


Beths Grammar School KS5 Curriculum Map  
AQA A Level Business Studies

	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
	<p style="text-align: center;"><b>Substantive Knowledge</b></p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p style="text-align: center;"><b>Disciplinary Knowledge (Skills)</b></p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p style="text-align: center;"><b>Assessment Opportunities</b></p> <p>What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p><b>Year 12</b></p> <p><b>Autumn Term 1A</b></p>	<p><b>3.1 What is business?</b></p> <p><i>3.1.1 Understanding the nature and purpose of business</i></p> <ul style="list-style-type: none"> <li>• Why businesses exist</li> <li>• The relationship between mission and objectives</li> <li>• Why businesses set objectives</li> </ul> <p>The measurement and importance of profit</p>	<p><i>3.1.1 Understanding the nature and purpose of business</i></p> <ul style="list-style-type: none"> <li>• Students must be able to demonstrate knowledge and understanding of business objectives such as profit, growth, survival, cash flow, social and ethical objectives</li> <li>• Students able to demonstrate understanding of the measurement of profit should include:               <ul style="list-style-type: none"> <li>○ revenue (also turnover and sales)</li> <li>○ fixed costs</li> <li>○ variable costs</li> <li>○ total costs</li> </ul> </li> </ul> <p>In addition, students must be able to memorise formulas for these figures, calculate and interpret their findings</p>	<p><b>Year 12 Suitability Test</b></p> <ul style="list-style-type: none"> <li>• Numerical Assessment – Percentage change, averages, interpreting data from charts</li> <li>• Calculator</li> <li>• 77 marks</li> <li>• 90 Minutes</li> </ul> <p><b>Topic Task Sheets</b></p> <p>Individual task sheets for each subtopic which will assess students in the following methods;</p> <ul style="list-style-type: none"> <li>• Fill in the gaps</li> <li>• Match the statement/definition to the correct key term</li> <li>• Solving anagrams</li> <li>• Identify odd one out (key terms)</li> <li>• Explanation of real-world scenarios</li> </ul>

	<p><b>3.1.2 Understanding different business forms</b></p> <ul style="list-style-type: none"> <li>• Reasons for choosing different forms of business and for changing business form</li> <li>• The role of shareholders and why they invest</li> <li>• Influences on share price and the significance of share price changes</li> <li>• The effects of ownership on mission and objectives</li> </ul>	<p><b>3.1.2 Understanding different business forms</b></p> <ul style="list-style-type: none"> <li>• Students should demonstrate knowledge and understanding of different forms of business which include: <ul style="list-style-type: none"> <li>○ sole traders</li> <li>○ private limited companies and public limited companies</li> <li>○ private sector and public sector organisations</li> <li>○ non-profit organisations</li> <li>○ social enterprises</li> </ul> </li> <li>• Demonstrate knowledge and understanding regarding the issues with different forms of business which include: <ul style="list-style-type: none"> <li>○ unlimited and limited liability</li> <li>○ ordinary share capital</li> <li>○ market capitalisation</li> <li>○ dividends.</li> </ul> </li> </ul>	<p><b><u>Quantitative Skills Task Sheets</u></b></p> <ul style="list-style-type: none"> <li>• Revenue</li> <li>• Costs</li> <li>• Profit</li> <li>• Share prices</li> <li>• Market capitalisation</li> <li>• Decision Trees</li> </ul> <p><b><u>Knowledge &amp; Short Answer Questions from textbook chapters</u></b></p> <ul style="list-style-type: none"> <li>• Section A 10-15 knowledge check questions per subtopic consisting between 1-3 marks per question</li> <li>• 4 short answer questions per sub topic consisting between 4-6 marks to assess knowledge, analysis and application</li> </ul> <p><b><u>Data Response Questions</u></b></p> <ul style="list-style-type: none"> <li>• Reading + annotating a case study about a real life business followed by essay style questions</li> <li>• Students will only be required to answer up to a 6 marker as they will not have been taught the structure for a 9 and 16 mark question, once they have been taught the structure later on in the course, students can revisit these tasks across their booklets to finish off answering the essay style questions</li> </ul>
--	---	--	--

	<p><b>3.1.3 Understanding that businesses operate within an external environment</b> How the external environment can affect costs and demand</p>	<p><b>3.1.3 Understanding that businesses operate within an external environment</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of factors influencing costs and demand to include the effect of: <ul style="list-style-type: none"> <li>○ Competition</li> <li>○ market conditions</li> <li>○ incomes</li> <li>○ interest rates</li> <li>○ demographic factors</li> <li>○ environmental issues and fair trade</li> </ul> </li> <li>• In addition to this, students must also be able to demonstrate analysis and the impact these factors have on businesses</li> </ul>	
	<p><b><u>3.2 Managers, leadership and decision making</u></b> <b>3.2.1 Understanding management, leadership and decision making</b></p> <ul style="list-style-type: none"> <li>• The distinction between management and leadership</li> <li>• Types of management and leadership styles and influences on these</li> <li>• The effectiveness of different styles of management and leadership</li> </ul>	<p><b>3.2.1 Understanding management, leadership and decision making</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of leadership styles which should include: <ul style="list-style-type: none"> <li>○ Autocratic</li> <li>○ Paternalistic</li> <li>○ Democratic</li> <li>○ laissez-faire</li> </ul> </li> <li>• Demonstrate knowledge and understanding of theories of management and leadership which should include the Tannenbaum Schmidt continuum.</li> <li>• In addition to this, students must be able to demonstrate application of model to businesses</li> </ul>	

**3.2.2 Understanding management decision making**

- The value of decision making based on data (scientific decision making) and on intuition
- Influences on decision making

**3.2.2 Understanding management decision making**

- Demonstrate knowledge and understanding of scientific decision making which should include understanding and interpreting decision trees and calculating expected value and net gains
- Decision making to include an understanding of:
  - Risks
  - Rewards
  - Uncertainty
  - opportunity cost
  - the use and value of decision trees in decision making
- Influences on decision making to include:
  - Mission
  - Objectives
  - Ethics
  - the external environment including competition
  - resource constraints
- In addition to this, students will be able to demonstrate knowledge of how to calculate decision trees, manipulate and apply the data

	<p><b>3.2.3 Understanding the role and importance of stakeholders</b></p> <ul style="list-style-type: none"> <li>• The need to consider stakeholder needs when making decisions</li> <li>• Stakeholder needs and the possible overlap and conflict of these needs</li> <li>• How to manage the relationship with different stakeholders</li> </ul>	<p><b>3.2.3 Understanding the role and importance of stakeholders</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of stakeholder mapping: stakeholder power and interest Demonstrate knowledge, understanding and analysis of how managing the relationship with different stakeholders includes communication and consultation.</li> </ul>	
	<p><b>3.5 Financial Management</b></p> <p><b>3.5.1 Setting Financial Objectives</b></p> <ul style="list-style-type: none"> <li>• The value of setting financial objectives</li> <li>• The distinction between cash flow and profit</li> <li>• The distinction between gross profit, operating profit and profit for the year</li> </ul>	<p><b>3.5.1 Setting Financial Objectives</b></p> <ul style="list-style-type: none"> <li>• Students must be able to demonstrate knowledge and understanding of financial objectives which include: <ul style="list-style-type: none"> <li>○ the concept of a return on investment</li> <li>○ revenue, costs and profit objectives</li> <li>○ cash flow objectives.</li> </ul> </li> <li>• In addition to this students must be able to apply their knowledge to various business forms</li> </ul>	

