

## Year 11 Business Studies Curriculum Rationale

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses. Students develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students learn how these functional areas influence business activity and how interdependencies and relationships between them underpin business decisions.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
<b>Theme 2: Building a Business</b>  <b>Topic 2.2 Making marketing decisions</b>  2.2.1 – Product, The Design Mix and PLC  2.2.2 – Price and Pricing Strategies  2.2.3 – Promotion and promotional strategies  2.2.4 – Place, Etailing  2.2.5 Making Marketing Decisions	In this theme students really focus on the decisions the marketing function must make to work cohesively and in alignment with the other functional areas, to support the businesses aims and objectives. Students analyse the different options businesses have as the grows in terms of the marketing mix - product, price, place and promotion. Students examine how each element of the marketing mix is managed and used to	We start the students in Year 11 with the Marketing theme as this is very accessible and links into the marketing, they learnt about in Theme 1.4. This not only eases students back into Year 11, but students sit a PPE assessment in October, so this also support their retrieval practice.	2.2 MCQ's  2.2 Assessment Mat  Topic 2.2 Making Marketing Decisions Assessment  Theme 1 PPE ASSESSMENT	Lit - Case study reading and key term development.  Num - Pricing strategies – cost-based etc.  ICT – E-tailing in terms of location  FBV – Respect – consideration of adverts that would be disrespectful/ inappropriate in	<b>Meta-thinking</b> – MCQ self-assessment and actively attempting to connect Marketing Mix knowledge from Theme 1 to Theme 2.  <b>Linking</b> – Using existing knowledge from Theme 1 to develop the Marketing Mix.  <b>Analysis</b> – To logically decide on a suitable approach to the Marketing Mix – promotional mix, advertising etc.  <b>Creating</b> – To generate an advertising campaign	Continuous monitoring and understanding of business-related news articles.  Case study and Tutor2u worksheets  MCQ's  Seneca

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	<p>inform decisions that they make about their products/services. Students also evaluate the importance of an integrated marketing mix, that can give a business a competitive advantage in its market.</p>			<p>relation to the equality act 2010</p>	<p><b>Realising</b> – Marketing assessment and MCQ assessment</p> <p><b>Empathetic</b> - Present ideas on the Marketing Mix</p> <p><b>Agile</b> – Create an innovative marketing campaign</p> <p><b>Hardworking</b> - Practice multiple-choice questions</p>	
<p><b>Topic 2.3 Making Operational decisions</b></p> <p>2.3.1 – Business Operations, Production processes and Technology</p> <p>2.3.2 – Working with Suppliers – procurement, managing stock, bar</p>	<p>Students focus on how a business operates, in order to meet the needs of its customers. Students will examine the ways in which a business does this through the design, supply and quality of its products and services, as well as the way in which it manages the sales process. Students</p>	<p>We follow the Marketing theme with the theme on Operations as it's another one of the four key functional areas which supports a business. The Operations function and Marketing functional area must be integrated for the business to succeed.</p>	<p>2.3 MCQ's</p> <p>2.3 Assessment Mat</p> <p>Topic 2.3 Making Operational Decisions Assessment</p>	<p>Lit - Case study reading and key term development.</p> <p>Num – Create and interpret bar gate stock graphs</p> <p>ICT – Technology to support JIT</p>	<p><b>Meta-thinking</b> – MCQ self-assessment and consider when JIT and JIC operation systems are best.</p> <p><b>Linking</b> – Connect knowledge about production processes and apply them to real businesses.</p>	<p>Continuous monitoring and understanding of business-related news articles.</p> <p>Case study and Tutor2u worksheets</p> <p>MCQ's</p> <p>Seneca</p>

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<p>gate stock graphs and JIT.</p> <p>2.3.3 – Managing Quality – Quality Control and Quality Assurance</p> <p>2.3.4 – The Sales Process</p>	<p>will analyse how as businesses grow, they can utilise technology and automation in their production systems. Students will evaluate the benefits and drawback of different technologies and production processes and when they are and aren't appropriate. Students will learn how to create and use stock graphs. Students can also apply their own experiences to the sales process.</p>			<p>and production processes,</p> <p>FBV – Respect – in terms of the sales process and customer service.</p>	<p><b>Analysis</b> – To analyse the importance of good customer service</p> <p><b>Creating</b> – To create and interpret bar gate stock graphs</p> <p><b>Realising</b> – Operations assessment and MCQ assessment</p> <p><b>Empathetic</b> - Consideration of people in the customer service process</p> <p><b>Agile</b> – Consider when different operational processes are appropriate</p> <p><b>Hardworking</b> - Practice multiple-choice questions</p>	
<p><b>Topic 2.5 Making Human Resource decisions</b></p>	<p>Students will learn and analyse the decisions that growing businesses must make about organisational</p>	<p>As another one of the four main functional areas, this theme naturally follows the Operations theme.</p>	<p>2.5 MCQ's</p> <p>2.5 Assessment Mat</p>	<p>Lit - Case study reading and key term development.</p>	<p><b>Meta-thinking</b> – MCQ self-assessment and actively attempting to connect motivational theory with how real</p>	<p>Continuous monitoring and understanding of business-related news articles.</p>

