






# **CURRICULUM MAP**

Copleston Sixth Form



Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>Theme 1 Marketing and People</b></p>  <p style="text-align: center;"><b>First teacher:</b></p> <p>1.1 Meeting customer needs</p> <ul style="list-style-type: none"> <li>• 1.1.1 The market</li> <li>• 1.1.2 Market research</li> <li>• 1.1.3 Market positioning</li> </ul> <p>1.2 The market</p> <ul style="list-style-type: none"> <li>• 1.2.1 Demand</li> <li>• 1.2.2 Supply</li> <li>• 1.2.3 Markets</li> <li>• 1.2.4 Price Elasticity of Demand</li> <li>• 1.2.5 Income Elasticity of Demand</li> </ul> <p>1.3 The marketing mix</p> <ul style="list-style-type: none"> <li>• 1.3.1 Product / service design</li> <li>• 1.3.2 Branding and promotion</li> <li>• 1.3.3 Pricing strategies</li> <li>• 1.3.4 Distribution</li> <li>• 1.3.5 Marketing strategy</li> </ul> <p style="text-align: center;"><b>Second teacher:</b></p> <p>1.4 Managing People</p> <ul style="list-style-type: none"> <li>• 1.4.1 Approaches to staffing</li> <li>• 1.4.2 Recruitment, selection and training</li> <li>• 1.4.3 Organisation design</li> <li>• 1.4.4 Motivation in theory and practice</li> <li>• 1.4.5 Leadership</li> </ul> <p>1.5 Entrepreneurs and leaders</p> <ul style="list-style-type: none"> <li>• 1.5.1 The role of an entrepreneur</li> <li>• 1.5.2 Entrepreneurial motives and characteristics</li> <li>• 1.5.3 Business objectives</li> <li>• 1.5.4 Forms of business</li> <li>• 1.5.5 Business choices</li> <li>• 1.5.6 Moving from entrepreneur to leader</li> </ul>	<p style="text-align: center;"><b>Content / Sequencing</b></p> <p style="text-align: center;"><b>Theme 2 Managing Business Activities</b></p>  <p style="text-align: center;"><b>First teacher:</b></p> <p>2.1 Raising finance</p> <ul style="list-style-type: none"> <li>• 2.1.1 Internal finance</li> <li>• 2.1.2 External finance</li> <li>• 2.1.3 Liability</li> <li>• 2.1.4 Planning</li> </ul> <p>2.2 Financial planning</p> <ul style="list-style-type: none"> <li>• 2.2.1 Sales forecasting</li> <li>• 2.2.2 Sales, revenue and costs</li> <li>• 2.2.3 Break-even</li> <li>• 2.2.4 Budgets</li> </ul> <p style="text-align: center;"><b>Second teacher:</b></p> <p>2.4 Resource management</p> <ul style="list-style-type: none"> <li>• 2.4.1 Production, productivity and efficiency</li> <li>• 2.4.2 Capacity utilisation</li> <li>• 2.4.3 Stock control</li> <li>• 2.4.4 Quality management</li> </ul>	<p style="text-align: center;"><b>Theme 2 Managing Business Activities</b></p>  <p style="text-align: center;"><b>First teacher:</b></p> <p>2.3 Managing finance</p> <ul style="list-style-type: none"> <li>• 2.3.1 Profit</li> <li>• 2.3.2 Liquidity</li> <li>• 2.3.3 Business failure</li> </ul> <p style="text-align: center;"><b>Second teacher:</b></p> <p>2.5 External influences</p> <ul style="list-style-type: none"> <li>• 2.5.1 Economic influences</li> <li>• 2.5.2 Legislation</li> <li>• 2.5.3 The competitive environment</li> </ul> <p style="text-align: center;"><b>Post Year 12 June Mock</b></p> <p>After the final mock in June of Year 12, having completed the Theme 1 and 2 content, we look ahead to some of the trickier Year 13 topics:</p> <ul style="list-style-type: none"> <li>• Ratio analysis</li> <li>• Critical path analysis</li> <li>• Decision trees</li> <li>• Interpreting financial statements</li> <li>• Globalisation</li> <li>• Emerging economies</li> <li>• Key economic indicators</li> </ul>

