

Subject :	Business	Year Group:	12
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	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	Sept to Feb Half Term
<b>Scheme Title</b>	<b>A level Business 2.1</b>	<b>A level Business 2.2</b>	<b>A level Business 2.3</b>	<b>A level Business 2.4</b>	<b>A level Business 2.5</b>	<b>A level Business 3.1</b>
<b>Knowledge in sequence</b>	<p>Students need to learn several sources and methods of finance. They should be able to explain when the method is appropriate and for which type of business, as well as understanding pros and cons of each method.</p> <p>Students should be taught the fundamentals of business planning including contents of a business plan, uses and limitations of business planning.</p> <p>Following on from business plans, cash flow should be explored from the perspective of using it as a tool for planning.</p>	<p>Students need to learn several key business calculations within this unit. Being confident with the calculation of these, but also being able to explain how they can be used as a planning tool is important to success.</p>	<p>Students need to understand what profit is and the difference between gross and net profit.</p> <p>Students must also be aware of liquidity and the importance of this. Once these have been explored they should look at the calculations of liquidity and profitability ratios.</p> <p>After students are confident with this it links nicely to the concept of business failure and how good financial management can avoid this</p>	<p>Students need to understand the different methods of production and the reasons you would/wouldn't use them.</p> <p>The calculation of capacity utilisation and productivity form the maths element of this unit. Calculation from reading stock graphs are also important</p> <p>Just in time and just in case stock control both need to be explored with students being able to identify the pros and cons of each.</p> <p>Students should understand the traditional quality control processes as well as more modern TQM approaches.</p>	<p>Students need to understand what inflation is, how it is measured and how it can be controlled</p> <p>Exchange rates allow students to explore the impact of strong and weak currencies and the benefits for importers and exporters</p> <p>Interest rates are looked at from the perspective of an economic tool to control spending/saving, before linking this to the larger topic of the business cycle and its impacts</p>	<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>
<b>Skills</b>	<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>Sales forecasting is examined in more detail within 3.3</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>3.4 looks at these calculations again whilst also adding on additional ratio calculations</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>3.4 looks at these calculations again whilst also adding on additional ratio calculations</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>
<b>Key Words</b>	<p>Owners Capital</p> <p>Retained Profit</p> <p>Asset</p> <p>Loan Collateral</p> <p>Limited liability</p> <p>Venture capital</p> <p>Crowdfunding</p> <p>Interest payments</p> <p>Limited liability</p> <p>Unlimited liability</p> <p>Cash flow forecast</p> <p>Business plan</p>	<p>Sales forecasts</p> <p>Consumer trends</p> <p>Economic variables</p> <p>Sales revenues</p> <p>Sales volume</p> <p>Fixed cost</p> <p>Variable costs</p> <p>Turnover</p> <p>Break-even</p> <p>Contribution</p> <p>Margin of safety</p> <p>Overheads</p> <p>Direct costs</p> <p>Indirect costs</p> <p>Budgets</p> <p>Zero Based</p> <p>Historical figures</p> <p>Variance analysis</p>	<p>Gross profit</p> <p>Operating profit</p> <p>Net Profit</p> <p>Balance sheet</p> <p>Current ratio</p> <p>Acid test ratio</p> <p>Working capital</p> <p>Business failure</p> <p>Financial failure</p> <p>Non-Financial failure</p>	<p>Productivity</p> <p>Job production</p> <p>Batch Production</p> <p>Flow production</p> <p>Cell production</p> <p>Labour intensive</p> <p>Capital intensive</p> <p>Capacity Utilisation</p> <p>Under-utilisation</p> <p>Over-utilisation</p> <p>Stock control</p> <p>Buffer stock</p> <p>Lead time</p> <p>Work in Progress</p> <p>Just in time</p> <p>Continuous improvement</p> <p>Personal responsibility</p> <p>Flexible production</p> <p>Design manufacture</p> <p>Kaizen</p> <p>TQM</p> <p>Quality Assurance</p> <p>Quality Control</p> <p>Lean production</p>	<p>Interest rates</p> <p>Inflation</p> <p>Unemployment rates</p> <p>Tax</p> <p>Exchange rates</p> <p>Boom</p> <p>Recession</p> <p>Recovery</p> <p>Slump</p> <p>Consumer protection</p> <p>Employee protection</p> <p>Environmental protection</p> <p>Competition Policy</p> <p>Health and Safety</p>	<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>
<b>End Point</b>	assessment 2.1	Assessment 2.2	Cumulative assessment 2.1 - 2.3	Assessment 2.4	AS Paper 2	Assessment 3.1
<b>Assessment method</b>	<p>Mid-point assessment.</p> <p>Key terms testing</p> <p>Final assessment on 2.1</p>	<p>Mid-point assessment.</p> <p>Key terms testing</p> <p>Final assessment on 2.2</p>	<p>Mid-point assessment on financial formulas.</p> <p>Key terms testing</p> <p>Final assessment on 2.3</p>	<p>Mid-point assessment stock control graphs</p> <p>Key terms testing</p> <p>Final assessment on 2.4</p>	<p>Mid-point assessment.</p> <p>Key terms testing</p> <p>Final assessment on 2.5</p>	<p>Mid-point assessment.</p> <p>Key terms testing</p> <p>Final assessment on 3.1</p>