

Subject : Business

Year Group: 12

	Sept to Feb Half Term	Sept to Feb Half Term	Sept to Feb Half Term	Sept to Feb Half Term	Sept to Feb Half Term
Scheme title	A level Business 1.1	A level Business 1.2	A level Business 1.3	A level Business 1.4	A level Business 1.5
Knowledge in sequence	<p>Students should be able to interpret different types of markets and understand the impacts that operating in them can have.</p> <p>The importance of market research is a large section of the unit. Students will learn about different methods, quantitative and qualitative data and the pros and cons of primary and secondary research</p> <p>Students should learn about the ways a business can find a gap in the market through segmentation or positioning, as well as looking at ways to add value and make their products or services more appealing.</p>	<p>Students need to understand the relationship between buyers and sellers and how demand and supply can impact markets.</p> <p>They will need to be able to interpret and complete their own supply and demand diagrams, accurately illustrating any shifts</p> <p>Quantitative skills need to be developed so that students can accurately calculate PED and YED and interpret whether something is elastic or inelastic.</p>	<p>Students need to learn the different factors that make up the design mix and create effective designs.</p> <p>An awareness of when different pricing strategies might be appropriate is important and students should be able to apply these to different businesses.</p> <p>Students will learn about the different ways a business can get their products to the consumers, and should describe the pros and cons of these.</p> <p>Students will learn about basic marketing strategies and how to apply the product life cycle and BCG matrix to a business so that they can decide on effective promotions/pricing for their products.</p>	<p>Students are to learn about different ways of working and how this flexibility can help businesses.</p> <p>They should understand the benefits of recruiting and training staff properly, and the dangers of not doing so.</p> <p>Different types and sizes of business structures should be explored, with students able to explain how these structures could impact on communication and motivation.</p> <p>Motivation should be explored through 4 main theorists Taylor, Mayo, Maslow and Herzberg. This should be developed to look at other types of financial and non financial motivation.</p> <p>Students will be able to describe 4 types of leadership, their strengths and weaknesses and recognise situations in which they should or shouldn't be applied.</p>	<p>Students should explore what the reasons why people start businesses and the barriers, which can stop them being successful.</p> <p>Students should be able to recognise that objectives for a business could be both financial as well as non financial and be able to differentiate between an aim and an objective</p> <p>Different forms of ownership are examined, and students need to be confident with comparing the pros and cons of each type as well as understanding how ownership may change as the business grows.</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>PESTLE is taught again in theme 3</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>BCG matrix is revisited in 3.1</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>Dynamic market</p> <p>Market share</p> <p>Market size</p> <p>Niche market</p> <p>Mass market</p> <p>Qualitative data</p> <p>Quantitative data</p> <p>Product Orientation</p> <p>Market orientation</p> <p>Primary market research</p> <p>Secondary market research</p> <p>Market segmentation</p> <p>Market mapping</p> <p>Added Value</p> <p>Product Differentiation</p> <p>Competitiveness</p>	<p>Substitute products</p> <p>Complimentary products</p> <p>Demographics</p> <p>Productivity</p> <p>Automation</p> <p>Mechanisation</p> <p>Indirect Tax</p> <p>Government Subsidy</p> <p>Supply</p> <p>Demand</p> <p>Supply curve</p> <p>Demand curve</p> <p>Normal good</p> <p>Complementary good</p> <p>Price elasticity of demand</p> <p>Income elastic demand</p>	<p>Function</p> <p>Aesthetic</p> <p>Resource depletion</p> <p>Waste minimisation</p> <p>Ethical sourcing</p> <p>Differentiation</p> <p>Consumer recognition</p> <p>Barrier to entry</p> <p>Strong brand</p> <p>Cost plus</p> <p>Competitive pricing</p> <p>Mark up</p> <p>Distribution channel</p> <p>Wholesaler</p> <p>Retailer</p> <p>Agent</p> <p>Product Life cycle</p> <p>BCG Matrix</p> <p>Extension Strategy</p> <p>Mass market</p>	<p>Collective bargaining</p> <p>Multi-skilling</p> <p>Home working</p> <p>Temporary workers</p> <p>Zero Hours</p> <p>Flexitime</p> <p>Job analysis</p> <p>Job description</p> <p>Person specification</p> <p>Hierarchy</p> <p>Span of control</p> <p>Chain of command</p> <p>Flat structure</p> <p>Tall structure</p> <p>Matrix structure</p> <p>Authority</p> <p>Delegation</p> <p>Job enrichment</p> <p>Job enlargement</p> <p>Job rotation</p> <p>Team working</p> <p>Management</p> <p>Leadership</p> <p>Autocratic</p> <p>Democratic</p> <p>Laissez-faire</p>	<p>Intrapreneur</p> <p>Innovation</p> <p>Risk</p> <p>Uncertainty</p> <p>Profit maximisation</p> <p>Profit satisficing</p> <p>Ethic stance</p> <p>Social entrepreneurship</p> <p>Independence</p> <p>Sales maximisation</p> <p>Market share</p> <p>Cost efficiency</p> <p>Employee welfare</p> <p>Customer satisfaction</p> <p>Sole trader</p> <p>Partnership</p> <p>PLC</p> <p>Ltd</p> <p>Franchise</p> <p>Franchisor</p> <p>Franchisee</p> <p>Opportunity cost</p> <p>Trade-off</p> <p>Entrepreneur</p> <p>Leader</p> <p>Emotional intelligence</p>
End Point	Assessment 1.1	Assessment 1.2	Cumulative assessment 1.1 - 1.3	Assessment 1.4	AS Paper 1
Assessment method	<p>Mid-point assessment 4 and 8 markers on 1.1.</p> <p>Final assessment on 1.1</p>	<p>Mid-point assessment 4 and 8 markers on 1.2</p> <p>Final assessment on 1.2</p>	<p>Mid-point key terms</p> <p>Design mix exam questions</p> <p>Final assessment on 1.3</p>	<p>Mid-point assessment on leadership.</p> <p>Key terms testing</p> <p>Final assessment on 1.4</p>	<p>Mid-point assessment on forms of business.</p> <p>Key terms testing</p> <p>Final assessment on 1.5</p>