

## Year 13 Business Studies Curriculum Rationale

In Year 13 students of this course study strategic decision making and this should build on the study of decision making in the functional areas in Year 12. Students should consider: the impact of technology on strategic decision making, the influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions, the difficulties in forecasting future trends, the importance of assessing feasibility and risk when making strategic decisions, the impact on stakeholders of strategic decisions and their response to such decisions.

Unit	Core knowledge/skill development	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>3.7 Analysing the strategic position of a business.</p> <p>3.7.1 Mission, corporate objectives, functional objectives and strategy</p> <p>3.7.2 Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis</p> <p>3.7.3 Analysing the existing internal position of a business to assess strengths and weaknesses: overall performance</p> <p>3.7.4 Analysing the external environment</p>	<p>This unit supports students who complete AS Business in Year 12. It provides an opportunity for retrieval practice and consolidation, prior to developing their knowledge and analysis of strategic positioning further.</p> <p>Students should develop a good knowledge and understanding of internal and external factors affecting a firms strategic decision making. These will include applied SWOT and PESTLE analysis and</p>	<p>We start with this unit as it is designed to build on AS and Unit 1 initially, where students go back to the concept of aims, objectives, and missions. Students will now be learning how to achieve these aims, objectives and missions considering a range of internal and external factors.</p> <p>Students will proceed to learn ways of analysing the firms internal strengths and weaknesses by analysing their</p>	<p>3.7 MCQ</p> <p>3.7 End of Unit assessment Operations</p> <p>Case study assessment, quizzes, kahoots and MCQ assessment</p>	<p>Case study reading and key term development.</p> <p>Financial ratio analysis</p> <p>Develop confidence through consolidation activities from Unit 1</p> <p>Analysis of the effects of the UK economy on British businesses and people. Considering the effects of inflation, changes in interest</p>	<p><b>Linking</b> – Students will make connections with the topics learnt at the start of AS in Unit 1 on aims, objectives and missions and the strategies businesses develop to reach these targets.</p> <p><b>Realising</b> – Retrieval from AS on aims, objectives and missions.</p> <p><b>Analysis</b> – Students will develop their logical thinking by analysing business performance through investment appraisal.</p> <p><b>Meta-thinking</b> –</p>	<p>Continuous monitoring and understanding of business related news articles.</p> <p>Case study and Tutor2u worksheets</p>

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<p>to assess opportunities and threats: political and legal change</p> <p>3.7.5 Analysing the external environment to assess opportunities and threats: economic change</p> <p>3.7.6 Analysing the external environment to assess opportunities and threats: social and technological</p> <p>3.7.7 Analysing the external environment to assess opportunities and threats: the competitive environment</p> <p>3.7.8 Analysing strategic options: investment appraisal</p>	<p>develop student's financial skills through ratio analysis.</p>	<p>financial position and business performance. Students will then evaluate a range of external factors and how they will affect the firm's decision making.</p> <p>Finally, students will analyse a firms strategic options through investment appraisal.</p>		<p>rates/exchange rates and unemployment on businesses and consumers.</p>	<p>Develop intellectual confidence through self-assessment MCQ's</p>	

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<p>3.8 Choosing strategic direction</p> <p>3.8.1 Strategic direction: choosing which markets to compete in and what products to offer</p> <p>3.8.2 Strategic positioning: choosing how to compete</p>	<p>This unit allows students to apply their knowledge of strategic direction by relating to a number of businesses they know and considering the different strategic directions they have implemented successfully or not. Students really develop their critical thinking skills and look at cases of success and failure and how businesses have handled these experiences.</p>	<p>The unit is taught at the same time as 3.7 and 3.9. The unit gives all students an excellent insight into different theorists (Ansoff, Porter etc) ideas on strategic direction for a business. Students analyse the factors influencing which markets to compete in and the reasons for and against choosing different directions. Students should analyse the advantages and disadvantages of going in different directions.</p>	<p>3.8 MCQ</p> <p>3.8 End of Unit assessment Operations</p> <p>Case study assessments</p>	<p>Case study reading and key term development.</p> <p>Research opportunities into the application of theoretical models to real businesses.</p> <p>Financial considerations of the various strategic decisions – Market penetration v Diversification.</p> <p>Analysis of some of the ethical and moral effects of the implementation of different strategic</p>	<p><b>Meta-thinking</b> – Using a range of models to analyse how to pursue growth and competitive advantage</p> <p>Develop intellectual confidence through presentation of ideas on Ansoff</p> <p><b>Analysis</b> – Analyse when different approaches to growth are most appropriate.</p> <p><b>Creating</b> – Generate ideas on whether growth is best...</p> <p><b>Realising</b> – Case study assessment, quizzes, kahoots and MCQ assessment</p> <p><b>Empathetic</b> – Consider the impact of growth</p>	<p>Continuous monitoring and understanding of business related news articles</p> <p>Case study and Tutor2u worksheets</p>

