	e 1999 - 1999			Maths & Business Business Year 12															
	Subject group				3.1, 3.2, 4.1	Term Aut 2 U	nit 3.3, 4.2	Term Spr 1	Unit	3.4, 4.3	Term	Spr 2	Unit	3.4, 4.3	Term Sum	n 1 Unit	3.5, 4.4	Term Sum 2 U	Jnit 3.6, 4.5
_			Curricu	ılum / Syllabus cov	rerage		Syllabus coverage		ulum / Syllabus	coverage		Curriculum /	/ Syllabus covera	age		Curriculum / Sylla	bus coverage	Curriculum / S	Syllabus coverage
		Theme 1	C	Nanda		Theme 1 1.2 Market		Theme 1	d Chanks m.		Thoma 1.1.4	Managina Day			Thoma 1 1 5 5mbr		4		
		1.1 Meeting Theme 2 2.1				Theme 2 2.2 Financial Planning		1.3 Marketing Mix an Theme 2 2.3 Managir				Managing Peo Resource Mar			Theme 1 1.5 Entre Theme 2 2.5 Exter	preneurs and Lear	ders		
-				inings of Business,	giving students	Students are		Students will conside					lerstanding of 1.4	4.1 Approaches			of the following topic areas in	Mock	
					ons. This will allow		relationships between total,	Product/service			to Staffing						r themes 3 and 4 1.5.1 Role of	examination prep	
		understandir				average and marginal reven		Design			1.4.2 Recruit	tment, training	g and selection		an Entrepreneur			comprising past	
	ed				g goods and services.	1.2.1 Demand		1.3.2 Branding and Pr				sational Desigr				rial motives and cl	haracteristics	papers	
	evis			I functions of Mark	keting, Human	1.2.2 Supply		1.3.3 Pricing strategie	25			tion in theory	and practice		1.5.3 Business obj				
		Resources ar		-		1.2.3 1.2.4 Price elasticity of Demand 1.2.5		1.3.4 Distribution			1.4.5 Leader				1.5.4 Forms of bus				
				n detail, as are the repreneurial activit	ty and leadership	Income elasticity of demand		1.3.5 Marketing strat 2.3.1 Profit	egy			ty utilisation	ivity and efficient	icy	1.5.5 Business cho 1.5.6 Moving from	nces n entrepreneur to l	leader		
	evel	required for	sound end	epreneunurueum	cy and reduct ships:	2.2.1 Sales forecasting		2.3.2 Liquidity			2.4.3 Stock c				2.5.1 Economic in				
	/ dt					2.2.2 Sales, revenue and cos	ts	2.3.3 Business failure				management	t.		2.5.2 Legislation				
	Iced					2.2.3 Break-even		1.3 The basic market	ing elements of	price, place, product	1.4 Students	appreciate th	nat human resour	rces are arguably	2.5.3 The competi	tive environment			
	npo						need to calculate and understand	and promotion are in					asset, and the ne			e of entrepreneur			
	intr					the relationships between d	ifferent costs. Students reak-even, and the important	fundamental in the u		f ægies and build market			I structure is crue d motivation of st				s of good entrepreneurs is are brought to fruition and		
	dge						g if businesses are to survive in	brands.	Se market stra	egies and build market			ontrol, capacity u		how	erstand now ideas	are brought to truition and		
	wle					competitive markets			f the need to p	roperly record financial			tance of producti						
	Knc									onstruction of standard									
	ject							financial documents	using appropria	te calculations.									
	Sub																		
	σ	Be able to di	ifferentiate			Significant quantitative skills	will be developed across both	Students are encoura	iged to use an e	enquiring, critical and	Students are	encouraged t	to use an enquiri	ring, critical and	Students will unde	erstand factors tha	t can affect the demand &		
		between prir					formulae and be able to apply	thoughtful approach					e study of econo				vare of the fact that demand		
	/p∈	secondary re					should then be able to apply the						as an economist				itext in terms of by firms/by		
	ende	evaluate whe appropriate i				calculations to form diagram Students will be able to show	is representing this data. v Evaluation, Calculations and	enhance their drawin		ation of economic y and use to analyse and			d interpretation of complexity and u				evaluate and rank factors in dents will become aware of		
	ext	appropriate	in given coi	incexts.			to be able to interpret break-eve	apply to real-world co					ontemporary issu				gards to current issues in the		
2	/ pa						us measures associated with	able to apply their kn					wledge and analy		labour market and		0		
rear 12	lop					break-even e.g. revenue, ma	argin of safety	contexts and appreci	ate that the out	comes of a situation wil	of contexts a	and appreciate	e that the outcon	mes of a situation					
Ye	leve							vary depending on th	e context.		will vary dep	ending on the	e context.						
