|                          | What will I                        | How will I learn it?              | Why is it                              | Why am I learning                        |
|--------------------------|------------------------------------|-----------------------------------|--|--|
|                          | learn?                             |                                   | important that I<br>learn this?        | this now?                                |
| Year 13                  | Data analysis<br>including pie     | Case study tasks                  | This unit gives<br>students an         | These topics build<br>upon the learning  |
| Business<br>Analysis and | charts,<br>histograms and          | Group work                        | understanding of<br>how to analyse a   | from C1 in Year 12.                      |
| Strategy<br>(Half Term 1 | index numbers                      | Independent tasks                 | range of business<br>data and how to   | Techniques are<br>taught in an order     |
| and 2)                   | Market analysis<br>including PED   | Numerical and data analysis tasks | use this to<br>support business        | than allows them to apply their previous |
|                          | and YED                            | Extended writing                  | decisions.                             | knowledge, such as<br>using their        |
|                          | Sales forecasting including three- | Online research                   | A range of tools<br>are learnt to      | understanding of contribution from       |
|                          | point averages,<br>scatter graphs, | A range of online                 | develop students'<br>technical skills. | C1 to help learn<br>about special        |
|                          | Delphi method,<br>time-series      | tools are used to recap learning  | These concepts                         | orders.                                  |
|                          | analysis and<br>correlation        | Documentaries                     | are needed for<br>the C2 paper but     |  |
|                          |                                    | and podcasts                      | also support                           |  |
|                          | Analysing<br>financial             |                                   | students in<br>preparation for         |  |
|                          | performance<br>including budget    |                                   | the synoptic nature of C3.             |  |
|                          | variances,<br>balance sheets,      |                                   |  |  |
|                          | profit and loss<br>accounts, ROCE, |                                   |  |  |
|                          | current and acid test ratios and   |                                   |  |  |
|                          | gearing ratio                      |                                   |  |  |
|                          | Analysing non-<br>financial        |                                   |  |  |
|                          | performance                        |                                   |  |  |
|                          | including<br>customer              |                                   |  |  |
|                          | attitude, market share,            |                                   |  |  |
|                          | productivity and environmental     |                                   |  |  |
|                          | records                            |                                   |  |  |
|                          | Aims and objectives                |                                   |  |  |
|                          | including vision                   |                                   |  |  |
|                          | statements,<br>SMART               |                                   |  |  |

|                    | objectives and      |                                      |                                   |  |
|--------------------|---------------------|--------------------------------------|-----------------------------------|--|
|                    | mission             |                                      |                                   |  |
|                    | statements          |                                      |                                   |  |
|                    | Strategy and        |                                      |                                   |  |
|                    | implementation      |                                      |                                   |  |
|                    | including           |                                      |                                   |  |
|                    | corporate plans,    |                                      |                                   |  |
|                    | SWOT, Porter's      |                                      |                                   |  |
|                    | Five Forces,        |                                      |                                   |  |
|                    | Ansoff, vertical    |                                      |                                   |  |
|                    | and horizontal      |                                      |                                   |  |
|                    | integration,        |                                      |                                   |  |
|                    | growth methods,     |                                      |                                   |  |
|                    | franchising,        |                                      |                                   |  |
|                    | rationalisation     |                                      |                                   |  |
|                    | and outsourcing     |                                      |                                   |  |
|                    | Decision-making     |                                      |                                   |  |
|                    | models including    |                                      |                                   |  |
|                    | decision trees,     |                                      |                                   |  |
|                    | critical path       |                                      |                                   |  |
|                    | analysis and cost-  |                                      |                                   |  |
|                    | benefit analysis    |                                      |                                   |  |
|                    | Investment          |                                      |                                   |  |
|                    | appraisal           |                                      |                                   |  |
|                    | including           |                                      |                                   |  |
|                    | payback, ARR,       |                                      |                                   |  |
|                    | net present value   |                                      |                                   |  |
|                    | and the role of     |                                      |                                   |  |
|                    | ICT in decision     |                                      |                                   |  |
|                    | making              |                                      |                                   |  |
|                    | Special orders      |                                      |                                   |  |
|                    |                     |                                      |                                   |  |
|                    |                     |                                      |                                   |  |
| Y13 -              | Change including    | Case study tasks                     | This unit gives                   | This unit is taught                          |
| Business in a      | causing of          |                                      | students the                      | last as it                                   |
| changing           | change, methods     | Group work                           | opportunity to                    | incorporates many                            |
| world (Half        | of managing         |                                      | explore the wider                 | concepts that have                           |
| Term 3 and 4       | change, the         | Independent tasks                    | world of business                 | been taught                                  |
| followed by        | theories of         | Numorical and                        | considering a                     | previously and this                          |
| time for revision) | Storey and Lewin    | Numerical and<br>data analysis tasks | range of external<br>factors that | unit is synoptic so<br>has to be taught last |
| revision           | Risk                | uala analysis lasks                  | impact on the                     | to include all                               |
|                    | management          | Extended writing                     | success of the                    | previous teaching.                           |
|                    | including           |                                      | business.                         | P. Cricus (Cuoling,                          |
|                    | identifying risks,  | Online research                      |                                   |  |
|                    | types of risk, risk |                                      |                                   |  |
|                    | ////                |                                      |                                   |  |