<p><b><u>Year 12</u></b></p> <p><b><u>Autumn Term 1B</u></b></p>	<p><b><u>3.3 Marketing Management</u></b></p> <p><b><u>3.3.1 Setting Marketing Objectives</u></b></p> <ul style="list-style-type: none"> <li>• The value of setting marketing objectives</li> </ul>	<p><b><u>3.3.1 Setting Marketing Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of marketing objectives which include: <ul style="list-style-type: none"> <li>• sales volume and sales value</li> <li>• market size</li> <li>• market and sales growth</li> <li>• market share</li> <li>• brand loyalty.</li> </ul> </li> </ul>	<p><b><u>Unit 1 &amp; 2 Assessment</u></b></p> <ul style="list-style-type: none"> <li>• 25 marks</li> <li>• 30 Minutes</li> <li>• 4 Multiple Choice Questions</li> <li>• 2 Quantitative Questions</li> <li>• 2 Short Answer Questions</li> </ul> <p><b><u>Topic Task Sheets</u></b></p> <p>Individual task sheets for each subtopic which will assess students in the following methods;</p> <ul style="list-style-type: none"> <li>• Fill in the gaps</li> <li>• Match the statement/definition to the correct key term</li> <li>• Solving anagrams</li> <li>• Identify odd one out (key terms)</li> <li>• Explanation of real-world scenarios</li> </ul> <p><b><u>Quantitative Skills Task Sheets</u></b></p> <ul style="list-style-type: none"> <li>• Sales volume</li> <li>• Market share</li> <li>• Market size</li> <li>• Price and income elasticity of demand</li> <li>• Return on investment</li> <li>• Budget variance</li> <li>• Cash flow</li> <li>• Break-even</li> <li>• Contribution</li> <li>• Profitability ratios</li> </ul>
	<p><b><u>3.3.2 Understanding Markets and Customers</u></b></p> <ul style="list-style-type: none"> <li>• The value of primary and secondary marketing research</li> <li>• The value of sampling</li> <li>• The interpretation of marketing data</li> <li>• The interpretation of price and income elasticity of demand data</li> <li>• The value of the concepts of price and income elasticity of demand to marketing decision makers</li> <li>• The use of data in marketing decision making and planning</li> </ul>	<p><b><u>3.3.2 Understanding Markets and Customers</u></b></p> <ul style="list-style-type: none"> <li>• Students should be able to demonstrate knowledge and understanding of marketing research which should include qualitative and quantitative data. You should be able to calculate, manipulate and interpret market and sales growth, market share and size with application to a range of businesses</li> <li>• Student should be able to demonstrate knowledge and understanding of sampling methods which should include: <ul style="list-style-type: none"> <li>○ Random</li> <li>○ Stratified</li> <li>○ Quota</li> </ul> </li> <li>• Interpretation of marketing data should include: <ul style="list-style-type: none"> <li>○ positive and negative</li> </ul> </li> </ul>	

		<p>correlation and an understanding of the strength of the relationship</p> <ul style="list-style-type: none"> <li>○ understanding the concept of confidence intervals</li> <li>○ understanding extrapolation.</li> </ul> <ul style="list-style-type: none"> <li>● Students should be able to interpret price and income elasticity of demand data and be able to analyse the impact of changes in price and income on revenue (they do not need to be able to calculate these).</li> </ul>	<p><b><u>Knowledge &amp; Short Answer Questions from textbook chapters</u></b></p> <ul style="list-style-type: none"> <li>● Section A 10-15 knowledge check questions per subtopic consisting between 1-3 marks per question</li> <li>● 4 short answer questions per sub topic consisting between 4-6 marks to assess knowledge, analysis and application</li> </ul> <p><b><u>Data Response Questions</u></b></p> <ul style="list-style-type: none"> <li>● Reading + annotating a case study about a real life business followed by essay style questions</li> <li>● Students will only be required to answer up to a 6 marker and a 9 marker as they will not have been taught the structure for a 16 mark question, once they have been taught the structure later on in the course, students can revisit these tasks across their booklets to finish off answering the essay style questions</li> </ul>
	<p><b><i>3.5.2 Analysing Financial Performance</i></b></p> <ul style="list-style-type: none"> <li>● How to construct and analyse budgets and cash flow forecasts</li> <li>● The value of budgeting</li> <li>● How to construct and interpret break-even charts</li> <li>● How to calculate and illustrate on a break-even chart the effects of changes in price, output and cost</li> <li>● The value of break-even analysis</li> <li>● How to analyse profitability</li> <li>● How to analyse timings of cash inflows and outflows</li> <li>● The use of data for financial decision making and planning</li> </ul>	<p><b><i>3.5.2 Analysing Financial Performance</i></b></p> <ul style="list-style-type: none"> <li>● Students should be able to analyse budgets should include variance analysis and adverse and favourable variances</li> <li>● Students should be able to construct a break-even analysis should including: <ul style="list-style-type: none"> <li>○ break-even output</li> <li>○ margin of safety</li> <li>○ contribution per unit</li> <li>○ total contribution</li> </ul> </li> <li>● Analysing profitability margins should include the following ratio analysis which students should be able to calculate: <ul style="list-style-type: none"> <li>○ gross profit</li> <li>○ profit from operations</li> <li>○ profit for the year</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>• Students should be able to demonstrate knowledge and understanding of analysing timings of cash flow should include an understanding of payables and receivables.</li> </ul>	
	<p><b>3.5.3 Making Financial Decisions: Sources of Finance</b></p> <ul style="list-style-type: none"> <li>• Internal and external sources of finance</li> <li>• Advantages and disadvantages of different sources of finance for short- and long-term uses</li> </ul>	<p><b>3.5.3 Making Financial Decisions: Sources of Finance</b></p> <ul style="list-style-type: none"> <li>• Students should be able to demonstrate knowledge and understanding of sources of finance should which include: <ul style="list-style-type: none"> <li>○ debt factoring</li> <li>○ overdrafts</li> <li>○ retained profits</li> <li>○ share capital</li> <li>○ loans</li> <li>○ venture capital</li> <li>○ crowd funding.</li> </ul> </li> </ul>	



