

The intention of our curriculum In Business and Economics is to offer a broad selection of subjects that will cover an array of topics that that will inspire our students to strive towards strong academic outcomes. We aim to empower students to grow into independent, driven learners. At Key Stage 4 pupils are introduced to the modern dynamic business environment, to begin to develop as commercially-minded, enterprising individuals. The Key Stage 5 curriculum broadens and deepens students' academic knowledge of Business and introduces the subject of Economics. Both subjects at Key Stage 5 are underpinned by an appreciation of the importance of decision-making; encouraging students to think critically about many internal and global issues that will have an impact on the performance of businesses and the economy as a whole. Pupils will become mature, responsible, and confident through completion of their studies alongside the business and economics department whereby we will mentor pupils to become the best version of themselves through emphasising the value of education and more importantly our subject as a means to provide many opportunities after pupils finalise the course.

Year	Knowledge (Topics /Contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
<b>10 Term 1</b>  <b>R068 Tasks 1 - 3</b>	<p>Market research</p> <ul style="list-style-type: none"> <li>➤ Primary Research</li> <li>➤ Secondary Research</li> <li>➤ Quantitative and Qualitative Data Types</li> <li>➤ Sampling Methods</li> </ul> <p>Market Segmentation</p> <ul style="list-style-type: none"> <li>➤ Types of Methods Used to Segment</li> <li>➤ Benefits of Segmentation</li> </ul> <p>How to Create a Design Mix</p> <ul style="list-style-type: none"> <li>➤ Function</li> <li>➤ Aesthetics</li> <li>➤ Economic Manufacture</li> </ul> <p>Creative Techniques for Planning Product Designs</p> <ul style="list-style-type: none"> <li>➤ Mind Map</li> <li>➤ Mood board</li> <li>➤ Drawings</li> </ul> <p>Using Data to Review and Recommend Product Proposals</p> <ul style="list-style-type: none"> <li>➤ Written Feedback</li> <li>➤ Verbal Feedback</li> <li>➤ Making Decisions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Research, application and analytical skills, through investigative work. Independence – through confidence to select and apply skills.</li> <li>➤ Time management skills</li> <li>➤ Knowledge and understanding of elements of the syllabus.</li> </ul> <p>The interpretation and use data in relation to a given enterprise</p> <ul style="list-style-type: none"> <li>➤ Creating graphs and tables using Excel.</li> <li>➤ Producing tables that identify information gathered from secondary research</li> <li>➤ Presenting Data</li> <li>➤ The ability to advise and provide recommendations to a given enterprise</li> </ul> <p>By the end of the first term pupils will</p> <ul style="list-style-type: none"> <li>➤ Written a report outlining how they intend to use market research to develop a product</li> <li>➤ Created their own market research tools, for example questionnaire, for the purpose of data collection</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will begin to acquire knowledge of subject specific terminology. Pupils will understand what it takes to start their own business and they will understand the opportunities and challenges that it will bring. They will also learn how to write with confidence and respond with confidence to use business terminology in a range of assessment situations.</li> <li>➤ Pupils will understand a range of concepts associated with marketing, including technical skills needed to progress such as using excel and how to come up with product designs.</li> </ul>	<p><u>KPI1 - Task 1:</u></p> <ul style="list-style-type: none"> <li>➤ Explain the overall aims of your market research</li> <li>➤ Choose appropriate market research tools that will help to achieve research aims.</li> <li>➤ Select sampling methods.</li> <li>➤ Create three market research tools</li> <li>➤ Collate market research findings and review results.</li> </ul> <p><b>Deadline: 18/10</b></p> <p><u>KPI 2 - Task 2:</u></p> <ul style="list-style-type: none"> <li>➤ Use market segmentation to create a customer profile.</li> <li>➤ Use market research findings from task 1 to justify customer profile created.</li> </ul> <p><b>Deadline: 15/11</b></p> <p><u>KPI3 - Task 3:</u></p> <ul style="list-style-type: none"> <li>➤ Create the outline of a design mix.</li> <li>➤ Use market research and customer profile to give reasoning into the design mix chosen.</li> <li>➤ Generate two product design ideas.</li> </ul>

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		<ul style="list-style-type: none"> <li>➤ Use of Excel to create graphs</li> </ul> <p>Two uses of creative techniques evidenced to show designs have been produced.</p>		<ul style="list-style-type: none"> <li>➤ For one design, describe how the design mix and market research helped to inform the design.</li> </ul> <p><b>Deadline: 13/12</b></p> <p><b>Feedback Provided.</b></p>
<p><b>10 Term 2</b></p> <p><b>R068 Tasks 4-6</b></p>	<p>Finance</p> <ul style="list-style-type: none"> <li>➤ Ability to calculate total costs</li> <li>➤ Ability to calculate Revenue</li> <li>➤ Ability to Calculate Profit</li> <li>➤ Ability to Calculate Breakeven</li> </ul> <p>Pricing Strategies</p> <ul style="list-style-type: none"> <li>➤ Competitive</li> <li>➤ Penetration</li> <li>➤ Skimming</li> <li>➤ Psychological</li> </ul> <p>External Factors</p> <ul style="list-style-type: none"> <li>➤ Political</li> <li>➤ Economic</li> <li>➤ Social</li> <li>➤ Technological</li> <li>➤ Legal</li> <li>➤ Environmental</li> <li>➤ Ethical</li> </ul> <p>Risks of Launching a New Product</p> <ul style="list-style-type: none"> <li>➤ Lack of Experience</li> <li>➤ Making a Loss</li> <li>➤ Impact of External Factors</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils can turn financial context into meaningful information through completing calculations using appropriate formulas.</li> <li>➤ Pupils can categorise information into appropriate external factors</li> <li>➤ Pupils develop evaluation skills by considering how success of business can be limited through influences outside of an owners' control.</li> <li>➤ By the end of the second term pupils will show:</li> <li>➤ They have calculated all costs, revenue and profit in their NEA.</li> <li>➤ Have chosen a pricing strategy and provided justification in terms of why it is the most suitable and lead to increased success.</li> <li>➤ Is able to draw a breakeven chart and interpret the diagram.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will become familiar with financial terminology and utilise this knowledge through creating their own definitions.</li> <li>➤ Pupils will use formulas learned in class and apply them to prescript scenarios to demonstrate they understand how to calculate financial performance of businesses.</li> <li>➤ Pupils can provide counter arguments to initial points showing depth in their understanding of the subject thus far.</li> </ul>	<p><u>Feedback Provided:</u></p> <p><u>KPI4 – Task 4</u></p> <ul style="list-style-type: none"> <li>➤ Produce a self-assessment of both designs.</li> <li>➤ Obtain verbal and written feedback.</li> <li>➤ Identify strengths and weaknesses of designs.</li> <li>➤ Create final ice cream design by modifying based on feedback relieved</li> <li>➤ Explain reasons for choice.</li> </ul> <p><b>Deadline: 31/01</b></p> <p>KPI5 – Task 5</p> <ul style="list-style-type: none"> <li>➤ Identify relevant costs</li> <li>➤ Calculate total variable costs of a product.</li> <li>➤ Produce a sales forecast report</li> <li>➤ Recommend an appropriate pricing strategy and a selling price based on target market.</li> <li>➤ Calculate, total costs, revenue and profit.</li> <li>➤ Calculate the breakeven point.</li> </ul>

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		<ul style="list-style-type: none"> <li>➤ Can identify a range of external factors in their work and explain impact it has on a business's performance.</li>   <li>➤ Pupils will be able to produce meaningful work in the form of presentations, discussions, interactions and creative notes based on theory learnt in class.</li>   <li>➤ Pupils take responsibility over their own learning by researching and reading concepts from lesson materials</li>   <li>➤ Pupils complete written tasks in the forms of essays and short questions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will show understanding through using work produced in class to answer long answer questions based on topic areas learned.</li>   <li>➤ Pupils will be able to explain how entrepreneurship can lead to problems as well as rewards.</li>   <li>➤ Pupils will recall the 4P's of the Marketing Mix and explain the importance of each.</li>   <li>➤ Pupils will show understanding through creative techniques into how finance can be raised by businesses and the forms of support offered.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe how breakeven point changes dependant on price level.</li> <li>➤ Evaluate financial viability.</li> </ul> <p><b>Deadline: 07/03</b></p> <p><u>KPI6 – Task 6</u></p> <ul style="list-style-type: none"> <li>➤ Explain risks/challenges when launching new products.</li> <li>➤ Evaluate how risks and challenges can impact success of businesses.</li> <li>➤ Suggest strategies to overcome risks/challenges.,</li> </ul> <p><b>Deadline 28/03</b></p> <p><b>Feedback: Provided.</b></p>
<p><b>10 Term 3</b></p> <p><b>R067 (Exam Unit)</b></p> <p><b>Topic Areas 1,4,5.</b></p>	<p>Characteristics, Risk and Reward for Enterprise</p> <ul style="list-style-type: none"> <li>➤ Characteristics of Successful Entrepreneurs</li> <li>➤ Potential Rewards for Risk Taking</li> <li>➤ Potential Drawbacks for Risk Taking</li> </ul> <p>Creating a Marketing Mix to Support a Product</p> <ul style="list-style-type: none"> <li>➤ The Marketing Mix Elements for a Good/Service</li> <li>➤ How the Elements of the Marketing Mix Work Together</li> <li>➤ Types of Advertising Medium to Attract and Retain Customers</li> <li>➤ Sales Promotional Techniques</li> <li>➤ Public Relations</li> </ul>			<p>Pupils will be assessed on exam content via</p> <ul style="list-style-type: none"> <li>➤ End of topic assessments:</li> <li>➤ R067: KPI1: Characteristics, Risks and Reward for Enterprise.</li> <li>➤ R067: KPI4: Creating a Marketing Mix to Support a Product.</li> <li>➤ R067: KPI5: Factors to Consider When Starting Up and Running an Enterprise</li> <li>➤ Past Papers and Past Paper questions.</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ How to Sell the Good/Service to the Customer</li> <li>➤ The Product Lifecycle</li> <li>➤ Extension Strategies</li> <li>➤ Factors to consider When Pricing a Product</li> <li>➤ Types of Pricing Strategies</li> </ul> <p>Factors to Consider When Starting and Running an Enterprise</p> <ul style="list-style-type: none"> <li>➤ Appropriate Forms of Ownership for Business Start-Ups</li> <li>➤ Source of Capital for Business Start-Ups and Expansions</li> <li>➤ Support for Enterprise</li> </ul>			<ul style="list-style-type: none"> <li>➤ Completion of class tasks and activities.</li> <li>➤ Workbooks that consolidate knowledge.</li> </ul>
<p><b>11 Term 1</b> <b>R069 Tasks 1-3</b></p>	<p><b>Develop a Brand Identity</b></p> <ul style="list-style-type: none"> <li>➤ What is a Brand</li> <li>➤ Why is Branding Used</li> <li>➤ Branding Methods</li> <li>➤ Competitor Analysis</li> </ul> <p><b>Create a Promotional Campaign for a Brand and Product</b></p> <ul style="list-style-type: none"> <li>➤ Objectives of a Promotional Campaign</li> <li>➤ Planning for a Promotional Campaign</li> <li>➤ Promotional Materials</li> </ul> <p><b>Plan and Pitch a Proposal</b></p> <ul style="list-style-type: none"> <li>➤ Pitch Considerations</li> <li>➤ Development of Personal and Presentation Skills</li> <li>➤ Benefits of Practicing a Pitch</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will be able to complete extensive research into competitors within a particular industry.</li> <li>➤ Pupils will create promotional materials using software.</li> <li>➤ Pupils will write a report on findings and justification of their branding choices based on theoretical concepts learned in class.</li> <li>➤ Pupils will interact with peers and evaluate each other's presentation performances.</li> <li>➤ Competitor analysis model created and inserted into NEA</li> <li>➤ Three promotional materials will be developed fully.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will understand the importance and value of researching competitors to spot a 'gap' in the market and develop an established unique selling point.</li> <li>➤ Pupils can choose promotional materials most suitable for a particular target audience.</li> <li>➤ Pupils will have full awareness in how to create criteria to judge promotional success against and be able to create conclusions based on findings.</li> </ul>	<p><u>KPI1 – Task 1</u></p> <ul style="list-style-type: none"> <li>➤ Outline product design and customer profile</li> <li>➤ Research competitors' strengths and weaknesses and their USP.</li> <li>➤ Carry out analysis of opportunities and threats from the external environment.</li> <li>➤ Provide strengths, weaknesses and USP of students own product.</li> <li>➤ Create a brand personality and justify.</li> </ul> <p><b>Deadline: 04/11</b></p> <p><u>KPI2 – Task 2</u></p>

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		<ul style="list-style-type: none"> <li>➤ Pupils will complete self-evaluation forms for themselves to demonstrate they have reflected on their presentation skills.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Explain objectives of promotional campaign.</li> <li>➤ Create three different types of promotional material to raise awareness, using digital and non-digital techniques.</li> <li>➤ Justify promotional material choices based on target market.</li> <li>➤ Produce a timeframe for promotional a campaign.</li> </ul> <p><b>Deadline: 25/10</b></p> <p><u>KPI3 – Task 3</u></p> <ul style="list-style-type: none"> <li>➤ Explain factors that need to be considered when planning to deliver a pitch.</li> <li>➤ Produce a pitch and supporting materials for a product proposal.</li> <li>➤ Carry out a practice pitch and revive a completed feedback form from two peers.</li> <li>➤ Watch the pitch of a peer and complete feedback for them.</li> <li>➤ Use feedback reviewed to reflect, review and refine pitching skills and materials – show evidence of this process though demonstration of changes made.</li> </ul> <p><b>Deadline: 13/12</b></p>

