

## Year 12 Business Studies Curriculum Rationale

In Year 12, students of this course study business in a variety of contexts (eg large/small, UK focused/ global, service/manufacturing) and consider: the importance of the context of business in relation to decision making, the interrelated nature of business activities and how they affect competitiveness, the competitive environment and the markets in which businesses operate, the influences on functional decisions and plans including ethical and environmental issues, the factors that might determine whether a decision is successful eg the quality of data and the degree of uncertainty, how technology is changing the way decisions are made and how businesses operate and compete, the impact on stakeholders of functional decisions and their response to such decisions and use of non-quantitative and quantitative data in decision making.

Unit	Core knowledge/skill development	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Unit 3.1 What is business?  3.1.1 Understanding the nature and purpose of business  3.1.2 Understanding different business forms  3.1.3 Understanding that businesses operate within an external environment	This supports students who haven't done GCSE Business and also settles students into the course that have but had a break from Business over the summer. It provides an opportunity for retrieval practice and consolidation.  Students should develop a good knowledge of business activity, business ownership and analyse the impact of the external environment on demand and the costs for a business.	The unit is designed to introduce students to A level Business and cover some of the basic knowledge and understanding students need and may/may not have learnt at GCSE. It leads to confident and able Year 12 Business students.	Summer Task  Initial Assessment  Perfect Paper assessment  Case study assessments  <u>3.1 MCQ</u>  <u>3.1 End of Unit assessment</u>  <u>Operations</u>	Case study reading and key term development.  Financial calculation on costs, revenue and profit.  Develop confidence through the summer task.  Analysis of the effects of the UK economy on British businesses and people.	Realising – Case study assessment, quizzes, kahoots and MCQ assessment  Meta-thinking – Develop intellectual confidence through presentation of the summer task	Continuous monitoring and understanding of business related news articles.  Case study and Tutor2u worksheets

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
<p>Unit - 3.2 Managers, leadership and decision making</p> <p>3.2.1 Understanding management, leadership and decision making</p> <p>3.2.2 Understanding management decision making</p> <p>3.2.3 Understanding the role and importance of stakeholders</p>	<p>It allows students to draw upon their own experiences and analyse when different leadership approaches and styles are appropriate. Students analyse stakeholder maps to analyse who to prioritise when leaders/managers make decisions. Students also learn the value of different decision making models and processes.</p>	<p>The unit is taught at the same time as 3.1. The unit gives all students an excellent insight into management and leadership styles. It leads to students being able to analyse which leadership and decision making processes are best in different situation and what this could depend on.</p>	<p>3.2 MCQ</p> <p>3.2 End of Unit assessment Operations</p> <p>Case study assessments</p>	<p>Case study reading and key term development.</p> <p>Analysis of decision-making tree quantitative data in order to support decisions and judgements.</p> <p>Develop an understanding of students own management style using the Blake and Mouton grid.</p>	<p>Meta-thinking – Using a range of scientific decision making models and intuition to make the best business decisions</p> <p>Linking – Use stakeholder maps to consider the views of a range of stakeholders before making business decisions.</p> <p>Analysis – Analyse when different leadership approaches will be most appropriate.</p> <p>Creating – Generate ideas on what is the difference between a leader and a manager.</p> <p>Empathetic – Considering the effects of business decisions on a range of stakeholders including the local</p>	<p>Continuous monitoring and understanding of business related news articles</p> <p>Case study and Tutor2u worksheets</p>

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
					community, pressure groups etc.  Agile – Enquiring – challenge assumptions to do with leadership	
3.3 Decision making to improve marketing performance  3.3.1 Setting marketing objectives  3.3.2 Understanding markets and customers  3.3.3 Making marketing decisions: segmentation, targeting, positioning  3.3.4 Making marketing decisions: using the marketing mix	Students will analyse different marketing objectives and evaluate whether businesses are meeting them. They will learn to use quantitative data to extrapolate and identify trends in the future. Students will also analyse different marketing techniques to evaluate which ones are best for different businesses with various target markets.	This unit develops students understanding of the marketing mix and develops the 4 P's to 7 P's. It develops the students' ability to evaluate different marketing techniques and the implications of the budget and trends on the business meeting their objectives. It leads to a deeper understanding various marketing processes and techniques, along	3.3 MCQ  3.3 End of Unit assessment Operations  Case study assessments	Case study reading and key term development.  Analysis of quantitative data, using extrapolation to make predictions on future trends.  Students consider the ethical side of marketing. Should businesses be allowed to aim cosmetic surgery at young people,	Analysing – Use extrapolation to analyse business performance and predict future business activity  Realising – 3.3 end of unit assessment, case study assessment, quizzes, kahoots and MCQ assessment  Hardworking - Practice multiple-choice questions, quizzes, kahoots and exam questions.	Continuous monitoring and understanding of business related news articles  Case study and Tutor2u worksheets