<p><b><u>Year 12</u></b></p> <p><b><u>Spring Term 2A</u></b></p>	<p><b><i>3.3.3 Making Marketing Decisions: Segmentation, Targeting, Positioning</i></b></p> <ul style="list-style-type: none"> <li>• The process and value of segmentation, targeting and positioning</li> <li>• Influences on choosing a target market and positioning</li> </ul>	<p><b><i>3.3.3 Making Marketing Decisions: Segmentation, Targeting, Positioning</i></b></p> <ul style="list-style-type: none"> <li>• Students should be able to demonstrate knowledge and understanding of segmentation methods which include: <ul style="list-style-type: none"> <li>○ Demographic</li> <li>○ Geographic</li> <li>○ Income</li> <li>○ Behavioural segmentation.</li> </ul> </li> <li>• Students should be able to demonstrate knowledge and understanding of targeting which may include niche and mass marketing</li> <li>• Positioning should include market mapping.</li> <li>• In addition to this, students should be able to apply market mapping to various businesses</li> </ul>	<p><b><u>Unit 3 Assessment</u></b></p> <ul style="list-style-type: none"> <li>• 50 marks</li> <li>• 1 Hour</li> <li>• 5 Multiple Choice Questions</li> <li>• 3 Quantitative Questions</li> <li>• 2 Short Answer Questions</li> <li>• One 9-Mark Question</li> <li>• One 16-Mark Question</li> </ul> <p><b><u>Unit 5 Assessment</u></b></p> <ul style="list-style-type: none"> <li>• 50 Marks</li> <li>• 1 Hour</li> <li>• 5 Multiple Choice Questions</li> <li>• 3 Quantitative Skills</li> <li>• 2 Short Answer Questions</li> <li>• One 9-Mark Question</li> <li>• One 16-Mark Question</li> </ul> <p><b><u>Topic Task Sheets</u></b></p> <p>Individual task sheets for each subtopic which will assess students in the following methods;</p> <ul style="list-style-type: none"> <li>• Fill in the gaps</li> <li>• Match the statement/definition to the correct key term</li> <li>• Solving anagrams</li> <li>• Identify odd one out (key terms)</li> <li>• Explanation of real-world scenarios</li> </ul>
	<p><b><i>3.3.4 Making Marketing Decisions: Using the Marketing Mix</i></b></p> <ul style="list-style-type: none"> <li>• The elements of the marketing mix (7Ps)</li> <li>• The influences on and effects of changes in the elements of the marketing mix</li> <li>• Product decisions</li> <li>• Pricing decisions</li> <li>• Decisions about the promotional mix</li> <li>• Distribution (place) decisions</li> </ul>	<p><b><i>3.3.4 Making Marketing Decisions: Using the Marketing Mix</i></b></p> <ul style="list-style-type: none"> <li>• Students should be able to demonstrate knowledge and understanding of the marketing mix should be considered for goods and services, both industrial and consumer</li> <li>• Students should be able to demonstrate knowledge and understanding of product decisions should which include: <ul style="list-style-type: none"> <li>○ the value of product</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• Decisions relating to other elements of the marketing mix: people, process and physical environment</li> <li>• The importance of and influences on an integrated marketing mix</li> </ul>	<p>portfolio analysis and the Boston Matrix</p> <ul style="list-style-type: none"> <li>○ the value of the product life cycle model including extension strategies</li> <li>○ influences on and the value of new product development</li> </ul> <ul style="list-style-type: none"> <li>• Students should be able to demonstrate knowledge and understanding of pricing decisions should include penetration and price skimming.</li> <li>• Students should be able to demonstrate knowledge and understanding of promotional decisions should include: <ul style="list-style-type: none"> <li>○ the value of branding</li> <li>○ social media</li> <li>○ viral marketing</li> </ul> </li> <li>• Students should be able to demonstrate knowledge and understanding of distribution decisions should include multichannel distribution</li> </ul>	<p><b><u>Quantitative Skills Task Sheets</u></b></p> <ul style="list-style-type: none"> <li>• Sales volume</li> <li>• Market share</li> <li>• Market size</li> <li>• Price and income elasticity of demand</li> <li>• Return on investment</li> <li>• Budget variance</li> <li>• Cash flow</li> <li>• Break-even</li> <li>• Contribution</li> <li>• Profitability ratios</li> <li>• Labour turnover</li> <li>• Labour productivity</li> <li>• Employee costs as a percentage of turnover</li> <li>• Labour cost per unit</li> </ul> <p><b><u>Knowledge &amp; Short Answer Questions from textbook chapters</u></b></p> <ul style="list-style-type: none"> <li>• Section A 10-15 knowledge check questions per subtopic consisting between 1-3 marks per question</li> <li>• 4 short answer questions per sub topic consisting between 4-6 marks to assess knowledge, analysis and application</li> </ul>
--	--	---	--

	<p><b>3.5.4 Making Financial Decisions: Improving Cash Flow and Profits</b></p> <ul style="list-style-type: none"> <li>• Methods of improving cash flow</li> <li>• Methods of improving profits and profitability</li> <li>• Difficulties improving cash flow and profit</li> </ul>	<p><b>3.5.4 Making Financial Decisions: Improving Cash Flow and Profits</b></p> <ul style="list-style-type: none"> <li>• Students should be able to assess ways of improving cash flow and analyse the impacts these methods have on various business forms</li> <li>• Students should be able to assess ways of improving profits and profitability and analyse the impacts these methods have on various business forms</li> </ul>	<p><b>Data Response Questions</b></p> <ul style="list-style-type: none"> <li>• Reading + annotating a case study about a real life business followed by essay style questions</li> <li>• Students will begin to plan and write the 16-mark questions in the data response section of the textbook</li> <li>• Students will also be required to revisit the 9 and 16-mark questions from sub topics earlier in the course now that they have been taught the structure for these essay questions</li> </ul>
	<p><b>3.6 Human Resource Management</b></p> <p><b>3.6.1 Setting Human Resource Objectives</b></p> <ul style="list-style-type: none"> <li>• The value of setting human resource objectives</li> <li>• Methods of achieving human resource objectives</li> </ul>	<p><b>3.6.1 Setting Human Resource Objectives</b></p> <ul style="list-style-type: none"> <li>• Students should be able to demonstrate knowledge and understanding human resource objectives which include: <ul style="list-style-type: none"> <li>○ employee engagement</li> <li>○ talent development</li> <li>○ training</li> <li>○ diversity</li> <li>○ alignment of employee and employer values</li> <li>○ number, skills and location of employees.</li> </ul> </li> <li>• Students should be able to demonstrate knowledge and understanding methods which should include soft and hard human resource management (HRM) approaches</li> <li>• In addition to this, students will need to apply them to various business forms</li> </ul>	

**3.6.2 Analysing Human Resource Performance**

- Calculating and interpreting human resource data
- The use of data for human resource decision making and planning

**3.6.2 Analysing Human Resource Performance**

- Students should be able to calculate and interpret the following data:
  - labour turnover
  - labour productivity
  - employee costs as percentage of turnover
  - labour cost per unit

**Year 12**

**Spring Term 2B**

***3.6.3 Making Human Resource Decisions: Improving Organisational Design and Managing the Human Resource Flow***

- Models of organisational structure
- Influences on organisational design
- The value of changing organisational design
- How managing the human resource flow helps meet human resource objectives

***3.6.3 Making Human Resource Decisions: Improving Organisational Design and Managing the Human Resource Flow***

- Students should be able to demonstrate knowledge and understanding organisational structures to include:
  - Functional
  - product-based
  - regional
  - matrix structure.
- Students should be able to demonstrate knowledge and understanding decisions relating to organisational design include:
  - Authority
  - Span
  - Hierarchy
  - Delegation
  - centralisation and decentralisation.
- Students should be able to demonstrate knowledge and understanding human resource flow to include:
  - human resource plan
  - recruitment
  - training
  - redeployment
  - redundancy.