Unit	Core knowledge/skill development	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>Week 1 – 2.5.1. Organisational Structures, Centralisation/ Decentralisation, Communication, Ways of Working</p> <p>Week 2 – 2.5.2 Job Roles &amp; Recruitment</p> <p>Week 3 – 2.5.3 Training</p> <p>Week 4 – 2.5.4 Motivation</p>	<p>structure, recruitment, training and motivation. Students will then evaluate the ways these decisions can influence business activity.</p>	<p>Having considered technology in the last theme, we now analyse the importance and influence of people in a growing organisation and how some businesses will use people to create a USP.</p>	<p>Topic 2.5 Making Human Resource Decisions Assessment</p>	<p>Num – The use of financial motivators in the workplace and their effect on efficiency ICT – The use of teleworking.</p> <p>FBV – Legal - Implementation of the Equality Act 2010 into the recruitment and selection process.</p>	<p>businesses motivate workers. <b>Linking</b> – Linking the topics of motivation and labour productivity to financial measures. <b>Analysis</b> – To decide on a suitable recruitment procedure, analysing when interview or alternative assessment methods may be best. <b>Creating</b> – Evolutionary thinking about whether business can implement both decentralisation and centralisation at the same time. <b>Realising</b> – HRM assessment and MCQ assessment <b>Empathetic</b> - Implementation of the Equality Act 2010 into the recruitment and selection process.</p>	<p>Case study and Tutor2u worksheets</p> <p>MCQ's</p> <p>Seneca</p>

Unit	Core knowledge/skill development	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
					<p><b>Agile</b> – Enterprising interview questions to ascertain best candidates.  <b>Hardworking</b> - Practice multiple-choice questions</p>	
<p><b>Topic 2.4 Making Financial decisions</b></p> <p>2.4.1 – Business Calculations – Gross and Net profit, Profit Margins and ARR</p> <p>2.4.2 Business Performance – Graphs and Charts</p>	<p>In this topic students learn and evaluate the tools that a business can use to support its financial decision making, including calculating gross profit, net profit and average rate of return. Students will analyse the use and limitation of a range of financial information.</p>	<p>We teach the finance theme as the last of the functional areas as this is the one where students need to recall and apply formula, hence we teach it as close to their actual exams as possible to support their retrieval practice. By teaching this theme last, it also allows students to consider the impact of their decisions regarding people and quality on financial performance.</p>	<p>2.4 MCQ's</p> <p>2.4 Assessment Mat</p> <p>Topic 2.4 Making Financial Decisions Assessment</p>	<p>Lit - Case study reading and key term development.</p> <p>Num – Formula's and calculations to calculate profit and analyse investment data, construct graphs and charts.</p> <p>ICT – Create/analyse business graphs and charts</p> <p>FBV – Legal - Payment of correct tax based</p>	<p><b>Meta-thinking</b> – MCQ self-assessment and actively attempting to connect concepts about costs, revenue and profit from Theme 1 to gross profit margin, net profit margins, ARR.  <b>Linking</b> – How the financial performance of a business can affects a range of stakeholders. How financial performance impacts of the other functional areas  <b>Analysis</b> – Analysis of charts and graphs to indicate financial performance  <b>Creating</b> – Creating graphs and charts to support the analysis of financial performance</p>	<p>Continuous monitoring and understanding of business-related news articles.</p> <p>Case study and Tutor2u worksheets</p> <p>MCQ's</p> <p>Seneca</p>

Unit	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
				accurate profit figures.	<p><b>Realising</b> – Finance assessment and MCQ assessment</p> <p><b>Empathetic</b> - Develop confidence when interpreting and making calculations on financial accounts</p> <p><b>Agile</b> – Create a range of multiple solutions to financial calculations.</p> <p><b>Hardworking</b> - Practice multiple-choice questions</p>	
<p><b>Topic 2.1 Growing the business</b></p> <p>2.1.1 - Business growth – Internal and External and Finance for growth</p> <p>2.1.2 - Changes in business aims and objectives</p> <p>2.1.3 - Business and globalisation – Imports &amp; Exports and Barriers to trade</p>	<p>Students learn about a range of factors that a business needs to consider when it is growing, Students analyse methods of achieving growth as well as how and why a business changes its aims and objectives as it grows. Students will explore the impact of globalisation, and the ethical and environmental factors</p>		<p>2.1 MCQ's</p> <p>2.1 Assessment Mat</p> <p>Topic 2.1 Making Financial Decisions Assessment</p> <p>Theme 1 and 2 Paper</p>	<p>Lit - Case study reading and key term development.</p> <p>Num – The impact of quotas and tax on business performance.</p> <p>FBV – Respect as we consider globalisation,</p>	<p><b>Meta-thinking</b> – MCQ self-assessment and transfer knowledge of business aims, and objective learnt in Theme 1, to the concept of growth.</p> <p><b>Linking</b> – Linking the topics of globalisation to topical news BREXIT, trade barriers and globalisation.</p> <p><b>Analysis</b> – To decide on the best methods of growth – internal v external</p>	<p>Continuous monitoring and understanding of business-related news articles.</p> <p>Case study and Tutor2u worksheets</p> <p>MCQ's</p> <p>Seneca</p>

Unit	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
2.1.4 - Ethics, the environment and business	that a business must consider.			imports and exports.	<p><b>Creating</b> – To generate ideas for business growth and sources of finance for the growth.</p> <p><b>Realising</b> – Growing the business assessment and MCQ assessment. Theme 1 and Theme 2 assessment.</p> <p><b>Empathetic</b> - The impact of ethical and environmental consideration on business.</p> <p><b>Agile</b> – Consideration of why some businesses want to grow whilst others don't and open minded to different methods of growth</p> <p><b>Hardworking</b> - Practice multiple-choice questions</p>	