

Programme of study for Year 12 A Level Business

| Autumn (1 st term) | Autumn (2 nd term) | Spring (1 st term) | Spring (2 nd Term) | Summer (1 st term) | Summer (2 nd term) |
|---|--|---|--|---|---|
| Topic / Big Question: 3.1 What is business? | Topic / Big Question: 3.2 Managers, leadership and decision making | Topic / Big Question: 3.3 Marketing Management | Topic / Big Question: 3.4 Operational Management | Topic / Big Question: 3.5 Financial Management | Topic / Big Question: 3.6 Human Resource Management |
| Skills (students should be able to do): AO1: Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues. AO2: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues AO3: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences. AO4: Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues. | | | | | |
| Key Learning Outcomes (students should know): To understand why businesses exist. To understand the relationship between mission and objectives. To understand why businesses set objectives. To understand the measurement and importance of profit. To understand reasons for choosing different forms of business and for changing business form. | Key Learning Outcomes (students should know): To understand the distinction between management and leadership. To be aware of types of management and leadership styles and influences on these. To understand the effectiveness of different styles of management and leadership. To learn about the value of decision making based on data (scientific | Key Learning Outcomes (students should know): To understand the value of setting marketing objectives. To learn about the value of primary and secondary marketing research. To learn about the value of sampling. To understand the interpretation of marketing data. To understand the interpretation of price and income elasticity of demand data. | Key Learning Outcomes (students should know): To understand the value of setting operational objectives. To interpret, calculate and use operations data in operational decision making and planning. To understand the importance of capacity. To understand the importance of efficiency and labour productivity. To understand the benefits and difficulties of lean production. | Key Learning Outcomes (students should know): To understand the value of setting financial objectives. To understand the distinction between cash flow and profit. To understand the distinction between gross profit, operating profit and profit for the year. To learn how to construct and analyse budgets and cash flow forecasts. | Key Learning Outcomes (students should know): To understand the value of setting human resource objectives. To learn about methods of achieving human resource objectives. To calculate and interpret human resource data. To understand the use of data for human resource decision making and planning. To learn about models of organisational structure. |

| | | | | | |
|--|--|---|---|---|---|
| <p>To understand the role of shareholders and why they invest. To learn about influences on share price and the significance of share price changes. The effects of ownership on mission and objectives. Factors influencing costs and demand to include the effect of:</p> <ul style="list-style-type: none"> • competition • market conditions • incomes • interest rates • demographic factors • environmental issues and fair trade. | <p>decision making) and on intuition. To understand the influences on decision making. To learn about considering stakeholders' needs when making decisions. To learn about stakeholder needs and the possible overlap and conflict of these needs. To learn how to manage the relationship.</p> | <p>To understand the value of the concepts of price and income elasticity of demand to marketing decision makers. To learn about the use of data in marketing decision making and planning. To learn about the process and value of segmentation, targeting and positioning. To learn about the influences on choosing a target market and positioning. To understand the elements of the marketing mix (7Ps). To learn about the influences on and effects of changes in the elements of the marketing mix. To learn about product decisions. To learn about pricing decisions. To understand decisions about the promotional mix. To learn about distribution (place) decisions. To learn about decisions relating to other</p> | <p>To learn about how to choose the optimal mix of resources. To understand how to use technology to improve operational efficiency. To learn about methods of improving quality. To learn about the benefits and difficulties of improving quality. To learn about the consequences of poor quality. To understand how to manage supply to match demand and the value of doing so. To learn about the influences on the amount of inventory held. To learn about influences on the choice of suppliers. To learn about how to manage the supply chain effectively and efficiently and the value of this. To understand the value of outsourcing.</p> | <p>To understand the value of budgeting. To learn how to construct and interpret break-even charts. To learn how to calculate and illustrate on a break-even chart the effects of changes in price, output and cost. To calculate the value of break-even analysis. To learn how to analyse profitability. To learn how to analyse timings of cash inflows and outflows. To understand the use of data for financial decision making and planning. To learn about internal and external sources of finance. To understand the advantages and disadvantages of different sources of finance for short- and long-term uses. To learn about methods of improving cash flow. To learn about methods of improving profits and profitability.</p> | <p>To learn about influences on organisational design. To learn about the value of changing organisational design. To understand how managing the human resource flow helps meet human resource objectives. To learn about the benefits of motivated and engaged employees. To understand how to improve employee engagement and motivation. To learn about influences on the choice and assessment of the effectiveness of financial and non-financial methods of motivating employees. To learn about influences on the extent and methods of employee involvement in decision making. To learn about how to manage and improve employer-employee communications and relations.</p> |
|--|--|---|---|---|---|

| | | | | | |
|---|---|---|--|---|--|
| | | <p>elements of the marketing mix: people, process and physical environment.</p> <p>To understand the importance of, and influences on, an integrated marketing mix.</p> <p>To understand the value of digital marketing and e-commerce.</p> | | To learn about difficulties improving cash flow and profit. | To understand the value of good employer-employee relations. |
| <p>Autumn Term – centrally planned, standardised and teacher marked piece(s) of work</p> <p>16 mark Question – What is business</p> <p>9 mark Question – Managers, leaders and decision making</p> <p>3.1 / 3.2 Tutor2U assessment</p> | <p>Spring Term – centrally planned, standardised and teacher marked piece(s) of work</p> <p>16 mark Question – Marketing management</p> <p>9 mark Question – Operations</p> <p>3.3 – Tutor2u assessment</p> <p>3.4 – Tutor2u assessment</p> | <p>Summer Term – centrally planned, standardised and teacher marked piece(s) of work</p> <p>16 mark question – Finance management</p> <p>25 mark revision question – Human resource management</p> <p>AS Mock paper</p> | | | |
| <p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>The sequence of A Level units is based on guidance from AQA which builds on knowledge and business functions to equip students with foundations of the subject before they move to more complex units in Year 13</p> | | | | | |
| Home – Learning: MCQ questions & reading | Home – Learning: MCQ questions & reading | Home – Learning: MCQ questions & reading | Home – Learning: MCQ questions & reading | Home – Learning: Past exam papers | Home – Learning: Past exam papers |
| Reading / High Quality Text: | <p>AQA Business textbook (Wolinski & Coates), Business review (hard copies in library), business websites and case studies.</p> <p>Full recommended reading list provided to students and students are encouraged to read / watch news as flipped learning.</p> | | | | |
| Numeracy: | <p>Numeracy is developed across units but mainly in 3.5 where students learn about the finance of businesses and use formula to make calculations</p> <p>3.1 – students look at fluctuating interest rates In 3.3 – Marketing, students calculate market value/market share. In 3.4 students make calculations for capacity utilisation. In 3.6 students use HR data to make calculations for labour turnover</p> | | | | |

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

In Year 12, students are offered the Young Enterprise programme where they set up and run their own businesses. This allows to build cultural capital and leadership skills as well as put theory from lessons into practice. In each unit, various careers are discussed and HR is focussed on the importance of people and why it is important for businesses to have diverse workforce.

Our hope is for FHS Business students to become informed consumers, employees, managers, and entrepreneurs of the future. The transferable skills gained through studying business would equip them to enter a wide range of careers. Studying business will lead to students becoming more informed citizens, consumers, employees, future employers and entrepreneurs. Studying Business can lead to specific job roles in:

- Business Development ● Marketing ● Recruitment ● Banking and finance ● Administration ● Accounting and Finance ●