

Year 12 A Level Business Curriculum Plan							
Unit	Core		Hinterland		NC Coverage Not applicable	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
1.1 Meeting customer needs	<ul style="list-style-type: none"> <li>Markets are made up of buyers and sellers.</li> <li>Successful businesses will be part of a market that is different in size and character and affected by change.</li> <li>Within markets, customers have needs and wants. Needs like water are unavoidable. Wants are different in the sense that the consumer will have some choice about them.</li> <li>A successful product or service and therefore business will most likely benefit from effective market research to enable the business to provide consumers with the choices that meet their needs and wants.</li> <li>A successful business will position itself in a market in such a way as to ensure effective sales in what may be a very competitive environment.</li> </ul>	<p>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</p> <p>AO2 Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues</p> <p>AO3 Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences</p> <p>AO4 Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues</p>	<ul style="list-style-type: none"> <li>develop an enthusiasm for studying business</li> <li>gain a holistic understanding of business in a range of contexts</li> <li>develop a critical understanding of organisations and their ability to meet society's needs and wants</li> <li>understand that business behaviour can be studied from a range of perspectives</li> <li>generate enterprising and creative approaches to business opportunities, problems and issues</li> <li>be aware of the ethical dilemmas and responsibilities faced by organisations and individuals</li> <li>acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis</li> <li>apply numerical skills in a range of business contexts</li> </ul>	<ul style="list-style-type: none"> <li><b>Engagement</b> with Business through wider reading and an awareness of the current issues impacting on the subject</li> <li><b>Expert thinking</b> - Examine information and data, recognise patterns and trends, and use and select the appropriate information and data. Understand the limitations of making recommendations and drawing conclusions.</li> <li><b>Diagnose/Identify</b> issues and make recommendations.</li> <li><b>Metacognition</b> Draw on knowledge and understanding to reflect on whether a theory is and make further recommendations as appropriate.</li> <li><b>Understand</b> that there are different business ideologies</li> <li>Evaluate Reflect on information and data to make judgements about the quality, relevance, usefulness and efficiency of information</li> <li><b>Written communication</b> Write coherently and structure responses in assessments.</li> </ul>		<ul style="list-style-type: none"> <li>Students must investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts</li> <li>Students must develop their knowledge, skills and understanding in business,</li> <li>students should be competent in quantitative skills that are relevant to and applied in the context of this theme</li> <li>Applying business ideas to the real world</li> <li>Collaborative problem solving through in-class group work, competitions and business debates</li> <li>Develop skills in articulating arguments and debates, questioning concepts and providing answers to justify recommendations through group discussions and peer learning</li> </ul>	<ul style="list-style-type: none"> <li><b>Active listening</b> - Engage with the viewpoints of others</li> <li>Links to other social science teaching i.e. Politics, Geography, Maths</li> <li>Current affairs knowledge linking theoretical models and understanding in context using relevant and focused examples which are fully integrated.</li> <li>Young Enterprise</li> <li>Engagement with global, national and local business trends through wider reading and an awareness of the current issues impacting on the subject</li> </ul>
1.2 Market	<p>The interaction between buyers (consumers) and sellers (producers) and explores the factors that affect demand and supply, determining price levels and sales.</p> <p>The sensitivity of demand to price changes and changes in income demonstrating quantitative skills.</p>	<p><b>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</b></p> <p>AO2 Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues</p> <p>AO3 Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences</p> <ul style="list-style-type: none"> <li><b>AO4 Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues</b></li> </ul>	<ul style="list-style-type: none"> <li>Use and interpret quantitative and non-quantitative information in order to make decisions</li> <li>The interaction between buyers and sellers should provide an equilibrium price in a market where demand and supply are equal (market clearing price). Where supply exceeds demand (surplus) this is often due to too high a price; where demand exceeds supply (shortage) this is because of low prices.