	ills o																		
_	*			anintian of the dus	:f	The seed to be able to use d		Fueluete merleting e			Da abla ta id						a is smallesized have. The	Crusial associated as used	ensited aut in announties for
	elog Y			eciation of the dyr hem the principles			liagrammatic analysis to support d real output level changes.	Evaluate marketing s appreciation that cha		ement of the marketing			alyse the differer		characteristics of		s is emphasised here. The rs is important to		carried out in preparation for examination of topics studied
							anges using elasticity in context			er elements. Be able to	performance						o fruition and how	in	
	s to Div	themselves v	within a ma	arket. 2.1 introduce	es students to the			interpret income stat	ements and ba	lance sheets in context,	the recruitm	ent process, a	and evaluate mea	ans of motivating		-			
					to consider a range of			and make appropriat		uations using	staff. Be able	e to analyse op	perational aspect	cts of business					
					day business activity,			appropriate calculation	ons										
)ppc tesp. iclus	and longtern	n strategic	investment.															
-		Students will	ll consider +	he strategic mana	gement decisions	Students will develop their o	mantitative skills as well as	Students will develop	their quantitat	ive skills as well as	Students will	l develop their	ir quantitative ski	rills as well as	Students will down	Ion their quantitat	tive skills, as well as ability to	Students will develop their	quantitative skills, as well as
				tors in terms of gr		ability to construct and inter		ability to construct an					terpret models &				agrams. Students will have	ability to construct and inte	
				of the issue of the			e calculation and recording of			ation and recording of			the calculation a				g of revenue, costs & profits		he calculation and recording of
	olqt	problem; infl	fluencing fu	iture investment d	lecisions and/or	revenue, costs & profits and	the factors that can influence	revenue, costs & pro-	fits and the fact	ors that can influence	revenue, cos	sts & profits an	nd the factors the	nat can influence			ese. organisations are led.	revenue, costs & profits and	d the factors that can influence
				a business. gives st		these.		these.			these.						external environment and	these.	
					arkets, and teaches t research, and how												It is also crucial to monitor the ehaviour and strategy		
				in a sound market											appropriately.	ment and adjust b	enaviour and scrategy		
					ncept of liability and														
	Dest	he need for f	firms to cor	nsider a range of ir	nternal and external														
				business activity,	and longterm														
	şr	strategic inve	estment.																
-		Students gai	in new skill	ls, e.g, Evaluation,	Calculations and	Students will be able to use	diagrammatic analysis to suppor	Student will be able t	o Evaluate mar	ketingstrategies in	Students wil	l be able to ide	entify and analys	se the different	Stduents will be a	ble to evaluate ent	repreneurial and Leadership	Study of how to gain good	marks in 10 mark and 20 mark
	ere			ched materials.Stu			d real output level changes.			anges to each element			process, and eva				erent organisational contexts.	questions.	
	s off				dary research, and		anges using elasticity in context.	of the marketing mix									tions which firms must take in	ľ	
	nitie. ped	evaluate whe	en each is r	more appropriate	in given contexts.	Be able to interpret break-ev		elements			aspects of b	usiness			•	xternal environme	nt, and the consequences of		
	rtun velo						with break-even e.g. revenue,								such actions.			1	
	ppo r dev					margin of safety etc												1	
	шОo																		

	Subject group	Faculty Maths & Business Subject Business Year 13					
	Subject Brook	Term Aut 1 Unit 3.1, 3.2, 4.1	Term Aut 2 Unit 3.3, 4.2	Term Spr 1 Unit 3.4, 4.3	Term Spr 2 Unit 3.4, 4.3	Term Sum 1 Unit 3.5, 4.4	Term Sum 2 Unit 3.6, 4.5
	Unit title	Curriculum / Syllabus coverage Theme 3.1 Business Objectives and Strategy Theme 4.1 Globalisation	Curriculum / Syllabus coverage Theme 3.2 Business Growth Theme 4.2 Global Markets and Business Expansion	Curriculum / Syllabus coverage Theme 3.3 Decision Making Techniques Theme 4.3 Global Marketing	Curriculum / Syllabus coverage Theme 3.4 Influences on Business Decisions Theme 4.4 Global Industries and Companies	Curriculum / Syllabus coverage Theme 3.5 Assessing Competitiveness Theme 3.6 Managing Change	Curriculum / Syllabus coverage
		the difference between objectives and long-term strategy, and to understand and evaluate the tools that businesses use to set and adjust these e.g. SWOT analysis. 4.1 Globalisation is a centuries- old process which has affected the welfare of citizens all over the world. Students need to understand the reasons behind this process and how businesses are affected by it. It is also	3.2 Businesses use organic and external growth methods as a means of corporate development, and an understanding of how this will affect firms' behaviour and effectiveness is important. 4.2 Firms wishing to trade abroad must consider the markets they are moving to, and the risks involved in doing so. An appreciation of the need to alleviate risk in this context is an important part of understanding firms' behaviour in international market.	standard ways of approaching many business problems and an understanding of this gives an important insight into business problem-solving in general. 4.3 Marketing is essentially how most firms communicate with customers. It is important to know how this	Student required to have an understanding of corporate culture and the problems of balancing the needs and motives of different business stakeholders is a crucial part of business operation and, ultimately, success. 4.4 Student will need to understand why Multinational corporations are an important component ofglobalisation. Develop and indepth knowledge, and an evaluation of their benefits is important, as is an appreciation of the need to monitor and control their activities.	3.5 This involves for the stduents further work on the calculation of standard ratios which measure profitability, lajudity and efficiency. These are crucial indicators of business health and an evaluation of their use is fundamental knowledge concerning how businesses function. 3.6 It is crucial to understand that businesses exist in a dynamic world, and therefore there is a need for activities such as scenario planning	Three examination papers Paper 1 - Themes 1 and 4 Paper 2 - Themes 2 and 3, Paper - 3 Synoptic from all syllabus areas
