



YEAR 13 A LEVEL BUSINESS AUTUMN TERM 2



THEME 4 - Globalisation

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Protectionism, Trading Blocs, Conditions that prompt trade, assessment of a country as a market.

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| <p>Intent</p> <p>Introduce students to protectionism, trade blocs, condition that prompt trade and assessment of a country as a market.</p> | <ul style="list-style-type: none"> • Pupils should be taught: • What are tariffs and how they can affect business. • What is meant by import quotas and how these can have an effect on a business. • About trade barriers such as government legislation and domestic subsidies. • What is meant by a trading block. • The different trading blocks which exist for example the European Union, ASEAN, NAFTA and what they stand for. • The impact on businesses of trading blocs. • The conditions that prompt trade for example, push factors and what they mean such as saturated markets and competition. • The conditions that prompt trade for example pull factors such as economies of scale and risk spreading. • The conditions that prompt trade such as the possibility of offshoring and outsourcing. • The conditions that affect trade such as extending the product life cycle by selling in multiple markets. • The factors a business needs to consider when assessing a country as a market for example levels and growth of disposable income, ease of doing business, infrastructure, Political stability and exchange rate. • The factors are business need to consider when assessing a country as a production location such as cost of production, skills / availability of the labour force, location in the trade block, government incentives, ease of doing business, political stability, natural resources and likely return on investment. • Reasons for global mergers or joint ventures such as spreading risk over different countries and regions , entry new trade markets, acquiring national international brand names, Securing resources and supplies and maintaining an increasing global competitiveness. • How a business gains global competitiveness. • The impact of movements in exchange rates. • How a business can gain competitive advantage through cost competitiveness and differentiation. • The issue of skill shortages and their impact on international competitiveness. |
| <p>Cross Curricular Links</p> | <ul style="list-style-type: none"> • SMSC: Is it fair that some countries form trade blocs with others to allow for better movement of goods? • PSHE: To be aware of exchange rates as you will be affected by this when travelling abroad. • Literacy: Use of tier 3 vocabulary - trade block, investment, economies of scale, exchange rates, quotas, tariffs, incentives, competitiveness, differentiation. • Numeracy: Exchange rates and how to calculate them. |
| <p>Becoming future ready</p> | <p>Personal Skills: Listening – watching videos, group work, individual communication,</p> <p>Employability: You will be in a stronger position to understand the global market if you get a job working for a global organisation.</p> |
| <p>Differentiation</p> <p>QFT/SEND Provision</p> | <p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p>By resource: 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>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: 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>By Offering Optional Activities: 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>By assessment: The use of writing frames and modelling to support with making progress for all in exam technique and assessments</p> |
| <p>Intent & Implementation</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> |
| <p>Learning Outcomes (Most Powerful Knowledge)</p> | <ul style="list-style-type: none"> • Students will be able to define the term protectionism and also explain what time it is and how it is linked to protectionism. • Students will be able to explain what an import quota is along with real life examples. • Students will be able to explain that there are other barriers to trade such as government legislation and domestic subsidies. • Students will be able to explain what is meant by the term a trading block. • Students will be able to give real life examples of trading blocks. • Students will be able to analyse and evaluate the impact on businesses of trading blocks. • Students will be able to discuss the conditions that prompt trade such as the push factors of saturated markets and competition. • Students will be able to discuss the conditions that prompt trade such as pull factors such as economies of scale and risk spreading. • Students will be able to explain the term offshoring and outsourcing and how these contribute to prompting trade. • Students will be able to explain how extending the product life cycle helps to prompt trade by selling in multiple markets. • Students will be able to assess a country as a market by considering factors such as : - levels and growth of disposable income, ease of doing business, infrastructure, political stability and exchange rates. |

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| | <ul style="list-style-type: none"> Students will be able to assess a country as a production location by considering factors such as : Costs of production, skills and availability of labour force, infrastructure, location in the trade block, government incentives, ease of doing business, Political stability, natural resources, and the likely return on investment. Students will be able to explain the reasons for global mergers or joint ventures such as spreading the risk of a different countries , enter new markets or trade blocs, acquiring national brand names, securing resources on supplies and maintaining or increasing global competitiveness. Students will be able to explain what is meant by the term global competitiveness and how this can be affected by the impact of movements in exchange rates. Students will be able to explain that competitive advantage is going through cost competitiveness and differentiation. Students will be able to discuss why skill shortages can have an impact on international competitiveness. Students will continue to practice their exam technique 8,10,12 and 20 mark questions specifically for theme 4 |
| Current learning to be developed in the future within: | <ul style="list-style-type: none"> Global Marketing |
| Impact | See assessment map |
| Assessment | |