**Unit 6 Assessment**

- 5 Multiple Choice Questions
- 2 Quantitative Skills Questions
- 2 Short Answer Questions
- One 9-Mark Question
- One 16-Mark Question

**Topic Task Sheets**

Individual task sheets for each subtopic which will assess students in the following methods;

- Fill in the gaps
- Match the statement/definition to the correct key term
- Solving anagrams
- Identify odd one out (key terms)
- Explanation of real-world scenarios

**Quantitative Skills Task Sheets**

- Labour productivity
- Unit costs
- Capacity
- Capacity utilisation

**3.6.4 Making Human Resource Decisions: Improving Motivation and Engagement**

- The benefits of motivated and engaged employees
- How to improve employee engagement and motivation
- Influences on the choice and assessment of the effectiveness of financial and non-financial methods of motivating employees

**3.6.4 Making Human Resource Decisions: Improving Motivation and Engagement**

- Students should be able to demonstrate knowledge and understanding of theories of motivation which should include Taylor, Maslow and Herzberg.
- In addition to this, students should also be able to apply these theories to various business forms
- Students should be able to demonstrate knowledge and understanding of financial methods of motivation should include:
  - piece rate
  - commission
  - salary schemes
  - performance-related pay.
- Students should be able to demonstrate knowledge and understanding of non-financial methods of motivation which should include:
  - Empowerment
  - team working
  - flexible working
  - job enrichment • job rotation.
- In addition to this, students must be able to analyse the impacts of financial and non-financial methods of motivation on various businesses

**Knowledge & Short Answer Questions from textbook chapters**

- Section A 10-15 knowledge check questions per subtopic consisting between 1-3 marks per question
- 4 short answer questions per sub topic consisting between 4-6 marks to assess knowledge, analysis and application

**Data Response Questions**

- Reading + annotating a case study about a real life business followed by essay style questions
- Students will begin to plan and write the 16-mark questions in the data response section of the textbook
- Students will also be required to revisit the 9 and 16-mark questions from sub topics earlier in the course now that they have been taught the structure for these essay questions

	<p><b>3.6.5 Making Human Resource Decisions: Improving Employer-Employee Relations</b></p> <ul style="list-style-type: none"> <li>• Influences on the extent and methods of employee involvement in decision making</li> <li>• How to manage and improve employeremployee communications and relations</li> <li>• Value of good employer-employee relations</li> </ul>	<p><b>3.6.5 Making Human Resource Decisions: Improving Employer-Employee Relations</b></p> <ul style="list-style-type: none"> <li>• Students should be able to demonstrate knowledge and understanding employee representation methods which include trade unions and works councils</li> </ul>	
	<p><b>3.4 Operational Management</b></p> <p><b>3.4.1 Setting Operational Objectives</b></p> <ul style="list-style-type: none"> <li>• The value of setting operational objectives</li> </ul>	<p><b>3.4.1 Setting Operational Objectives</b></p> <ul style="list-style-type: none"> <li>• Students should be able to demonstrate knowledge and understanding of operational objectives which include: <ul style="list-style-type: none"> <li>○ Costs</li> <li>○ Quality</li> <li>○ speed of response</li> <li>○ flexibility</li> <li>○ environmental objectives</li> <li>○ added value.</li> </ul> </li> </ul>	
	<p><b>3.4.2 Analysing Financial Performance</b></p> <ul style="list-style-type: none"> <li>• The interpretation, calculation and use of operations data in operational decision making and planning</li> </ul>	<p><b>3.4.2 Analysing Financial Performance</b></p> <ul style="list-style-type: none"> <li>• Students should be able to calculate: <ul style="list-style-type: none"> <li>○ labour productivity</li> <li>○ unit costs (average costs)</li> <li>○ capacity</li> <li>○ capacity utilisation.</li> </ul> </li> </ul>	

***3.4.3 Making Operational Decisions to Improve Performance: Increasing Efficiency and Productivity***

- The importance of capacity
- The importance of efficiency and labour productivity
- The benefits and difficulties of lean production
- How to choose the optimal mix of resources
- How to use technology to improve operational efficiency

***3.4.3 Making Operational Decisions to Improve Performance: Increasing Efficiency and Productivity***

- Students should be able to demonstrate knowledge and understanding of the importance of capacity should include how to utilise capacity efficiently.
- Students should be able to demonstrate knowledge and understanding the importance of efficiency and labour which should include:
  - how to increase efficiency and labour productivity
  - difficulties increasing efficiency and labour productivity.
- Students should be able to demonstrate knowledge and understanding of lean production should include 'Just in Time' operations vs 'Just in Case'.
- Students should be able to demonstrate knowledge and understanding of the mix of resources should include an understanding of labour and capital intensive processes.



<p><b>Year 12</b></p> <p><b>Summer Term 3A</b></p>	<p><b>3.4.4 Making Operational Decisions to Improve Performance: Improving Quality</b></p> <ul style="list-style-type: none"> <li>• Methods of improving quality</li> <li>• The benefits and difficulties of improving quality</li> <li>• The consequences of poor quality</li> </ul>	<p><b>3.4.4 Making Operational Decisions to Improve Performance: Improving Quality</b></p> <ul style="list-style-type: none"> <li>• Students should be able to demonstrate knowledge and understanding of methods of improving quality should include quality assurance vs quality control</li> </ul>	<p><b>Year 12 Trial Exams</b></p> <ul style="list-style-type: none"> <li>• 10 Multiple Choice Questions</li> <li>• 2 Quantitative Skills</li> <li>• 2 Short Answer Questions</li> <li>• 2 9-Mark Questions</li> <li>• 2 16-Mark Questions</li> </ul> <p>The list above is a draft of the Year 12 Trial Exam paper. Students will be given more information closer to the trial exam date.</p> <p><b>Topic Task Sheets</b></p> <p>Individual task sheets for each subtopic which will assess students in the following methods;</p> <ul style="list-style-type: none"> <li>• Fill in the gaps</li> <li>• Match the statement/definition to the correct key term</li> <li>• Solving anagrams</li> <li>• Identify odd one out (key terms)</li> <li>• Explanation of real-world scenarios</li> </ul> <p><b>Quantitative Skills Task Sheets</b></p> <ul style="list-style-type: none"> <li>• Labour productivity</li> <li>• Unit costs</li> <li>• Capacity</li> <li>• Capacity utilisation</li> </ul>
	<p><b>3.4.5 Making Operational Decisions to Improve Performance: Managing Inventory and Supply Chains</b></p> <ul style="list-style-type: none"> <li>• How to manage supply to match demand and the value of doing so</li> <li>• Influences on the amount of inventory held</li> <li>• Influences on the choice of suppliers</li> <li>• How to manage the supply chain effectively and efficiently and the value of this</li> <li>• The value of outsourcing</li> </ul>	<p><b>3.4.5 Making Operational Decisions to Improve Performance: Managing Inventory and Supply Chains</b></p> <ul style="list-style-type: none"> <li>• Students should be able to demonstrate knowledge and understanding of ways of matching supply to demand which include: <ul style="list-style-type: none"> <li>○ Outsourcing</li> <li>○ use of temporary and part time employees</li> <li>○ producing to order</li> </ul> </li> <li>• Students should be able to demonstrate knowledge and understanding of inventory control which should include: <ul style="list-style-type: none"> <li>○ interpreting inventory control charts</li> <li>○ lead time</li> <li>○ re-order levels</li> <li>○ buffer level of inventory</li> <li>○ re-order quantities</li> </ul> </li> </ul>	

**3.7 Analysing the Strategic Position of a Business (A-Level)**

***3.7.1 Mission, Corporate Objectives, Functional Objectives and Strategy***

- Influences on the mission of a business
- Internal and external influences on corporate objectives and decisions
- The links between mission, corporate objectives and strategy
- The distinction between strategy and tactics
- The impact of strategic decision making on functional decision making
- Internal and external influences on functional objectives and decisions
- The value of SWOT analysis

***3.7.1 Mission, Corporate Objectives, Functional Objectives and Strategy***

- Influences on corporate objectives should include the pressures for short termism, business ownership, the external and internal environment