</li> </ul>	<ul style="list-style-type: none"> <li>Use of <b>quantitative skills</b> to relevant business scenarios</li> <li><b>Calculate, use and understand</b> ratios, averages and fractions, percentages, percentage changes and percentage point changes</li> </ul>		<ul style="list-style-type: none"> <li>Students must investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts</li> <li>Students must develop their knowledge, skills and understanding in business,</li> <li>students should be competent in quantitative skills that are relevant to and applied in the context of this theme</li> <li>Applying business ideas to the real world</li> <li>Collaborative problem solving through in-class group work, competitions and business debates</li> <li>Develop skills in articulating arguments and debates, questioning concepts and providing answers to justify recommendations through group discussions and peer learning</li> </ul>	<ul style="list-style-type: none"> <li>Links closely to A Level Economics</li> <li><b>Active listening</b> - Engage with the viewpoints of others</li> <li>Links to other social science teaching i.e. Politics, Geography, Maths</li> <li>Current affairs knowledge linking theoretical models and understanding in context using relevant and focused examples which are fully integrated.</li> <li>Young Enterprise</li> <li>Engagement with global, national and local business trends through wider reading and an awareness of the current issues impacting on the subject</li> </ul>
1.3 Marketing mix and strategy	<p>* The nature of the marketing mix (the 4Ps – product, promotion, price and place) for new or existing products or services.</p> <ul style="list-style-type: none"> <li>Students should also consider how social trends</li> </ul>	<p>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</p>	<ul style="list-style-type: none"> <li><b>Expert thinking</b> Examine information and data, recognise patterns and trends, and use and select the appropriate information and data. Understand the limitations of making</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical thinking</b> - Develop a critical understanding of concepts and behaviour through understanding the extent to which business agents are affected by, and respond to business issues, and the</li> </ul>		<ul style="list-style-type: none"> <li>Students must investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts</li> </ul>	<ul style="list-style-type: none"> <li><b>Active listening</b> - Engage with the viewpoints of others</li> <li>Links to other social science teaching i.e. Politics, Geography, Maths</li> </ul>

	<p>may affect the marketing mix; the Boston Matrix, the product life cycle and its related sales extension strategies, with reference to product and promotional methods; and marketing strategies that relate to niche, mass, business to business (B2B) or business to consumer (B2C) marketing, and the benefits and limitations of these strategies</p>	<p>A02 Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues</p> <p>A03 Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences</p> <ul style="list-style-type: none"> <li>A04 Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues</li> </ul>	<p>recommendations and drawing conclusions.</p> <ul style="list-style-type: none"> <li><b>Diagnose</b>/identify opportunities, problems and issues and propose solutions/make recommendations</li> <li>Develop a <b>critical understanding</b> of concepts and behaviour through understanding the extent to which individuals/organisations are affected by, and respond to, business issues, and the variables impacting on causes/consequences/costs/results.</li> </ul>	<p>variables impacting on causes/consequences/costs/results</p> <ul style="list-style-type: none"> <li><b>Decision making</b> by evaluating the consequences of actions by individuals, firms or governments for the national and global economy. Analyse and evaluate the relative costs and benefits of potential actions and make recommendations as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Students must develop their knowledge, skills and understanding in business,</li> <li>students should be competent in quantitative skills that are relevant to and applied in the context of this theme</li> <li>Applying business ideas to the real world</li> <li>Collaborative problem solving through in-class group work, competitions and business debates</li> <li>Develop skills in articulating arguments and debates, questioning concepts and providing answers to justify recommendations through group discussions and peer learning</li> </ul>	<ul style="list-style-type: none"> <li>Current affairs knowledge linking theoretical models and understanding in context using relevant and focused examples which are fully integrated.</li> <li>Young Enterprise</li> <li>Engagement with global, national and local business trends through wider reading and an awareness of the current issues impacting on the subject</li> </ul>