### Skills

<p>Students in A Level study demonstrate the following skills:  <b>Knowledge</b> – understanding key terminology and concepts  <b>Application</b> – having the ability to link knowledge to business examples and contexts  <b>Analysis</b> – developing chains of reasoning to identify and explain cause and effect on a business of a factor or decision  <b>Evaluation</b> – being able to construct a balanced argument, and where necessary provide a justified, wide-ranging conclusion</p> <p>In the first term of Year 12 students will be introduced to these key skills and the structures in which we teach them, most notably application, which is present from the very first lesson.</p>	<p>Students in A Level study demonstrate the following skills:  <b>Knowledge</b> – understanding key terminology and concepts  <b>Application</b> – having the ability to link knowledge to business examples and contexts  <b>Analysis</b> – developing chains of reasoning to identify and explain cause and effect on a business of a factor or decision  <b>Evaluation</b> – being able to construct a balanced argument, and where necessary provide a justified, wide-ranging conclusion</p> <p>This term sees the first formal mock assessment and so students should be capable of demonstrating these four skills consistently in their work, though there may be areas of development identified.</p>	<p>Students in A Level study demonstrate the following skills:  <b>Knowledge</b> – understanding key terminology and concepts  <b>Application</b> – having the ability to link knowledge to business examples and contexts  <b>Analysis</b> – developing chains of reasoning to identify and explain cause and effect on a business of a factor or decision  <b>Evaluation</b> – being able to construct a balanced argument, and where necessary provide a justified, wide-ranging conclusion</p> <p>Students should by this term have the four key skills as part of their repertoire but will be looking to develop their key skills, such as analysis and evaluation, by adding more depth made possible by the breadth of topics and theories covered.</p>
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### Key questions

<p><i>What is the difference between a mass and niche market?</i>  <i>How can a market be dynamic and which factors influence how dynamic a market is?</i>  <i>Should a business choose product orientation or market orientation?</i>  <i>Which market research techniques are appropriate for different situations?</i>  <i>How can technology be used to support market research?</i>  <i>How does a business differentiate its products from competitors?</i>  <i>Which factors affect supply and demand for a product?</i>  <i>How do supply and demand interact?</i>  <i>To what extent does demand of a product change when the price charged or income of consumers change?</i>  <i>How can a business adapt its marketing mix to attract consumers to buy products?</i>  <i>How do aesthetics, function and economic cost affect the design priorities of a product?</i>  <i>What are the different available methods of promotion available to a business?</i>  <i>Which pricing strategies are suitable for new or existing products?</i>  <i>Which distribution channels are common amongst certain businesses and markets?</i>  <i>How do businesses manage their workforces to achieve a flexible workforce?</i>  <i>How does a company recruit, select and train employees?</i>  <i>How can organising the hierarchical structure of a company lead to efficiency?</i>  <i>Which motivational techniques are appropriate for employees: financial or non-financial?</i></p>	<p><i>Which sources of finance are appropriate for businesses in different situations?</i>  <i>How does limited and unlimited liability affect the financial position of an organisation?</i>  <i>What are the contents and purposes of a business plan?</i>  <i>How does a business predict its cash flow and what could this be used for?</i>  <i>Which methods are most appropriate for forecasting sales?</i>  <i>Which factors affect the reliability of a sales forecast?</i>  <i>How does a business calculate profit?</i>  <i>What is the break even point for a business and why is it important to understand?</i>  <i>What are the limitations of break even analysis?</i>  <i>Why does a business set budgets and how can variance analysis be used to assess how successful a business has been at meeting budgets?</i>  <i>What is the difference between productivity and efficiency?</i>  <i>What are the different methods of production and which are suitable for different product types?</i>  <i>How can managing stock levels impact on a business' costs and profit?</i>  <i>What impact does capacity utilisation have on a business' costs and profit?</i>  <i>How can a business improve its capacity utilisation?</i>  <i>How does a company measure quality, and how does this differ from business to business?</i>  <i>What processes are available for a business to ensure quality in their production?</i>  <i>How does a company develop a culture of quality through initiatives such as TQM and Kaizen?</i></p>	<p><i>What is the difference between profit, gross, operating and net profit?</i>  <i>Why might the profitability ratios of a business differ depending on their market?</i>  <i>What are the assets and liabilities of a company?</i>  <i>How does a business measure their liquidity through ratios such as current and acid test?</i>  <i>What is an effective figure for current and acid test ratios?</i>  <i>What are the common reasons for business failure?</i>  <i>How does a country measure it's economic growth?</i>  <i>Why does the government collect tax and what is tax revenue spent on?</i>  <i>How much of an impact does inflation have on individual consumers as well as on businesses?</i>  <i>Do businesses or individuals want higher or lower interest rates? What is the impact of changes in interest rates on saving and spending?</i>  <i>Does a company that imports goods or exports goods desire a stronger or weaker pound?</i>  <i>What impact does a change in legislation have on a business?</i>  <i>What is the purpose of consumer and employee law?</i>  <i>How does the competitive environment for a business affect their decision making?</i>  <i>Is it better to have a small market share in a large market or a large market share in a small market?</i></p>
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<p><i>How does leadership style affect the motivation and effectiveness of a workforce?</i></p> <p><i>Which qualities and characteristics does an entrepreneur need?</i></p> <p><i>What are the motives of an entrepreneur and how does this impact on the objectives of their business?</i></p> <p><i>How does opportunity cost and trade-off affect decisions?</i></p> <p><i>What options does an entrepreneur have when setting up the legal structure of their organisation?</i></p> <p><i>What difficulties can an entrepreneur run into when transitioning into a leader?</i></p>		
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**SEND Provision**