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<p>11 Term 2</p> <p>R069 Tasks 4-5</p>	<p>Deliver a Professional Pitch</p> <p>Review a Brand Proposal</p> <ul style="list-style-type: none"> <li>➤ Review of Brand</li> <li>➤ Review of Professional Pitch</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will present a presentation they have created which incorporates essential corporate and brand elements to an audience</li> <li>➤ Pupils will produce a report reviewing the success of a business</li> <li>➤ Pupils can recall definition of key financial terminology.</li> <li>➤ Witness statement created by teacher for each pupil based on professional pitch delivered.</li> <li>➤ Completion of business proposal review report.</li> <li>➤ Pupils will create tables that outline the meaning of each research methods and their advantages/disadvantages.</li> <li>➤ Pupils will sort data types into categories</li> <li>➤ Pupils will provide examples of each segmentation method.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will understand how to deliver an effective pitch and the verbal/non-verbal skills that must be included to capture and retain audience attention.</li> <li>➤ Pupils will know the criteria to judge business success against and make decisions based on their own NEA produced.</li> </ul>	<p><u>KPI4 – Task 4</u></p> <p>Conduct a professional pitch that demonstrates:</p> <ul style="list-style-type: none"> <li>➤ Media/visual aids/supporting materials.</li> <li>➤ Effective presentation skills.</li> <li>➤ Time management skills.</li> <li>➤ Appropriateness of pitch based on audience needs.</li> <li>➤ Persuasive language.</li> <li>➤ Ability to answer questions from an audience.</li> </ul> <p><b>Deadline w/c: 13/01</b></p> <p>KPI5 – Task 5</p> <p>Part One</p> <p>Review pitching skills:</p> <ul style="list-style-type: none"> <li>➤ Verbal communication</li> <li>➤ Non-verbal communication</li> <li>➤ Visual aids</li> <li>➤ Time management</li> <li>➤ Ability to answer questions from an audience</li> <li>➤ Value of rehearsal</li> <li>➤ Feedback received from others</li> </ul> <p>Part Two – Review business proposal</p> <ul style="list-style-type: none"> <li>➤ Costs</li> <li>➤ Relevant/appeal of brand to customer profile</li> <li>➤ Suitability of brand personality</li> <li>➤ Promotional campaign created</li> <li>➤ Promotional materials</li> <li>➤ Evaluate likely success of business</li> </ul>

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<p><b>R067 Topic Area 3 (Repeated from last year)</b></p>	<p><b>R067</b></p> <p>Cost of Production</p> <ul style="list-style-type: none"> <li>➤ Fixed Costs</li> <li>➤ Variable Costs</li> <li>➤ Total Costs</li> </ul> <p>Revenue</p> <p>Profit/Loss</p> <p>Breakeven</p> <p>Importance of Cash</p> <p>Market Research</p> <ul style="list-style-type: none"> <li>➤ Purpose of Research</li> <li>➤ Primary Research Methods</li> <li>➤ Secondary Research Sources</li> <li>➤ Types of Data</li> <li>➤ Market Segmentation and Benefits</li> </ul> <p>Regular Past Paper Practice</p>		<ul style="list-style-type: none"> <li>➤ Pupils can use formulas learned and apply them to scenarios and contexts.</li> <li>➤ Pupils can interpret breakeven models.</li> <li>➤ Pupils will be able to choose research methods based on business size and target market.</li> <li>➤ Pupils will be able to write questions that obtain both quantitative and qualitative data.</li> </ul> <p>Pupils will understand how to sort characteristics into sub-groups.</p>	<ul style="list-style-type: none"> <li>➤ Assess future developments and brand recommendations/refinements</li> </ul> <p><b>Deadline: 14/02</b></p> <ul style="list-style-type: none"> <li>➤ R067: KPI3: What Makes a Product Financially Viable Assessment</li> <li>➤ R067: KPI2: Market Research to Target a Specific Customer</li> </ul> <p>Past Paper Practice.</p>
<p><b>11 Term 3</b></p> <p><b>R067 Topic Area 2 (Repeated</b></p>				



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from last year)				

Cambridge Technical Business

Year	Knowledge (Topics / contexts) What pupils will <b>'know'</b> .	Skills acquired What pupils will be able to <b>'do'</b> .	Concepts developed What pupils will <b>'understand'</b> .	Assessment (KPIs)
<b>12 Term 1</b> <b>Unit 2 Working in Business</b> <b>Official Exam to take Place in winter entry of Year 12</b>	<b>LO1 Protocols Followed in Business</b> <ul style="list-style-type: none"> <li>➤ Authority Protocols</li> <li>➤ Confidentiality Protocols</li> <li>➤ Constraints on Document Content</li> <li>➤ Checking Protocols</li> <li>➤ IT Protocols</li> <li>➤ Employment Protocols</li> <li>➤ Contractual Obligations</li> <li>➤ Minimum Standards of Professional Behaviour</li> </ul>	Pupils will be able to group protocols into correct categories. <ul style="list-style-type: none"> <li>➤ Provide examples of each protocol</li> <li>➤ Describe the importance of following the protocol</li> <li>➤ Outline who the protocol impacts and how failure to follow a protocol could lead to negative implications for a business</li> <li>➤ Explain how protocols protect consumers and business reputation</li> </ul>	Pupils will show understanding of Protocols by: <ul style="list-style-type: none"> <li>➤ Using organisational charts to indicate job roles that have authority to make and authorise decisions.</li> <li>➤ Provide methods which allow confidentiality to be maintained whilst recognising the advantages and disadvantages of such processes to individuals and businesses</li> <li>➤ Provide flow charts outlining the process of checking for accuracy and omissions in documents</li> <li>➤ State ways software can be protected to ensure information is accessed by those required.</li> <li>➤ Present to new employees the minimum standards of professional behaviour expected by taking on the role of HR manager</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit2: TA1: Understand Protocols to be Followed When Working in Business Assessment.</li> <li>➤ Workbook LO1 Completed at Home.</li> <li>➤ Knowledge Book LO1 Resource Completed as 'Do Now' Tasks.</li> </ul>

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	<p><b>LO2 Factors that Influence Meeting Arrangements</b></p> <ul style="list-style-type: none"> <li>➤ Factors to be Considered When Arranging a Meeting</li> <li>➤ Factors that Influence Travel Arrangements</li> <li>➤ Factors that Influence Accommodation Arrangements</li> </ul> <p><b>LO3 Be Able to Use Business Documents</b></p> <ul style="list-style-type: none"> <li>➤ Purpose, Interpretation and Completion of Business Documents (e.g. purchase order, invoice, requisition forms)</li> <li>➤ Payment Methods</li> <li>➤ Purpose, Completion and Checking of Meeting Documents</li> </ul>	<p>Pupils can list the most important factors that should be considered prior to a meeting, organised in a table format.</p> <ul style="list-style-type: none"> <li>• For each factor pupils can describe specific examples, for example when considering a venue, pupils will consider; location, availability resources.</li> <li>➤ Pupils will be provided with a meeting scenario and decide based on constraints provided.</li> </ul> <p>Pupils will provide examples and annotate the features of all business documents</p> <ul style="list-style-type: none"> <li>• Transaction</li> <li>• Employee</li> <li>• Internal</li> <li>➤ Pupils will become aware of technical abbreviations involved in business documents and complete a table to refer to and recall.</li> <li>➤ Pupils will be able to identify whether a budget variance report has a 'favourable or adverse' outcome.</li> </ul>	<p>Pupils will show understanding by making decisions regarding meeting criteria, personnel, venue costs and resources needed based on a context provided.</p> <ul style="list-style-type: none"> <li>➤ Create a time table for a meeting plan</li> <li>➤ Interpret timetable created</li> <li>➤ Justify decisions made based on context and constraints listed.</li> </ul> <p>➤ Pupils will be provided with scenarios and asked to create their own business documents based on a range of functional departments.</p> <ul style="list-style-type: none"> <li>➤ Pupils will compare previous and recent budgets and decide whether the variance is favourable or adverse.</li> <li>➤ The advantages and disadvantages of different payment methods.</li> <li>➤ How to complete a meeting document.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 2: TA2: Understand Factors that Influence the Arrangement of Business Meetings Assessment.</li> <li>➤ Workbook LO2 Completed at Home</li> <li>➤ Knowledge Book LO2 Resource Completed as 'Do Now' Tasks.</li> </ul> <ul style="list-style-type: none"> <li>➤ TA3: Be Able to Use Business Documents Assessment.</li> <li>➤ Workbook LO3 Completed.</li> <li>➤ Knowledge Book LO3 Resource Completed as 'Do Now' Tasks.</li> </ul>