1.4 Managing people	<ul style="list-style-type: none"> <li>How the human resource function can be effectively recruited, deployed, developed and trained, motivated, managed and led through:</li> <li>Different approaches to staffing</li> <li>Training and development</li> <li>Recruitment &amp; selection</li> <li>Motivation theories</li> <li>Organisation design</li> </ul>	<p>A01 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</p> <p>A02 Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues</p> <p>A03 Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences</p> <ul style="list-style-type: none"> <li>A04 Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues</li> </ul>	<ul style="list-style-type: none"> <li>The recruitment process includes the application, interview and other selection procedures, such as assessment days and in-tray exercises. Students should consider whether businesses should recruit for positive attitude and/or for skills, and the distinction between job specification and job description.</li> <li>Students should consider how a business might organise the number of staff they have recruited in order to implement business ideas and achieve objectives, and how such a structure may affect the management and effectiveness of operations and communications.</li> </ul>	<ul style="list-style-type: none"> <li><b>Creativity</b> Generate new and innovative solutions to business issues and draw on a holistic understanding of business to integrate available information and data</li> </ul>		<ul style="list-style-type: none"> <li>Students must investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts</li> <li>Students must develop their knowledge, skills and understanding in business, students should be competent in quantitative skills that are relevant to and applied in the context of this theme</li> <li>Applying business ideas to the real world</li> <li>Collaborative problem solving through in-class group work, competitions and business debates</li> <li>Develop skills in articulating arguments and debates, questioning concepts and providing answers to justify recommendations through group discussions and peer learning</li> </ul>	<ul style="list-style-type: none"> <li><b>Active listening</b> - Engage with the viewpoints of others</li> <li>Links to other social science teaching i.e. Politics, Geography, Maths</li> <li>Current affairs knowledge linking theoretical models and understanding in context using relevant and focused examples which are fully integrated.</li> <li>Young Enterprise</li> <li>Engagement with global, national and local business trends through wider reading and an awareness of the current issues impacting on the subject</li> </ul>
1.5 Entrepreneurs and leaders	<ul style="list-style-type: none"> <li>How people set up and succeed in operating their own business and the constraints they might face in doing so.</li> <li>Students will also consider the people skills and personal qualities that entrepreneurs will most likely need to succeed; what drives people to set up their own business; business objectives; and the various forms of business ownership and the choices which typically face owners of a business.</li> </ul>	<p>A01 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</p> <p>A02 Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues</p> <p>A03 Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences</p>	<ul style="list-style-type: none"> <li>Students should explore the distinction between management and leadership. Leadership is about having a vision, sharing that vision with others and providing direction. Management is the day-to-day organisation of the business, including staffing.</li> <li>Students should explore types of leadership style and how each might be more appropriate according to circumstances, nature and size of the business.</li> </ul>	<ul style="list-style-type: none"> <li><b>Metacognition</b> Draw on knowledge and understanding to reflect on whether a problem solving strategy is working (or the likelihood of a strategy being effective) and make further recommendations as appropriate. Develop questioning skills and understand that 'there is no right answer' in problem-solving and strategic decision making.</li> </ul>		<ul style="list-style-type: none"> <li>Students must investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts</li> <li>Students must develop their knowledge, skills and understanding in business, students should be competent in quantitative skills that are relevant to and applied in the context of this theme</li> <li>Applying business ideas to the real world</li> <li>Collaborative problem solving through in-class group work, competitions and business debates</li> <li>Develop skills in articulating arguments and debates,</li> </ul>	<ul style="list-style-type: none"> <li><b>Active listening</b> - Engage with the viewpoints of others</li> <li>Links to other social science teaching i.e. Politics, Geography, Maths</li> <li>Current affairs knowledge linking theoretical models and understanding in context using relevant and focused examples which are fully integrated.</li> <li>Young Enterprise</li> <li>Engagement with global, national and local business trends through wider reading and an awareness of the</li> </ul>

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