	skills developed / extended / used	thoughtful approach to the study of economics and will develop balanced arguments as to the merits of types of growth. Students will build on diagrammatic analysis by being able to demonstrate business objectives at different points on a diagram and ascertain impacts of these objectives on	Significant quantitative skills will be developed across both units, with the need to know formulae and be able to apply them to data sets. Students should then be able to apply their calculations to form diagrams representing this data. Students will be able to show shifts in curves on economic diagrams, and the effects this has on calculation areas from the diagram.	Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will enhance their drawing and interpretation of economic diagrams, with increasing complexity and use to analyse and apply to real-world contemporary issues. Students will be able to apply their knowledge and analysis to a variety of contexts and appreciate that the outcomes of a situation will vary depending on the context.	and apply to real-world contemporary issues. Students will be able to apply their knowledge and analysis to a variety	The crucial learning point for Students in these topic araea are: Theme 3 a) What key information can be found on the balance sheet and the profit and loss account? b) What is the gearing ratio and ROCE? e) What are the impacts of change? f) How can the impact of change be minimised? g) What is zenario planning c) How can labour productivity be increased? d) What are the benefits of a low staff turnover?	
Year 13	Opportunities to develop 'Respectful att tudes / Indusion and Diversity	a) What are the main corporate objectives? b) What is Ansoff's matrix? c) What is Porter's strategic matrix? d) How can the SWOT model be useful for businesses? e) How can the PESTLE model be useful for businesses? Theme 4 a) What is conomic growth? b) What is the impact of economic growth? c) What are the benefits of international trade? Students will be able to considered in terms of why firms grow/remain small	 b) What are the problems of growth? c) What is the difference between a merger and takeover? d) What is organic growth? e) Why might a business want to stay small? f) What tools can be used for investment appraisal? Theme 4 a) What conditions prompt trade? b) How might a country be assessed as a market? c) How might a country be assessed as a moduction location? 	Students will be able to make appropriate calculations, make decisions based on these, and evaluate decisions taking into account other external factors. Be able to identify and evaluate different marketing strategies in different contexts.	corporate cultures, and how the different aims of stakeholders can cause potentialconflict.	Labour market immobility (geographic and occupational), minimum and maximum wages all lend themselves to the consideration and discussion on the situation, lives and experiences of a variety of groups of societites - domestically and internationally. Labour market issues such as gender pay gaps, discrimination and youth unemployment also foster a discussion of inclusion. The conduct of the financial sector also addresses moral and ethical issues.	

	Link to GCSE theme 2 – understanding	Students will develop their quantitative skills, as well as	Students will be able to make appropriate calculations, make	Students will be aware of the impact of competition on	Students will be able to calculate necessary figures and ratios, and	
	of globalisation and	ability to construct and interpret models & diagrams.	decisions based on these, and evaluate decisions taking into	firms and the resulting business related issues that can	use them to evaluate business performance.	
	international trade	Students will have skills in the calculation and recording of	account other external factors.	occur. Global competition strategies will be considered,	Be able to identify different features of change which affects	
	Own knowledge of globalisation	revenue, costs & profits and the factors that can influence	Be able to identify and evaluate different marketing	analytical and evaluative skills will be used to consider the	corporations and evaluate policies which they adopt to	
	and imports and exports. To be able to attempt written	these. Students will have a domestic and global outlook on	strategies in different contexts methods of	impact on different economic agents. Students will develop	cope with this. Plus students Own understanding of why it is	
	assessment questions	the issues of merger & take-overs. The behviour of MNCs	marketing and understanding of the benefits and drawbacks	a global outlook and be conscious of factors restricting	important for businesses to keep staff. To suggest ways finance can	
	on the pros and cons of international trade and globalisation.	(CSR) in developing countries around the world.	of growth To be able to analyse numerical data and suggest	global growth & development, and strategies to help	be improved, and to recommend methods	
	Students to be able to attempt written assessment questions		suitable	improve growth & development. Crucial learning content:	a business might use	
	that consider the impact of growing as a business		outcomes.	Theme 3	to motivate staff or	
				a) What is meant bycorporate culture?	successfully	
				b) How is culture created?	implement change.	
				c) Can corporate culture change?		