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				directions and positioning. For example – should businesses pursue strategies abroad if it costs UK jobs.	strategies on employees and customers.  <b>Agile</b> – Enquiring – challenge assumptions to do with growth strategies.  <b>Hardworking</b> - Practice multiple-choice questions  <b>Empathetic</b> – Considering the effects of business decisions on a range of stakeholders including the local community, pressure groups etc.	
3.9 Strategic methods: how to pursue strategies  3.9.1 Assessing a change in scale  3.9.2 Assessing innovation	Students will analyse various different methods to pursue the strategies they learn about in Unit 8. They will also link and build on topics learnt at AS such as Marketing.	This unit is taught at the same time as Unit 7 & 8 so students can assess the impact and success of strategy. All the units link together so by considering them all	3.9 MCQ  3.9 End of Unit assessment Operations  Case study assessments	Case study reading and key term development.  Analysis of quantitative data to support	<b>Meta-thinking</b> – Consider how and why some businesses such as Sainsbury’s failed when moving into Egypt but were successful in China.  <b>Linking</b> – Make connections with the AS	Continuous monitoring and understanding of business related news articles  Case study and Tutor2u worksheets

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<p>3.9.3 Assessing globalisation and internationalisation</p> <p>3.9.4 Assessing greater use of digital technology</p>	<p>They will assess the value of growth but also how businesses sometimes have to retrench to move forward again. The unit encourages the use of qualitative data as well as quantitative skills to support strategic methods. There are ethical consideration when pursuing international strategies and students analyse the reasons why some businesses fail despite the fact the quantitative data and investment appraisal suggest a strategy should work.</p>	<p>at the same time, it allows students to link together what they are learning. The unit allows students to really apply examples they see every day and develop their understanding of business news events to do with things such as takeovers, mergers and foreign investment.</p>		<p>strategic methods.</p> <p>Students consider the ethical side of outsourcing, offshoring and re-shoring.</p> <p>Students consider the value of “Made in Britain” and how businesses such as Hornby have re-shored to benefit from this.</p>	<p>Marketing unit and this topic of internationalisation in order to analyse why businesses may have to adapt the 7P’s when operating internationally.</p> <p><b>Analysis</b> – Analyse the benefits of conducting market research when operating abroad.</p> <p><b>Creating</b> – Generate ideas on how businesses can adapt to different customers in different countries.</p> <p><b>Realising</b> – Strive for excellent levels of accuracy in MCQ’s</p> <p><b>Empathetic</b> – Consider how cultural differences will impact on how to conduct business.</p>	

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					<p><b>Agile</b> – Enquire into how innovation has and will continue to change how we do business.</p> <p><b>Hardworking</b> - Practice multiple-choice questions, quizzes, kahoots and exam questions.</p>	
<p>3.10 Managing strategic change</p> <p>3.10.1 Managing change</p> <p>3.10.2 Managing organisational culture</p> <p>3.10.3 Managing strategic implementation</p> <p>3.10.4 Problems with strategy and why strategies fail</p>	<p>To survive they say businesses need to keep adapting and evolving and that's what students' study. Students learn and analyse the influences on change and the importance of change. Change is also one of the hardest things for businesses to manage. Students study the theories of how businesses change and then apply their</p>	<p>Unit 10 is a synoptic unit bringing the whole course together. Many topics and key terms come together in this unit, hence we aim to teach it last.</p>	<p>3.10 MCQ</p> <p>3.10 End of Unit assessment</p> <p>Case study assessments</p> <p>A Level Paper 1,2 &amp; 3</p>	<p>Case study reading and key term development.</p> <p>Analysis of quantitative data to support managing change.</p> <p>Students need to consider the ethical side of changes such as AI alongside management tactics identified</p>	<p><b>Meta-thinking</b> – Evaluate how businesses can avoid problems related to changes in the internal and external environment.</p> <p><b>Linking</b> – Consider how different businesses have experienced the various stages of "strategic drift"</p> <p><b>Analysis</b> – Analyse why there can be a divorce of ownership and control under certain types of business ownership.</p>	<p>Continuous monitoring and understanding of business related news articles</p> <p>Case study and Tutor2u worksheets</p> <p>AQA assessment papers, mark schemes and reports</p>

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	<p>knowledge to consider real examples of how businesses have implemented change successfully (Amazon) and not so successfully (Nokia). Students should develop their critical thinking to make judgements on the success and barriers to effective change. Change is considered from a number of angles including the culture of a business and the physical environment so students develop their logical thinking.</p>			<p>by Kottler and Schlesinger – Manipulation and coercion.</p> <p>FBV – Corporate Governance – is it fair and does it protect the shareholder?</p>	<p><b>Creating</b> – Generate ideas on how businesses can prepare for change.</p> <p><b>Realising</b> – End of unit assessment, case study assessment, quizzes, kahoots and MCQ assessment. AQA Exam paper assessment.</p> <p><b>Empathetic</b> – Sensitive to changes related to job cuts and redundancies.</p> <p><b>Agile</b> – Develop own views on actions associated with drift and change.</p> <p><b>Hardworking</b> - Practice multiple-choice questions, quizzes, kahoots and exam questions.</p>	