| T |                     |                   |  |
|---|---------------------|-------------------|--|
|   | assessments,        | A range of online |  |
|   | contingency         | tools are used to |  |
|   | planning, crisis    | recap learning    |  |
|   | management          |                   |  |
|   |                     | Documentaries     |  |
|   | PEST factors        |                   |  |
|   |                     | and podcasts      |  |
|   | including:          |                   |  |
|   | Political factors   | This unit is      |  |
|   | such as the role    | examined through  |  |
|   | of government       | a case study plus |  |
|   | regulation, fiscal  | extended writing  |  |
|   | and monetary        | so students are   |  |
|   | policy and          | expected to have  |  |
|   | legislation         | a range of        |  |
|   | Economic            | examples they can |  |
|   | including GDP,      | use in their      |  |
|   |                     |                   |  |
|   | inflation, interest | essays.           |  |
|   | rates, exchange     |                   |  |
|   | rates,              |                   |  |
|   | unemployment        |                   |  |
|   | and the business    |                   |  |
|   | cycle               |                   |  |
|   | Social including    |                   |  |
|   | demographic         |                   |  |
|   | change,             |                   |  |
|   | consumer trends     |                   |  |
|   | and cultural        |                   |  |
|   | changes             |                   |  |
|   | Technology          |                   |  |
|   |                     |                   |  |
|   | including           |                   |  |
|   | automation,         |                   |  |
|   | communication       |                   |  |
|   | and e/m-            |                   |  |
|   | commerce            |                   |  |
|   |                     |                   |  |
|   |                     |                   |  |
|   | Ethical, legal and  |                   |  |
|   | environmental       |                   |  |
|   | factors including   |                   |  |
|   | ethics, CSR,        |                   |  |
|   | legislation,        |                   |  |
|   | _                   |                   |  |
|   | climate change,     |                   |  |
|   | pollution and       |                   |  |
|   | pressure groups     |                   |  |
|   |                     |                   |  |
|   | International       |                   |  |
|   | trade including     |                   |  |
|   | free trade,         |                   |  |
|   | protectionism,      |                   |  |
|   | trading blocs,      |                   |  |
|   | tariffs and quotas  |                   |  |
|   | taring and quotas   |                   |  |

| Globalisation<br>including reasons<br>for globalisation,<br>branding,<br>glocalisation,<br>MNCs and their<br>impact                            |  |  |
|--|--|--|
| The EU including<br>impact of EU on<br>movement of<br>goods/services,<br>the Euro and<br>Eurozone,<br>benefits and<br>impacts of<br>membership |  |  |