

Subject :	Business	Year Group:	13
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	J2J to Christmas	J2J to Christmas	J2J to Christmas	J2J to Christmas	J2J to Christmas	J2J to Christmas
<b>Scheme title</b>	<b>A level Business 3.1</b>	<b>A level Business 3.2</b>	<b>A level Business 3.3</b>	<b>A level Business 3.4</b>	<b>A level Business 3.5</b>	<b>A level Business 3.6</b>
<b>Knowledge in sequence</b>	<p>Students learn about how large businesses set objectives and set their direction through mission statements.</p> <p>Once+B12 objectives have been set students explore different theories of strategy to help achieve these aims.</p> <p>Students also should understand how factors outside of their control may have an influence on strategy. They should use SWOT and PESTLE analysis to illustrate this.</p>	<p>The start of the unit looks at various benefits of growth, looking in more detail at EOS.</p> <p>Students also need to be aware of the dangers from growing too quickly and DOS</p> <p>Once this has been covered methods of growth can be compared. In looking at external growth students should have an awareness of the reasons to takeover not just rivals but businesses at other stages of production.</p> <p>Reasons for staying small, and the methods small businesses can use to compete finishes off the unit.</p>	<p>Students need to understand how QSF can be used to predict future sales levels but should also be aware of the dangers of relying on it.</p> <p>Investment appraisal is taught through three separate methods but students should be able to apply them all to a single business to work out the likely value of an investment</p> <p>Students should be able to complete a CPA diagram as well as assess the usefulness in doing so when managing projects. Whilst drawing their own isn't necessary for the exam it can have some use in aiding understanding of how they work.</p>	<p>Students should learn about different attitudes towards decision making – namely short termism and longtermism</p> <p>The role of culture in building a successful business is explored through Hardys classification of cultures.</p> <p>Students will then look at the concepts of business ethics and argue whether this should be more important than simply maximising profit</p>	<p>Students need to look at different types of financial statements and understand their purpose</p> <p>Ratios should then be taught and applied to the relevant documents so that students are able to describe what the ratios show and how they could be improved if needed.</p> <p>Once confident with this human resource calculations should be introduced to assess business performance from the perspective of absenteeism and labour turnover</p>	<p>Students need to look at various causes and effects of change. These are quite specific to the course so using the text books to support can be useful. This is the same when looking at key factors in change.</p> <p>Students then need to understand the importance of planning for change – whether that be through a change in the external environment or a change in leadership.</p>
<b>Skills</b>	Exam technique for 4, 8 and 10 markers All concepts can be tested on the paper 3 assessment focusing on the specific industry. Students at Alevel need to be able to call on their understanding of these concepts should it be relevant to a case study on a different topic. Particularly in 20 marker examiners may look at a students ability to draw on their wider knowledge.	Exam technique for 4, 8 and 10 markers All concepts can be tested on the paper 3 assessment focusing on the specific industry. Students at Alevel need to be able to call on their understanding of these concepts should it be relevant to a case study on a different topic. Particularly in 20 marker examiners may look at a students ability to draw on their wider knowledge.	Exam technique for 4, 8 and 10 markers All concepts can be tested on the paper 3 assessment focusing on the specific industry. Students at Alevel need to be able to call on their understanding of these concepts should it be relevant to a case study on a different topic. Particularly in 20 marker examiners may look at a students ability to draw on their wider knowledge.	Exam technique for 4, 8 and 10 markers All concepts can be tested on the paper 3 assessment focusing on the specific industry. Students at Alevel need to be able to call on their understanding of these concepts should it be relevant to a case study on a different topic. Particularly in 20 marker examiners may look at a students ability to draw on their wider knowledge.	Exam technique for 4, 8 and 10 markers All concepts can be tested on the paper 3 assessment focusing on the specific industry. Students at Alevel need to be able to call on their understanding of these concepts should it be relevant to a case study on a different topic. Particularly in 20 marker examiners may look at a students ability to draw on their wider knowledge.	Exam technique for 4, 8 and 10 markers All concepts can be tested on the paper 3 assessment focusing on the specific industry. Students at Alevel need to be able to call on their understanding of these concepts should it be relevant to a case study on a different topic. Particularly in 20 marker examiners may look at a students ability to draw on their wider knowledge.
<b>Key Words</b>	<p>Mission statements</p> <p>Corporate vision</p> <p>Functional objectives</p> <p>Ansoff's matrix</p> <p>Boston Matrix</p> <p>Product Portfolio</p> <p>PESTLE</p> <p>SWOT</p> <p>Porter's 5 forces</p> <p>Barrier to entry</p>	<p>Average cost</p> <p>Diseconomies of scale</p> <p>Economies of scale</p> <p>Market leader</p> <p>Brand recognition</p> <p>Merger</p> <p>Takeover</p> <p>Organic growth</p> <p>Inorganic growth</p> <p>Liquidity</p> <p>income elastic</p> <p>SME</p> <p>USP</p> <p>Differentiation</p> <p>E-commerce</p>	<p>Time series analysis</p> <p>Scatter graph</p> <p>Cyclical</p> <p>Line of best fit</p> <p>Extrapolation</p> <p>ARR</p> <p>NPV</p> <p>Payback</p> <p>Decision tree</p> <p>Chance node</p> <p>Probabilities</p> <p>Expected monetary value</p> <p>Decision point</p> <p>Critical path analysis</p> <p>Earliest start time</p> <p>Latest finish times</p> <p>Float time</p>	<p>Short termism</p> <p>long termism</p> <p>Evidence based decision making</p> <p>Subjective decision making</p> <p>Role Culture</p> <p>Power Culture</p> <p>Task culture</p> <p>Person Culture</p> <p>stakeholder</p> <p>shareholder</p> <p>Ethics</p> <p>Trade- off</p> <p>CSR</p>	<p>Profit and loss</p> <p>Balance sheet</p> <p>Asset</p> <p>Liability</p> <p>Capital</p> <p>Solvency</p> <p>Profitability</p> <p>Acid Test</p> <p>Current ratio</p> <p>ROCE</p> <p>Gearing Ratio</p> <p>Labour productivity</p> <p>Labour turnover</p> <p>Labour retention</p> <p>Absenteeism</p>	<p>Transformational leadership</p> <p>Competitiveness</p> <p>Productivity</p> <p>Contingency</p> <p>Risk assessment</p> <p>Risk Mitigation</p> <p>Business continuity</p> <p>succession planning</p>
<b>End Point</b>	Cumulative assessment Theme 2 & 3.1	Cumulative assessment Theme 2 & 3.2	Cumulative assessment 3.1 - 3.3	Assessment 3.4	Assessment 3.5	Full Paper 2 (theme 2 & 3)
<b>Assessment method</b>	<p>Mid-point assessment.</p> <p>Key terms testing</p> <p>Final assessment on 3.1</p>	<p>Mid-point assessment – essay on DOS</p> <p>Key terms testing</p> <p>Final assessment on 3.2</p>	<p>Mid-point assessment.Flori Pori cs</p> <p>Key terms testing</p> <p>Final assessment on 3.3</p>	<p>Mid-point assessment on Ted Baker culture</p> <p>Key terms testing</p> <p>Final assessment on 3.4</p>	<p>Mid-point assessment on formulas and calculations</p> <p>Key terms testing</p> <p>Final assessment on 3.5</p>	<p>Shell case study</p> <p>Key terms testing</p> <p>Final assessment on 3.6</p>