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	<p><b>LO4 Be Able to Prioritise Business Tasks</b></p> <ul style="list-style-type: none"> <li>➤ Reasons for Prioritising Business Tasks</li> <li>➤ Factors That Influence Task Prioritisation</li> <li>➤ How to Use Information to Inform Prioritisation</li> <li>➤ How to Assign Priorities and Identify Appropriate Actions</li> <li>➤ The Need to Change Priorities when Necessary</li> </ul> <p><b>LO5 Understand How to Communicate Effectively with Stakeholders.</b></p> <ul style="list-style-type: none"> <li>➤ Characteristics which Inform the Design of Business Communications</li> <li>➤ Characteristics of Business Communications Impact Resources Chosen</li> <li>➤ How and When to Use Different Types of Communication</li> <li>➤ Review Business Communication to Make Sure They are Fit for Purpose.</li> </ul>	<p>Arrange tasks that need to be completed by businesses according to urgency.</p> <ul style="list-style-type: none"> <li>• Assign a priority level to tasks based on information provided.</li> <li>➤ Explain the impact on businesses and individuals of missing deadlines.</li> </ul> <ul style="list-style-type: none"> <li>➤ Create a range of different types of business communication based on different audiences</li> <li>➤ Use information on business resources to indicate how their communication methods created can either be improved, changed or restricted.</li> <li>➤ Use creative techniques to organise different types of business communication methods such as formal, verbal, electronic, marketing and recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will demonstrate how businesses adapt workload based on importance of a deadline</li> <li>➤ Pupils can explain how tasks can be delegated, delayed and changed based on prioritisation level</li> <li>➤ Pupils will understand how data sources such as pie charts, tables, graphs etc will influence task prioritisation.</li> <li>➤ Pupils can label task priority based on their knowledge and persuade peers into their belief and reasoning based on data sources and the need for change.</li> <li>➤ Make choices on how design should be adapted based on contexts and situations of different business industries and target markets.</li> <li>➤ How choices of communications have an effect on costs e.g. paper quality, ink distribution.</li> <li>➤ How written reports are structured through a task expecting pupils to use elements of written reports</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 2: TA4: Be Able to Prioritise Business Tasks Assessment.</li> <li>➤ Workbook LO4. Completed at Home.</li> <li>➤ Knowledge Book LO4 Resource Completed as 'Do Now' Tasks.</li> <li>➤ Unit 2: TA5: Understand how to Communicate Effectively with Stakeholders Assessment.</li> <li>➤ Workbook LO5 Completed at Home.</li> <li>➤ Knowledge Book LO5 Resource Completed as 'Do Now' Tasks.</li> <li>➤ Past Paper Questions.</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
Unit 5 Marketing and Market Research	<p><b>Unit 5 NEA</b> <b>LO1 Understand the Role of Marketing in Business</b></p> <ul style="list-style-type: none"> <li>➤ Marketing Function</li> <li>➤ Market Analysis</li> <li>➤ Measuring the Impact of Marketing</li> </ul> <p><b>LO2 Know the Constraints on Marketing</b></p> <ul style="list-style-type: none"> <li>➤ Elements and Impacts of Constraints on Marketing (e.g. legal, financial, cultural and voluntary)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Research business communications of different business to review differences in tone, layout, information presented.</li> <li>➤ Explain the role of the marketing function in business</li> <li>➤ Describe how carrying out market analysis can benefit a business</li> <li>➤ Explain how businesses measure the impact of their marketing, using at least two contrasting businesses</li> <li>➤ Describe the constraints on marketing for a specific business</li> </ul>	<p>learned in lessons to be applied.</p> <ul style="list-style-type: none"> <li>➤ Analyse the impact of a particular marketing campaign run by a specific business</li> </ul>	<p>Unit 5 KPI:</p> <ul style="list-style-type: none"> <li>➤ P1: Explain the role of the marketing function in business.</li> <li>➤ P2: Describe how carrying out our market analysis can benefit a business.</li> <li>➤ P3: Explain how businesses measure the impact of their marketing using at least two contrasting businesses.</li> <li>➤ M1: Analyse the impact of a particular marketing campaign run by a specific business</li> <li>➤ P4: Describe the constraints on marketing for a specific business</li> </ul>
12 Term 2 Unit 1 The Business Environment	<p><b>LO1 Understand Different Types of Businesses and their Objectives</b></p> <ul style="list-style-type: none"> <li>➤ Different types of Business Activity</li> <li>➤ Sectors of Operation</li> <li>➤ Forms of Legal Ownership and Factors which Inform Choices</li> <li>➤ Business Aims and Objectives</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will identify examples of roles and business which take place in the primary, secondary and tertiary sector</li> </ul>	<p>Pupils will understand</p> <ul style="list-style-type: none"> <li>➤ Key features and examples of business activities and sectors</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 1 Workbook – LO1 section completed at home</li> <li>➤ Unit 1 Knowledge Book used as 'Do Now' activities to check</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
<p>Official Exam to Take Place in Summer Entry of Year 12</p>	<p><b>LO2 Understand How the Functional Areas of Businesses Work Together to Support the Activities of Businesses.</b></p> <ul style="list-style-type: none"> <li>➤ Functional Areas and their Tasks.</li> <li>➤ How Functional Departments Interrelate</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will identify the difference between the private, public and third sector</li> <li>➤ Pupils will research different ownership types e.g. sole trade, private limited, public limited</li> <li>➤ Pupils will create a report on factors that inform ownership based on characteristics learned such as legal status, liability, funding and decision making.</li> <li>➤ Pupils will make connections based on prior knowledge into how businesses objectives change over time from survival to growth – providing examples of current businesses.</li> </ul> <p>Pupils will create an organised table that outlines the tasks required to be completed by members who work in each functional department of a business, for example; Finance, HR, Sales, Marketing etc.</p> <ul style="list-style-type: none"> <li>➤ Discover contrasting terms that certain functional areas may be identified as instead e.g. Finance department may be called Accounting instead.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Advantages and disadvantages of legal ownerships and how choice changes based on business characteristics</li> <li>➤ Create business objectives based on information provided – link to stakeholders who will be most satisfied.</li> </ul> <ul style="list-style-type: none"> <li>➤ Pupils will have comprehensive knowledge about not only different departments within an organisation but their activities, responsibilities and importance.</li> <li>➤ Can explain connections between how poor communication between two departments can cause inefficiencies e.g. if sales department does not inform operations about an increase in sales made, there will not</li> </ul>	<p>prerequisite knowledge for lessons.</p> <ul style="list-style-type: none"> <li>➤ Unit 1: TA1: Understand Different Types of Businesses and their Objectives Assessment.</li> </ul> <ul style="list-style-type: none"> <li>➤ Unit 1 Workbook – LO2 section completed at home.</li> <li>➤ Unit 1 Knowledge Book used as 'Do Now' activities to check prerequisite knowledge for lessons.</li> <li>➤ Unit 1: TA2: Understand How the Functional Areas of Businesses Work Together to Support the Activities of Businesses Assessment.</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
	<p><b>LO3 Understand the Effect of Different Organisational Structures on How Businesses Operate</b></p> <ul style="list-style-type: none"> <li>➤ Organisational Structures and their Elements</li> <li>➤ How Organisational Structures Impact Business Operations</li> <li>➤ The Use of Organisational Charts</li> </ul> <p><b>LO4 Be Able to Use Financial Information to Check the Financial Health of Businesses</b></p> <ul style="list-style-type: none"> <li>➤ Financial Terminology (e.g. Revenue, Cash-Flow)</li> <li>➤ Formulas</li> <li>➤ Interpretation of Financial Statements</li> </ul> <p><b>LO5 Understand the Relationship Between Businesses and Stakeholders</b></p>	<p>Create drawings that represent different organisational structures</p> <ul style="list-style-type: none"> <li>• Analyse the differences in terms of employee actions, behaviour and values</li> <li>➤ Learn key terminology related to organisational structures such as span of control, division of labour and chain of command.</li> <li>➤ Identify job roles within a structure.</li> </ul> <ul style="list-style-type: none"> <li>➤ Pupils will be able to define financial terms such as costs, revenue, cash flow, profit, breakeven and margin of safety.</li> <li>➤ Pupils can recognise a range of financial statements interpret what they show.</li> </ul>	<p>be enough products available to provide customers with.</p> <ul style="list-style-type: none"> <li>➤ Situations in which authority can be delegated</li> </ul> <p>How Organisational structure changes will affect span of control and chain of command</p> <ul style="list-style-type: none"> <li>• The advantages and disadvantages of these changes</li> <li>➤ Key tasks associated with job roles established within a structure.</li> </ul> <ul style="list-style-type: none"> <li>➤ Pupils will understand how to use formulas to create financial outcomes associated with terminology linked. For example, cash inflow – cash outflow = Net Cash Flow.</li> <li>➤ Pupils know how statements final value is calculated through annotation of existing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 1 Workbook – LO3 section completed at home</li> <li>➤ Unit 1 Knowledge Book used as 'Do Now' activities to check prerequisite knowledge for lessons.</li> <li>➤ Unit 1: TA3: Understand the Effect of Different Organisational Structures on How Businesses Operate Assessment.</li> </ul> <ul style="list-style-type: none"> <li>➤ Unit 1 Workbook – LO4 section completed at home</li> <li>➤ Unit 1 Knowledge Book used as 'Do Now' activities to check prerequisite knowledge for lessons.</li> <li>➤ Unit1: TA4: Be Able to Use Financial Information to Check the Financial Health of Businesses Assessment.</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
	<ul style="list-style-type: none"> <li>➤ Internal Stakeholders</li> <li>➤ External Stakeholders</li> <li>➤ Objectives of Stakeholder Groups</li> <li>➤ Ways Stakeholders Attempt to Alter Business Behaviour</li> <li>➤ How Businesses Respond to Different/Conflicting Objectives of Different Stakeholders.</li> <li>➤ Consequences of Not Listening to Stakeholders.</li> </ul> <p><b>LO6 Understand the External Influences and Constraints on Businesses and How Businesses Could Respond</b></p> <ul style="list-style-type: none"> <li>➤ Political</li> <li>➤ Economic</li> <li>➤ Social</li> <li>➤ Technological</li> <li>➤ Legal</li> <li>➤ Environmental</li> <li>➤ Ethical</li> </ul> <p>How External Factors Can Impact a Business and how a Business can Respond to External Changes</p>	<p>Create a list of</p> <ul style="list-style-type: none"> <li>• Internal Stakeholders</li> <li>• External Stakeholders</li> </ul> <ul style="list-style-type: none"> <li>➤ Make connections between objectives different types of stakeholders have based on their interest.</li> <li>➤ Provide actions in which a stakeholder will execute to demonstrate discontent towards business decisions or strategy.</li> </ul> <p>Explain negative impact on not taking stakeholder views into account on the business.</p> <ul style="list-style-type: none"> <li>➤ Calculation worksheets</li> </ul> <ul style="list-style-type: none"> <li>➤ Pupils will be completed research on PESTEL factors and produce findings in Unit 1 workbook which are monitored.</li> <li>➤ Pupils will be able to explain factors within each external influence and how they impact businesses success</li> <li>➤ Pupils will be assessed on each individual influence though</li> </ul>	<p>statements and analysis of the process.</p> <ul style="list-style-type: none"> <li>➤ How to complete and analyse a stakeholder map.</li> <li>➤ Where stakeholders of different organisations should be placed based on their power and influence.</li> <li>➤ Show practical examples of stakeholder discontent and ways this was portrayed e.g. boycotts or denial of planning permission.</li> <li>➤ Strategies that can be deployed to keep all stakeholders satisfied.</li> <li>➤ Stakeholders all have different objectives based on personal beliefs.</li> <li>➤ Pupils will be able to provide comprehensive evaluation and essay answers to concepts related to external factors to show full understanding of elements discovered.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 1 Workbook – LO5 section completed at home</li> <li>➤ Unit 1 Knowledge Book used as 'Do Now' activities to check prerequisite knowledge for lessons.</li> <li>➤ Unit 1: TA5: Understand the Relationship Between Businesses and Stakeholders Assessment.</li> <li>➤ Unit 1: TA6: Understand the External Influences and Constraints on Businesses and How Businesses Could Respond Assessment.</li> </ul>

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Unit 5 Marketing and Market Research	<p><b>Unit 5 NEA</b></p> <p><b>LO3 Be Able to Carry Out Market Research</b></p> <ul style="list-style-type: none"> <li>➤ Purpose of Market Research</li> <li>➤ Methods and Tools of Market Research</li> <li>➤ Data Types and Sampling</li> <li>➤ Factors that Influence Choice of Market Research</li> <li>➤ How to Conduct Research</li> </ul>	<p>quiz' and smaller exam-based questions in class.</p> <ul style="list-style-type: none"> <li>➤ Pupils will be provided with essay questions on these topics whereby information learnt is applied.</li> <li>➤ Select market research method, type and tools for a market research proposal and give reasons for the choice</li> <li>➤ Conduct primary and secondary research to identify business opportunities for a specific business</li> <li>➤ Based on own research, assess the choice of market research method and type used, explaining their effectiveness</li> <li>➤ Justify the choice and sequence of questions used in the market research</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will understand which source of finance is the most suitable for certain businesses based on their characteristics.</li> <li>➤ The reasons business plans are created and what is included.</li> </ul>	<ul style="list-style-type: none"> <li>➤ P5: Select market research method, type and tools for a market research proposal and give reasons for the choice</li> <li>➤ P6: Conduct primary and secondary research to identify business opportunities for a specific business</li> <li>➤ M2: Based on own research, assess the choice of market research method and type used, explaining their effectiveness</li> <li>➤ D1: Justify the choice and sequence of questions used in the market research</li> </ul>
12 Term 3 Unit 1 The Business Environment – Exam Take Place In May	<p><b>Unit 1 The Business Environment</b></p> <p><b>LO7 Understand Why Businesses Plan</b></p> <ul style="list-style-type: none"> <li>➤ Appropriate Source of Finance</li> <li>➤ What is Included in a Business Plan</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create notes on the importance of planning</li> <li>➤ Research sources of finance and their advantages of disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>➤ Creation of a business plan</li> </ul>	<ul style="list-style-type: none"> <li>➤ Workbook notes completed LO7</li> <li>➤ Unit 1: TA7: Understand Why Businesses Plan Assessment.</li> </ul>



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<p><b>Unit 5 Marketing and Market Research</b></p>	<p><b>LO8 Assess the Performance of Business to Inform Future Business Activities</b></p> <ul style="list-style-type: none"> <li>➤ Factors that Influence Success/Failure of a Business (e.g. financial/non-financial)</li> <li>➤ SWOT Analysis</li> <li>➤ Interpretation of Performance</li> </ul> <p>EXAM</p> <p><b>Unit 5 NEA</b></p> <p>LO4 Be Able to Validate and Present Market Research Findings</p> <ul style="list-style-type: none"> <li>➤ Prepare Market Research Results</li> <li>➤ Present Findings Clearly to an Audience</li> <li>➤ Make Decisions into Whether the Market Research is Valid</li> </ul> <p><b>Unit 5 NEA Submission</b></p>	<ul style="list-style-type: none"> <li>➤ Produce a business plan based on an original idea and use template provided to show they can consider what must be included to provide confidence to investors or lenders.</li> <li>➤ Complete a SWOT analysis into a range of businesses</li> <li>➤ Compare two reports based on different trading periods and identify trends, and changes in performance over time based on financial data, objectives to form benchmarking.</li> </ul> <ul style="list-style-type: none"> <li>➤ Assess the validity of market research findings for a specific business opportunity against its market research proposal</li> <li>➤ Present market research findings in an appropriate format for the data obtained and audience</li> <li>➤ Based on assessment of own market research findings, recommend improvements or additional</li> </ul>		<ul style="list-style-type: none"> <li>➤ Unit 1 Workbook – LO8 section completed at home</li> <li>➤ Unit 1 Knowledge Book used as 'Do Now' activities to check prerequisite knowledge for lessons.</li> <li>➤ Unit 1: TA8: Be Able to Assess the Performance of Businesses to Inform Future Business Activities.</li> </ul> <p><b>Tasks Completed in Final Half Term of Term 3.</b></p> <ul style="list-style-type: none"> <li>➤ P7: Assess the validity of market research findings for a specific business opportunity against its market research proposal</li> <li>➤ P8: Present market research findings in an appropriate format for the data obtained and audience</li> </ul>