≥				d) Who are the key stakeholders and what are they		
E State Stat				interested in?		
oya				e) What is the trade-off between profit and reward?		
뤝				Theme 4		
ų į				a) What is an MNC?		
and				b) How might an MNC affect a local economy?		
su				c) How might an MNC affect a national economy?		
atio				d) What stakeholder conflicts might happen?		
Ę.				e) What ethical problems might MNCscause?		
De				f) How can MNCs be controlled?		
2				i) now can writes be controlled.		
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_	Evaluation	Students developing Evaluation	Students developing Evaluation	Students developing Evaluation	Students developing Evaluation, Calculations and Presentations	Students developing Evaluation
ĕ	Calculations	Calculations	Calculations and Presentations skills. Research, presentation	Calculations and Presentations skills. Research,	skills. Research, presentation and debating skills developed	Calculations and Presentations skills. Research,
ffe	Presentations. Student developing debating skills in terms of	Presentations skills. Research, presentation and debating	and debating skills developed through assessemnts on	presentation and debating skills developed through	through assessemnts on different contexts of business	presentation and debating skills developed through
es c	philisophical approaches to global businesses and the rise and	skills developed through projects on different contexts of	different contexts of business developments and growth.	assessemnts on different contexts of business	developments and growth. Assessment will be based on 10 and 20	assessemnts on different contexts of business
i ĝi	fall of globalisation vs the increasing tendency of	business developments. Assessment will be based on 10 and	Assessment will be based on 10 and 20 mark Essay and data	developments and growth. Students Own understanding of	mark Essay and data response question	developments and growth.
E E	protectionism. Students to consider their local context in terms	20 mark Essay and data response question	response question	the culture within an organisation, linked to their learnign		
e de la	of business growth vs remaining small & constraints on	, , ,		GCSE theme 1 - stakeholders W To be able to suggest ways		
č g	expansion to other countries (the MNCs). Assessment will be			that a business could improve their culture and reduce the		
ope en	based on 10 and 20 mark Essay and data response question			ethical and environmental impact their business may have		
k P				on the environment.		
de Jric						
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ıbject group	Subject Economics Year 12 Term Aut 1 Unit 1.1, 1.2, 2.1	Term Aut 2 Unit 1.2, 2.2	Term Spr 1 Unit 1.3, 2.3	Term Spr 2 Unit 1.3, 2.4	Term Sum 1 Unit 1.4, 2.5	Term Sum 2 Unit 1.4, 2.6
	Curriculum / Syllabus coverage Nature of Economics / How Markets Work / Measures of	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage Government Intervention / Macroeconomic Objectives &
Init title developed / Init developed / evised	Economic Performance Students will consider how markets work, looking at how supply and demand interact to allocate resources in local, national and international markets. Students will discover measures of economic performance including; GDP, GNI, use of PPP, Inflation, Employment & BoP indicators. Students will explore the causes of these economic phenonoma and evaluate their significance.	How markets work / Aggregate Demand They will learn how to apply supply and demand analysis to real-world situations and be able to offer explanations of consumer behaviour. This will involve looking at both how consumers act in a rational way to maximise utility and how firms maximise profit, but also why consumers may not behave rationally. Students will identify the characteristics of AD, analysing each component in depth, with a particular focus on the infuences on each factor.	Market Failure / Aggregate Supply Students will then look at market failure. They will look at the nature and causes of market failure. Students will be able to apply each of the causes to real-world concepts, using diagrammatic analysis to explain the costs/benefits involved and the issue of welfare loss/gain. This unit addresses the key economic problem of the misallocation of scarce resources. Students will understand the characteristics of AS, and compare the difference between LRAS & SRAS, analysing the relevant factors influencing each	Market Failure / National Income Students will continue to look at market failure. They will look at the nature and causes of market failure. Students will be able to apply each of the causes to real-world concepts, using diagrammatic analysis to explain the costs/benefits involved and the issue of welfare loss/gain. This unit addresses the key economic problem of the misallocation of scarce resources. Students will be introduced the concept of the circular flow of income, analysing injections & withdrawals. Students will use the AD/AS model to show how shifts in AD or AS cause changes in price level. Students will also explore the multiplier effects; its process & calculation of.	Government Intervention / Economic Growth Considering the strengths and weaknesses of possible government intervention to emedy market failures. Students are encouraged to take a critical approach to these intervention methods, and examine any potential instances of government failure arising from these interventions. Students will dig deeper into economic growth, understand causes of growth, and analysing the business cycle and its impact on different economic agents & living standards.	