<p>Students who need tailored resources / assessment arrangements are provided these at every opportunity. Exam technique is supportive through clear, scaffolded structures (the PEACH paragraph and DISC conclusion) to assist with students with writing difficulties. Seating plans are in place for every KS5 group and amended whenever required.</p>	<p>Students who need tailored resources / assessment arrangements are provided these at every opportunity. Exam technique is supportive through clear, scaffolded structures (the PEACH paragraph and DISC conclusion) to assist with students with writing difficulties. Seating plans are in place for every KS5 group and amended whenever required.</p>	<p>Students who need tailored resources / assessment arrangements are provided these at every opportunity. Exam technique is supportive through clear, scaffolded structures (the PEACH paragraph and DISC conclusion) to assist with students with writing difficulties. Seating plans are in place for every KS5 group and amended whenever required.</p>
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**Assessment**

<p align="center"><b>Formal assessments:</b></p> <p align="center">Assessment 1, October (1.1, 1.4) Assessment 2, December (1.2, 1.4, 1.5)</p> <p>These assessments consist of 4, 8, 10 and 12 mark questions and are sat in timed, exam conditions. These assessments are formally marked to exam criteria.</p> <p align="center"><b>Formative assessments:</b></p> <p>At the end of each unit, there is a End of Unit Assessment, so this unit will cover 1.1, 1.2, 1.3, 1.4 and 1.5 in this manner. These assessments are peer/self-marked with models provided by the teacher.</p>	<p align="center"><b>Formal assessments:</b></p> <p align="center">Assessment 3, January (Formal Paper 1 Mock Exam) Assessment 4, March (2.1, 2.2, 2.4)</p> <p>Assessment 3 is the first formal mock exam, and will cover an AS Paper 1 exam structure. Assessment 4 consists of 4, 8, 10 and 12 mark questions and are sat in timed, exam conditions. These assessments are formally marked to exam criteria.</p> <p align="center"><b>Formative assessments:</b></p> <p>At the end of each unit, there is a End of Unit Assessment, so this unit will cover 2.1, 2.2 and 2.4 in this manner. These assessments are peer/self-marked with models provided by the teacher.</p>	<p align="center"><b>Formal assessments:</b></p> <p align="center">Assessment 5, June (Formal Paper 2 Mock Exam)</p> <p>Assessment 5 is the second formal mock exam, and will cover an AS Paper 2 exam structure.</p> <p align="center"><b>Formative assessments:</b></p> <p>At the end of each unit, there is a End of Unit Assessment, so this unit will cover 2.3 and 2.5 in this manner. These assessments are peer/self-marked with models provided by the teacher.</p>
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**Memory for Learning**

<p>Quizlet quizzes are provided for memory for learning interleaving, focusing on key terminology.</p> <p>Starters in tasks are often memory for learning focused with students recapping prior content, in particular numerical skills.</p> <p>Independent Study facilitates revisiting old topics – this is introduced at October half term to Year 12 students.</p>	<p>Quizlet quizzes are provided for memory for learning interleaving, focusing on key terminology.</p> <p>Starters in tasks are often memory for learning focused with students recapping prior content, in particular numerical skills.</p> <p>Independent Study facilitates revisiting old topics.</p>	<p>Quizlet quizzes are provided for memory for learning interleaving, focusing on key terminology.</p> <p>Starters in tasks are often memory for learning focused with students recapping prior content, in particular numerical skills.</p> <p>Independent Study facilitates revisiting old topics.</p>
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### Literacy

