

Landau Learner Curriculum Overview

Subject: Business

Year: 13

Curriculum organisation				
Students have 10 timetabled session over the fortnight, staffed by two learning tutors. The curriculum is designed to build on knowledge KS4 and Year 12 and links in with our curriculum intent, whereby we want our students to be critical thinkers on global business.				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1:	Term 2:	Term 3:	Term 4:	Term 5:
<p>Theme 4.1 - Globalisation: In this topic students should understand that the majority of businesses no longer view their markets to be purely domestic. Globalisation has created significant opportunities for businesses to sell their goods and services overseas. However, at the same time, this has led to significant increases in global competition in world markets. This topic explores the reasons why globalisation has occurred and the reasons why some countries may want to limit its spread.</p> <p>4.1.1 Growing economies 4.1.2 International trade and business growth 4.1.3 Factors contributing to increased globalisation 4.1.4 Protectionism 4.1.5 Trading Blocs</p> <p>Theme 4.2.1 -Global markets and business expansion: This section considers the reasons why businesses based in more affluent countries such as the UK may want sell their goods and services in overseas markets</p>	<p>Theme 4.4 - Global business: Global industries and companies (multinational corporations) This topic considers the impacts of MNCs on a country's economy and examines the benefits and drawbacks to that country from the operation of an MNC to a range of stakeholders. Students should be able to question whether an MNC is operating in a truly ethical manner and recognise the difficulties of controlling global companies, especially in LEDCs.</p> <p>4.4.1 The impact of MNCs 4.4.2 Ethics 4.4.3 Controlling MNCs</p> <p>Theme 3.1 - Business decisions and strategy: Business objectives are what a business hopes to achieve, and business strategy is what a business does to achieve these objectives. Students should consider the difference between a generalised aim and mission and a more specific SMART objective, and should engage with published business documents, such as company accounts, that should</p>	<p>Theme 3.4 - Influences on business decisions: Following the focus on quantitative techniques, this section explores the qualitative factors that have a major influence on the direction businesses take – as such, the focus of this section is on the 'human element' of business decision making. This section should be explored in terms of the underlying motives that can frame a business's strategy and inform decision making. There is clear crossover with other sections of Theme 3; for example, objectives and strategy, analytical frameworks and decision-making techniques.</p> <p>3.4.1 Corporate influences 3.4.2 Corporate culture 3.4.3 Shareholders versus stakeholders 3.4.4 Business ethics</p> <p>Theme 3.3 Decision making techniques: This topic explores how businesses can use quantitative decision-making tools in order to increase the accuracy of their predictions and provide an element of predictability. Each method will involve a degree of</p>	<p>Theme 3.5- Assessing competitiveness: Students should explore published financial information and make assessments of a business's competitiveness based on this. The construction of financial documents (statement of income or statement of financial position) is not required but students should understand the main features of each and the interpretation of changes in these from year-to-year and from business to business.</p> <p>3.5.1 Interpretation of financial statements 3.5.2 Ratio analysis 3.5.3 Human resources</p> <p>Theme 3.6 Managing change: This topic explores how change can be implemented and the factors that influence its likely success. Making business decisions is one thing, but ensuring the desired outcomes for these decisions is another. This section draws together the concepts introduced throughout the theme. The distinction between internal and external factors is a useful framework, linking back to SWOT</p>	<p>Students to immerse themselves in the exam pre-release context in preparation for the Paper 3 of the Edexcel A-Level Business Course.</p>

<p>and/or relocate overseas. This section builds on topic 4.1 since it explores the opportunities faced by businesses from the increasing globalisation of markets</p> <p>4.2.1 Conditions that prompt trade 4.2.2 Assessment of a country as a market 4.2.3 Assessment of a country as a production location 4.2.4 Reasons for global mergers or joint ventures 4.2.5 Global competitiveness</p> <p>Theme 4.3 - Global business: This topic follows on from the previous section and examines how businesses can adapt their marketing to the challenge of selling in a newly identified overseas market. Students should recognise that, depending on the product, different marketing approaches may be necessary to overcome the barriers that prevent successful marketing in certain countries.</p> <p>4.3.1 Marketing 4.3.2 Niche markets 4.3.3 Cultural/social factors</p>	<p>help to illuminate this process. Considering different stakeholder views when reviewing mission statements is a useful first step in critically assessing them. Students should explore a range of analytical tools and theories and understand the uses and limitations of these for businesses developing a corporate strategy.</p> <p>3.1.1 Corporate objectives 3.1.2 Theories of corporate strategy 3.1.3 SWOT analysis 3.1.4 Impact of external influences</p> <p>Theme 3.2-Business growth: Students should explore how and why (and in some cases why not) businesses achieve growth. A starting point is how business size can be measured and, in turn, how growth can be measured. Different business case studies can be explored; for example, Marks and Spencer and its origins as a sole trader owned by Michael Marks, to its current position as a large multinational Public Limited Company.</p> <p>3.2.1 Growth 3.2.2 Mergers and takeovers 3.2.3 Organic growth 3.2.4 Reasons for staying small</p>	<p>calculation and interpretation of these results – the key is the business application of this information and the inherent limitations of each technique. Students should consider the limitations of the techniques and the assumptions on which each are based.</p> <p>3.3.1 Quantitative sales forecasting 3.3.2 Investment appraisal 3.3.3 Decision trees 3.3.4 Critical Path Analysis</p>	<p>analysis and some of the other analytical frameworks. Students should understand the qualitative factors that will impact on business decision making. Management of change theories (for example, Kotter) are not a requirement but could be included within the teaching and learning.</p> <p>3.6.1 Causes and effects of change 3.6.2 Key factors in change 3.6.3 Scenario planning</p>	
<p>Prior learning Year 12:</p> <ul style="list-style-type: none"> • Stakeholders • Markets • Supply and Demand • Sources of Finance • External Influences 	<p>Prior learning Year 12:</p> <ul style="list-style-type: none"> • Business location • Exchange rates • Marketing mix • Mass and niche markets 	<p>Prior learning Year 12:</p> <ul style="list-style-type: none"> • Aims and objectives • Stakeholders • Ratio Analysis • Business Failure 	<p>Prior learning Year 12:</p> <ul style="list-style-type: none"> • Sales forecasting • Human resource strategies • Liquidity • Business Failure 	

Equipment needed for sessions:	What can you do to support your child?
<ul style="list-style-type: none"> • Business folder • Fully equipped pencil case including a calculator 	<ul style="list-style-type: none"> • Ensure homework tasks are completed – these will always be recorded on Show My Homework • Encourage the student to read a quality newspaper/news website, to ensure they stay up to date with Business related current affairs • Encouragement for students to engage with the news and current business affairs on a daily/weekly basis
How will learning be assessed and progress measured?	Extension and enrichment activities:
<ul style="list-style-type: none"> • Regular exam based assessments in line with College Assessment Policy • Use of assessment at the assessment windows throughout the year 	<ul style="list-style-type: none"> • Weekly Business extension class