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		<p>market research requirements</p> <ul style="list-style-type: none"> <li>➤ Recommend and justify marketing decisions that the business could take</li> </ul>		<ul style="list-style-type: none"> <li>➤ M3: Based on assessment of own market research findings, recommend improvements or additional market research requirements</li> <li>➤ D2: Recommend and justify marketing decisions that the business could take</li> </ul>
<p><b>13 Term 1</b> <b>Unit 3 Business Decisions</b></p> <p><b>Official Exam to take Place in winter entry of Year 13</b></p>	<p><b>LO1 Important Factors When Making Business Decisions</b></p> <ul style="list-style-type: none"> <li>➤ Types of Decisions</li> <li>➤ Criteria to Consider When Making Decisions</li> <li>➤ Different Information That Can Assist Decision Making</li> <li>➤ How to Judge the Validity of Information Used to Make Decisions</li> <li>➤ Purpose, Benefits and Importance of Communication (e.g. Stakeholders, Media)</li> <li>➤ Factors Affecting the Quality of Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>➤ Categorise business decisions into strategic, tactical, and operational.</li> <li>➤ Pupils will discover the internal criteria used to make business decisions and explain its importance.</li> <li>➤ Pupils will discover external criteria used when making business decisions and explain its importance.</li> <li>➤ Forecast information from historical data sets.</li> <li>➤ Assess information provided and make decisions about its validity.</li> <li>➤ Discover techniques which allow higher quality decisions to be made for example finances, training, consultation, and experience.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Will show examples of decisions made by businesses in industry.</li> <li>➤ Show understanding into how risk attitude will influence decisions made.</li> <li>➤ Linked to product and market decisions of businesses using Ansoffs Matrix.</li> <li>➤ Can explain the importance of ethics when making decisions, and hoe this differs by business objectives.</li> <li>➤ Understand the validity judgements can be made based on numerical and non-numerical data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 3 Workbook LO1 Completion.</li> <li>➤ Unit 3: TA1: Understand Factors to be Taken into Account When Making Business Decisions</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
	<p><b>LO2 Financial Data to Inform Decisions</b></p> <ul style="list-style-type: none"> <li>➤ Profitability Data</li> <li>➤ Breakeven Analysis</li> <li>➤ Contribution</li> <li>➤ Cash Flow</li> <li>➤ Investment Appraisal</li> </ul> <p><b>LO3 How HR Information can Inform Decisions</b></p> <ul style="list-style-type: none"> <li>➤ Factors Involved in Workforce Plan</li> <li>➤ Workforce Performance Data Types</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will calculate costs, revenues, gross profit, net profit, ratios etc.</li> <li>➤ Pupils will draw a breakeven diagram and interpret what it shows.</li> <li>➤ Pupils will use breakeven diagrams to calculate additional information such as margin of safety, fixed costs and total costs.</li> <li>➤ Will create cash flow statements and inspect documents to provide conclusions about cash flow position.</li> <li>➤ Pupils will be provided with activities whereby formulas are applied to calculate payback period, average rate of return and net present value.</li> </ul> <ul style="list-style-type: none"> <li>➤ Can assess a workforce to discover the size, skills, and availability.</li> <li>➤ Will provide methods in which training requirements can be fulfilled, such as on the job, off the job, internal and external.</li> </ul> <p>Will be provided with the formulas needed to calculate workforce</p>	<ul style="list-style-type: none"> <li>➤ Pupils will understand how numerical data can be manipulated to provide different financial outcomes and their meaning.</li> <li>➤ Pupils will understand how to decrease or increase the breakeven point and show comprehensive awareness of what this establishes.</li> <li>➤ Pupils will understand the importance of a positive net cash flow and ways to improve cash flow position.</li> <li>➤ Pupils can interpret the meanings of investment appraisal outcomes and how this may influence future decisions.</li> </ul> <ul style="list-style-type: none"> <li>➤ Pupils will be able to explain training requirements of a workforce</li> <li>➤ Pupils can make workforce decisions based on size, skills and availability of labour in a country.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 3 Workbook LO2 Completion.</li> <li>➤ Unit 3: TA2: Be Able to Use Financial Data to Inform Business Decisions Assessment.</li> </ul> <ul style="list-style-type: none"> <li>➤ Unit 3 Workbook LO3 Completion.</li> <li>➤ Unit 3: TA3: Understand How Human Resource Information Informs Business Decisions Assessment.</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
	<p>LO4 How Marketing Information Informs Business Decisions</p> <ul style="list-style-type: none"> <li>➤ Market Research Information Uses</li> <li>➤ Marketing Decision Making Tools</li> <li>➤ Considerations When Making Marketing Decisions</li> <li>➤ Constraints on Marketing and how this Impacts Business Decisions</li> </ul>	<p>performance and use this to create outcomes based on data provided.</p> <ul style="list-style-type: none"> <li>• Absenteeism</li> <li>• Labour Turnover</li> <li>• Labour Productivity</li> <li>• Wastage.</li> </ul> <p>Pupils assessed on formulas and terminology via recall.</p> <p>Using information gathered through market research and turning into a presentable format through:</p> <ul style="list-style-type: none"> <li>• Text</li> <li>• Charts</li> <li>• Tables</li> <li>• Graphs</li> <li>➤ Identify different decision-making marketing tools.</li> <li>➤ Identify different factors that affect marketing choices.</li> </ul> <p>Produce a presentation that allows different skills to be demonstrated based on a case study provided.</p>	<ul style="list-style-type: none"> <li>➤ Pupils will show they understand the meaning of the data that is provided and how it can be used to make business decisions.</li> </ul> <p>Benchmarking will be used to assess effectiveness of workforce.</p> <ul style="list-style-type: none"> <li>➤ Taught skills on how to use excel to convert raw data into graphs.</li> <li>➤ Interpret graphs to assess data patterns to provide line of best fit and extrapolate future trends.</li> <li>➤ Apply marketing models to different businesses in a range of industries and explain how this affects decision making.</li> <li>➤ Make choices on the best promotional material, products, distribution channels and pricing strategies to use based on market segmentation techniques.</li> <li>➤ Understand how specific constraints can affect marketing performance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 3 Workbook LO4 completed.</li> <li>➤ Unit 3: TA4: Understand How Marketing Information Informs Business Decisions Assessment.</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
Unit 4 Customers and Communication	<p>LO5 Ability to use Resource, Project and change Management Information</p> <ul style="list-style-type: none"> <li>➤ Key Tasks Involved in Resource Management</li> <li>➤ How to Use Project Management Tools</li> <li>➤ How to Use and Interpret Critical Path Analysis.</li> <li>➤ How Change is Managed</li> <li>➤ Contingency Planning</li> </ul> <p>LO6 Be Able to Use Information to Make and Justify Business Decisions</p> <ul style="list-style-type: none"> <li>➤ Decision Making Tools</li> <li>➤ Strategies to help Businesses Achieve a Competitive Advantage</li> <li>➤ Making and Justifying Business Decisions</li> </ul> <p>LO1 Customers and their Importance to Businesses</p> <ul style="list-style-type: none"> <li>➤ Different Types of Customers</li> <li>➤ Influences on Customer Behaviour</li> <li>➤ Actions by Businesses to Manage Customer Experiences</li> <li>➤ Importance of Customer Service</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils can list different types of resources such as physical and technological.</li> <li>➤ Create inventory management models.</li> <li>➤ Create Gantt Charts using base information.</li> <li>➤ Use information to produce a critical path analysis.</li> <li>➤ Report on how change can be resisted and the importance of change.</li> <li>➤ Projects to complete a Gantt Char</li> </ul> <p>Use tools to make decisions based on:</p> <ul style="list-style-type: none"> <li>• Competitors</li> <li>• Stakeholders</li> <li>• External Factors</li> <li>➤ Prioritise business decisions based on importance.</li> </ul> <ul style="list-style-type: none"> <li>➤ Show the differences between customer types such as internal, external, one-off and potential.</li> <li>➤ Explain how differences in customer needs, locations, cultures and demographics impact customer behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will develop the skills to create a Gantt Chart and be able to interpret the information.</li> <li>➤ Pupils will understand how to create a critical path diagram from scratch which factors can impact the critical path.</li> </ul> <ul style="list-style-type: none"> <li>➤ Pupils can apply models such as Ansoffs Matrix to understand the decisions businesses make.</li> <li>➤ Why some decisions need to be prioritised.</li> </ul> <ul style="list-style-type: none"> <li>➤ How effective customer service can provide a USP and enhance reputation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 3 Workbook LO5 Completed.</li> <li>➤ Unit 3: TA5: Be Able to Use Resource, Project and Change Management Information to Inform Business Decisions.</li> </ul> <ul style="list-style-type: none"> <li>➤ Unit 3: TA6: Be Able to Use Information to Make and Justify Business Decisions</li> </ul> <p>Unit 4 KPI:</p> <ul style="list-style-type: none"> <li>• P1: Explain who the customers of a specific business are and what</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
			<ul style="list-style-type: none"> <li>➤ Why a business must prioritise their own needs as well as customers.</li> </ul>	<p>influences their behaviour.</p> <ul style="list-style-type: none"> <li>• P2: Describe actions that a specific business has taken in response to the different needs of its customers.</li> <li>• P3: Explain the range of customer services a specific business provides and how each area of the business has responded to the need to provide customer service</li> <li>• M1: Analyse the benefits to a specific business and to its customers of maintaining and developing customer service</li> <li>• D1: Recommend and justify changes to the customer service provided by a specific business in order to improve the customer experience.</li> </ul>
<p><b>13Term 2</b></p> <p><b>Unit 4</b> <b>Customers and Communication</b></p>	<p>LO2 Understand How to Communicate with Customers</p> <ul style="list-style-type: none"> <li>➤ Audience Requirements and their Impact on Communication Methods</li> <li>➤ Purpose of Business Communication</li> <li>➤ Advantages and Disadvantages of Communication Methods.</li> <li>➤ Appropriate Business Formats and Layouts</li> </ul>	<ul style="list-style-type: none"> <li>➤ Change methods of communication as well as their design and format based on target market.</li> <li>➤ Report on the uses of communication methods such as to inform, promote, confirm etc.</li> </ul>		<ul style="list-style-type: none"> <li>➤ P4: Assess whether or not the form, style and layout of different communications are suitable for the intended audience and purpose.</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Corporate Standards</li> <li>➤ Importance of Managing Corporate Profile Through Media Activity</li> </ul> <p>LO3 Be Able to Establish a Rapport with Customers Through Verbal and Non-Verbal Skills</p> <ul style="list-style-type: none"> <li>➤ Non-Verbal Skills</li> <li>➤ Verbal Skills</li> <li>➤ Listening Skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Choose the correct communication methods following an understanding of each's advantages/disadvantages.</li> <li>➤ Assess different businesses corporate profiles and unpick the corporate standards that provide brand characteristics for a selection of companies.</li> <li>➤ Demonstrate an array of nonverbal skills such as posture, gesture eye contact.</li> <li>➤ Demonstrate verbal skills such as tone, pace etc.</li> <li>➤ Verbal and Non-Verbal skills will be shown through a role play task.</li> </ul>		<ul style="list-style-type: none"> <li>➤ P5: Summarise the corporate standards and corporate profile of a specific business and explain their importance to that business.</li> <li>➤ M2: Explain how a specific business manages its corporate profiles through media activity</li> <li>➤ P6: Demonstrate non-verbal and verbal skills when communicating with a specific customer.</li> <li>➤ P7: Explain the importance of listening skills in building a rapport with specific customers.</li> <li>➤ M3: review own use of non-verbal and verbal skills when communicating with a specific customer and suggest improvements</li> </ul>
<p><b>13 Term 3</b></p> <p><b>Unit 4</b> <b>Customers and Communication</b></p>	<p>LO4 Be Able to Convey Messages</p> <ul style="list-style-type: none"> <li>➤ Message Structure</li> <li>➤ Types of Communication Methods</li> <li>➤ Important Message Considerations E.g. Language, graphics and accuracy</li> </ul> <p>LO5 Know the Constraints and Issues Which Affect the Sharing, Storing and Use of Information</p> <ul style="list-style-type: none"> <li>➤ Legal Constraints</li> <li>➤ Ethical Issues</li> <li>➤ Security Issue</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will pitch and present to an audience and practice the professional protocol that should be followed, the pitch should include: introduction, main message, summary, question seeking etc.</li> <li>➤ Pupils will design a press release for an event and provide written communication using</li> </ul>		<ul style="list-style-type: none"> <li>➤ P8: Structure and deliver a verbal business communication so that its content and type of communication is appropriate for its audience and purpose.</li> <li>➤ P9: Structure a written business communication</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will <b>'know'</b> .	Skills acquired What pupils will be able to <b>'do'</b> .	Concepts developed What pupils will <b>'understand'</b> .	Assessment (KPIs)
		different methods using technical language throughout.		<p>so that its content and type of communication is appropriate for its audience and purpose.</p> <ul style="list-style-type: none"> <li>➤ M4: Review own use of verbal and written skills when communicating business messages and recommend improvements.</li> <li>➤ D2: Justify how to adapt the structure, method of delivery and any other considerations to convey a business message for differing audience requirements.</li> <li>➤ P10: Describe the legal constraints, ethical and security issues faced by a specific business in relation to sharing and storing business communication</li> </ul>



Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
12: Term 1	<p>Unit 1: What Is Business</p> <ul style="list-style-type: none"> <li>➤ Understanding The Nature And Purpose Of Business</li> <li>➤ Understanding Different Business Forms</li> <li>➤ Understanding That Businesses Operate Within An External <ul style="list-style-type: none"> <li>○ Environment</li> </ul> </li> </ul> <p>Unit 2: Managers, Leadership and Decision Making</p> <ul style="list-style-type: none"> <li>➤ Understanding Management, Leadership And Decision Making</li> <li>➤ Understanding Management Decision Making</li> <li>➤ Understanding The Role And Importance Of Stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>➤ Research different businesses and how their ownership structure and sector influence objectives.</li> <li>➤ Categorize different examples of finances into fixed costs/variable costs and revenue.</li> <li>➤ Discover the characteristics of different forms of ownership and the issues in which they can provide, including liability, dividends, and shares.</li> <li>➤ Assess factors that impact levels of demand and costs of production, including: Competition, market conditions, income levels, interest rates etc.</li>   <li>➤ Recognise the signs that signify different leadership styles.</li> <li>➤ Draw the Tannenbaum and Schmidt continuum and annotate the model.</li> <li>➤ Draw decision trees to calculate expected value and net gains.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Why businesses set objectives.</li> <li>➤ The relationships between mission statements and objectives</li> <li>➤ How to measure profit and the importance of profit.</li> <li>➤ The role of shareholders and what affects investment decisions.</li> <li>➤ Influences on share prices.</li> <li>➤ Why one form of ownership is chosen over another.</li> <li>➤ The extent to which different external factors which are outside of a businesses control can affect financial performance and success.</li>   <li>➤ The difference between management and leadership</li> <li>➤ Influences leadership styles have on a workforce and meeting objectives. This will also include assessment of leadership style effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completion of Unit 1 Workbook</li> <li>➤ 6/9-mark essay questions</li> <li>➤ Unit 1: What is Business Assessment.</li>   <li>➤ Completion of Unit 2 Workbook.</li> <li>➤ 9/12-mark essay questions.</li> <li>➤ Unit 2: Managers, Leadership and Decision-Making Assessment.</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
	Unit 3: Marketing Management <ul style="list-style-type: none"> <li>➤ Setting marketing objectives</li> <li>➤ Understanding markets and customers</li> <li>➤ Making marketing decisions: segmentation, targeting,               <ul style="list-style-type: none"> <li>○ Positioning</li> </ul> </li> <li>➤ Making Marketing Decisions: Using The Marketing Mix</li> </ul>	<ul style="list-style-type: none"> <li>➤ Define key terminology such as risks/rewards, uncertainty, opportunity cost etc.</li> <li>➤ Make business decisions based on explicit information provided such as mission, objectives, ethics etc.</li> <li>➤ Create a stakeholder map based on different brands and industries.</li> <li>➤ Explain how to manage and maintain a relationship with different stakeholder groups, using communication and consultation to support this.</li> <li>➤ Produce a marketing campaign and explain how the success can be measured. E.g. Sales volume/value, market size, sales growth, market share and brand loyalty.</li> <li>➤ Tell the difference between quantitative and qualitative data.</li> <li>➤ Use data to produce outcomes using formulas.</li> <li>➤ Research different sampling techniques and their pros/cons.</li> <li>➤ Draw scatter graphs using raw data and report on their correlation. Use existing data to extrapolate future outcomes.</li> <li>➤ Interpret confidence intervals.</li> <li>➤ Apply formulas of price elasticity and income elasticity of demand</li> </ul>	<ul style="list-style-type: none"> <li>➤ The value of decision making based on data and intuition.</li> <li>➤ Factors that influence decision making.</li> <li>➤ The need to consider stakeholders when and before deciding.</li> <li>➤ Why stakeholder needs conflict and how-to manager different relationships with stakeholders.</li> <li>➤ Explain why marketing objectives must be set as a target.</li> <li>➤ How to calculate sales growth, market share and market size.</li> <li>➤ Recognise data types.</li> <li>➤ When to use different samples and why sampling choice is important.</li> <li>➤ How to interpret marketing data effectively.</li> <li>➤ Interpret PED and YED data and explain the impact changes to price and income will have.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completion of Unit 3 Workbook.</li> <li>➤ 16-mark essay question completed.</li> <li>➤ Unit 3: Decision making to improve marketing performance Assessment.</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
		<p>and categorise products based on results found.</p> <ul style="list-style-type: none"> <li>➤ List different ways operational effectiveness can be assessed to ensure customer satisfaction.</li> <li>➤ Use data included with an context to calculate business efficiencies, for example labour productivity.</li> </ul>		
12 Term 2	<p>Unit 4: Operational Management</p> <ul style="list-style-type: none"> <li>➤ Setting Operational Objectives</li> <li>➤ Analysing Operational Performance</li> <li>➤ Making Operational Decisions to Improve Performance: Increasing <ul style="list-style-type: none"> <li>○ Efficiency And Productivity</li> </ul> </li> <li>➤ Making Operational Decisions to Improve Performance: Improving <ul style="list-style-type: none"> <li>○ Quality</li> </ul> </li> <li>➤ Making Operational Decisions to Improve Performance: Managing <ul style="list-style-type: none"> <li>○ Inventory And Supply Chains</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Suggest ways a businesses capacity can be used more efficiently to increase capacity utilisation.</li> <li>➤ Suggest ways labour productivity can increase. Consider the issue here too.</li> <li>➤ Study the differences between labour- and capital-intensive processes as well as accessibility.</li> <li>➤ How to complete quality assurance vs. quality control. Flow chart of the steps involved.</li> <li>➤ Explain the methods which can be used to increase level of supply such as outsourcing, recruitment and production.</li> <li>➤ Draw and annotate an inventory control graph</li> </ul>	<ul style="list-style-type: none"> <li>➤ The value of all operational objectives.</li> <li>➤ How operations data is calculated and used when making operational decisions and planning.</li> <li>➤ Importance of capacity, efficiency, and productivity.</li> <li>➤ Benefits and difficulties of lean production techniques.</li> <li>➤ How to choose an optimal mix of resources</li> <li>➤ The use of technology to increase efficiencies.</li> <li>➤ Methods of improving quality, as well as their benefits and issues.</li> <li>➤ What are the consequence s poor quality?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completion of Unit 4 Workbook.</li> <li>➤ 16-mark essay questions completed.</li> <li>➤ Unit 4: Decision making to improve operational performance Assessment.</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
	Unit 5: Financial Management <ul style="list-style-type: none"> <li>➤ Setting Financial Objectives</li> <li>➤ Analysing Financial Performance</li> <li>➤ Making Financial Decisions: Sources of Finance and Improving Cash-Flow/Profits</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create a cash flow forecast based on information provided.</li> <li>➤ Calculate, Draw, annotate and assess a breakeven chart based on information provided.</li> <li>➤ Use data provided to produce profitability ratios and analyse their meaning</li> <li>➤ Resource various sources of finance such as; debt factoring, share capital, venture capital, loans etc.</li> <li>➤ Use cash flows provided and suggest ways cash flow position and profits can be improved upon.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The value of managing supply</li> <li>➤ Key terminology and its meaning when interpreting inventory control charts and what influences the amount of inventory held.</li> <li>➤ Which suppliers should be chosen</li> <li>➤ Value of outsourcing.</li> <li>➤ How to construct and analyse budgets and their value</li> <li>➤ The value of breakeven analysis</li> <li>➤ How to analyse profitability</li> <li>➤ How timings of inflows/outflows can affect net finances.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completion of Unit 5 Workbook.</li> <li>➤ 16 Mark essay questions Completed.</li> <li>➤ Unit 5: Decision making to improve financial performance Assessment.</li> </ul>
12 Term 3	Unit 6: Human Resource Management <ul style="list-style-type: none"> <li>➤ Setting Human Resource Objectives</li> <li>➤ Analysing Human Resource Performance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discover ways to accomplish human resource objectives as well as what these will consist of.</li> <li>➤ The characteristics of soft and hard HRM approaches.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyse internal and external source of finances, situations they should be used in and their advantages/disadvantages.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completion of Unit 6 workbook.</li> <li>➤ 25-mark essay questions.</li> <li>➤ Unit 6: Decision Making to improve human resource performance Assessment.</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Making Human Resource Decisions: Improving Organisational <ul style="list-style-type: none"> <li>○ Design And Managing the Human Resource Flow</li> </ul> </li> <li>➤ Making Human Resource Decisions: Improving Motivation And <ul style="list-style-type: none"> <li>○ Engagement</li> </ul> </li> <li>➤ Making Human Resource Decisions: Improving Employer <ul style="list-style-type: none"> <li>○ Employee Relations</li> </ul> </li> </ul> <p>Unit 7a:</p> <ul style="list-style-type: none"> <li>➤ Mission, Corporate Objectives, Functional Objectives and Strategy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will use data and formulas provided to calculate: labour turnover, productivity, labour unit costs and employee costs as percentage of turnover</li> <li>➤ Draw different types of organisational structures such as functional, product based, regional and matrix</li> <li>➤ Pupils can use an organisational structure and design to comment of authority, span of control, hierarchy, delegation and centralisation/decentralisation</li> <li>➤ Completion of research task into motivational theorists such as Herzberg. Taylor and Maslow.</li> <li>➤ Research definitions into financial and non-financial methods of motivations.</li> <li>➤ Present different ways or groups which represent employees.</li> <li>➤ Internal and external factors are identified which will affect decision making process and mission of business e.g.</li> <li>➤ Write a business strategy and tactics to distinguish the difference.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Methods and difficulties of improving cash flow, profits and profitability.</li> <li>➤ The value of setting human resource objectives and how these can be achieved.</li> <li>➤ How HR data is interpreted and used for decision making.</li> <li>➤ The models of organisational structure and factors they influence the organisational design.</li> <li>➤ Why organisational design should be changed</li> <li>➤ How human resource flow helps to meet HR objectives.</li> <li>➤ The benefits of motivated and engaged employees and how to improve this.</li> <li>➤ How to decide whether employees will be motivated by financial or non-financial factors.</li> <li>➤ Why good employer-employee relations are necessary and how this can be managed and improved upon.</li> <li>➤ The link between a businesses mission, corporate objectives and strategy.</li> </ul>	<p>Unit 7a workbook completed</p>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
	<ul style="list-style-type: none"> <li>➤ Analysing The Existing Internal Position of a Business to Assess <ul style="list-style-type: none"> <li>○ Strengths And Weaknesses: Financial Ratio Analysis</li> </ul> </li> <li>➤ Analysing The Existing Internal Position of a Business to Assess <ul style="list-style-type: none"> <li>○ Strengths And Weaknesses: Overall Performance</li> </ul> </li> <li>➤ Analysing Strategic Options: Investment Appraisal</li> </ul>	<ul style="list-style-type: none"> <li>➤ Conduct a SWOT analysis on chosen business and pitch to class.</li> <li>➤ Produce a balance sheet and income statement using templates and information provided.</li> <li>➤ Use data provided and formulas to calculate a range of financial ratios, including return on capital employed, liquidity, gearing and efficiency ratios.</li> <li>➤ Recap on HR and marketing data to provide a comprehensive analysis and outlook on business success</li> <li>➤ Annotation and drawing of Elkington's Triple Bottom Line.</li> <li>➤ Worked examples of investment appraisal techniques and annotations/discussions into factors that influence investment decisions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The impact of strategic decision making on functional decision making.</li> <li>➤ Internal and external influences on decisions</li> <li>➤ Value of a SWOT analysis.</li> <li>➤ How to assess financial performance using financial statements</li> <li>➤ The value of financial ratios when assessing performance e.g. data analysed and compared over time with other businesses.</li> <li>➤ How to analyse other data types (other than financial) to assess a business's strengths and weaknesses</li> <li>➤ Core competencies, and assessing short term/long term performance.</li> <li>➤ Payback period, ARR and NPV can be calculated and assessed.</li> </ul>	<p>25-mark questions completed as home learning tasks</p> <p>End of unit 7a topic test.</p>
13 Term 1	<p>Unit 7b: Analysing the External Environment to Assess Opportunities and Threats:</p> <ul style="list-style-type: none"> <li>➤ Political and Legal Change</li> <li>➤ Economic Change</li> <li>➤ Social and Technological Change</li> <li>➤ Competitive Environment</li> </ul> <p>Completion of Unit 7.</p>	<ul style="list-style-type: none"> <li>➤ Research into government policy, legislation that businesses must abide by related to workforce, production and environmental regulations</li> <li>➤ Learn individually comprehensively about each</li> </ul>	<ul style="list-style-type: none"> <li>➤ The impact of changes in the political and legal environment on strategic and functional decision making</li> <li>➤ Understand economic data, interpret changes in economic data for the UK and globally, and consider the implications of such changes for business.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completion of unit 7b workbook</li> <li>➤ 25-mark essay questions for home learning.</li> <li>➤ End of unit 7b topic test.</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
	<p>Unit 8: Choosing Strategic Direction</p> <ul style="list-style-type: none"> <li>➤ Strategic Direction: Choosing Which Markets to Compete in and what Products to Offer</li> <li>➤ Strategic Positioning: Choosing how to Compete</li> </ul>	<p>economic factor using diagrams, worksheets, research and discussions. These include:</p> <ul style="list-style-type: none"> <li>• GDP</li> <li>• Taxation</li> <li>• Exchange Rates</li> <li>• Inflation</li> <li>• Fiscal and monetary policy</li> <li>• Open trade v protectionism</li> </ul> <ul style="list-style-type: none"> <li>➤ Identify types of social changes that can take place in a nation</li> <li>➤ Label Carroll's CSR pyramid and explain why businesses should be socially responsible</li> <li>➤ Explain a wide array of technological changes that can help various functional departments in a business</li> <li>➤ Research and explain porters five forces and provide examples</li> <li>➤ Research and explain Ansoffs matrix, pupils to provide examples of real-world businesses and their strategic direction based on this model.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The impact of the social and technological environment on strategic and functional decision making and pressures to act responsibly.</li> <li>➤ How porters five forces can be used to create a competitive strategy and how each may change.</li> <li>➤ Factors influence markets to compete in and which products to offer.</li> <li>➤ Why one strategic direction should be chosen over another and the value it can provide.</li> <li>➤ How to compete and influences on positioning strategy selected.</li> <li>➤ The value of different strategic positions</li> <li>➤ Benefits of gaining a competitive advantage, and why this will be difficult to maintain.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completion of Unit 8 Workbook.</li> <li>➤ Essay questions as home learning.</li> <li>➤ Unit 8 Choosing strategic direction Assessment.</li> </ul>
13Term 2	<p>Unit 9 Strategic Methods: How to Pursue Strategies</p> <ul style="list-style-type: none"> <li>➤ Assessing a Change in Scale</li> <li>➤ Assessing Innovation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the risks and rewards of each strategic direction.</li> <li>➤ Research and explain Porters generic strategies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reasons why a business grows or retrench</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completion of Unit 9 workbook.</li> <li>➤ Unit 9 essay questions between 20 and 25 marks given as home learning</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
	<ul style="list-style-type: none"> <li>➤ Assessing Globalisation and Internationalisation</li> <li>➤ Assessing Greater Use of Digital Technology</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain different ways a business can grow using organic and external methods</li> <li>➤ Pupils will reach diagrams of different types of economics of scale and discover what they show and how they can be manipulated – this includes diseconomies of scale.</li> <li>➤ Research different methods of growth, for example mergers, takeovers, ventures and franchises.</li> <li>➤ Show the differences between vertical, horizontal and conglomerate integration.</li> <li>➤ Clearly explain the difference between product and process innovation</li> <li>➤ List ways to become innovative through: Kaizen, R&amp;D, Intrapreneurship and Benchmarking.</li> <li>➤ Research different types of intellectual property</li> <li>➤ Definitions of globalisations and Research into how the world has become more globalised</li> <li>➤ Research into emerging economy classification</li> <li>➤ Explanations into ways a business can enter an international market e.g.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The difference between organise and external methods of growth</li> <li>➤ How to manage growth/retrenchment issues, including their effects on functional departments</li> <li>➤ Assess methods and types of growth.</li> <li>➤ The pressure to be innovative and why innovation is valuable</li> <li>➤ Methods that can be used by businesses to increase innovation further.</li> <li>➤ How innovations can be protected</li> <li>➤ Impact of innovation on functional areas.</li> <li>➤ Reasons for globalisation and its importance</li> <li>➤ Why emerging economies and important</li> <li>➤ Why a business should target, operate and trade within an international market.</li> <li>➤ Factors that influence the attractiveness of international markets</li> <li>➤ Using overseas markets to become multinational.</li> <li>➤ Pressures to adopt digital technology as well as the value it can provide is explained.</li> </ul>	<p>through the teaching of unit 9 to be completed.</p> <ul style="list-style-type: none"> <li>➤ Unit 9: Strategic methods Assessment.</li> </ul>



Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
	<p>Unit 10: Managing Strategic Change</p> <ul style="list-style-type: none"> <li>➤ Managing Change</li> <li>➤ Managing Organisational Culture</li> </ul>	<p>exports, alliances, direct investment and licencing.</p> <ul style="list-style-type: none"> <li>➤ Can identify the difference between off-shoring and re-shoring.</li> <li>➤ Why aboard markets should be used to buy, produce, source and sell.</li> <li>➤ Discover businesses who use automation, big data and data mining as part of their operations to gain a competitive advantage.</li> <li>➤ Pupils will discover different types of changes that can affect workforce performance including: internal, external, incremental and disruptive.</li> <li>➤ Pupils will use Lewin's Force Field Analysis to provide examples of driving and restraining forces of change</li> <li>➤ How organisational structures can be flexible through delayering, contracts etc.</li> <li>➤ Research and explanation into Kotter and Schlesinger resistance to change and 6 ways of overcoming change.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Causes and pressures for change and the value change can provide.</li> <li>➤ The value a flexible organisation can present and how an organisation becomes flexible.</li> <li>➤ Value of managing information/knowledge</li> <li>➤ Barriers and ways to overcome change.</li> <li>➤ The reasons for changing organisational cultures and the problems it can provide.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completion of Unit 10 workbook.</li> <li>➤ Unit 10 essay questions between 20 and 25 marks given as home learning through the teaching of unit 10 to be completed.</li> <li>➤ Unit 10: Managing strategic change Assessment.</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will <b>'know'</b> .	Skills acquired What pupils will be able to <b>'do'</b> .	Concepts developed What pupils will <b>'understand'</b> .	Assessment (KPIs)
13 Term 3	Unit 10: Managing Strategic Change <ul style="list-style-type: none"> <li>➤ Managing Strategic Implementation</li> <li>➤ Problems with Strategy and Why Strategies Fail</li> </ul> Practice, Revision and Past Paper Questions	<ul style="list-style-type: none"> <li>➤ Research into Handy's organisational cultures, with diagrams drawn.</li> <li>➤ Can explain the importance and influences on organisational cultures.</li> <li>➤ Complete network analysis diagrams using information provided and worked examples.</li> <li>➤ Identify the critical path and total float.</li> </ul> Pupils will discover key concepts through research task of: <ul style="list-style-type: none"> <li>• Planned v emergent strategy</li> <li>• Strategic drift reasons</li> <li>• Contingency planning and crisis management</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to implement strategy effectively and understanding the value of leadership and communication during the process.</li> <li>➤ Value of network analysis and organisational structure in strategic implementation.</li> <li>➤ How to evaluate strategic performance and why planning is valued.</li> <li>➤ Difficulties of strategic decision making and implementing strategy.</li> </ul>	

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
12 Term 1	<p><b>Micro Economics: The Operations of Markets and Market Failure</b></p> <p><b>Unit 1: Economic Methodology and the Economic Problem</b></p> <ul style="list-style-type: none"> <li>➤ Economic Methodology</li> <li>➤ The Nature and Purpose of Economic Activity</li> <li>➤ Economic Resources</li> <li>➤ Scarcity, Choice and Allocation of Resources</li> <li>➤ Production Possibility Diagrams</li> </ul> <p><b>Unit 2: Individual Economic Decision Making</b></p> <ul style="list-style-type: none"> <li>➤ Consumer Behaviour</li> <li>➤ Imperfect Information</li> <li>➤ Aspects of Behavioural Economic Policy</li> <li>➤ Behavioural Economics</li> </ul> <p><b>Unit 4: Production Costs and Revenue</b></p> <ul style="list-style-type: none"> <li>➤ Production and productivity</li> <li>➤ Specialisation and the division of labour</li> </ul> <p><b>Unit 3: Price Determination in a Competitive Market</b></p> <ul style="list-style-type: none"> <li>➤ Production and Productivity</li> <li>➤ Specialisation, Division of Labour and Exchange</li> <li>➤ Costs of Production</li> <li>➤ Economies and Diseconomies of Scale</li> <li>➤ Average Revenue, Total Revenue and Profit</li> </ul> <p><b>Unit 8: Market Mechanism, Market Failure and Government Intervention in Markets</b></p> <ul style="list-style-type: none"> <li>➤ The rationing, incentive and signalling functions of prices in allocating resources</li> </ul>	<p><b>Micro Economics: The Operations of Markets and Market Failure</b></p> <p>Unit 1:</p> <ul style="list-style-type: none"> <li>➤ Differences between positive and normative statements.</li> <li>➤ Explain how value judgements influence economic decisions and policy.</li> <li>➤ Explain how views are influenced by positive consequences of decisions and moral/political judgements.</li> <li>➤ Classify economic resources based on economist's classification of land, labour, capital and enterprise.</li> <li>➤ Can decipher the opportunity costs of economic decisions.</li> <li>➤ Use production possibility diagrams to illustrate different features of the economic problem.</li> </ul> <p>Unit 2:</p> <ul style="list-style-type: none"> <li>➤ Utility theory: total and marginal utility, and the hypothesis of diminishing marginal utility</li> <li>➤ The importance of information for decision making.</li> </ul>	<p><b>Micro Economics: The Operations of Markets and Market Failure</b></p> <p>Unit 1:</p> <ul style="list-style-type: none"> <li>➤ Satisfaction of needs and wants is the central purpose of economic activity.</li> <li>➤ The key economic decisions are: what to produce, how to produce, and who is to benefit from the goods and services produced.</li> <li>➤ Can classify factors of production.</li> <li>➤ How the environment is a scarce resource.</li> <li>➤ Scarcity results from limited resources and unlimited wants.</li> <li>➤ The economic problem is based of resource allocation, opportunity costs and trade-offs, unemployment of economic resources and economic growth</li> </ul> <p>Unit 2:</p> <ul style="list-style-type: none"> <li>➤ Students should appreciate that the hypothesis of diminishing marginal utility supports a downward sloping demand curve.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduction to Economics workbook</li> <li>➤ End of unit 1 assessment</li> <li>➤ Price Determination workbook</li> <li>➤ Homework question: Explain how the data shows that developments in the car market are the main reason for the changing demand for lithium-ion batteries in the UK (4 marks)</li> <li>➤ End of unit 3 assessment</li> <li>➤ Market Failure workbook</li> <li>➤ Homework question: Explain why, in a free market, sugary drinks may be overconsumed (15 marks)</li> <li>➤ Government intervention and failure workbook</li> <li>➤ Homework question: Assess the view that regulation is the best way of dealing with the market failure that results from the consumption of cigarettes (25 marks)</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
	<ul style="list-style-type: none"> <li>➤ The advantages and disadvantages of the price mechanism</li> <li>➤ The difference between complete and partial market failure</li> <li>➤ Private goods, public goods and quasi-public goods</li> <li>➤ The tragedy of the commons</li> <li>➤ Positive and negative externalities in production and consumption</li> <li>➤ Merit and demerit goods</li> <li>➤ Imperfect and asymmetric information leading to market failure</li> <li>➤ Monopoly and monopoly power leading to market failure</li> <li>➤ Immobility of factors of production leading to market failure</li> <li>➤ Inequality leading to market failure</li> <li>➤ Government intervention in markets including the use of indirect taxation, subsidies, price controls, state provision and regulation, the extension of property rights and pollution permits to correct market failure</li> <li>➤ The arguments for and against regulation and public ownership</li> <li>➤ Regulatory capture</li> <li>➤ Competition policy</li> <li>➤ Government failure</li> </ul>	<ul style="list-style-type: none"> <li>➤ The significance of asymmetric information.</li> <li>➤ Bounded rationality and bounded self-control.</li> <li>➤ Biases in decision making</li> </ul> <p>Unit 4:</p> <ul style="list-style-type: none"> <li>➤ Production converts inputs, or the services of factors of production such as capital and labour, into final output</li> </ul> <p>Unit 3:</p> <ul style="list-style-type: none"> <li>➤ A demand curve shows the relationship between price and quantity demanded, and the causes of shifts in the demand curve.</li> <li>➤ Calculate price, income and cross elasticities of demand.</li> <li>➤ Relationships of elasticities.</li> <li>➤ Draw supply curves</li> <li>➤ Calculate price elasticity of supply.</li> <li>➤ How the interaction of demand and supply determines equilibrium prices in a market economy.</li> </ul> <p>Unit 8</p> <ul style="list-style-type: none"> <li>➤ The advantages and disadvantages of the price</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise that imperfect information makes it difficult for economic agents to make rational decisions and is a potential source of market failure</li> <li>➤ Understand some of the reasons why an individual's economic decisions may be biased.</li> </ul> <p>Unit 4:</p> <ul style="list-style-type: none"> <li>➤ The meaning of productivity, including labour productivity.</li> <li>➤ The benefits of specialisation and division of labour</li> </ul> <p>Unit 3:</p> <ul style="list-style-type: none"> <li>➤ The causes of the shifts in demand.</li> <li>➤ Interpret numerical values of elasticities of demand.</li> <li>➤ Factors that influence elasticities.</li> <li>➤ The causes of shifts in the supply curve</li> <li>➤ under perfect</li> <li>➤ Understand that under perfect competition, the supply curve is the marginal cost curve?</li> <li>➤ Factors that influence price elasticity of supply.</li> <li>➤ The difference between equilibrium and disequilibrium.</li> <li>➤ Use demand and supply diagrams to help them to</li> </ul>	
12 Term 2	<p><b>Macro: The National and International Economy</b></p> <p><b>Unit 9: Measurement of Macroeconomic Performance and Indicators</b></p> <ul style="list-style-type: none"> <li>➤ The objectives of government macroeconomic policy</li> <li>➤ Macroeconomic indicators</li> <li>➤ The uses of index numbers</li> <li>➤ Uses and limitations of national income data</li> </ul> <p><b>Unit 10: Circular Flow of Income, AD/AS Analysis and Related Concepts.</b></p> <ul style="list-style-type: none"> <li>➤ The circular flow of income</li> </ul>			<ul style="list-style-type: none"> <li>➤ Government intervention and failure workbook</li> <li>➤ End of unit 8 assessment</li> <li>➤ Economic objectives &amp; macroeconomic indicators workbook</li> <li>➤ End of unit 9 assessment</li> <li>➤ Circular flow of income workbook</li> <li>➤ AD/AS workbook</li> <li>➤ End of unit 10 assessment</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
	<ul style="list-style-type: none"> <li>➤ The multiplier effect</li> <li>➤ The determinants of aggregate demand</li> <li>➤ The accelerator process</li> <li>➤ Determinants of short-run aggregate supply</li> <li>➤ Determinants of long-run aggregate supply</li> <li>➤ Using AD/AS diagrams to illustrate the macroeconomic equilibrium</li> <li>➤ Economic shocks</li> </ul> <p><b>Unit 11: Economic Performance</b></p> <ul style="list-style-type: none"> <li>➤ Measuring economic growth</li> <li>➤ The economic cycle</li> <li>➤ Types of unemployment: cyclical, structural, frictional and seasonal</li> <li>➤ How employment and unemployment may be determined by both demand-side and supply-side factors</li> <li>➤ Real wage unemployment</li> <li>➤ Natural rate of unemployment</li> <li>➤ The consequences of unemployment</li> <li>➤ Inflation, deflation and disinflation</li> <li>➤ Measuring inflation</li> <li>➤ Demand-pull and cost-push influences on the price level</li> <li>➤ Impact of international trade on UK inflation</li> <li>➤ Monetarist view of inflation</li> <li>➤ The consequences of inflation and deflation</li> <li>➤ Curing types of inflation</li> </ul>	<p>mechanism and of extending its use into new areas of activity.</p> <ul style="list-style-type: none"> <li>➤ Provide examples to inform their discussion of each of these causes of market failure.</li> <li>➤ Explain circumstances when a public good may take on some of the characteristics of a private good and become a quasi-public good.</li> <li>➤ Show how negative externalities are likely to result in overproduction and that positive externalities are likely to result in under-production.</li> <li>➤ Classification of merit and demerit goods depends upon a value judgement</li> <li>➤ Examples of real-world applications of such policies.</li> <li>➤ The general principles of UK competition policy and some awareness of EU competition policy.</li> </ul> <p><b>Unit 9</b></p> <ul style="list-style-type: none"> <li>➤ Write the main objectives of government macroeconomic policy: economic growth, price stability, minimising unemployment and a stable balance of payments on current account.</li> <li>➤ Use data such as : real GDP, real GDP per capita, Consumer Prices</li> </ul>	<p>analyse causes of changes in equilibrium market prices</p> <p><b>Unit 8</b></p> <ul style="list-style-type: none"> <li>➤ How economic incentives influence what, how and for whom goods and services are produced.</li> <li>➤ How public goods, positive and negative externalities, merit and demerit goods, monopoly and other market imperfections, and inequalities in the distribution of income and wealth can lead to market failure.</li> <li>➤ The free rider problem</li> <li>➤ The tragedy of the commons</li> <li>➤ Public and private goods.</li> <li>➤ Illustrate the misallocation of resources resulting from externalities in both production and consumption, using diagrams showing marginal private and social cost and benefit curves.</li> <li>➤ Illustrate the misallocation of resources resulting from the consumption of merit and demerit goods using diagrams showing marginal private and social cost and benefit curves.</li> <li>➤ Not all products that result in positive or negative externalities in consumption</li> </ul>	<ul style="list-style-type: none"> <li>➤ Economic growth workbook</li> <li>➤ Homework question: Explain the main features of a recession (15 marks)</li> <li>➤ Unemployment workbook</li> <li>➤ Price stability workbook</li> <li>➤ End of unit 11 assessment</li> <li>➤ Homework question: Explain how the concept of cross elasticity of demand can be used to understand the relationship between markets (15 marks)</li> </ul>
12 Term 3	<p><b>Macro: The National and International Economy</b></p> <p><b>Unit 12: Financial Markets and Monetary Policy</b></p> <ul style="list-style-type: none"> <li>➤ Objectives of monetary policy</li> <li>➤ Monetary policy instruments</li> </ul>			<ul style="list-style-type: none"> <li>➤ Monetary policy workbook</li> <li>➤ End of unit 12 assessment (AS only)</li> <li>➤ Fiscal policy workbook</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ The role of the Monetary Policy Committee of the Bank of England</li> <li>➤ The monetary policy transmission mechanism</li> </ul> <p><b>Unit 13: Fiscal Policy and Supply Side Policies</b></p> <ul style="list-style-type: none"> <li>➤ How fiscal policy can be used to influence AD/AS</li> <li>➤ Types of and reasons for public expenditure</li> <li>➤ Principles of taxation</li> <li>➤ The role and relative merits of different UK taxes</li> <li>➤ Tax systems</li> <li>➤ Cyclical and structural budget deficits and surpluses</li> <li>➤ National debt</li> <li>➤ The role of the Office for Budget Responsibility</li> <li>➤ The difference between supply-side policies and supply-side improvements</li> <li>➤ How supply-side policies can impact economic growth and unemployment</li> <li>➤ The role of supply-side policies in reducing the natural rate of unemployment</li> <li>➤ Free-market vs interventionist supply-side policies</li> <li>➤ Considering the microeconomic effects of supply-side policies</li> </ul> <p><b>Unit 11: Economic Performance</b></p> <ul style="list-style-type: none"> <li>➤ Conflicts between macroeconomic policy objectives in the short-run and the long-run</li> <li>➤ Short-run and long-run Phillips curve</li> </ul>	<p>and Retail Prices Indices (CPI/RPI), to be measures of unemployment, productivity and the balance of payments on current account.</p> <ul style="list-style-type: none"> <li>➤ How index numbers are calculated and interpreted, including the base year and the use of weights.</li> <li>➤ The importance of using purchasing power parity (PPP) exchange rates when making international comparisons of living standards.</li> </ul> <p><b>Unit 10</b></p> <ul style="list-style-type: none"> <li>➤ The circular flow of income concept, the equation <math>\text{income} = \text{output} = \text{expenditure}</math>, and of the concepts of equilibrium and full employment income.</li> <li>➤ Changes in the price level are represented by movements along the aggregate demand (AD) and aggregate supply (AS) curves.</li> <li>➤ How to use AD/AS diagrams to illustrate macroeconomic equilibrium.</li> <li>➤ The multiplier process and an explanation of why an initial change in expenditure may lead to a larger impact on local or national income.</li> </ul>	<p>are either merit or demerit goods.</p> <ul style="list-style-type: none"> <li>➤ Arguments for/against public and private ownership.</li> <li>➤ Apply economic models to assess the role of markets and the government in a variety of situations.</li> </ul> <p><b>Unit 9</b></p> <ul style="list-style-type: none"> <li>➤ Be aware that governments may also have other objectives of macroeconomic policy, such as balancing the budget and achieving an equitable distribution of income.</li> <li>➤ How index numbers are used to measure changes in the price level and changes in other economic variables.</li> <li>➤ The use and limitations of national income data to assess changes in living standards over time.</li> </ul> <p><b>Unit 10</b></p> <ul style="list-style-type: none"> <li>➤ The difference between nominal and real income.</li> <li>➤ The difference between injections and withdrawals into the circular flow of income.</li> <li>➤ Students should be able to use AD and AS analysis to help them explain macroeconomic problems and issues.</li> <li>➤ What is meant by AD</li> </ul>	<ul style="list-style-type: none"> <li>➤ Supply Side workbook</li> <li>➤ End of unit 13 assessment</li> <li>➤ Homework question: Assess the contribution that fiscal policy and monetary policy can make in sustaining the recovery of an economy, such as the UK. (25 marks)</li> </ul>