skills developed / extended / used	Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will be able to distuinguish between factually verifiable statements, and those of value judgements. Students will begin to build skills in drawing and interpreating economic diagrams, including calculation skills.	Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will build on construction of economic diagram skills, showing shifts in curves and interpeting the effect on price levels. Students will develop calculation skills, learning and applying formulae and reconstructing formulae from given data.	Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will enhance their drawing and interpretation of economic diagrams, with increasing complexity and use to analyse and apply to real-world contemporary issues.	Students are encouraged to use an enquiring, critical and thoughful approach to the study of economics and to develop an ability to think as an economist. Students will enhance their drawing and interpretation of economic diagrams, with increasing complexity and use to analyse and apply to real-world contemporary issues. Students will build calculation skills involved in the multiplier formula & marginal propensity to consume/save/tax/import calculations.	Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will be able to link intervention methods to the issues explored in 1.3, developing synthesis of ideas and evaluative skills. Students will develop their interpretation of stages of economic cycle and consider the wide- ranging impacts on different groups.	Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will be able to link intervention methods to the issues explored in 1.3, developing synthesis of ideas and evaluative skills. Students will enhance their critical thinking skills by considering the unintended consequences of actions, and why governments may not always act on behalf of their citizens. Students will also explore the difficulat trade-off decisions facing governments, and evaluate the relative limitations of various policy initiatives.
Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	The need to consider people's value judgements will be discussed, alongside the discussion of economic approaches and the appeciation that there are different veryonits as to how economies, and societies should operate, and in the best interests of whom. Introduction will be made to different economic agents and the need to consider these differing viewpoints throughout the course. National Happiness as a meausre of growth will also examine the reality that economic prosperity is more than just who can be the wealthiest.	Consideration will be made as to what utility looks like for different economic agents. The traditional view of 'rational economic mary will be evaluated by exploring reasons why consumers may not act 'rationally' and the impact of the behaviour of others on individuals. Students will examine influences on consumer spending and the effects of interests rates & wealth on households with different financial situations	Students will explore important topical & contemporary issues that affect individuals, society & the environment. Consideration will be given to the various positive/negative effects on differing groups through production & consumption of goods. The importance of the availability of fair and balanced information will also be assessed. Different shapes of the AS curve represent the potential for discussion (and disagreement) as to the influences on certain theories.	distinction between income and wealth will be established,	The impact of different intervention methods on different groups of society will be discussed, with regular focus on the regressive nature of several intervention methods. Alternative viewpoints will be considered in terms of the merits of intervention methods and the need to protect the harms caused by production & consumption of goods and services. Similarly, the benefits and costs of economic growth will be viewed through the lens of different economic agents and groups of society and its impact on current & future living standards.	The impact of different intervention methods on differen groups of society will be discussed, with regular focus on the regressive nature of several intervention methods. Alternative viewpoints will be considered in terms of the merits of intervention methods and the need to protect the harms caused by production & consumption of good and services. Unintented consequences will be explored and the need to consider as wider view as possible when making decisions. Income inequality will be discussed an measures to address proposed alongwith the same for sills gaps and the need to improve skills in the labour market.
Links to 'Destinations and Employability'	Students will develop their ability to consider wider viewpoints across societities at a local, national and international level. Students will develop their quantitative skills, as well as ability to construct and interpret models & diagrams. Students will appreciate the benefits and drawbacks of specialisation in the workplace and impacts on productivity. Students will understand the implications of pricing decisions.	Students will become aware of the role of branding and customer loyalty in customer decision making, as well as the importance of sufficient information to make rational decisions. Students will develop their quantitative skills, as well as ability to construct and interpret models & diagrams.	Students will be aware of the need for government intervention in markets to support society. Students will gain an appreciation for the impact of production decisions on the environment and wider society. Students will understand the impact of exchange rates, taxes & interest rates. Students will learn of the importance of transferable skills for flexibility in the labour market.	Students will be aware of the impacts of investment decisions and the knock-on effects on consumer incomes. Students will gain an appreciation for the impact of production decisions on the environment and wider society. Students will develop their ability to represent data and issues in graphical format as well as quantitative skills.	Students will develop analytical and evaluative skills, weighing up the pros and cons of government intervention methods, whilst taking into account a broad range of potential impacts and unintended consequences. Students will develop their ability to represent models in a graphical format. Students will understand the impacts of booms and recessions on consumers, firms and government.	Students will have an understanding of the government economic objectives and the need to balance between these objectives. This ability to make trade-offs can be applied to any decision making. Students will be confider in fiscal and monetary policy instruments and their impacts on economic agents. Students will be waver of the need for developed skills and infrastructure to improve the supply-side.
