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| Year 11 Business | Intent | Our students will leave our school with the intention of joining the world of work.  It is our responsibility to prepare them in the best way, to understand the purpose of the organisations they will work for and the role they hold within it. On completion of the business course students will know the economic world around us and will make informed decisions to contribute towards business success. Students will have the tools to succeed within a company and have the confidence to become a self-sufficient entrepreneur; remembering how each topic will contribute to their success in the world of work. |
| Assessment strategy | Edexcel GCSE Exam   * Both paper one and paper two are identical in structure which makes focussing on theory and content the main priority, allowing students to focus on recall of information within the exams. * Both exams have a section which focusses on business knowledge and two sections which look at current businesses and how this knowledge is applied in the real world. * The Edexcel GCSE is accessible to students of varying abilities and teams theory with real world examples, preparing them for application in any career path chosen. |

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|  |  | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 |
| Year 11 Business | Disciplinary knowledge | 2.1  Understanding external influences on business | 2.2 Marketing Decisions | 2.3 Operational Decisions | 1.3 Finance recap  2.4 Making Financial Decisions | 2.5 HR Decisions |
| Substantive knowledge | 2.1.1 Business growth   * Organic * Inorganic * Financing   2.1.2 Changes in business aims and objectives  2.1.3 Business and globalisation  2.1.4 Ethics, the environment and business   * Ethics * Pressure Groups * Environment   Government | 2.2.1 Product  2.2.2 Price  2.2.3 Promotion  2.2.4 Place  2.2.5 Using the marketing mix to make business decisions | 2.3.1 Business operations   * Operations * Stock * Technology   2.3.2 Working with suppliers  2.3.3 Managing quality  2.3.4 The sales process  3 Finance recap (needs to be built on before 2.4)  2.4 Making Financial Decisions | 1.3 Revenues, costs and profits  1.3 Cash flow  1.3 Breakeven  2.4.1 Business calculations   * Gross Profit * Net Profit * ARR   2.4.2 Understanding business performance | 2.5.1 Organisational structures  2.5.2 Effective recruitment  2.5.3 Effective training and development  Employment law  2.5.4 Motivation |
| Justification | Students will learn the methods of identifying the impact a company has on the environment and how ethical they are. They will look at external forces such as the government and EU and the influence that policies put in place can have on a company. The topic will also cover the different pressure groups that influence business decisions and how they have the power to diminish a company’s reputation. | The unit will cover the concept of marketing and how the marketing mix defines business strategies for each different product. The students will analyse different marketing mixes and create new strategies for failing products. They will look at extension strategies to boost sales and what strategies can be used to gain repeat purchases. | Students will focus on developing an understanding of how and why businesses make operational decisions. The costs involved in the production process will be analysed and productivity output will be calculated. Students will look at the integral parts of quality control and assurance and how businesses work well with suppliers. They will establish the different stock control methods including JIT and learn how to interoperate bar gate stock graphs. | Students will learn cover all elements of financing a business. This will include how to **start up** a business, eg pay for premises, new equipment and advertising, how to **run** the business and **expand** the business. Students will establish that r**evenue** is the income earned by a business over a period of time, eg one month and that cash flow is simply about money coming and going from the business. | Students will understand the main aspects of the internal strategies businesses have to consider. This includes payment systems and communication systems to physically run the company. The unit also covers the emotional features involved with the people who work in and around the business and how the organisational structure itself impacts on motivation. Students will look at the impacts of a motivated and demotivated workforce. |
| Keystone vocabulary | 1. *Growth* 2. *Merger* 3. *Stock Flotation* 4. *Takeover* 5. *Exports* 6. *Imports* 7. *PLC* 8. *Tariffs* 9. *Trade Bloc* 10. *Globalisation* 11. *Ethics* 12. *Pressure Groups* | 1. *Design mix* 2. *Aesthetics* 3. *Branding* 4. *Function* 5. *Cost* 6. *Distribution* 7. *E-tailing* 8. *Extension strategies* 9. *Niche Market* 10. *Portfolio*   *Sponsorship* | 1. *Batch* 2. *Flow* 3. *Job production* 4. *JIT* 5. *Automation* 6. *Buffer Stock* 7. *Quality control* 8. *Quality Assurance* 9. *Suppliers* | 1. *Gross profit* 2. *Net profit* 3. *Rate of Return* 4. *Calculations* 5. *Finance* 6. *Visual representation* | 1. *Bonus* 2. *Retention* 3. *Fringe Benefits* 4. *Motivation* 5. *Autonomy* 6. *Communication* 7. *Enrichment* 8. *Rotation* 9. *Recruitment* 10. *Centralisation*   *Delegation* |
| Links to prior learning | New KS4 course but will encompass cross curricular links from KS2/3 see below.  Students will have a great deal of analysis skills that will be transferred from English at KS2 and 3.  They will have the ability to create presentations and reports using skills from KS3 computing. | New KS4 course but will encompass cross curricular links from KS2/3 see below.  Financial aspect is closely linked to maths ability and equations. Taking reasoning skills from this unit. They will be creating breakeven graphs and analysing different data sets which links closely to science. | New KS4 course but will encompass cross curricular links from KS2/3 see below.  Financial aspect is closely linked to maths ability and equations. Taking reasoning skills from this unit. They will be creating breakeven graphs and analysing different data sets which links closely to science. | New KS4 course but will encompass cross curricular links from KS2/3 see below.  Financial aspect is closely linked to maths ability and equations. Taking reasoning skills from this unit. They will be creating breakeven graphs and analysing different data sets which links closely to science. | New KS4 course but will encompass cross curricular links from KS2/3 see below.  Business motivation and working towards social level satisfaction.  Students will have a great deal of analysis skills that will be transferred from English at KS2 and 3.  They will have the ability to create presentations and reports using skills from KS3 computing. |
