

Year 12: AQA AS Specifications - Year 12 Business aims to commence learning of key Business theories and models, developing deep understanding and strengthening the links between key concepts, leading on to more complex theories of business strategy in year 13. Year 12 is the AS specification, students who have done GCSE business will build on that knowledge however students can study A Level business without having studied it at GCSE level. The course is taught by two teachers with different units being taught together. The units link together as the main 4 units are the 4 functional areas of business, marketing, finance, operations and HR.

	Autumn	Spring	Summer
Year 12	<p>3.5 <i>Decision making to improve Financial performance - Teacher 1</i></p> <p>3.4 <i>Decision making to improve Operation performance - Teacher 2</i></p>	<p>3.3 <i>Decision making to improve Marketing performance - Teacher 1</i></p> <p>3.5 <i>Decision making to improve HR performance - Teacher 2</i></p>	<p>3.2 <i>Management, Leadership and Decision Making- Teacher 1</i></p> <p><i>Revision: 3.1 What is business?</i></p> <p><i>Introduction to year 13: 3.7 Analysing the Strategic Position of a Business - Teacher 2</i></p>
	<p style="text-align: center;">Concepts/Tier 3 vocabulary</p> <p><i>Labour- and capital-intensive processes. Methods of improving Quality, Flexibility in production methods, use of outsourcing. Interpreting Inventory control charts. the concept of a return on investment, revenue, costs and profit objectives, cash flow objectives. Analysing budgets should include variance analysis and adverse and favourable variances. Analysing budgets should include variance analysis and adverse and favourable variances. Sources of finance should include: debt factoring, overdrafts, retained profits, share capital, loan, venture capital, crowd funding</i></p>	<p style="text-align: center;">Concepts/Tier 3 vocabulary</p> <p><i>Marketing research should include qualitative and quantitative data. Sampling methods, correlation, extrapolation, elasticity of demand, Segmentation, marketing mix, Boston Matrix, product life cycle. human resource management (HRM), Calculating and interpreting human resource data, employee engagement, Taylor, Maslow and Herzberg</i></p>	<p style="text-align: center;">Concepts/Tier 3 vocabulary</p> <p><i>Tannenbaum and Schmidt continuum, Stakeholder Mapping, Decision Trees, autocratic, paternalistic, democratic, laissez-faire, Mission, corporate objectives, functional objectives and strategy, existing internal position of a business to assess, strengths and weaknesses: financial ratio analysis</i></p>

<p>Justification:</p> <p>Students are introduced to using many different formula to calculate a range of productivity measures, costs, inventory and capacity elements. Students need to remember many different formulas to complete financial documents.</p> <p>Students will be able to make the links between Finance and all functional areas. Students will judge the financial performance of real-life businesses, using case studies. This reasoning behind this is that business finance is a core topic for the course and studying this first allows students to understand the importance of finance and how it impacts the other functional areas of business.</p> <p>Students will look at how developments in technology are affecting decision making and activities in operations (eg more online businesses, better links with customers, suppliers, inventory control, automation and robotics). Students will also learn how ethical and environmental issues influence operations decisions; this forms a strong foundation for several topics in unit 7.</p>	<p>Justification:</p> <p>Students will use their prior knowledge of the 4ps to learn the 7 Ps of Marketing, recognising that all elements of the 7Ps are equally important by looking life business. Students will identify the range of promotional methods available, be able to segment a market and link unit 5 finance with the marketing function.</p> <p>Students will study the theorists to motivate employees, training methods to increase productivity. This functional area is closely linked with operation and finance, and again is an opportunity for students to gain a greater understanding.</p> <p>Students will explore a range of business structures such as centralisation and decentralisation. Students will examine the features of the recruitment process.</p>	<p>Justification:</p> <p>In the final term, Unit 2: Managers, leadership and decision making will continue on after Unit 6: Decision making to improve human resource performance. The reasoning behind this pairing is that the two units complement each other as they relate to HR and management. They also link well with Unit 8: Choosing strategic direction (A-level only) which looks at decision making in more details. Create Decision Trees, using maths knowledge. Centralisation</p> <p>Unit 7 3.7.1 Mission Corporate objectives and strategy. 3.7.2 Analysing the existing internal position of a business to assess strengths & weaknesses: financial ratio analysis. This builds on unit 5 finance and looks at profit and loss account and balance sheets of a business.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • Students will sit end of topic summative assessments with questions that mirror questions and command words from the A LEVEL. Questions with apply all assessment objectives from the A LEVEL which are: AO1: Demonstrate knowledge and understanding of business concepts and issues, AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts and AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions. Students will start with lower mark questions and develop their exam writing skills throughout the year and assessment will reflect this. • Furthermore, there will be peer assessment and self-assessment throughout the year that serve as an opportunity to review key terms and retrieve prior learning. • For all assessment types, students reflect on their progress and set themselves targets. 		
<p>Wider reading/Cultural capital:</p> <p>Students are expected to immerse themselves in a business-like mindset and to pay attention to the world around them. They should watch the news regularly and be aware of what is happening in the economy and how the issues could impact business. They should watch documentaries, asking questions about how products are made and businesses are run. Students are encouraged to participate in virtual workshops from tutor2u on business topic and assessment preparation. Students will learn about the world of business through real and relevant local and international brands. Outside speakers will come in to talk about the relevance of Business in the world of work.</p>		