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		<ul style="list-style-type: none"> <li>➤ To calculate the multiplier from the marginal propensity to consume.</li> <li>➤ The concept of the marginal propensity to consume and use the marginal propensity to consume to calculate the size of the multiplier.</li> <li>➤ The position of the vertical long-run AS curve represents the normal capacity level of output of the economy.</li> </ul> <p>Unit 11</p> <ul style="list-style-type: none"> <li>➤ Explain the difference between short-run and long-run growth.</li> <li>➤ Explain the difference between positive and negative output gaps.</li> <li>➤ Use a production possibility curve and AD/AS diagrams to illustrate the distinction between short-run and long-run economic growth</li> <li>➤ Discuss the sustainability of economic growth</li> <li>➤ Show the causes of changes in the various phases of the economic cycle, including both global and domestic demand-side and supply-side shocks</li> <li>➤ Discuss causes of cyclical instability such as: excessive growth in credit and levels of debt, asset price bubbles,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accelerator process</li> <li>➤ Students should understand how changes in net exports affect aggregate demand and economic performance.</li> <li>➤ Why the size of the marginal propensity to consume determines the magnitude of the multiplier effect.</li> <li>➤ The fundamental determinants of long-run AS such as technology, productivity, attitudes, enterprise, factor mobility, and economic incentives.</li> </ul> <p>Unit 11</p> <ul style="list-style-type: none"> <li>➤ The concept of the economic cycle and the use of a range of economic indicators, such as real GDP, the rate of inflation, unemployment and investment, to identify the various phases of the economic cycle.</li> <li>➤ Long-run economic growth occurs when the productive capacity of the economy is increasing and is a term used to refer to the trend rate of growth of real national output in an economy over time.</li> <li>➤ A positive output gap occurs when real GDP is above the productive potential of the economy, and a negative</li> </ul>	

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
		<p>destabilising speculation and animal spirits or herding.</p> <ul style="list-style-type: none"> <li>➤ Explain that unemployment has a variety of causes and hence the appropriate policies to reduce unemployment depend on the cause.</li> <li>➤ Define terms of unemployment e.g. UK Measures, Voluntary/Involuntary, Seasonal, Frictional and Cyclical.</li> <li>➤ Explain the consequences of unemployment for individuals and for the performance of the economy.</li> <li>➤ Demand-pull and cost-push influences on the price level. Fisher's equation of exchange <math>MV = PQ</math> and the Quantity Theory of Money in relation to the monetarist model. The effects of expectations on changes in the price level</li> </ul> <p>Unit 12</p> <ul style="list-style-type: none"> <li>➤ How the central bank acts to influence interest rates, the supply of money and credit and the exchange rate.</li> <li>➤ Current objectives of the monetary policy.</li> <li>➤ Role of MPC and Factors considered.</li> </ul>	<p>output gap occurs when real GDP is below the economy's productive potential.</p> <ul style="list-style-type: none"> <li>➤ A negative output gap is linked to cyclical unemployment and that supply-side causes of unemployment affect the position of the long-run aggregate supply curve.</li> <li>➤ Deflation exists when the price level is falling, whereas disinflation is when the rate of inflation is falling.</li> <li>➤ Can use T instead of Q in the Fisher equation but using Q means that PQ is nominal national income and overcomes the difficulties associated with the inclusion of intermediate transactions.</li> <li>➤ Consequences of inflation and deflation for individuals and economic performance.</li> <li>➤ How changes in other economies can affect UK inflation.</li> </ul> <p>Unit 12</p> <ul style="list-style-type: none"> <li>➤ Current and recent instruments of monetary policy such as: quantitative easing, Funding for Lending and forward guidance.</li> <li>➤ how the MPC of the Bank of England uses changes in bank rate to try to achieve</li> </ul>	



Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
		<p>Unit 13</p> <ul style="list-style-type: none"> <li>➤ Discuss the issue of the budget balance and be able to evaluate the possible economic consequences of a government running a budget deficit or budget surplus.</li> <li>➤ Fiscal policy involves the manipulation of government spending, taxation and the budget balance.</li> <li>➤ How fiscal policy can be used to influence aggregate supply.</li> <li>➤ The principles of taxation, such as that taxes should be equitable.</li> <li>➤ Explain the significance of the size of the national debt.</li> <li>➤ The difference between supply-side policies and supply-side improvements in the economy.</li> <li>➤ How supply-side policies, such as tax changes designed to change personal incentives, may increase the potential output of the economy and improve the underlying trend rate of economic growth.</li> </ul> <p>Unit 11</p> <ul style="list-style-type: none"> <li>➤ Discuss approaches to reconciling these conflicts and the monetarist/supply-side view</li> </ul>	<p>the objectives for monetary policy, including the government's target rate of inflation.</p> <ul style="list-style-type: none"> <li>➤ How the Bank of England can influence the growth of the money supply.</li> </ul> <p>Unit 13</p> <ul style="list-style-type: none"> <li>➤ Assess the economic significance of changes in the level and distribution of both public expenditure and taxation.</li> <li>➤ Assess the impact of measures used to rebalance the budget.</li> <li>➤ The relationship between the budget balance and the national debt.</li> <li>➤ How supply-side policies, such as tax changes designed to change personal incentives, may increase the potential output of the economy and improve the underlying trend rate of economic growth.</li> <li>➤ Supply-side policies can involve government intervention to deal with market failures such as short-termism, as well as policies to improve economic incentives and the operation of markets.</li> </ul> <p>Unit 11</p>	

