

## Subject overview: KS5 Business Studies

### Subject Rationale (Intent) linked to [whole school curriculum mission](#)

In brief ( no more than four sentences)

**In Business students' will develop their intellectual curiosity on how the world of business works. This will be developed using a multi faceted approach, as a customer, an entrepreneur and as potential employees of the future. Students will develop their understanding of the crucial interactions that must take place in order for businesses to operate successfully and the role they play in the wider economy and society.**

#### Additional details

The aim of the Business curriculum is to equip students with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities. Students will apply their knowledge and understanding to business decision making, including the interdependent nature of business activity, influence on business, business operations, marketing, finance and human resources: and how these interdependencies underpin business decision making. This will help students make synoptic links between theories to help them make informed decisions. To equally understand the use and limitation of quantitative and qualitative data in making business decisions.

Within Key Stage 5, two routes within business are offered: AQA A Level Business Studies and OCR Technical extended Certificate In Business

**YEAR 12**

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission <a href="#">St Edmund's curriculum mission</a> )	Main method of assessment?
Term 1:1	<p><b>Topic 3.1 What is Business?</b></p> <p>→ 3.1.1 Understanding the nature and purpose of business</p> <p>→ 3.1.2 Understanding different business forms</p> <p>→ 3.1.3 Understanding that businesses operate within an external environment</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>This is a <u>key threshold concept</u>. 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> <p>This sets the foundations for many of the subsequent topics. Here <u>conditional knowledge</u> is also being developed as students develop an understanding of the appropriateness of each legal structure in relation to various scenarios</p>	<p>Multiple Choice Question Activities</p> <p>Teacher/pupil questioning Exam style question practice (homework's and in class)</p> <p>End of unit assessments</p>
Term 1:2	<p><b>Topic 3.2 Managers, leadership and decision making</b></p> <p>→ 3.2.1 Understanding management, leadership and decision making</p>	<p>Once students have assimilated the knowledge on the type of ownership and size and nature of the business'. We then move on to looking at leadership and decision making in addition to 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</p>	<p>Multiple Choice Question Activities</p> <p>Teacher/pupil questioning</p>

	<p>→ 3.2.2 Understanding management decision making</p> <p>→ 3.2.3 Understanding the role and importance of stakeholders</p>	<p>the type of ownership and size of the business.</p> <p><u>key threshold concept:</u> Theories of management and leadership - The Tannenbaum Schmidt continuum.</p> <p>Understanding that different stakeholders have differing objectives from a business enables students to see that the size and type of ownership influence the power different stakeholders have, this is a Threshold concept for students.</p> <p>Here students will be developing <u>procedural</u> skills through stakeholder Mapping (Key Model)</p>	<p>Exam style question practice (homework's and in class)</p> <p>Summative and formative assessments</p> <p>End of unit assessments</p>
Term 2:1	<p><b>Topic: 3.6 Human Resource Management</b></p> <p>→ 3.6.1 Setting human resource objectives</p> <p>→ 3.6.2 Analysing human resource performance</p> <p>→ 3.6.3 Making human resource decisions:improving organisational design and managing the human resource flow</p> <p>→ 3.6.4 Making human resource decisions: improving motivation and engagement</p> <p>→ 3.6.5 Making human resource decisions:improving employer-employee relations</p>	<p>Students should consider the following throughout this section of the specification: • how developments in technology are affecting decision making and activities in operations (eg more online businesses, better links with customers, suppliers and inventory control) • ethical and environmental influences on operations decisions • market conditions and competition • how decisions in operations improve the competitiveness of a business • the interrelationship between operational decisions and other functions</p> <p>Here <u>conditional knowledge</u> is also being developed for example as students develop an understanding of when it is appropriate to use internal/ external recruitment, Organisational design and motivational methods. Students will need to understand why a procedure works and under what conditions.</p>	<p>Multiple Choice Question Activities</p> <p>Teacher/pupil questioning</p> <p>Exam style question practice (homework's and in class)</p> <p>Summative and formative assessments</p> <p>End of unit assessments</p>
Term 2:2	<p><b>Topic: 3.4 Operational Management</b></p> <p>→ 3.4.1 Setting operational objectives</p>	<p>Students should consider the following throughout this section of the specification: • how developments in technology are affecting decision making and activities in operations (eg more online businesses, better links with customers, suppliers and</p>	<p>Multiple Choice Question Activities</p>