<p>From lesson one, every new topic has an extended reading and writing task, based around a business context. There is a focus on using key terminology and using quotations from the extracts to support a well-structured answer.</p> <p>The PEACH and DISC structures provide support for students who struggle to naturally structure their work.</p> <p>The back of the Student Workbooks have a key term glossary that students complete as they go through the course.</p>	<p>Every new topic has an extended reading and writing task, based around a business context. There is a focus on using key terminology and using quotations from the extracts to support a well-structured answer.</p> <p>The PEACH and DISC structures provide support for students who struggle to naturally structure their work.</p> <p>The back of the Student Workbooks have a key term glossary that students complete as they go through the course.</p>	<p>Every new topic has an extended reading and writing task, based around a business context. There is a focus on using key terminology and using quotations from the extracts to support a well-structured answer.</p> <p>The PEACH and DISC structures provide support for students who struggle to naturally structure their work.</p> <p>The back of the Student Workbooks have a key term glossary that students complete as they go through the course.</p>
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### Numeracy

<p>In these units the following numerical skills are developed:</p> <ul style="list-style-type: none"> <li>• Calculating market share and interpreting market data</li> <li>• Constructing a market map</li> <li>• Constructing and interpreting supply and demand curves</li> <li>• Calculating and interpreting price and income elasticity</li> <li>• Interpreting the impact of pricing decisions</li> </ul>	<p>In these units the following numerical skills are developed:</p> <ul style="list-style-type: none"> <li>• Understanding sources of finance</li> <li>• Calculation and interpretation of a cash flow forecast</li> <li>• Calculation of revenue, costs and profit</li> <li>• Calculation and interpretation of break even figures, including break even charts</li> <li>• Calculating and interpreting budgets and budget variance</li> <li>• Calculating productivity in operations</li> <li>• Interpreting a stock control diagram</li> </ul>	<p>In these units the following numerical skills are developed:</p> <ul style="list-style-type: none"> <li>• Calculating gross, operating and net profit</li> <li>• Calculating and interpreting gross, operating and net profit margins</li> <li>• Calculating and interpreting financial statements</li> <li>• Calculating and interpreting liquidity ratios (current and acid test)</li> <li>• Interpreting economic data such as GDP, inflation, interest rates, exchange rates</li> <li>• Calculating interest</li> <li>• Calculating exchange rates</li> <li>•</li> </ul>
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### Character development

<p>In Unit 1.4 there is a focus on which characteristics are required by employers, and how an employee can demonstrate these qualities, such as hard work, listening skills, empathy, determination etc.</p> <p>In Unit 1.5 there is a heavy focus on entrepreneurs and the characteristics they need to demonstrate in order to be successful, including determination, resilience and risk taking.</p>	<p>In Unit 2.1 students have to practice decision making when choosing appropriate sources of finance. They also demonstrate analytical skills when looking at financial statements in Unit 2.2.</p> <p>In Unit 2.4 students have to use critical thinking to identify appropriate production strategies for products and businesses, as well as creativity in coming up with ways for businesses to improve productivity or efficiency.</p>	<p>In Unit 2.3 students must demonstrate analytical skills and critical thinking to analyse financial ratios. Students must also use decision making to recommend approaches and strategies to businesses based upon quantitative data.</p> <p>In Unit 2.5 students have to weigh up risks of economic external factors, and analyse the impact of legislation on individuals and businesses.</p>
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### Equality and diversity opportunities



<p>When studying recruitment there is a focus on equal opportunities and avoiding stereotypes within workers, in particular how regulations have an impact on recruitment and selection. This covers gender, age, race, ethnicity, sexual orientation.</p>	<p>In assessing business failure we identify barriers to successful entrepreneurship, including the barriers in front of female entrepreneurs.</p>	<p>In legislation, students learn about equal pay legislation and the supporting legislation that supports BAME and women in particular in the workplace.</p> <p>In the economy section there is a focus on disparity between socio-economic groups and economic classes.</p>
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**Homework / Independent Learning**

<p>At the end of each topic there is an End of Topic Recap for students to complete via Satchel. This ensures that there is a regular, consistent homework. These homeworks are fed back through whole-class feedback the following lesson.</p> <p>Independent study is set every week after the first half term, which gives students a topic from prior parts of the curriculum map to recap and create revision resources for, and submit them to Satchel.</p> <p>Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p>	<p>At the end of each topic there is an End of Topic Recap for students to complete via Satchel. This ensures that there is a regular, consistent homework. These homeworks are fed back through whole-class feedback the following lesson.</p> <p>Independent study is set every week other than mock weeks, which gives students a topic from prior parts of the curriculum map to recap and create revision resources for, and submit them to Satchel.</p> <p>Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p>	<p>At the end of each topic there is an End of Topic Recap for students to complete via Satchel. This ensures that there is a regular, consistent homework. These homeworks are fed back through whole-class feedback the following lesson.</p> <p>Independent study is set every week other than mock weeks, which gives students a topic from prior parts of the curriculum map to recap and create revision resources for, and submit them to Satchel.</p> <p>Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p>
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**Careers / Information and Guidance links**