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
		<p>that the major macroeconomic objectives are compatible in the long run</p> <ul style="list-style-type: none"> <li>➤ Explain how negative and positive output gaps relate to unemployment and inflationary pressures.</li> <li>➤ Phillips Curve.</li> <li>➤ Economic policies may be used to try to reconcile possible policy conflicts both in the short run and the long run.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use macroeconomic models, including the AD/AS model, to analyse the causes of possible conflicts between policy objectives in the short run and long run.</li> <li>➤ The L-shaped Phillips curve is also known as the vertical long-run Phillips curve.</li> </ul>	
13 Term 1	<p><b>Micro: Individuals, firms, Markets and Market Failure</b></p> <p><b>Unit 2: Individual Economic Decision Making</b></p> <ul style="list-style-type: none"> <li>➤ Importance of altruism and perceptions of fairness</li> <li>➤ Choice architecture and framing</li> <li>➤ Nudges</li> <li>➤ Default choices, restricted choice and mandated choice</li> </ul> <p><b>Macro: The National and International Economy</b></p> <p><b>Unit 14: The International Economy</b></p> <ul style="list-style-type: none"> <li>➤ Indicators of economic development</li> <li>➤ Factors that affect economic development</li> <li>➤ The role of Aid and Trade in promoting growth.</li> </ul> <p><b>Micro: Individuals, firms, Markets and Market Failure</b></p> <p><b>Unit 4: Production, Costs and Revenue</b></p>	<p>Unit 2</p> <ul style="list-style-type: none"> <li>➤ Categorise choices into distinctive categories.</li> </ul> <p>Unit 15</p> <ul style="list-style-type: none"> <li>➤ Show the difference between growth and development.</li> <li>➤ State the characteristics of less developed countries</li> <li>➤ HDI</li> <li>➤ Policies to promote economic growth and development.</li> <li>➤ Compare market-based strategies and interventionist strategies for promoting growth and development.</li> </ul> <p>Unit 4</p> <ul style="list-style-type: none"> <li>➤ Show the difference between short run and long run.</li> </ul>	<p>Unit 2</p> <ul style="list-style-type: none"> <li>➤ Behavioural economists can help governments and other agencies influence economic decision making.</li> </ul> <p>Unit 15</p> <ul style="list-style-type: none"> <li>➤ Barriers to growth and development such as corruption, poor infrastructure, inadequate human capital etc.</li> <li>➤ Links between this and other parts of the specification, such as: globalisation, trade, the determinants of economic growth and inequality.</li> </ul> <p>Unit 4</p> <ul style="list-style-type: none"> <li>➤ The law of diminishing returns.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Production, costs and revenue workbook</li> <li>➤ Homework question: Using your knowledge of both traditional economic theory and behavioural economics, assess alternative policies that the Government might adopt to try to achieve its objective (25 marks)</li> <li>➤ How firms differ workbook</li> <li>➤ End of unit 4 assessment</li> <li>➤ Homework question: Explain the main causes of rising consumption in an economy (15 marks)</li> <li>➤ Market Structures workbook</li> <li>➤ End of unit 5 assessment</li> <li>➤ Homework question: Explain why, in long-run</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ The difference between marginal average and total returns</li> <li>➤ The law of diminishing returns</li> <li>➤ Returns to scale</li> <li>➤ Costs of production</li> <li>➤ Economies and diseconomies of scale</li> <li>➤ The difference between marginal, average and total revenue</li> <li>➤ Profit</li> <li>➤ Technological change</li> <li>➤ Creative destruction</li> </ul> <p><b>Unit 5: Perfect Competition, Imperfectly Competitive Markets and Monopoly</b></p> <ul style="list-style-type: none"> <li>➤ Objectives of firms</li> <li>➤ Static and dynamic efficiency</li> <li>➤ Productive efficiency</li> <li>➤ Monopoly</li> <li>➤ Price discrimination</li> <li>➤ Perfect competition</li> <li>➤ Monopolistic competition</li> <li>➤ Oligopoly</li> <li>➤ Contestable Markets</li> </ul> <p><b>Unit 6: The Labour Market</b></p> <ul style="list-style-type: none"> <li>➤ Demand for labour</li> <li>➤ Marginal productivity theory</li> <li>➤ Factors influencing the supply of labour</li> <li>➤ Wage determination in a perfectly competitive market</li> <li>➤ Wage discrimination</li> <li>➤ National Minimum Wage</li> <li>➤ Monopsony labour market</li> <li>➤ Trade unions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Show the difference between marginal, average and total returns/total costs.</li> <li>➤ Fixed and variable costs.</li> <li>➤ Can provide reasons for diseconomies of scale.</li> <li>➤ Explain difference between internal and external economies of scale.</li> <li>➤ Draw a L-shaped long run average cost curve.</li> <li>➤ Calculate marginal, average and total revenue from given data. They should also be able to draw and interpret revenue curves.</li> <li>➤ Profit calculations.</li> <li>➤ Describe differences between invention and innovation.</li> </ul> <p>Unit 5</p> <ul style="list-style-type: none"> <li>➤ Research the models that comprise the traditional theory of the firm are based upon the assumption that firms aim to maximise profits.</li> <li>➤ Use the profit-maximising rule (MC=MR).</li> <li>➤ Discuss how the divorce of ownership from control may affect the objectives of firms, their conduct and performance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relationships have implications for costs of production.</li> <li>➤ Calculate different costs from given data. They should also be able to draw and interpret cost curves.</li> <li>➤ How factor prices and productivity affect firms' costs of production and their choice of factor inputs.</li> <li>➤ The relationship between returns to scale and economies or diseconomies of scale.</li> <li>➤ The concept of the minimum efficient scale of production.</li> <li>➤ Relationship between average, marginal and total revenue.</li> <li>➤ The role of profit in a market economy.</li> <li>➤ Technological change can lead to the development of new products, the development of new markets and may destroy existing markets. It can also affect production costs.</li> </ul> <p>Unit 5</p> <ul style="list-style-type: none"> <li>➤ The reasons for and the consequences of a divorce of ownership from control.</li> <li>➤ The implications of the following for the behaviour of firms and the industry: large numbers of producers,</li> </ul>	<p>equilibrium, monopolistically competitive markets are neither productively nor allocatively efficient (15 marks)</p> <ul style="list-style-type: none"> <li>➤ Labour Markets workbook</li> <li>➤ End of unit 6 assessment</li> <li>➤ Homework question: Evaluate the view that labour markets work best when strong monopsony power is balanced by trade union power (25 marks)</li> </ul>
13Term 2	<b>Micro: Individuals, firms, Markets and Market Failure</b>	<ul style="list-style-type: none"> <li>➤ Assess critically the proposition that perfectly competitive</li> </ul>		<ul style="list-style-type: none"> <li>➤ Inequality and Poverty workbook</li> </ul>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
	<p><b>Unit 7: Distribution of Income and Wealth: Poverty and Inequality</b></p> <ul style="list-style-type: none"> <li>➤ Factors that affect the distribution of income and wealth</li> <li>➤ The difference between equality and equity</li> <li>➤ Lorenz curve and Gini coefficient</li> <li>➤ Costs and benefits of more equal or unequal distributions</li> </ul> <p><b>Macro: The National and International Economy</b></p> <p><b>Unit 12: Financial Markets and Monetary Policy</b></p> <ul style="list-style-type: none"> <li>➤ The structure of financial markets and financial assets</li> <li>➤ Commercial banks and investment banks</li> <li>➤ The regulation of the financial system</li> </ul> <p><b>Unit 14: The International Economy</b></p> <ul style="list-style-type: none"> <li>➤ International trade and trade blocs</li> <li>➤ Globalisation and MNEs</li> <li>➤ Balance of Payments</li> <li>➤ Exchange Rate Systems</li> </ul>	<p>markets lead to an efficient allocation of resources</p> <ul style="list-style-type: none"> <li>➤ Formal diagrammatic analysis of the perfectly competitive model in the short and long run and analysis of monopolistically.</li> <li>➤ Research the various factors which affect the behaviour and performance of firms in a variety of real-world markets. The factors include different barriers to entry and the degree of concentration and product differentiation.</li> <li>➤ Explain reasons that cause oligopoly.</li> <li>➤ The formal diagrammatic analysis of the monopoly model.</li> <li>➤ Definitions of sunk costs and hit and run competition.</li> <li>➤ Can explain how dynamic efficiency is influenced and the differences between static efficiency and dynamic.</li> </ul> <p>Unit 6</p> <ul style="list-style-type: none"> <li>➤ Using the demand curve for labour shows the relationship between the wage rate and number of workers employed.</li> <li>➤ List causes of shifts in demand and supply curve for labour.</li> <li>➤ The supply curve for labour shows the relationship between</li> </ul>	<p>identical products, freedom of entry and exit, and perfect knowledge.</p> <ul style="list-style-type: none"> <li>➤ The main characteristics of monopolistically competitive markets.</li> <li>➤ The kinked demand curve model should be used as an illustration of the interdependence between firms.</li> <li>➤ The advantages and disadvantages of oligopoly.</li> <li>➤ Monopolistically competitive and oligopolistic markets are price makers and have varying degrees of monopoly power.</li> <li>➤ The conditions necessary for price discrimination.</li> <li>➤ The significance of market contestability for the performance of an industry.</li> <li>➤ Apply efficiency concepts when comparing the performance of firms in markets with different structures.</li> </ul> <p>Unit 6</p> <ul style="list-style-type: none"> <li>➤ The marginal productivity theory of the demand for labour.</li> <li>➤ The determinants of the elasticity of demand for labour.</li> <li>➤ Role of market forces in determining relative wage rates.</li> </ul>	<ul style="list-style-type: none"> <li>➤ End of unit 7 assessment</li> <li>➤ Financial markets workbook</li> <li>➤ Homework question: Evaluate the view that strict rules and regulations on financial markets are essential to help create a more stable economy (25 marks)</li> <li>➤ End of unit 12 assessment (A level)</li> <li>➤ Trade workbook</li> <li>➤ Globalisation workbook</li> <li>➤ Balance of payments workbook</li> <li>➤ End of unit 14 assessment</li> <li>➤ Exchange rate systems workbook</li> <li>➤ End of unit 15 assessment</li> <li>➤ Homework question: Assess the view that a depreciation of the pound against other currencies is likely to improve the UK's macroeconomic performance (25 marks)</li> </ul>
13 Term 3	<p><b>Paper 3 Exam Skills</b></p> <ul style="list-style-type: none"> <li>➤ Structure of the paper</li> <li>➤ Writing a 10 marker</li> <li>➤ Writing a 25 marker</li> </ul> <p>Revision</p>	<ul style="list-style-type: none"> <li>➤ Using the demand curve for labour shows the relationship between the wage rate and number of workers employed.</li> <li>➤ List causes of shifts in demand and supply curve for labour.</li> <li>➤ The supply curve for labour shows the relationship between</li> </ul>	<ul style="list-style-type: none"> <li>➤ The marginal productivity theory of the demand for labour.</li> <li>➤ The determinants of the elasticity of demand for labour.</li> <li>➤ Role of market forces in determining relative wage rates.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Homework question: To what extent, if at all, do the data suggest that houses in the UK were more affordable in 2017 than they were in 2007? (10 marker)</li> </ul>

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		<p>the wage rate and numbers of workers.</p> <ul style="list-style-type: none"> <li>➤ Use diagrams to show how wages and employment are affected by trade unions in previously perfectly competitive labour market – monopsony labour market.</li> <li>➤ Provide real-world examples should be used to illustrate wage discrimination.</li> </ul> <p>Unit 7</p> <ul style="list-style-type: none"> <li>➤ Research the Lorenz curve and Gini coefficient.</li> <li>➤ Interpret measures of inequality such as the Gini coefficient but they will not be expected to calculate the Gini coefficient.</li> <li>➤ Causes of Poverty.</li> <li>➤ Explain the policies which are available to influence the distribution of income and wealth and to alleviate poverty – as well as consequences of such policies.</li> </ul> <p>Unit 12</p> <ul style="list-style-type: none"> <li>➤ Explain the role of financial markets in the wider economy.</li> <li>➤ Characteristics and function of money.</li> <li>➤ Difference between debt and equity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Factors that cause imperfections in the labour market.</li> <li>➤ Factors that affect the ability of trade unions to be influential in different labour markets.</li> <li>➤ How minimum wage effects labour market.</li> </ul> <p>Unit 7</p> <ul style="list-style-type: none"> <li>➤ The difference between equality and equity in relation to the distribution of income and wealth.</li> <li>➤ Excessive inequality is both a cause and consequence of market failure.</li> <li>➤ The likely benefits and costs of more equal and more unequal distributions.</li> <li>➤ evaluate the various approaches to redistributing income and wealth and alleviating poverty, recognising the moral and political perspectives.</li> </ul> <p>Unit 12</p> <ul style="list-style-type: none"> <li>➤ Definitions of the money supply and the distinction between narrow money and broad money. Difference between debt and equity.</li> <li>➤ Ways firms raise finance.</li> </ul>	

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
		<ul style="list-style-type: none"> <li>➤ Know terms coupon and maturity in relation to government bonds and be able to calculate the yield on a government bond.</li> <li>➤ Research regulation of the financial system in the UK, eg the role of the Bank of England, the Prudential Regulation Authority (PRA), the Financial Policy Committee (FPC) and the Financial Conduct Authority (FCA).</li> </ul> <p>Unit 14</p> <ul style="list-style-type: none"> <li>➤ Explain causes, characteristics and consequences of globalisation.</li> <li>➤ Use a simple numerical example to illustrate the principle of comparative advantage and the associated benefits.</li> <li>➤ Use a diagram to illustrate the effects of imposing a tariff on imports.</li> <li>➤ Research the role of the World Trade Organisation (WTO).</li> <li>➤ The current account comprises trade in goods, trade in services, primary income and secondary income.</li> <li>➤ Explain how exchange rates are determined in freely floating exchange rate systems</li> </ul>	<ul style="list-style-type: none"> <li>➤ Functions of a bank and how they create credit.</li> <li>➤ How the MPC of the Bank of England uses changes in bank rate to try to achieve the objectives for monetary policy, including the government's target rate of inflation.</li> <li>➤ Why banks may fail.</li> </ul> <p>Unit 14</p> <ul style="list-style-type: none"> <li>➤ The reasons for changes in the pattern of trade between the UK and the rest of the world.</li> <li>➤ The main characteristics of the Single European Market (SEM) and customs union.</li> <li>➤ The distinction between comparative and absolute advantage.</li> <li>➤ The policies that might be used to correct a balance of payments deficit or surplus.</li> <li>➤ The implications for the global economy of a major economy or economies with imbalances deciding to take corrective action.</li> <li>➤ The difference between foreign direct investment (FDI) and portfolio investment.</li> <li>➤ How governments can intervene to influence the exchange rate.</li> </ul>	