**Knowledge & Short Answer Questions from textbook chapters**

- Section A 10-15 knowledge check questions per subtopic consisting between 1-3 marks per question
- 4 short answer questions per sub topic consisting between 4-6 marks to assess knowledge, analysis and application

**Data Response Questions**

- Reading + annotating a case study about a real life business followed by essay style questions
- Students will begin to plan and write the 16-mark questions in the data response section of the textbook
- Students will also be required to revisit the 9 and 16-mark questions from sub topics earlier in the course now that they have been taught the structure for these essay questions

**Year 12**

**Summer Term 3B**

***3.4.5 Making Operational Decisions to Improve Performance: Managing Inventory and Supply Chains***

- How to manage supply to match demand and the value of doing so
- Influences on the amount of inventory held
- Influences on the choice of suppliers
- How to manage the supply chain effectively and efficiently and the value of this
- The value of outsourcing

***3.4.5 Making Operational Decisions to Improve Performance: Managing Inventory and Supply Chains***

- Students should be able to demonstrate knowledge and understanding of ways of matching supply to demand which include:
  - Outsourcing
  - use of temporary and part time employees
  - producing to order
- Students should be able to demonstrate knowledge and understanding of inventory control which should include:
  - interpreting inventory control charts
  - lead time
  - re-order levels
  - buffer level of inventory
  - re-order quantities

***3.7.2 Analysing the Existing Internal Position of a Business to Assess Strengths and Weaknesses: Financial Ratio Analysis***

- How to assess the financial performance of a business using balance sheets, income statements and financial ratios
- The value of financial ratios when assessing performance

***3.7.2 Analysing the Existing Internal Position of a Business to Assess Strengths and Weaknesses: Financial Ratio Analysis***

- Students should be able to demonstrate knowledge and understanding of financial ratio analysis to include:
  - profitability (return on capital employed)
  - liquidity (current ratio)
  - gearing

**Unit 4 Assessment**

- 5 Multiple Choice Questions
- 2 Quantitative Question
- 3 Short Answer Questions
- One 9-Mark Question
- One 16-Mark Question

**Topic Task Sheets**

Individual task sheets for each subtopic which will assess students in the following methods;

- Fill in the gaps
- Match the statement/definition to the correct key term
- Solving anagrams
- Identify odd one out (key terms)
- Explanation of real-world scenarios

**Quantitative Skills Task Sheets**

- Profitability (return on capital employed)
- Liquidity (current ratio)
- Gearing
- Efficiency ratios: payables days, receivables days, inventory turnover

		<ul style="list-style-type: none"> <li>○ efficiency ratios: payables days, receivables days, inventory turnover.</li> <li>● Students should be able to demonstrate knowledge and understanding that data may be analysed over time or in comparison with other businesses.</li> <li>● In addition to this, students will have to apply their knowledge to real world scenarios</li> </ul>	<p><b><u>Knowledge &amp; Short Answer Questions from textbook chapters</u></b></p> <ul style="list-style-type: none"> <li>● Section A 10-15 knowledge check questions per subtopic consisting between 1-3 marks per question</li> <li>● 4 short answer questions per sub topic consisting between 4-6 marks to assess knowledge, analysis and application</li> </ul>
	<p><b><i>3.7.3 Analysing the Existing Internal Position of a Business to Assess Strengths and Weaknesses: Overall Performance</i></b></p> <ul style="list-style-type: none"> <li>● How to analyse data other than financial statements to assess the strengths and weaknesses of a business</li> <li>● The importance of core competences</li> <li>● Assessing short- and long-term performance</li> <li>● The value of different measures of assessing business performance</li> </ul>	<p><b><i>3.7.3 Analysing the Existing Internal Position of a Business to Assess Strengths and Weaknesses: Overall Performance</i></b></p> <ul style="list-style-type: none"> <li>● Students should be able to demonstrate knowledge and understanding that data other than financial statements should include operations, human resource and marketing data. Data may be analysed over time or in comparison with other businesses.</li> <li>● Students should be able to demonstrate knowledge and understanding of business performance to include Elkington's Triple Bottom Line (Profit, People, Planet)</li> <li>● In addition to this, students will need to apply this model to a range of real life businesses</li> </ul>	<p><b><u>Data Response Questions</u></b></p> <ul style="list-style-type: none"> <li>● Reading + annotating a case study about a real life business followed by essay style questions</li> <li>● Students will begin to plan and write the 16-mark questions in the data response section of the textbook</li> <li>● Students will also be required to revisit the 9 and 16-mark questions from sub topics earlier in the course now that they have been taught the structure for these essay questions</li> </ul>

***3.7.4 Analysing the Existing Internal Position of a Business to Assess Opportunities and Threats: Political and Legal Change***

- The impact of changes in the political and legal environment on strategic and functional decision making

***3.7.4 Analysing the Existing Internal Position of a Business to Assess Opportunities and Threats: Political and Legal Change***

- Students should be able to demonstrate knowledge and understanding of the political and legal environment should include a broad understanding of the scope and effects of laws related to competition, the labour market and environmental legislation.
- Students should be able to demonstrate knowledge and understanding of the impact of government policy related to enterprise, the role of regulators, infrastructure, the environment and international trade.

**3.9 Strategic Methods: How to Pursue Strategies**

***3.9.1 Assessing a Change in Scale***


- The reasons why businesses grow or retrench
- The difference between organic and external growth
- How to manage issues caused by growth and retrenchment
- The impact of growth or retrenchment on the functional areas of the business
- Assessing methods and types of growth

***3.9.1 Assessing a Change in Scale***

- Students should be able to demonstrate knowledge and understanding of types of growth to include organic and external
- Students should be able to demonstrate knowledge and understanding of issues with growth should include:
  - economies of scale (including technical, purchasing and managerial)
  - economies of scope
  - diseconomies of scale
  - synergy
  - overtrading.
- Students should be able to demonstrate knowledge and understanding of methods of growth to include mergers, takeovers, ventures, franchising  
Types of growth to include vertical (backward and forward), horizontal and conglomerate integration

	<p><b>3.9.2 Assessing Innovation</b></p> <ul style="list-style-type: none"><li>• The pressures for innovation</li><li>• The value of innovation</li><li>• The ways of becoming an innovative organisation</li><li>• How to protect innovation and intellectual property</li><li>• The impact of an innovation strategy on the functional areas of the business</li></ul>	<p><b>3.9.2 Assessing Innovation</b></p> <ul style="list-style-type: none"><li>• Students should be able to demonstrate knowledge and understanding of types of innovation which should include product and process innovation</li><li>• Students should be able to demonstrate knowledge and understanding of ways of becoming innovative which include:<ul style="list-style-type: none"><li>○ Kaizen</li><li>○ research and development</li><li>○ intrapreneurship</li><li>○ benchmarking.</li></ul></li><li>• Students should be able to demonstrate knowledge and understanding of ways of protecting intellectual property include patents and copyrights.</li></ul>	
--	--	--	--

