



# YEAR 13 A level Business AUTUMN TERM 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Business Decisions and strategy



<b>Intent</b>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"><li>- <b>PESTLE</b> (political, economic, social, technological, legal and environmental)</li><li>- The changing competitive environment</li><li>- Porter's Five Forces</li></ul> <p><b>Objectives of growth:</b></p> <ul style="list-style-type: none"><li>- to achieve economies of scale (internal and external)</li><li>- increased market power over customers and suppliers</li><li>- increased market share and brand recognition</li><li>- increased profitability</li></ul> <p><b>-Problems arising from growth:</b></p> <ul style="list-style-type: none"><li>- diseconomies of scale ,internal communication and overtrading</li></ul> <p><b>- Reasons for mergers and takeovers</b></p> <ul style="list-style-type: none"><li>- Distinction between mergers and takeovers</li><li>- Horizontal and vertical integration</li><li>- Financial risks and rewards and the Problems of rapid growth</li></ul> <p><b>- Distinction between inorganic and organic growth</b></p> <ul style="list-style-type: none"><li>- Methods of growing organically</li><li>- Advantages and disadvantages of organic growth</li></ul> <p><b>- Small business survival in competitive markets:</b></p> <ul style="list-style-type: none"><li>- product differentiation and USPs</li><li>- flexibility in responding to customer needs</li><li>- customer service and e-commerce</li></ul> <p><b>Calculation of time-series analysis:</b></p> <ul style="list-style-type: none"><li>- moving averages (three period/four quarter)</li><li>- Interpretation of scatter graphs and line of best fit</li><li>- extrapolation of past data to future</li><li>- Limitations of quantitative sales forecasting techniques</li></ul>
<b>Cross Curricular Links</b>	<p><b>SMSC:</b> Why should businesses be more socially responsible</p> <p><b>PSHE:</b> What is the business news and how does it affect our community?</p> <p><b>Careers:</b> Job opportunities in different sectors of business</p> <p><b>Literacy:</b> Tier 3 vocabulary – integration, organic growth, overtrading, mergers, takeovers, differentiation, moving averages, quantitative, qualitative, diseconomies of scale, profitability, suppliers, brand, market share,</p> <p><b>Numeracy:</b> Financial calculations – moving average</p> <p><b>Digital literacy:</b></p>
<b>Differentiation</b>	<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, models and drawings, a voice recording, a song, a drama presentation etc.</p> <p><b>By resource:</b> Scaffold tasks form different abilities to allow challenge for all students.</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.</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 using extension tasks to further learning.</p> <p>This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.</p>
<b>Intent &amp; Implementation</b>	<ul style="list-style-type: none"><li>- Students understand the external influences on business</li><li>- students will be able to apply external influences to different businesses</li><li>- students will understand the objectives of growth</li><li>- students will understand the problems arising from growth</li><li>- students will understand the different types of merger and takeover</li><li>- students will understand the difference between organic and inorganic growth</li><li>- Students will be able to calculate moving averages</li><li>- students will be able to interpret scatter graph's and line of best fit</li></ul> <p>Students will continue to practice their exam technique 8,10,12 and 20 mark questions specifically for theme 3</p>
<b>Learning Outcomes (Most Powerful Knowledge)</b>	
<b>Future Learning</b>	Theme 3 part B
<b>Impact</b>	Formative assessment will take place through questioning, presentations and communication.

Assessment	Examination questions Mock examination full paper
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