<p>Unit 1.4 focuses on recruitment and employment, so has a lot of relevance to students as they go through the recruitment and selection process. Unit 1.3 has a focus on marketing which is a common area of study for Business students at degree level, so there is an emphasis on careers in marketing during this unit.</p>	<p>Units 2.1 and 2.2 introduce finance, which is a common career pathway for Business students with a range of roles available, including apprenticeship opportunities.</p> <p>Unit 2.4 covers production, and there is a focus on how productivity and efficiency looks different in different job roles, so a number of examples are given to students. We also focus on how students can become more productive themselves.</p>	<p>Unit 2.3 continues on the term two focus on finance. We look to bring in an accountancy firm at this point to work with students to show them how these financial statements are used in real accountancy practice. In the past this has been Larking Gowen.</p> <p>Unit 2.5 refers to unemployment and economic growth which provides students with an understanding of how the economy affects the employment opportunities available to students.</p>
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Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>Theme 3 Business Decisions and Strategy</b></p>  <p style="text-align: center;"><b>First teacher:</b></p> <p>3.1 Business objectives and strategy</p> <ul style="list-style-type: none"> <li>• 3.1.1 Corporate objectives</li> <li>• 3.1.2 Theories of corporate strategy</li> <li>• 3.1.3 SWOT analysis</li> <li>• 3.1.4 Impact of external influences</li> </ul> <p>3.2 Business growth</p> <ul style="list-style-type: none"> <li>• 3.2.1 Growth</li> <li>• 3.2.2 Mergers and takeovers</li> <li>• 3.2.3 Organic growth</li> <li>• 3.2.4 Reasons for staying small</li> </ul> <p>3.3 Decision-making techniques</p> <ul style="list-style-type: none"> <li>• 3.3.1 Quantitative sales forecasting</li> <li>• 3.3.2 Investment appraisal</li> <li>• 3.3.3 Decision trees</li> <li>• 3.3.4 Critical path analysis</li> </ul> <p style="text-align: center;"><b>Second teacher:</b></p> <p>3.4 Influences on business decisions</p> <ul style="list-style-type: none"> <li>• 3.4.1 Corporate influences</li> <li>• 3.4.2 Corporate culture</li> <li>• 3.4.3 Stakeholders versus shareholders</li> <li>• 3.4.4 Business ethics</li> </ul> <p>3.5 Assessing competitiveness</p> <ul style="list-style-type: none"> <li>• 3.5.1 Interpretation of financial statements</li> <li>• 3.5.2 Ratio analysis</li> <li>• 3.5.3 Human resources</li> </ul> <p>3.6 Managing change</p> <ul style="list-style-type: none"> <li>• 3.6.1 Causes and effects of change</li> <li>• 3.6.2 Key factors in change</li> <li>• 3.6.3 Scenario planning</li> </ul>	<p style="text-align: center;"><b>Theme 4 Global Business</b></p>  <p style="text-align: center;"><b>First teacher:</b></p> <p>4.1 Globalisation</p> <ul style="list-style-type: none"> <li>• 4.1.1 Growing economies</li> <li>• 4.1.2 International trade and business growth</li> <li>• 4.1.3 Factors contributing to increased globalisation</li> <li>• 4.1.4 Protectionism</li> <li>• 4.1.5 Trading blocs</li> </ul> <p>4.4 Global industries and companies</p> <ul style="list-style-type: none"> <li>• 4.4.1 The impact of MNCs</li> <li>• 4.4.2 Ethics</li> <li>• 4.4.3 Controlling MNCs</li> </ul> <p style="text-align: center;"><b>Second teacher:</b></p> <p>4.2 Global markets and business expansion</p> <ul style="list-style-type: none"> <li>• 4.2.1 Conditions that prompt trade</li> <li>• 4.2.2 Assessment of a country as a market</li> <li>• 4.2.3 Assessment of a country as a production location</li> <li>• 4.2.4 Reasons for global mergers or joint ventures</li> <li>• 4.2.5 Global competitiveness</li> </ul> <p>4.3 Global marketing</p> <ul style="list-style-type: none"> <li>• 4.3.1 Marketing</li> <li>• 4.3.2 Niche markets</li> <li>• 4.3.3 Cultural and social issues</li> </ul>	<p>During the summer term the Year 13s are only in school for the first half term prior to their examination season. By the Easter break content should be completed, allowing a focus on revision and retrieval, as well as exam practice ahead of the final exams.</p>