Beths Grammar School KS5 Curriculum Map  
AQA A Level Business Studies

	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
	<p style="text-align: center;"><b>Substantive Knowledge</b></p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p style="text-align: center;"><b>Disciplinary Knowledge (Skills)</b></p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p style="text-align: center;"><b>Assessment Opportunities</b></p> <p>What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p><b>Year 13</b></p> <p><b>Autumn Term 1A</b></p>	<p><i>3.7.5 Analysing the External Environment to Assess Opportunities and Threats: Economic Change</i></p> <ul style="list-style-type: none"> <li>The impact of changes in the UK and the global economic environment on strategic and functional decision making</li> </ul>	<p><i>3.7.5 Analysing the External Environment to Assess Opportunities and Threats: Economic Change</i></p> <ul style="list-style-type: none"> <li>Students should demonstrate knowledge and understanding of economic factors which include:               <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>more open trade v protectionism</li> </ul> </li> <li>Students should be able to understand economic data, interpret changes in economic data for the UK and globally, and consider the implications of such changes for business.</li> </ul>	<p><b>Paper 1 Mock</b></p> <ul style="list-style-type: none"> <li>Topics 1-6</li> <li>56 Marks</li> <li>70 Minutes</li> <li>15 Multiple Choice Questions</li> <li>2 Quantitative Questions</li> <li>2 9-Mark Questions</li> <li>One 16-Mark Question</li> </ul> <p><b>Unit 9 Assessment</b></p> <ul style="list-style-type: none"> <li>50 Marks</li> <li>60 Minutes</li> <li>4 Multiple Choice Questions</li> <li>2 Short Answer Questions</li> <li>2 9-Mark Questions</li> <li>One 16-Mark Question</li> </ul>



**3.7.6 Analysing the External Environment to Assess Opportunities and Threats: Social and Technological**

- The impact of the social and technological environment on strategic and functional decision making
- The pressures for socially responsible behaviour

**3.7.6 Analysing the External Environment to Assess Opportunities and Threats: Social and Technological**

- Students must demonstrate knowledge and understanding of social changes which include demographic changes and population movements such as:
  - Migration
  - changes in consumer lifestyle and buying behaviour
  - the growth of online businesses.
- Students must demonstrate knowledge and understanding of the social environment which includes Corporate Social Responsibility (CSR) and:
  - the reasons for and against (CSR)
  - the difference between the stakeholder v shareholder concept
  - Carroll's Corporate Social Responsibility pyramid
- Technological change should include the impact of technological change on functional areas and strategy.

**Topic Task Sheets**

Individual task sheets for each subtopic which will assess students in the following methods;

- Fill in the gaps
- Match the statement/definition to the correct key term
- Solving anagrams
- Identify odd one out (key terms)
- Explanation of real-world scenarios

**Quantitative Skills Task Sheets**

- Payback
- Average rate of return
- Net present value

**Knowledge & Short Answer Questions from textbook chapters**

- Section A 10-15 knowledge check questions per subtopic consisting between 1-3 marks per question
- 5 short answer questions per subtopic consisting between 4-6 marks to assess knowledge, analysis and application

**Data Response Questions**

- Reading + annotating a case study about a real life business followed by essay style questions

**3.7.7 Analysing the External Environment to Assess and Threats: The Competitive Environment**

- Porter's five forces, how and why these might change, and the implications of these forces for strategic and functional decision making and profits

**3.7.8 Analysing Strategic Options: Investment Appraisal**

- Porter's five forces, how and why these might change, and the implications of these forces for strategic and functional decision making and profits

**3.7.7 Analysing the External Environment to Assess and Threats: The Competitive Environment**

- Students must demonstrate knowledge and understanding of the five forces which include:
  - entry threat (barriers to entry)
  - buyer power
  - supplier power
  - rivalry
  - substitute threat.
- Students must demonstrate knowledge and understanding of how the five forces shape competitive strategy.

**3.7.8 Analysing Strategic Options: Investment Appraisal**

- Students must demonstrate knowledge and understanding of the five forces which include:
  - entry threat (barriers to entry)
  - buyer power
  - supplier power
  - rivalry
  - substitute threat.
- Students should consider how the five forces shape competitive strategy.

**3.9.3 Assessing Globalisation and Internationalisation**

- Reasons for greater globalisation of business
- The importance of globalisation for business
- The importance of emerging economies for business
- Reasons for targeting, operating in and trading with international markets
- Factors influencing the attractiveness of international markets
- Reasons for producing more and sourcing more resources abroad
- Ways of entering international markets and value of different methods
- Influences on buying, selling and producing abroad
- Managing international business

**3.9.3 Assessing Globalisation and Internationalisation**

- Students must demonstrate knowledge and understanding of methods of entering international markets which include:
  - Export
  - Licensing
  - Alliances
  - direct investment.
- Students must demonstrate knowledge and understanding of decisions regarding producing overseas which include off-shoring and re-shoring.
- Students must demonstrate knowledge and understanding of targeting overseas markets which may include being a multinational.
- Students must demonstrate knowledge and understanding of managing international business which should include:
  - pressures for local responsiveness
  - pressures for cost reduction

	<p><b>3.9.4 Assessing Greater Use of Digital Technology</b></p> <ul style="list-style-type: none"> <li>• The pressures to adopt digital technology</li> <li>• The value of digital technology</li> </ul>	<p><b>3.9.4 Assessing Greater Use of Digital Technology</b></p> <ul style="list-style-type: none"> <li>• Digital technology should include automation, ecommerce, big data and data mining</li> </ul>	
	<p><b>3.10: Managing Strategic Change</b></p> <p><b>3.10.1 Managing Change</b></p> <ul style="list-style-type: none"> <li>• Causes of and pressures for change</li> <li>• The value of change</li> <li>• The value of a flexible organisation</li> <li>• The value of managing information and knowledge</li> <li>• Barriers to change</li> <li>• How to overcome barriers to change</li> </ul>	<p><b>3.10.1 Managing Change</b></p> <ul style="list-style-type: none"> <li>• Types of change include: <ul style="list-style-type: none"> <li>○ internal change</li> <li>○ external change</li> <li>○ incremental change</li> <li>○ disruptive change.</li> </ul> </li> <li>• Managing change should include: <ul style="list-style-type: none"> <li>○ Lewin's force field analysis.</li> </ul> </li> <li>• Flexible organisations include: <ul style="list-style-type: none"> <li>○ Restructuring</li> <li>○ Delaying</li> <li>○ flexible employment contracts</li> <li>○ organic structures v mechanistic</li> <li>○ knowledge and information management</li> </ul> </li> <li>• Kotter and Schlesinger's four reasons for resistance to change</li> <li>• Kotter and Schlesinger's six ways of overcoming resistance to change</li> </ul>	