	<ul style="list-style-type: none"> <li>→ 3.4.2 Analysing operational performance</li> <li>→ 3.4.3 Making operational decisions to improve performance: increasing efficiency and productivity</li> <li>→ 3.4.4 Making operational decisions to improve performance: improving quality</li> <li>→ 3.4.5 Making operational decisions to improve performance: managing inventory and supply chains</li> </ul>	<p>inventory control) • ethical and environmental influences on operations decisions • market conditions and competition • how decisions in operations improve the competitiveness of a business • the interrelationship between operational decisions and other functions</p> <p>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 operational aspects of business.</p> <p>Capacity utilisation is a <u>key threshold concept</u> to understanding efficiency and productivity and is reactivated next year when studying profitability</p>	<p>Teacher/pupil questioning Exam style question practice (homework's and in class)</p> <p>Summative and formative assessments</p> <p>End of unit assessments</p>
Term 3:1	<p><b>Topic: 3.5 Financial Management</b></p> <ul style="list-style-type: none"> <li>→ 3.5.1 Setting financial objective</li> <li>→ 3.5.2 Analysing financial performance</li> <li>→ 3.5.3 Making financial decisions: sources of finance</li> <li>→ 3.5.4 Making financial decisions: improving cash flow and profits</li> </ul>	<p>Before moving on to other decision making techniques that business may use, a range of consolidating activities are undertaken so that these previous topics can be understood deeply. Students need to understand why business 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>This topic links with liability and unlimited liability, so is an opportunity to revisit this prior learning. By studying this topic later in the programme students can appreciate which forms of finance are most appropriate for each type of ownership having already covered this.</p> <p>These concepts can be challenging so prior learning helps with the understanding. Procedural skills/ strategies developed and embedded at this stage as students</p>	<p>Multiple Choice Question Activities</p> <p>Teacher/pupil questioning Exam style question practice (homework's and in class)</p> <p>Summative and formative assessments</p> <p>End of unit assessments</p>

Term 3:2	<p><b>Topic: 3.3 Marketing Management</b></p> <ul style="list-style-type: none"> <li>● 3.3.1 Setting marketing objectives</li> <li>● 3.3.2 Understanding markets and customers</li> <li>● 3.3.3 Making marketing decisions: segmentation, targeting, positioning</li> <li>● 3.3.4 Making marketing decisions: using the marketing mix</li> </ul>	<p>Students should consider the following throughout this section:</p> <ul style="list-style-type: none"> <li>• how developments in technology are affecting marketing decision making and activities (eg digital marketing and the use of social media, relationship marketing and dynamic pricing)</li> <li>• ethical and environmental influences on marketing decisions</li> <li>• market conditions and competition</li> <li>• how marketing decisions help improve competitiveness</li> <li>• the interrelationship between marketing decisions and other functions</li> </ul> <p>Once students have studied how the product is made, the quality of the product and the financial implications 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> <p>Here <u>conditional knowledge</u> is also being developed as students will need to analyse and make connections between the use of data in marketing decision making, application of the extended marketing mix - 7p's (key model) and market mapping (key concept). Students will also be analysing and evaluating the suitability of the product portfolio through the use of threshold concepts i.e Boston Matrix and Product Life Cycle</p>	<p>Teacher/pupil questioning Exam style question practice (homework's and in class)</p> <p>Summative and formative assessments</p> <p>AS Mock Exams</p>
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YEAR 13			
TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to <a href="#">St Edmund's curriculum mission</a> )	Main method of assessment?

