

	January to Easter	January to Easter	January to Easter	January to Easter
Scheme title	A level Business 4.1	A level Business 4.2	A level Business 4.3	A level Business 4.4
Knowledge in sequence	<p>Students need to look at how economies are changing internationally and link their knowledge of business growth to the benefits of expanding internationally</p> <p>The concepts of importing and exporting will be discussed as ways of developing international opportunities and this should be compared with FDI</p> <p>Students also need to understand the barriers that exist to international trade, for example protectionism</p>	<p>Both push and pull factors need to be examined when looking for reasons why businesses may operate internationally</p> <p>Students should be able to identify factors that would make a country more or less attractive as a location to sell in or set up production in.</p> <p>Reasons for global mergers should be examined as well as the factors that can affect global competitiveness</p>	<p>Students should explore how the marketing mix may have to be adapted to compete internationally</p> <p>Global niche markets should be studied and students should be able to recognise how these are different to the niche marketing work in theme 1</p> <p>Students need to be aware of cultural and social factors that may affect the way they have to operate in a particular country.</p>	<p>Students should understand the nature of MNCs and the benefits or harm they can cause to a local economy</p> <p>Ethics is revisited here, from a more global viewpoint including issues around supply chain management and exploitation of cheaper labour in developing countries</p> <p>Students need to be able to explain the ways in which MNCs can be controlled by local governments</p>
Skills	<p>Exam technique for 4, 8 and 10 markers</p> <p>All concepts can be tested on the paper 3 assessment focusing on the specific industry.</p> <p>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.</p>	<p>Exam technique for 4, 8 and 10 markers</p> <p>All concepts can be tested on the paper 3 assessment focusing on the specific industry.</p> <p>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.</p>	<p>Exam technique for 4, 8 and 10 markers</p> <p>All concepts can be tested on the paper 3 assessment focusing on the specific industry.</p> <p>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.</p>	<p>Exam technique for 4, 8 and 10 markers</p> <p>All concepts can be tested on the paper 3 assessment focusing on the specific industry.</p> <p>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.</p>
Key Words	<p>Emerging economies</p> <p>BRIC</p> <p>MINT</p> <p>Foreign direct investment</p> <p>Globalisation</p> <p>Specialisation</p> <p>Protectionism</p> <p>Trading Blocs</p>	<p>Joint ventures</p> <p>Global mergers</p> <p>Global competitiveness</p> <p>Push factor</p> <p>Pull factor</p>	<p>Glocalisation</p> <p>Global marketing strategy</p> <p>Ansoffs matrix</p> <p>Global niche market</p> <p>Marketing mix</p> <p>Social factors</p>	<p>MNC</p> <p>Pressure group</p> <p>Business ethics</p> <p>Stakeholders</p> <p>Environmental issues</p> <p>Trade off</p> <p>Local economy</p>
End Point	Cumulative theme 1 & 4.1	Cumulative theme 1 & 4.2	Cumulative theme 1 & 4.3	Paper 1 (theme 1 & 3)
Assessment method	<p>Mid-point assessment.</p> <p>Key terms testing</p>	<p>Mid-point assessment.</p> <p>Key terms testing</p>	<p>Mid-point assessment.</p> <p>Key terms testing</p>	<p>Mid-point assessment.</p> <p>Key terms testing</p>