<p><b><u>Year 13</u></b></p> <p><b><u>Autumn Term 1B</u></b></p>	<p><b><i>3.7.8 Analysing Strategic Options: Investment Appraisal</i></b></p> <ul style="list-style-type: none"> <li>Porter’s five forces, how and why these might change, and the implications of these forces for strategic and functional decision making and profits</li> </ul>	<p><b><i>3.7.8 Analysing Strategic Options: Investment Appraisal</i></b></p> <ul style="list-style-type: none"> <li>Students must demonstrate knowledge and understanding of the five forces which include: <ul style="list-style-type: none"> <li>entry threat (barriers to entry)</li> <li>buyer power</li> <li>supplier power</li> <li>rivalry</li> <li>substitute threat.</li> </ul> </li> <li>Students should consider how the five forces shape competitive strategy.</li> </ul>	<p><b><u>Internal Assessment 2:</u></b></p> <ul style="list-style-type: none"> <li>50 Marks</li> <li>60 Minutes</li> <li>Topic 7</li> <li>Topic 9</li> <li>2x 25 Mark Questions</li> </ul> <p><b><u>Unit 7 Assessment</u></b></p> <ul style="list-style-type: none"> <li>50 marks</li> <li>60 Minutes</li> <li>5 Multiple Choice Questions</li> <li>1 Quantitative Questions</li> <li>1 Short Answer Questions</li> <li>2 9-Mark Questions</li> <li>One 16-Mark Question</li> </ul> <p><b><u>Topic Task Sheets</u></b></p> <p>Individual task sheets for each subtopic which will assess students in the following methods;</p> <ul style="list-style-type: none"> <li>Fill in the gaps</li> <li>Match the statement/definition to the correct key term</li> <li>Solving anagrams</li> <li>Identify odd one out (key terms)</li> <li>Explanation of real-world scenarios</li> </ul>
	<p><b><u>3.8 Choosing Strategic Direction</u></b></p> <p><b><i>3.8.1 Strategic Direction: Choosing Which Markets to Compete in and What Products to Offer</i></b></p> <ul style="list-style-type: none"> <li>Factors influencing which markets to compete in and which products to offer</li> <li>The reasons for choosing and value of different options for strategic direction</li> </ul>	<p><b><i>3.8.1 Strategic Direction: Choosing Which Markets to Compete in and What Products to Offer</i></b></p> <ul style="list-style-type: none"> <li>Students must demonstrate knowledge and understanding of strategic direction which includes the Ansoff matrix and value of: <ul style="list-style-type: none"> <li>market penetration</li> <li>market development</li> <li>new product development</li> <li>diversification</li> </ul> </li> </ul>	

	<p><b>3.8.2 Strategic Positioning: Choosing How to Compete</b></p> <ul style="list-style-type: none"> <li>• How to compete in terms of benefits and price</li> <li>• Influences on the choice of a positioning strategy</li> <li>• The value of different strategic positioning strategies</li> <li>• The benefits of having a competitive advantage</li> <li>• The difficulties of maintaining a competitive advantage</li> </ul>	<p><b>3.8.2 Strategic Positioning: Choosing How to Compete</b></p> <ul style="list-style-type: none"> <li>• Students must demonstrate knowledge and understanding of strategic positioning to include Porter's low cost, differentiation and focus strategies.</li> </ul>	<p><b><u>Quantitative Skills Task Sheets</u></b></p> <ul style="list-style-type: none"> <li>• Ratio Analysis: <ul style="list-style-type: none"> <li>○ Profitability (return on capital employed)</li> <li>○ Liquidity (current ratio)</li> <li>○ Gearing</li> <li>○ Efficiency ratios: payable days, receivables days, inventory turnover</li> <li>○ Critical path analysis</li> </ul> </li> </ul> <p><b><u>Knowledge &amp; Short Answer Questions from textbook chapters</u></b></p> <ul style="list-style-type: none"> <li>• Section A 10-15 knowledge check questions per subtopic consisting between 1-3 marks per question</li> <li>• 5 short answer questions per sub topic consisting between 4-6 marks to assess knowledge, analysis and application</li> </ul> <p><b><u>Data Response Questions</u></b></p> <ul style="list-style-type: none"> <li>• Reading + annotating a case study about a real life business followed by essay style questions</li> </ul>
	<p><b><u>3.10: Managing Strategic Change</u></b></p> <p><b>3.10.1 Managing Change</b></p> <ul style="list-style-type: none"> <li>• Causes of and pressures for change</li> <li>• The value of change</li> <li>• The value of a flexible organisation</li> <li>• The value of managing information and knowledge</li> <li>• Barriers to change</li> <li>• How to overcome barriers to change</li> </ul>	<p><b>3.10.1 Managing Change</b></p> <ul style="list-style-type: none"> <li>• Types of change include: <ul style="list-style-type: none"> <li>○ internal change</li> <li>○ external change</li> <li>○ incremental change</li> <li>○ disruptive change.</li> </ul> </li> <li>• Managing change should include: <ul style="list-style-type: none"> <li>○ Lewin's force field analysis.</li> </ul> </li> <li>• Flexible organisations include: <ul style="list-style-type: none"> <li>○ Restructuring</li> <li>○ Delaying</li> <li>○ flexible employment contracts</li> <li>○ organic structures v mechanistic</li> <li>○ knowledge and information management</li> </ul> </li> <li>• Kotter and Schlesinger's four reasons for resistance to change</li> <li>• Kotter and Schlesinger's six ways of overcoming resistance to change</li> </ul>	

	<p><b>3.10.2 Managing Organisational Culture</b></p> <ul style="list-style-type: none"> <li>• The importance of organisational culture</li> <li>• The influences on organisational culture</li> <li>• The reasons for and problems of changing organisational culture</li> </ul>	<p><b>3.10.2 Managing Organisational Culture</b></p> <ul style="list-style-type: none"> <li>• Students must demonstrate knowledge and understanding of cultural models which should include Handy's task culture, role culture, power culture and person culture.</li> </ul>	
	<p><b>3.10.3 Managing Strategic Implementation</b></p> <ul style="list-style-type: none"> <li>• How to implement strategy effectively</li> <li>• The importance of organisational structure in strategic implementation</li> <li>• The value of network analysis in strategic implementation</li> </ul>	<p><b>3.10.3 Managing Strategic Implementation</b></p> <ul style="list-style-type: none"> <li>• Students must demonstrate knowledge and understanding of implementing strategy effectively which includes: <ul style="list-style-type: none"> <li>○ the value of leadership in strategic implementation</li> <li>○ the value of communications in strategic implementation.</li> </ul> </li> <li>• Network analysis to include: <ul style="list-style-type: none"> <li>○ understanding and interpreting network diagrams</li> <li>○ amendment of network diagrams</li> <li>○ identifying the critical path and total float.</li> </ul> </li> </ul>	

	<p><b>Revision</b></p> <ul style="list-style-type: none"><li>• Past Papers</li><li>• Practice Questions</li></ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"><li>• Students must be able to recall formula and demonstrate successful application to questions regarding ratio analysis from 3.7.2 in the specification</li><li>• Students must demonstrate application in their essay questions to the following models and theorists from year two content:<ul style="list-style-type: none"><li>○ Elkington's Triple Bottom Line</li><li>○ Carroll's Corporate Social Responsibility Pyramid</li><li>○ Porter's Five Forces</li><li>○ Ansoff's Matrix</li><li>○ Porter's Generic Strategies</li><li>○ Lewins's Force Field Analysis</li><li>○ Kotter and Schlesinger's Four Reasons for Resistance to Change</li><li>○ Kotter and Schlesinger's Six Ways of Overcoming Resistance to Change</li></ul></li></ul>	
--	---	--	--



**Year 13**

**Spring Term 2A**

***3.10.3 Managing Strategic Implementation***

- How to implement strategy effectively
- The importance of organisational structure in strategic implementation

The value of network analysis in strategic implementation

***3.10.3 Managing Strategic Implementation***

- Students must demonstrate knowledge and understanding of implementing strategy effectively which includes:
  - the value of leadership in strategic implementation
  - the value of communications in strategic implementation.
- Network analysis to include:
  - understanding and interpreting network diagrams
  - amendment of network diagrams
  - identifying the critical path and total float.