### Skills

<p>Students in A Level study demonstrate the following skills:  <b>Knowledge</b> – understanding key terminology and concepts  <b>Application</b> – having the ability to link knowledge to business examples and contexts  <b>Analysis</b> – developing chains of reasoning to identify and explain cause and effect on a business of a factor or decision  <b>Evaluation</b> – being able to construct a balanced argument, and where necessary provide a justified, wide-ranging conclusion</p> <p>Students should by this term have the four key skills as part of their repertoire but will be looking to develop their key skills, such as analysis and evaluation, by adding more depth made possible by the breadth of topics and theories covered. There is additional focus on strategy and decision making and so students evaluation skills come to the forefront of their assessments by this stage of the course.</p>	<p>Students in A Level study demonstrate the following skills:  <b>Knowledge</b> – understanding key terminology and concepts  <b>Application</b> – having the ability to link knowledge to business examples and contexts  <b>Analysis</b> – developing chains of reasoning to identify and explain cause and effect on a business of a factor or decision  <b>Evaluation</b> – being able to construct a balanced argument, and where necessary provide a justified, wide-ranging conclusion</p> <p>Students will benefit from additional application as the focus of the course shifts to global businesses, which will allow students to practice their analysis of different circumstances.</p>	<p>Students in A Level study demonstrate the following skills:  <b>Knowledge</b> – understanding key terminology and concepts  <b>Application</b> – having the ability to link knowledge to business examples and contexts  <b>Analysis</b> – developing chains of reasoning to identify and explain cause and effect on a business of a factor or decision  <b>Evaluation</b> – being able to construct a balanced argument, and where necessary provide a justified, wide-ranging conclusion</p> <p>At this stage, the focus is on getting as much practice of demonstrating these skills as possible.</p>
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### Key questions

<p><i>How does a business set their aims, objectives, strategies and tactics?</i></p> <p><i>What is the difference between corporate and functional?</i></p> <p><i>How do businesses differ in perspective: short term v long term thinking?</i></p> <p><i>How can a SWOT analysis be used to identify the strengths, weaknesses, opportunities and threats of a business?</i></p> <p><i>What are the external factors that influence on the decision making of a company?</i></p> <p><i>What are Porter's Five Forces and why do they determine the competitiveness of a market?</i></p> <p><i>How do businesses grow: organically and inorganically?</i></p> <p><i>What are the reasons a business would choose a merger or a takeover to achieve quicker, inorganic growth?</i></p> <p><i>Why might a business prefer to stay at a smaller scale rather than focus on growth and expansion?</i></p> <p><i>Which quantitative means are available for a business to forecast their sales?</i></p> <p><i>Which tools can a business use to best assess whether a future investment project is likely to be successful?</i></p> <p><i>How can decision trees be used to weigh up alternatives to investment projects?</i></p> <p><i>Can a business project which tasks in a project will be the most crucial to ensure it meets its deadline?</i></p> <p><i>What are the biggest influences on business strategy?</i></p> <p><i>How does the culture of an organisation impact on its progression towards its aims?</i></p> <p><i>What can a business do to build a positive, strong culture?</i></p>	<p><i>Which economies are emerging, developing and developed?</i></p> <p><i>How do we measure the growth of an economy?</i></p> <p><i>How do businesses trade globally?</i></p> <p><i>How has global business trade changed over the past 5, 10, 20, 50 years?</i></p> <p><i>Which factors have contributed to the increased globalisation that we have witnessed?</i></p> <p><i>Why do some countries wish to engage in protectionism?</i></p> <p><i>What is a trading bloc and what are the benefits and drawbacks of membership?</i></p> <p><i>Which economic conditions prompt trade between countries?</i></p> <p><i>Which factors would a business consider when deciding on a country to enter as a new market?</i></p> <p><i>Which factors would a business consider when deciding on a country to enter as a new production location?</i></p> <p><i>Why might a business seek to merge or takeover a business from another country?</i></p> <p><i>How can a business ensure it is competitive globally?</i></p> <p><i>How does marketing strategy differ when marketing in different global markets?</i></p> <p><i>Why do some products operate as niche market products in certain countries and mass market products in others?</i></p> <p><i>Which cultural and social issues must businesses be aware of when entering a new country?</i></p> <p><i>What impact (positive and negative) do multinational corporations have on a country in which they operate?</i></p> <p><i>How can governments and society regulate the ethical behaviour of large MNCs?</i></p>	<p><i>No new content is introduced in this term.</i></p>
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<p>Who are the stakeholders interested in the activities of a business?</p> <p>What ethical considerations do businesses commonly consider when making decisions?</p> <p>What information can a business gain from interpreting financial statements and calculating ratios?</p> <p>How can a business measure the performance and reliability of their staff?</p> <p>What are the key causes and effects of change on a business and how can they ensure change is managed in a way that limits disruption?</p>		
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**SEND Provision**