<p>Term 1:1</p>	<p><b>Topic: 3.7 Analysing the strategic position of a business</b></p> <ul style="list-style-type: none"> <li>→ 3.7.1 Mission, corporate objectives, functional objectives and strategy</li> <li>→ 3.7.2 Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis</li> <li>→ 3.7.3 Analysing the existing internal position of a business to assess strengths and weaknesses: overall performance</li> <li>→ 3.7.4 Analysing the external environment to assess opportunities and threats: political and legal change</li> <li>→ 3.7.5 Analysing the external environment to assess opportunities and threats: economic change</li> </ul>	<p>This unit will show students how in the real world a business will go about this very task, looking at financial and non-financial key performance indicators. Looking at their own performance historically as well as comparing themselves to their competitors.</p> <p>This learning is challenging for students until they have studied the purpose and nature of business, operational and financial aspects of business. It is then easier to create contexts to apply to the various external influences that may affect a business.</p> <p>A number of <u>threshold concepts</u> are embedded here as students develop an understanding various models which will require application and analysis; SWOT analysis, Core Competencies, Elkingtons Triple Bottom Line</p>	<p>Formative Assessment : Metacognition Retrieval Questions</p> <p>Teacher/pupil questioning Exam style question practice (homework's and in class)</p> <p>AFL Strategies in Lesson.</p>
<p>Term 1:2</p>	<p><b>Topic: 3.7 Analysing the strategic position of a business</b></p> <ul style="list-style-type: none"> <li>→ 3.7.6 Analysing the external environment to assess opportunities and threats: social and technological</li> <li>→ 3.7.7 Analysing the external environment to assess opportunities and threats: the competitive environment: the competitive environment</li> </ul>	<p>Students can base this new learning on an awareness of current affairs and discussions about news items that they have outside of the classroom. <u>Core and hinterland knowledge</u> is being embedded at this stage.</p> <p>Students are also developing their <u>substantive and declarative knowledge</u> as they are analysing and evaluating external factors that can impact a business.</p> <p><u>Quantitative skills</u> are also being embedded through interpreting data and calculating exchange rates, the exploration of the</p>	<p>Formative Assessment : Metacognition Retrieval Questions</p> <p>Teacher/pupil questioning Exam style question practice</p>

	<p>→ <b>3.7.8 Analysing strategic options: investment appraisal</b></p>	<p>impacts of fiscal and monetary policy.</p>	<p>(homework's and in class)</p> <p>AFL Strategies in Lesson.</p> <p>End of unit assessments</p>
<p>Term 2:1</p>	<p><b>Topic: 3.8 Choosing strategic direction</b></p> <p>→ <b>3.8.1 Strategic direction: choosing which markets to compete in and what products to offer</b></p> <p>→ <b>3.8.2 Strategic positioning: choosing how to compete</b></p> <p><b>Topic: 3.9 Strategic methods: how to pursue strategies</b></p> <p>→ <b>3.9.1 Assessing a change in scale</b></p> <p>→ <b>3.9.2 Assessing innovation</b></p> <p>→ <b>3.9.3 Assessing globalisation and internationalisation</b></p> <p>→ <b>3.9.4 Assessing greater use of digital technology</b></p>	<p>If a business is going to be successful, it must make smart choices about what markets to operate in, domestically, nationally and globally. Students will then need to understand the potential impact that growth has on their profit margins and liquidity. In addition, any investment for this growth needs to be appraised.</p> <p>Here <u>procedural knowledge</u> is embedded through the understanding and application of several <u>threshold concepts</u>; Ansoff Matrix, Porter's Generic Strategies, Bowman's Strategy Clock</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> <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>Formative Assessment : Metacognition Retrieval Questions</p> <p>Teacher/pupil questioning Exam style question practice (homework's and in class)</p> <p>AFL Strategies in Lesson.</p> <p>End of unit assessments</p>

<p><b>Term 2:2</b></p>	<p><b>Topic: 3.10 Managing strategic change</b></p> <ul style="list-style-type: none"> <li>→ 3.10.1 Managing change</li> <li>→ 3.10.2 Managing organisational culture</li> <li>→ 3.10.3 Managing strategic implementation</li> <li>→ 3.10.4 Problems with strategy and why strategies fail</li> </ul>	<p>This unit helps students understand this process and the challenges it can bring. It also looks into deeper psychological and social issues of the people inside an organisation, how they react and either be a force for or a barrier to change</p> <p>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>	<p>Formative Assessment : Metacognition Retrieval Questions Teacher/pupil questioning Exam style question practice (homework's and in class)</p> <p>AFL Strategies in Lesson.</p> <p>A Level Exams</p>
<p><b>Term 3:1</b></p>	<p>Preparing for the exams</p> <ul style="list-style-type: none"> <li>→ Exam skills and misconception</li> <li>→ Exam practise &amp; skills</li> </ul>		<p>Practise exam papers and questions</p> <p>Timed responses</p> <p>MCQ practise</p> <p>Marking activities</p>
<p><b>Term 3:2</b></p>	<p><b>External Exams</b></p>		