**Unit 8 Assessment**

- 50 marks
- 1 Hour
- 5 Multiple Choice Questions
- 3 Quantitative Questions
- 2 Short Answer Questions
- One 9-Mark Question
- One 16-Mark Question

**Trial Exams**

- 100 Marks
- 1 Hour
- 1 Quantitative Skill
- 1 Short Answer Question
- 5 9-Mark Questions
- 3 16-Mark Questions

**Topic Task Sheets**

Individual task sheets for each subtopic which will assess students in the following methods;

- Fill in the gaps
- Match the statement/definition to the correct key term
- Solving anagrams
- Identify odd one out (key terms)
- Explanation of real-world scenarios

	<p><b>3.10.4 Problems with Strategy and Why Strategies Fail</b></p> <ul style="list-style-type: none"> <li>• Difficulties of strategic decision making and implementing strategy</li> <li>• Planned v emergent strategy</li> <li>• Reasons for strategic drift</li> <li>• Evaluating strategic performance</li> <li>• The value of strategic planning</li> <li>• The value of contingency planning and crisis management</li> </ul>	<p><b>3.10.4 Problems with Strategy and Why Strategies Fail</b></p> <ul style="list-style-type: none"> <li>• Students should be able to demonstrate knowledge and understanding of why strategies fail</li> <li>• In addition to this, students will need to apply the knowledge to real life businesses and scenarios</li> </ul>	<p><b><u>Quantitative Skills Task Sheets</u></b></p> <ul style="list-style-type: none"> <li>• Sales volume</li> <li>• Market share</li> <li>• Market size</li> <li>• Price and income elasticity of demand</li> <li>• Return on investment</li> <li>• Budget variance</li> <li>• Cash flow</li> <li>• Break-even</li> <li>• Contribution</li> <li>• Profitability ratios</li> <li>• Labour turnover</li> <li>• Labour productivity</li> <li>• Employee costs as a percentage of turnover</li> <li>• Labour cost per unit</li> </ul> <p><b><u>Knowledge &amp; Short Answer Questions from textbook chapters</u></b></p> <ul style="list-style-type: none"> <li>• Section A 10-15 knowledge check questions per subtopic consisting between 1-3 marks per question</li> <li>• 4 short answer questions per sub topic consisting between 4-6 marks to assess knowledge, analysis and application</li> </ul>
	<p><b>Paper 1 – 25m Practice and Essay Planning</b></p> <ul style="list-style-type: none"> <li>• Use of several resources to construct detailed plans for essays and writing responses in timed conditions</li> </ul>	<p><b>Paper 1 – 25m Practice and Essay Planning</b></p> <ul style="list-style-type: none"> <li>• Students engage with the following resources; <ul style="list-style-type: none"> <li>○ Past papers from 2018 onwards</li> <li>○ Mark schemes for planning</li> <li>○ Examiner reports</li> </ul> </li> </ul>	

			<p><b><u>Data Response Questions</u></b></p> <ul style="list-style-type: none"> <li>• Reading + annotating a case study about a real life business followed by essay style questions</li> <li>• Students will begin to plan and write the 16-mark questions in the data response section of the textbook</li> <li>• Students will also be required to revisit the 9 and 16-mark questions from sub topics earlier in the course now that they have been taught the structure for these essay questions</li> </ul>
<p><b><u>Year 13</u></b></p> <p><b><u>Spring Term 2B</u></b></p>	<p><b><i>3.10.4 Problems with Strategy and Why Strategies Fail</i></b></p> <ul style="list-style-type: none"> <li>• Difficulties of strategic decision making and implementing strategy</li> <li>• Planned v emergent strategy</li> <li>• Reasons for strategic drift</li> <li>• Evaluating strategic performance</li> <li>• The value of strategic planning</li> <li>• The value of contingency planning and crisis management</li> </ul>	<p><b><i>3.10.4 Problems with Strategy and Why Strategies Fail</i></b></p> <ul style="list-style-type: none"> <li>• Students should be able to demonstrate knowledge and understanding of why strategies fail</li> <li>• In addition to this, students will need to apply the knowledge to real life businesses and scenarios</li> </ul>	<p><b><u>Unit 10 Assessment</u></b></p> <ul style="list-style-type: none"> <li>• 50 Marks</li> <li>• 1 Hour</li> <li>• 5 Multiple Choice Questions</li> <li>• 1 Quantitative Skills Questions</li> <li>• 2 Short Answer Questions</li> <li>• 2 9-Mark Question</li> <li>• One 16-Mark Question</li> </ul> <p><b><u>Paper 3 Mock</u></b></p> <ul style="list-style-type: none"> <li>• 80 Marks</li> <li>• 96 Minutes</li> <li>• 2x 12-Mark Questions</li> <li>• 2x 16-Mark Questions</li> <li>• One 24-Mark Question</li> </ul>

	<p><b>Revision</b></p> <ul style="list-style-type: none"><li>• Use of model answers</li><li>• Theories, models and concepts</li><li>• Year 1 and Year 2 Quantitative skills</li></ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"><li>• Students will evaluate model answers of 9,16 and 25-mark questions across the specification</li><li>• Students will make use of model answers to make improvements to their own work</li><li>• Students will complete revision of the quantitative skills and formulas across the whole specification</li></ul>	<p><b>Topic Task Sheets</b></p> <p>Individual task sheets for each subtopic which will assess students in the following methods;</p> <ul style="list-style-type: none"><li>• Fill in the gaps</li><li>• Match the statement/definition to the correct key term</li><li>• Solving anagrams</li><li>• Identify odd one out (key terms)</li><li>• Explanation of real-world scenarios</li></ul> <p><b>Quantitative Skills Task Sheets</b></p> <ul style="list-style-type: none"><li>• Labour productivity</li><li>• Unit costs</li><li>• Capacity</li><li>• Capacity utilisation</li></ul> <p><b>Knowledge &amp; Short Answer Questions from textbook chapters</b></p> <ul style="list-style-type: none"><li>• Section A 10-15 knowledge check questions per subtopic consisting between 1-3 marks per question</li><li>• 4 short answer questions per subtopic consisting between 4-6 marks to assess knowledge, analysis and application</li></ul>

			<p><b><u>Data Response Questions</u></b></p> <ul style="list-style-type: none"> <li>• Reading + annotating a case study about a real life business followed by essay style questions</li> <li>• Students will begin to plan and write the 16-mark questions in the data response section of the textbook</li> <li>• Students will also be required to revisit the 9 and 16-mark questions from sub topics earlier in the course now that they have been taught the structure for these essay questions</li> </ul>
<p><b><u>Year 13</u></b></p> <p><b><u>Summer Term 3A</u></b></p>	<p><b><i>Revision</i></b></p> <ul style="list-style-type: none"> <li>• Paper 2 Practice</li> <li>• Paper 3 Practice</li> <li>• Paper 1 Practice</li> <li>• Revision of Year 1 key topic areas and concepts</li> </ul>	<p><b><i>Revision</i></b></p> <ul style="list-style-type: none"> <li>• Students will be focusing on answering 16 and 25-mark questions under timed conditions</li> <li>• Students will pull a range of past papers directly from the AQA website to and will primarily focus on their weaker areas</li> </ul>	<p><b><u>Revision</u></b></p> <ul style="list-style-type: none"> <li>• Use of self and peer assessment to take place so students can identify how often they are displaying assessment objectives throughout their responses</li> <li>• Students will make amendments to their responses in green pen using the mark scheme in order to address any misconceptions and improve the overall quality of their answer</li> </ul>
	<p><b><i>External Exams</i></b></p>	<p><b><i>External Exams</i></b></p>	

<b><u>Year 13</u></b>  <b><u>Summer Term 3B</u></b>	<i>External Exams</i>	<i>External Exams</i>	
---	-----------------------	-----------------------	--