) Business ethics (3.4.4) Financial accounts (3.5.1) Ratio analysis (3.5.2) HR (3.5.3) Causes and effects of change (3.6.1, 3.6.2) Scenario planning (3.6.3)	Theme 4 Growing economies (4.1.1) International trade and business growth (4.1.2) Globalisation (4.1.3) protectionism (4.1.4) Trading Blocs (4.1.5) conditions that prompt trade (4.2.1) Assessment of a country as a market / production location (4.2.2 & 4.3.3) Global mergers and joint ventures (4.2.4) Global competitiveness (4.2.5)	Marketing (4.3.1) Niche markets (4.3.2) Cultural and social factors (4.3.3) The impact of MNCs (4.4.1) Ethics (4.4.2) Controlling MNCs (4.4.3)	Research for Paper 3, revision on all themes	Exam Period Only
<b>Rationale:</b>	Students will need to build upon the knowledge, skills and understanding developed in Theme 2 and therefore theme 3 is delivered after theme 2. It 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 how businesses grow, and develop an understanding of the impact of external influences. The theme covers the causes and effects of change and how businesses mitigate risk and uncertainty.	Students will need to build upon the knowledge, skills and understanding developed in Theme 2 and therefore theme 3 is delivered after theme 2. It 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 how businesses grow, and develop an understanding of the impact of external influences. The theme covers the causes and effects of change and how businesses mitigate risk and uncertainty.	Students will build upon the knowledge, skills and understanding developed in Theme 1 and investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.	Students will build upon the knowledge, skills and understanding developed in Theme 1 and investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.	Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area. Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.	
<b>Prior knowledge:</b>	A level Business builds on the skills, knowledge and understanding of the AS business specification, the topics continue to link together and connections should be made throughout.	A level Business builds on the skills, knowledge and understanding of the AS business specification, the topics continue to link together and connections should be made throughout.	A level Business builds on the skills, knowledge and understanding of the AS business specification, the topics continue to link together and connections should be made throughout.	A level Business builds on the skills, knowledge and understanding of the AS business specification, the topics continue to link together and connections should be made throughout.	Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.	
<b>Key knowledge/skills development</b>	A01: 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 A02: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues A03: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences A04: Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues	A01: 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 A02: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues A03: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences A04: Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues	A01: 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 A02: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues A03: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences A04: Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues	A01: 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 A02: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues A03: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences A04: Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues	A01: 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 A02: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues A03: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences A04: Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues	
<b>National Curriculum/specification links</b>	Theme 3: Students develops the concepts introduced in Theme 2. Students will develop an understanding of business objectives and strategy, business growth, decision-making techniques, influences on business decisions, assessing competitiveness and managing change.	Theme 3: Students develops the concepts introduced in Theme 2. Students will develop an understanding of business objectives and strategy, business growth, decision-making techniques, influences on business decisions, assessing competitiveness and managing change.	Theme 4 develops the concepts introduced in Theme 1. Students will develop an understanding of: Students globalisation, global markets and business expansion, global marketing and global industries and companies (multinational corporations).	Theme 4 develops the concepts introduced in Theme 1. Students will develop an understanding of: Students globalisation, global markets and business expansion, global marketing and global industries and companies (multinational corporations).	Revision covering all 4 theme and research into the pre-release topical case study	
<b>Literacy</b>	Comprehension of current business news stories and their application to the topics we are studying.		Reading, comprehension and exam style questions. Viper questions asked when completing case studies on globalisation and assessment of a country as a market and production location		Reading, comprehension and exam style questions relating to all 4 themes of the specification as well as the pre-release research topic.	
<b>Numeracy</b>	Highlight links of mathematical terms and their meanings. Standard methods for calculating investment appraisal, critical path analysis and decision trees	Highlight links of mathematical terms and their meanings. Standard methods for calculating financial accounts including calculating profit and a variety of different ratios			Revision of all 4 themes mathematical terms, including standard methods for all financial calculations throughout the specification	
<b>STEM</b>	Calculations of decision trees as critical path analysis require problem solving skills to investigate the best method to complete a project and the most financially viable option - Quantitative	Presentations created and delivered by pupils working in groups on corporate culture - communication and collaboration skills are used	Assessing the best place for businesses to trade worldwide. Pupils have to critically think about the factors that will impact a business's decision on where they should trade	Ethics - group task where pupils have to work collaboratively to discuss ethical practices for example testing on animals. communication is imperative when pupils are discussing their ideas and the reasons behind them.		
<b>Cross curricular links:</b>	Extrapolation, correlation, moving averages are all topics studied in maths. Investment appraisal methods are covered in accounting.	Problem solving, critical thinking and decision making link to many subjects as well as everyday life.	Close links with Geography when studying different trading blocs as well as importing and exporting from other countries.	Links with geography with globalisation & literacy rates	Links with history / English and being able to write extended response answers to exam questions.	
<b>Key vocabulary</b>	Monopoly, Oligopoly, PESTLE analysis, economies of scale, diseconomies of scale, horizontal integration, merger, takeover, vertical integration, inorganic and organic growth, extrapolation, correlation, moving average, time series analysis, ARR, payback, investment appraisal, NPV, decision trees, critical path analysis, free float	Asset stripping, subjective decision making, corporate culture, stakeholders, shareholders, CSR, ethics, remuneration, gearing, ROCE, window dressing, labour productivity, labour retention, absenteeism, labour turnover, scenario planning	Economic growth, emerging economies, exports, imports, tariffs, quotas, Foreign direct investment, globalisation, protectionism, subsidy, dumping, trade barriers, trading blocs, common market, economies of scale, off-shoring, outsourcing, pull and push factors, disposable income, competitive advantage	Globalisation, globalisation, localisation, niche markets, MNCs, ethics, stakeholders, competition policy, pressure groups.	Exam technique. Analysis. Evaluation	