<p>Students who need tailored resources / assessment arrangements are provided these at every opportunity. Exam technique is supportive through clear, scaffolded structures (the PEACH paragraph and DISC conclusion) to assist with students with writing difficulties. Seating plans are in place for every KS5 group and amended whenever required.</p>	<p>Students who need tailored resources / assessment arrangements are provided these at every opportunity. Exam technique is supportive through clear, scaffolded structures (the PEACH paragraph and DISC conclusion) to assist with students with writing difficulties. Seating plans are in place for every KS5 group and amended whenever required.</p>	<p>Students who need tailored resources / assessment arrangements are provided these at every opportunity. Exam technique is supportive through clear, scaffolded structures (the PEACH paragraph and DISC conclusion) to assist with students with writing difficulties. Seating plans are in place for every KS5 group and amended whenever required.</p>
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**Assessment**

<p align="center"><b>Formal assessments:</b> Assessment 6, September (3.1, 3.4) Assessment 7, November (Formal Paper 2 Mock Exam)</p> <p>Assessment 6 consists of 4, 8, 10 and 12 mark questions and are sat in timed, exam conditions. Assessment 7 is the first formal mock exam of Year 13, and will cover an adapted A2 Paper 2 exam structure, considerate that students won't have covered all of Theme 3. These assessments are formally marked to exam criteria.</p> <p align="center"><b>Formative assessments:</b> At the end of each unit, there is a End of Unit Assessment, so this unit will cover 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6 in this manner. These assessments are peer/self-marked with models provided by the teacher.</p>	<p align="center"><b>Formal assessments:</b> Assessment 8, January (3.2, 3.3, 3.5, 3.6) Assessment 9, February (Formal Paper 3 Mock Exam)</p> <p>Assessment 8 consists of 4, 8, 10 and 12 mark questions and are sat in timed, exam conditions. Assessment 9 is a Paper 3 exam, based around the November-release Pre-release market. This assessment will cover all content taught up to this point. These assessments are formally marked to exam criteria.</p> <p align="center"><b>Formative assessments:</b> At the end of each unit, there is a End of Unit Assessment, so this unit will cover 4.1, 4.2, 4.3, 4.4 in this manner. These assessments are peer/self-marked with models provided by the teacher.</p>	<p align="center"><b>Formal assessments:</b> Assessment 10, April/May (Informal Paper 1 Walkthrough Mock)</p> <p>Students receive a walkthrough mock in the weeks preceding the final examinations. The students get a walkthrough of Section A and then in the following lesson complete Section B with the guidance they have gained through the walkthrough. The Section B part of the assessment is formally marked to exam criteria.</p> <p align="center">In May / June students will sit their final external examinations. Paper 1 – Theme 1 and 4 Paper 2 – Theme 2 and 3 Paper 3 – All four Themes</p>
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**Memory for Learning**