Enrichment Opportunities offered or developed	Debating skills in terms of philisophical approaches to economics. Potential for visit to factory to examine specilisation in production.	Could conduct market research (inside & outside of school) to demonstrate effect of elasticies of demand & supply, and compare rational vs irrational consumer choices.	Potential for visits to production sites to assess externalities in production and/or visit charities or projects trying to tackle issues arising from externalities. Debating skills developed in question of balance between need for expansion in AD/AS & impact on externalities.	Potential for visits to production sites to assess externalities in production and/or visit charities or projects trying to tackle issues arising from externalities. Debating skills developed in question of balance between need for expansion in AD/AS & impact on externalities. Could conduct market research, assessing people's marginal propensity to save/consume.	Potential for visits to Bank of England and/or Government departments to observe and discover more on macroeconomic government objectives and the role of the Bank of England.	Potential for visits to Bank of England and/or Governmen departments to observe and discover more on macroeconomic government objectives and the role of the Bank of England.

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F		Term Aut 1 Curr	1 Unit 3.1, 3.2, 4.1 urriculum / Syllabus coverage	Term Aut 2 Unit 3.3, 4.2 Curriculum / Syllabus coverage	Term Spr 1 Unit 3.4, 4.3 Curriculum / Syllabus coverage	Term Spr 2 Unit 3.4, 4.3 Curriculum / Syllabus coverage	Term Sum 1 Unit 3.5, 4.4 Curriculum / Syllabus coverage	Term Sum 2 Unit 3.6, 4.5 Curriculum / Syllabus coverage
			Business Objectives, International Economics	cs Revenues, Costs & Profits, Poverty & Inequality		Market Structures, Emerging & Developing Economies	The Labour Market, The Financial Sector	Government Intervention, Role of the State in the Macroeconomy
	Subject Knowledge introduced / developed / revised	and why others migh looking at how bug advantages and disa also explore reasons Students will considu a firm, and when the economics in a globa causes and consequ protectionism; the b international compe	sinesses grow students will consider the sadvantages of each method. Students will ns for, and the impact of, demergers. ider & compare the 4 potential objectives of these may be more, or less, likely. Introduces bal context by considering globalisation: its quences; the basis of free trade; e balance of payments; exchange rates; and petitiveness.	between total, average and marginal revenue. They should understand how PED relates to revenues. Similarly students will need to calculate and understand the relationships between different costs. Economies and diseconomies of f scale should be covered. Students should explore supernormal and normal profit, and understand the short- i and long-run shut-down points. The different causes and consequences of poverty and inequality in both developed and developing countries should be considered in this section. It should be noted that, while absolute poverty is decreasing globally, some countries have experienced increases in inequality over the last 25 years. The possible reasons for these changes should be explored.	structures: perfect competition, monopoly, monopolistic competition and oligopoly. Students will also explore monopsonists and contestability. It is useful to look at real world examples to support understanding of market structures. Students should understand the ways in which development may be measured, and the nature and causes of constraints on growth and development. They should understand the nature of different measures to promote growth and development, and be able to evaluate them, remembering that the validity of different measures is dependent on the particular characteristics of the country undergoing development. For all parts of this section, case studies may be useful	Students will consider efficiency and the following market structures: prefect competition, monopoly, monopolistic competition and oligopoly. Students will also explore monopsonists and contestability. It is useful to look at real world examples to support understanding of market structures. Students should understand the ways in which development may be measured, and the nature and causes of constraints on growth and development. They should understand the nature of different measures to promote growth and development, and be able to evaluate them, remembering that the validity of different measures is dependent on the particular characteristics of the country undergoing development. For all parts of this section, case studies may be useful.	appreciating factors influencing each of these. Students should also consider occupational and geographical immobility and how they affect the labour market, and policies that can be used to reduce immobility. Minimum and maximum wages should also be explored. An introduction to the financial sector of the economy, including the role of financial markets, market failure in the financial markets and the functions of central banks	Areas have been identified where there is a role for the government to bring about better outcomes; for example, in limiting mergers that would create firms with market power, limiting exploitation by monopolies this topic students will explore the impact and limits of government intervention. Students are now required to consider the macroeconomic effects of changes in taxation more fully; reasons for changes in the size and composition of public expenditure and the significance of its level for the ecconomy; and the significance of the state of public finances Students are encouraged to use an enquiring, critical and
	pəsq / p	thoughtful approach develop balanced an growth. Students wil able to demonstrate a diagram and ascert	ch to the study of economics and will arguments as to the merits of types of will build on diagrammatic analysis by being the business objectives at different points on ertain impacts of these objectives on	units, with the need to know formulae and be able to apply them to data sets. Students should then be able to apply their calculations to form diagrams representing this data. Students will be able to show shifts in curves on economic diagrams, and the effects this has on calculation areas from the diagram.	thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will enhance their drawing and interpretation of economic diagrams, with increasing complexity and use to analyse and apply to real-world contemporary issues. Students will be able to apply their knowledge and analysis to a variety of contexts and appreciate that the outcomes of a situation will	thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will enhance their drawing and interpretation of economic diagrams, with increasing complexity and use to analyse and apply to real-world contemporary issues. Students will be able to apply their knowledge and analysis to a variety	supply of labour, being especially aware of the fact that demand and supply has 'switched' in this context in terms of by firms/by consumers. Students will be able to evaluate and rank factors in terms of their relative influence. Students will become aware of I topical current affairs stories with regards to current issues in the labour market and financial sector.	Suberis are encouraged to use infiguring, circular and thoughtful approach to the study of economics and to develop an ability to think as an economist. Students will be able to link intervention methods to the issues explored throughout Theme 3, developing synthesis of ideas and evaluative skills. Students will enhance their critical thinking skills by considering the unintended consequences of actions, and why governments may not always act on behalf of their citizens. Students will also explore the difficult trade-off decisions facing governments, and evaluate the relative limitations of various policy initiatives.
