



# YEAR 13 A LEVEL BUSINESS SPRING TERM 2

## THEME 4 – Globalisation – Global industries & companies



'An ambitious curriculum that meets the needs of all'

### Medium Term Planning –

<p><b>Intent</b></p> <p>Introduce students to understand the impact of MNCs, Ethics and Controlling MNCs.</p>	<p>Pupils should be taught:</p> <p>The impact of MNCs on the local economy: -</p> <ul style="list-style-type: none"> <li>• local labour, wages, working conditions and job creation</li> <li>• local businesses</li> <li>• the local community and environment</li> </ul> <p>The impact of MNCs on the national economy:</p> <ul style="list-style-type: none"> <li>• FDI flows o balance of payments</li> <li>• Technology and skills transfer</li> <li>• Consumers o business culture</li> <li>• Tax revenues and transfer pricing</li> </ul> <p>What constitutes ethics:</p> <ul style="list-style-type: none"> <li>• Stakeholder conflicts</li> <li>• Pay and working conditions</li> <li>• Environmental considerations</li> <li>• Emissions</li> <li>• Waste disposal</li> <li>• Supply chain considerations: - exploitation of labour / child labour</li> <li>• Marketing considerations: - misleading product labelling / inappropriate promotional activities</li> </ul> <p>How MNCs can be controlled –</p> <ul style="list-style-type: none"> <li>• Political influence</li> <li>• Legal control</li> <li>• Pressure groups</li> <li>• Social media</li> </ul> <p style="text-align: center;"><b>CATCH UP AND REVISION</b></p>
<p><b>Cross Curricular Links</b></p>	<ul style="list-style-type: none"> <li>• <b>SMSC:</b> Awareness of the exploitation of children for labour and how business activity can affect climate change.</li> <li>• <b>PSHE:</b> To gain an understanding of how pay and conditions varies in different countries.</li> <li>• <b>Literacy:</b> Use of tier 3 vocabulary - conflict, pressure groups, stakeholders, emissions, environment, supply chain</li> <li>• <b>Numeracy:</b> figures relating to emissions and waste disposal</li> </ul>
<p><b>Becoming future ready</b></p>	<p><b>Personal Skills:</b> Listening – watching videos, group work, individual communication,</p> <p><b>Employability:</b> You will be in a stronger position to understand the global market if you get a job working for a global organisation.</p>
<p><b>Differentiation</b></p> <p><b>QFT/SEND Provision</b></p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p><b>By resource:</b> Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Handouts are differentiated by outcome. Resources used will appeal to the range of preferred learning styles of pupils e.g. visual, auditory or kinesthetic learners. Scaffolding of tasks – word frames.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.</p> <p><b>By assessment:</b> The use of writing frames and modelling to support with making progress for all in exam technique and assessments</p>
<p><b>Intent &amp; Implementation</b></p> <p><b>Learning Outcomes (Most Powerful Knowledge)</b></p>	<p>In Year 13, we want to embed the curriculum so that pupils know tier 3 vocabulary and understand what is happening in the global business world and how this can impact a business in either a positive / negative way and the implications a business faces when trading on a global scale.</p> <ul style="list-style-type: none"> <li>• Students will be able to Explain the impact of mnc's on the local economy, for example, local labour, wages, working conditions and job creation. Impact on local businesses and the local community and environment.</li> <li>• Students will be able to discuss the impact of mnc's on the national economy for example , FDI flows, balance of payments, technology and skills transfer, consumers, business culture, tax revenues and transfer pricing.</li> <li>• Students will be able to discuss all the issues relating to ethics. For example stakeholder conflicts - pay and working conditions, environmental considerations such as emissions and waste disposal , supply chain considerations such as child exploitation. Marketing considerations such as misleading product labelling and inappropriate promotional activities.</li> <li>• Students will be able to discuss how to control mnc's considering factors such as political influence, legal control, pressure groups, and social media.</li> <li>• <b>Students will continue to practice their exam technique 8,10,12 and 20 mark questions specifically for theme 4</b></li> </ul>

Current learning to be developed in the future within:	<ul style="list-style-type: none"><li>Revision of syllabus</li></ul>
Impact	See assessment map
Assessment	