<p>Quizlet quizzes are provided for memory for learning interleaving, focusing on key terminology.</p> <p>Starters in tasks are often memory for learning focused with students recapping prior content, in particular numerical skills.</p>	<p>Quizlet quizzes are provided for memory for learning interleaving, focusing on key terminology.</p> <p>Starters in tasks are often memory for learning focused with students recapping prior content, in particular numerical skills.</p> <p align="center">Independent Study facilitates revisiting old topics.</p>	<p>Quizlet quizzes are provided for memory for learning interleaving, focusing on key terminology.</p> <p>Starters in tasks are often memory for learning focused with students recapping prior content, in particular numerical skills.</p>
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<p>Independent Study facilitates revisiting old topics, this is especially important for students in Year 13 as every week will include a topic from Theme 1 and Theme 2 of Year 12.</p>		<p>Independent Study facilitates revisiting old topics. These Independent Study tasks end on the final week of term before examinations.</p>
<b>Literacy</b>		
<p>From lesson one, every new topic has an extended reading and writing task, based around a business context. There is a focus on using key terminology and using quotations from the extracts to support a well-structured answer.</p> <p>The PEACH and DISC structures provide support for students who struggle to naturally structure their work.</p> <p>The back of the Student Workbooks have a key term glossary that students complete as they go through the course.</p>	<p>Every new topic has an extended reading and writing task, based around a business context. There is a focus on using key terminology and using quotations from the extracts to support a well-structured answer.</p> <p>The PEACH and DISC structures provide support for students who struggle to naturally structure their work.</p> <p>The back of the Student Workbooks have a key term glossary that students complete as they go through the course.</p>	<p>Every new topic has an extended reading and writing task, based around a business context. There is a focus on using key terminology and using quotations from the extracts to support a well-structured answer.</p> <p>The PEACH and DISC structures provide support for students who struggle to naturally structure their work.</p> <p>The back of the Student Workbooks have a key term glossary that students complete as they go through the course.</p>
<b>Numeracy</b>		
<p>In these units the following numerical skills are developed:</p> <ul style="list-style-type: none"> <li>• Construction of a network diagram and calculation of critical path, EST, LFT and float times</li> <li>• Construction of a decision tree, and calculation of expected value and net gain</li> <li>• Calculation and interpretation of investment appraisal techniques (payback period, average rate of return, net present value)</li> <li>• Interpretation of financial statements Statement of Financial Position and Statement of Comprehensive Income</li> <li>• Calculation and interpretation of ratio analysis calculations: <ul style="list-style-type: none"> <li>○ Gross, operating and net profit margins</li> <li>○ Current and acid test ratio</li> <li>○ Return on Capital Employed</li> <li>○ Gearing ratio</li> </ul> </li> <li>• Calculation and interpretation of human resources ratios, such as labour productivity, labour turnover, absenteeism</li> </ul>	<p>In these units the following numerical skills are developed:</p> <ul style="list-style-type: none"> <li>• Interpretation of economic data for numerous countries</li> <li>• GDP, GDP per capita, unemployment, literacy rates, HDI</li> <li>• Interpretation of index numbers</li> <li>• Analysis of data from graphical forms</li> </ul>	<p>No new content is introduced in this term, but prior content from Year 12 and 13 will be recapped depending on student voice and student needs.</p>
<b>Character development</b>		
<p>Decision making is the primary characteristic developed in this Theme as the concepts focus on tools that can be used to assist with strategic business decisions.</p> <p>Resilience in the risk involved in decisions, in particular investment appraisal decisions.</p> <p>Analytical thinking when assessing risk and making recommendations.</p> <p>Ethical thinking is a focus in business ethics, stakeholders v shareholders and short v long term thinking.</p>	<p>Ethical considerations when studying different cultures in globalisation, including ethical considerations around working conditions and labour in developing countries.</p> <p>Decision making is demonstrated when businesses make decisions regarding which country to set up operations in either as a market or as a production location.</p>	<p>No new content is introduced in this term.</p>
<b>Equality and diversity opportunities</b>		

<p>In stakeholders and shareholders there is a focus on the diverse range of stakeholders a business has. Ethics has a section on the treatment of workers, where mistreatment could be present because of a range of demographics.</p>	<p>Students study a range of cultures and the differences between countries and their demographics. In particular, the investigation into primary, secondary and tertiary sectors in these countries lend themselves to understanding the diversity of the global workforce. When studying global marketing, it is further clear that there are cultural expectations that differ market to market. In controlling MNCs and the impact of MNCs there is an emphasis on how businesses can take advantage of labour laws in different countries.</p>	<p>No new content is introduced in this term.</p>
<p><b>Homework / Independent Learning</b></p>		
<p>At the end of each topic there is an End of Topic Recap for students to complete via Satchel. This ensures that there is a regular, consistent homework. These homeworks are fed back through whole-class feedback the following lesson.</p> <p>Independent study is set every week, which gives students a topic from prior parts of the curriculum map to recap and create revision resources for, and submit them to Satchel.</p> <p>Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p>	<p>At the end of each topic there is an End of Topic Recap for students to complete via Satchel. This ensures that there is a regular, consistent homework. These homeworks are fed back through whole-class feedback the following lesson.</p> <p>Independent study is set every week other than mock weeks, which gives students a topic from prior parts of the curriculum map to recap and create revision resources for, and submit them to Satchel.</p> <p>Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p>	<p>Independent study is set every week other than mock weeks, which gives students a topic from prior parts of the curriculum map to recap and create revision resources for, and submit them to Satchel.</p> <p>Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p>
<p><b>Careers / Information and Guidance links</b></p>		
<p>As this Theme focuses on strategy and decision making, there is an emphasis on how business leaders make these decisions. When studying ethics in particular, there is a focus on students identifying their own ethical perspectives which will impact on the types of companies they seek employment with.</p>	<p>Theme 4 considers the global labour market and how students can fit into an ever-changing, global economy. We focus on the skills needed by UK employees in order to be successful in an international market.</p>	<p>No new content is introduced in this term.</p>