	s to develop ttitudes' / Incl	discussed, alongside and the appeciation how economies, and interests of whom. E terms of why firms g	nd societies should operate, and in the best	consider the perspectives of others and the impact on their daily lives. The imbalance in global wealth underlines this topic including its causes, impacts and potential solutions to try and address.	core focus on the experiences of others in developing economies. Constant application to real-world scenarios and the impacts fell by societies serves to underscore the importance of supporting those in developing economies. Different perspectives will also be considered through market structures and the impact of the conduct of firms in	and the impacts felt by societies serves to underscore the importance of supporting those in developing economies. Different perspectives will also be considered through	and maximum wages all lend themselves to the consideration and discussion on the situation, lives and experiences of a variety of groups of societies - domestically and internationally. Labour market issues such as gender pay gaps, discrimination and youth unemployment also foster a discussion of inclusion. The conduct n of the financial sector also addresses moral and ethical issues.	The need for the state to support different groups of society, particularly those of lowest-income and/or lowest skills is addressed here. The nature of taxation, and the long-term funding gap of public finances and the impact on younger/future generations gives potential to discuss a long-term view of economic approaches. The need to support marginalised groups in terms of opportunities & training is also discussed.
	bestinations and aility'	required of firms' dir Students will be awa problem; influencing actions within roles confidence in the im	directors in terms of growth options. ware of the issue of the principal-agent ing future investment decisions and/or es of a business. Students will have	ability to construct and interpret models & diagrams. Students will have skills in the calculation and recording of revenue, costs & profits and the factors that can influence these. Students will have a domestic and global outlook on al the issues of poverty & inequality.	and the resulting conduct that can occur. Pricing and non- pricing competition strategies will be considered analytical and evaluative skills will be used to consider the impact on different economic agents. Students will develop a global outlook and be conscious of factors restricting global growth & development, and strategies to help improve growth &	non-pricing competition strategies will be considered.analytical and evaluative skills will be used to consider the impact on different economic agents.	to be succesful in the labour market, and be aware of pressures on wage demands (from worker & firm side). Students will also be aware of the powers of unions. Students will have an awareness of the role of the financial sector, and roles within the financial sector.	campaigning organisation roles in terms of supporting different groups of society and their interests.the
	es offered a	economics and the r increasing tendency	e rise and fall of globalisation vs the cy of protectionism. Students to consider in terms of business growth vs remaining	Collier.	through projects on different contexts of developing economies. Excellent book for wider reading - Doughnut Economic by Kate Raworth. Application of local context with regards to the market structures that local businesses operate, and whether any local/regional monopolies e.g.	Research, presentation and debating skills developed through projects on different contexts of developing economics. Excellent book for wider reading – Doughnut Economic by Kate Raworth. Application of local context with regards to the market structures that local businesses operate, and whether any local/regional monopolies e.g. C2C trains.	to observe and discover more on the role, and operations, of The Financial Sector. Visits to Higher Education/Apprenticeship providers to focus on importance of skills development for the Labour Market.	Potential for visits to Bank of England and/or Government departments to observe and discover more on macroeconomic government objectives and the role of the Bank of England. Visits to Higher Education/Apprenticeship providers to focus on importance of skills development for the Labour Market.