Year 13- This unit builds on Year 12 and examines how a business develops. It focuses on the study of strategic decision making should build on the study of decision making in the functional areas. Further emphasis is placed on real-world application, as is the ability to critically evaluate case studies in the forms of 20- and 25-mark questions

	Autumn	Spring	Summer
	<p>3.8 Choosing strategic direction – Teacher 1 3.7 Analysing the Strategic Position of a Business – Teacher 2</p>	<p>3.9 Strategic methods: How to pursue strategies – Teacher 1 3.7 Analysing the Strategic Position of a Business – Teacher 2 3.10 Managing Strategic Change – Teacher 1/2</p>	<p>Revision & Exam preparation Past papers Retrieval practice</p>
	<p>Concepts/Tier 3 vocabulary <i>Strategic direction to include the Ansoff matrix and value of: market penetration, market development, new product development, diversification. Strategic positioning to include Porter's low cost, differentiation and focus strategies.</i></p>	<p>Concepts/Tier 3 vocabulary <i>Issues with growth should include: economies of scale (including technical, purchasing and managerial), economies of scope, diseconomies of scale, synergy, overtrading. Types of change include: internal change, external change, incremental change, disruptive change. Managing change should include: Lewin's force field analysis. Network analysis. Strategic drift.</i></p>	<p>Concepts/Tier 3 vocabulary <i>Revision of all topic covered in year 12 & 13, exam techniques and past paper practice.</i></p>
Year 13	<p>Justification:</p> <p><i>Students will build on their prior knowledge from year 12 to explore business strategy.</i></p> <p><i>Students apply knowledge of core competencies, balanced score card and Ellington's Triple bottom Line to real life businesses, making fully justified recommendations. Students understand the strategies offered by Ansoff.</i></p> <p><i>Students will be able to use Porter's Five Forces to make judgements of a business and their strategies.</i></p>	<p>Justification:</p> <p><i>Students will understand the different growth methods, economies of scale, synergy and retrenchment. These will link into the growth of an established business.</i></p> <p><i>Students will understand the growth of internationalisation. Theorists to manage internationalisation; and how big data can be used to decide upon strategies.</i></p> <p><i>Students will study theorists to manage change (Handy, Kotler and Schlesinger), why there is change and how to manage it.</i></p> <p><i>Linking with operations students will further their knowledge to understand what flexible organisations are.</i></p> <p><i>Students will learn how to use network analysis to manage projects, and gain an understanding that businesses create strategic plans, contingency plans,</i></p>	<p>Justification:</p> <p><i>This allows students to consolidate their learning, practice exam style questions, and develop effective exam strategies in preparation for their A LEVEL business exam.</i></p> <p><i>This AQA courses allows students to have a strong foundation and good knowlegde should they want to continue studying business in further education.</i></p>

		<p><i>and emergent strategies</i></p> <p><i>Students will link unit 7 with unit 10 looking at external factors that influence business and real-life examples of strategic drift.</i></p>	
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