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		with the likely outcomes.		should food companies encourage pester power?		
<p>3.4 Decision making to improve Operational performance</p> <p>3.4.1 Setting Operational Objectives</p> <p>3.4.2 Analysing Operational Performance</p> <p>3.4.3 - Making Operational decisions to improve performance: increasing efficiency and productivity</p> <p>3.4.4 - Making Operational decisions to improve performance: improving quality</p>	<p>Students will learn about the various operational objectives and use formulas to ascertain whether businesses are meeting them.</p> <p>Students will analyse different techniques such as JIT, Quality control, Quality Assurance and Lean production techniques along with offshoring and outsourcing to analyse how a business can improve quality and efficiency.</p>	<p>This unit develops the students core understanding of the production of a good or service. Students learn about all the resources businesses need to successfully produce and how to manage them.</p> <p>Students develop the skills to analyse how businesses could improve quality and efficiency.</p>	<p>3.4 MCQ</p> <p>3.4 End of Unit assessment</p> <p>Case study assessments</p>	<p>Case study reading and key term development.</p> <p>The use of formula to calculate labour productivity, unit costs and capacity utilisation to analyse whether a business is meeting their operational objectives.</p> <p>Students consider the ethical issues surrounding moving and</p>	<p>Linking – Generalisation by taking JIT concepts from the far east to see how they can be used by UK businesses effectively.</p> <p>Analysis – Analysis of which Operational objectives a business should focus on as well as why they should not try to focus on them all</p> <p>Creating – Generate ideas on how to implement quality control and quality assurance effectively.</p> <p>Empathetic – Consider the effects of operational decisions on third world</p>	<p>Continuous monitoring and understanding of business related news articles</p> <p>Case study and Tutor2u worksheets</p>

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
3.4.5 - Making Operational decisions to improve performance: managing inventory and supply chains				producing abroad, including the impact on employees, brand reputation and costs.	countries, the environment and child labour  Agile – Open-minded, consider a range of views on operational priorities.	
Unit 3.5 Decision making to improve financial performance  3.5.1 Setting financial objectives  3.5.2 Analysing financial performance  3.5.3 Making financial decisions: sources of finance  3.5.4 Making financial decisions: improving cash flow and profits	Students will learn about the various financial objectives and use formulas to ascertain whether businesses are meeting them. Students will analyse various sources of finance and consider which sources are best in the short term and long and the advantages and disadvantages of these sources.	This unit builds on Unit 1 with a deeper analysis of financial performance of a business. It will lead to students being able to use cash-flow forecasts, profit and loss accounts and break-even analysis to analyse the financial position of a business and make appropriate financial decisions regarding sources of finance and	3.5 MCQ  3.5 End of Unit assessment  Case study assessments	Case study reading and key term development.  Students will construct cash-flow forecasts, profit and loss accounts and break-even analysis to analyse the financial position of a business.  Students should consider the costs and	Analysing – Using calculations to analyse business performance and suggest improvements  Realising – 3.5 end of unit assessment, case study assessment, quizzes, kahoots and MCQ assessment  Hardworking - Practice multiple-choice questions, quizzes, kahoots and exam questions	Continuous monitoring and understanding of business related news articles  Case study and Tutor2u worksheets

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
		investment for the future.		benefits of various sources of finance. Students should learn about the impact of interest rates on people and businesses.		
<p>Unit 3.6 Decision making to improve human resource performance</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>Students will learn about the various HR objectives and use formulas to ascertain whether businesses are meeting them. Students will analyse the use of hard and soft HRM and when they're appropriate. Students will learn about various organisational structures and the impact on spans of control and communication. Students will analyse various theorists ideas on motivation</p>	<p>The unit gives students an insight into the management of people and how to get the best out of people. It will lead to students understanding that for some businesses people will be a great source of competitive advantage and the impact of management and employees on the business.</p>	<p>3.6 MCQ</p> <p>3.6 End of Unit assessment</p> <p>Case study assessments</p> <p>PPE – Past Paper OR Tutor2u Exam Papers – Paper 1 &amp; 2</p>	<p>Case study reading and key term development.</p> <p>Students will analyse employees performance using formulas such as: labour productivity, labour turnover, absenteeism, labour retention and employees costs as a percentage of turnover.</p>	<p>Meta-thinking – Evaluate the effects of centralisation and decentralisation</p> <p>Linking – Consider how a range of business organisations can implement non-financial motivators such as job rotation, job enlargement and job enrichment.</p> <p>Analysis – Analyse mutual objectives and sources of “conflict of interest” between employees and the employer</p>	<p>Continuous monitoring and understanding of business related news articles</p> <p>Case study and Tutor2u worksheets</p>

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
<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>and analyse how businesses can use financial and non-financial techniques to motivate workers. Students will also learn about the importance of the employer-employee relationship and the effects of conflict in the workplace.</p>			<p>Students should consider the costs and benefits of Hard and Soft HRH with a short and long term view.</p> <p>Students should consider the moral implications of restructuring and redundancy. Students also learn about the Equality Act of 2010 and the impact on recruitment and workplace practices.</p>	<p>Creating – Generate ideas on how to improve employer and employee relations</p> <p>Realising – 3.6 end of unit assessment, case study assessment, quizzes, kahoots and MCQ assessment</p> <p>Empathetic – Sensitive to cultural considerations within the workplace</p> <p>Agile – Develop own views on the power and need for trade unions and works councils within all workplaces</p> <p>Hardworking - Practice multiple-choice questions, quizzes, kahoots and exam questions.</p>	