| Cross-curricular and careers links | Geography- Earning a living (Y7,8,9 SU)  RE- Human rights (Y9AU)  Computing- E-commerce (Y9AU)  Geography- UK economy (Y10SP)  English- Power and Conflict (Y10S)  History-Wall Street crash | English- Power and Conflict (Y10S | Geography- Resources management (Y9 SU)  Computing- Databases (Y8SU)  Geography- Resources management (Y10AU) | Computing- Spreadsheets (Y7SU)  Maths- Percentages (Y7,8,9 AU)  Maths- Graphs / diagrams & scatter graphs (Y10SP)  Maths- Average statistics (Y10SP) | RE- employment law and discrimination  English- Power and Conflict (Y10S) |
| Links to future study | The A level qualification is built around a core unit with a focus on running a business, to enable students to think of a new business idea and how they might research and develop it. The wider world topic will therefore develop the skills to assess how businesses can externally be influenced.  **The Advanced Subsidiary and Advanced GCE in Business**  **Studies specification requires students to:**  Look at the international impact on a business | The A level qualification is built around a core unit with an enterprise theme, to enable students to think of a new business idea and how they might research and develop it. The enterprise module will therefore not only prepare them for CA but will link to the main unit of A level work.  A level link, creating a business plan-  Purpose – to gain finance, its key  features – product or service to be  produced, marketing plan, production  plan, premises and equipment  needed, human resources involved in  implementing the business idea, sources  of finance, profit and loss statement,  cash flow forecast. | The A level qualification is built around a core unit with an enterprise theme, to enable students to think of a new business idea and how they might research and develop it. The enterprise module will therefore not only prepare them for CA but will link to the main unit of A level work.  A level link, creating a business plan-  Purpose – to gain finance, its key  features – product or service to be  produced, marketing plan, production  plan, premises and equipment  needed, human resources involved in  implementing the business idea, sources  of finance, profit and loss statement,  cash flow forecast. | The A level qualification is built around a core unit with an enterprise theme, to enable students to think of a new business idea and how they might research and develop it. The enterprise module will therefore not only prepare them for CA but will link to the main unit of A level work.  A level link, creating a business plan-  Purpose – to gain finance, its key  features – product or service to be  produced, marketing plan, production  plan, premises and equipment  needed, human resources involved in  implementing the business idea, sources  of finance, profit and loss statement,  cash flow forecast. | The A level qualification is built around a core unit that requires students to look at running their own businesses, to enable students to think of a new business idea and how they might put it into marketing. The module will therefore not only prepare them for questions focused around motivation and the internal structure but will link to the main unit of A level work.  **The Advanced Subsidiary and Advanced GCE in Business**  **Studies specification requires students to:**  .use both qualitative and quantitative methods to make justifiable  decisions, taking into account opportunity cost.  **The Advanced Subsidiary and Advanced GCE in Economics**  **and Business specification requires students to:**  . select, interpret and use appropriate economic data from a range of sources. |
| Assessment | **Extended writing exam questions-** To be Parc marked in books using exam board mark scheme. Example answer full marks will be given.  **Multiple choice paper** | Mock Exam Data  *AO2- Assess application of case study (3)*  *AO3a- Impact of the point made (3)*  *AO3b- Conclusive points (3)*  End of topic test- Mock  Edexcel- Theme 1- Section B mark scheme. | **Extended writing exam questions-** To be Parc marked in books using exam board mark scheme. Example answer full marks will be given.  Mock Exam Data-  *AO2- Assess application of case study (3)*  *AO3a- Impact of the point made (3)*  *AO3b- Conclusive points (3)*  . | **Extended writing exam questions-** To be Parc marked in books using exam board mark scheme. Example answer full marks will be given.  **Multiple choice finance paper-**  *Check criteria of contribution analysis.*  *Axis accuracy*  *Total cost and revenue lines*  *Breakeven point identified*  *Margin of safety identified*  *Evaluation of chart* | Multiple choice paper- To cover all lesson content in the topic and gage level of understanding students have taken from the elements as a whole.  Mock Exam Data  *AO2- Assess application of case study (3)*  *AO3a- Impact of the point made (3)*  *AO3b- Conclusive points (3)* |
| Homework | Smart Revise-  Subscription based software. Students are set exam questions for each topic taught that will be marked against EDEXCEL mark schemes and feedback given. | Smart Revise-  Subscription based software. Students are set exam questions for each topic taught that will be marked against EDEXCEL mark schemes and feedback given. | Smart Revise-  Subscription based software. Students are set exam questions for each topic taught that will be marked against EDEXCEL mark schemes and feedback given. | Smart Revise-  Subscription based software. Students are set exam questions for each topic taught that will be marked against EDEXCEL mark schemes and feedback given. | Smart Revise-  Subscription based software. Students are set exam questions for each topic taught that will be marked against EDEXCEL mark schemes and feedback given. |