Subiect group		Business and Economics GCSE Edexcel Business Studies year 10																				
Subject group		theme 1 1.1	Term	Aut 2 T	Theme 1	1.2	Term	Spr 1	Theme 1	1.3	Term	Spr 2 Th	neme 1	1.4	Term	Sum 1 The	me 1	1.5	Term	Sum 2	revision	
	Curriculur	um / Syllabus coverage		Curriculu	um / Syllabus	as coverage		Curriculu	lum / Syllabus cove	/erage		Curriculum /	/ Syllabus covera	age		Curriculun	n / Syllabus cov	erage		Curriculum	/ Syllabus coverage	
Subject Knowled introduced / developed / revised	Theme 1. 1.1 Enter Enterprise and entrepreneu the dynamic nature of busin byusienss ideas comoe abo of risk and reward on busin entrepreneurship.	hterprise and entrepreneurship neurship - studentts are intoduced to usiness in relation to how and why a bout. Learners will explore the impact siness activity and the role of	Spotting a bu new and sma t understandia research. Lea competition	1.2 Spotting a business oppor mall businesses ding customer r Learners will als on within busine	a business op iortunity- Lea es identify op er needs and also focus un iness.	opportunity earners will explore how opportunites through	Putting a bus making a bui aims and obj concentrate	3 Putting a b usiness idea i uiness idea h ojectives for a e on all the fi	business idea into into practice- Lea happen. They will r a small business. financial aspects o	reruge	Making the range of fac Students wi s. marketing n Students wi play in the s	me 1. 1.4 Maki business effect tors that can in II look at the im nix (product, p II also look at b success of a bus	ing the business tive- Learners wi npact the succes nprotance of loc lace, price & pro- usiness plans ar	s effective vill explore a ess of a business. cation, the omotion). nd the role they	Understanding at factors that business. They and the econo respond to the	5 Understanc g external influ are sometime r will look at st my. Learners v e influences.	ding external inf uences on a bus soutside the in akeholders, tec will also explore	luences on busines ness- learners will I mediate contol of i hnology, legistlation how businesses	look Revision of the topics to o	Revis of Theme One. consolidate kno	//Syllabus coverage ion and Recall Learners will explore wiledge in preparation develop the skills re	ion for Mocks.
skills developed / extended / used	and communication. They u businesses start and provid They will develop as enterp think commercially and solv	ey will explore how and why a vide reasons for success or failure. erprising individuals with the ability to solve business problems.	informed jud They will und identify bias. quantitative buiness decis	udgements bas inderstand the as. Students wil ve data in order ecisions.	ased on inde e reliabilty of will also unde er to attain g	lependent market reseach. of research and be able to derstand qualitative and greater knowledge of	 business con from graphs performance diagrams and 	ncepts. They s and charts. ce including t nd the margin	ey will be able to ir s. Students will loo the interpretation gin of safety.	interpret information bok at business on of break even	on business iss digital comm informed de such as own	ues including ir nunication. The ecisions on the nership includin	mplications on e ey will develop s most appropria ng sole trader an	e-commerce and skills to make ate buiness choice nd franchise.	legislation and consequences the economic can impact a s	the imapact f Studnets wil climate and ho mall business.	or a business in I also develop s ow changes in ta	terms of cost and kills in understandir axation and inflation	answerin ng structure n feedback.	g examination o of the 9 and 12	uestions. Focus will questions with exar	li be on the aminer
ities to develo il attitudes' / and Diversity	entrepereneur. They will ur can acknowledge that entre diverse workforce that emb	mbeds the business world. Learners isumer choices and be able to discuss	influenced b a need and r system and t	by consumer g d necessity. Stur d the attitudes	r goods and t tudents will e		s influence and understand t on making pr charities are others in soc	nd buinesses that aims an profit, and th e more conce iciety. Studer	and objectives are that voluntary orga cerned with provid	ctives. They will e not always based ganisations such as viding a service to ectful on the impact	charities and aslo conside location. Th marketing a	d churches that er the cultural in is will include jo		usiness. They will affect a business	implications of	pay, gender o fe chances and		nation. Thye will asl			portunity to use revi sshops and intervent	
ns and lity'	buiness. They will work in t	in teams to create new business ideas. sks and rewards of setting up as a Sole s required.	 understandin questionnair and closed q 	ding data and n aires and build f I questions. Stu	l market rese d the skills re tudents will a	ployability skills such as search. They will create required to ask both open I aslo link careers to ole jobs and income.	finance will a regarding fut	alllow the st uture employ	students to make i	nderstand sources of e informed decisions 's will be able to see mall buiness.	advangages start up bus	and disadvanta iness. They will		s ownership for a nts of the labour Benchmark 2.	scales of caree increase the cl people. Studer	rs. They will lo nance of unem nts will also co	ook at how the the top of top of the top of to	egislation and the p hreat of recession ecially for yonger sumer incomes link festyle.	can Buiness d are invite	ue to the scho	areness of the impo ol calendar, whereby eeks of work experie	oy all year 10
ent or ed		ney will have opportunity to apply for		an develop thei TEM programm		ning skills and research	Local banks, planning for a		ocieties can offer f Isiness.	ree financial		and disadvanta	uinesses and dise ages or being a s		Barclays life sk	ills offer both	face to face and	l virtual workshops			e opportunity to atte tion of their choice.	

Subject group	Faculty Subject Term Aut 1	Business and Economics GCSE Edexcel Business Studies Year 1 theme 2 2.1	1 Term	Aut 2 The	ne 2 2.2	Term	Spr 1	Theme 2	2.3	Term	ur 2 Them	ne 2	2.4	Term	Sum 1 Th	heme 2	2.5	Term	Sum 2	revision		
		culum / Svllabus coverage	- Term		Svilabus coverage	renn		lum / Svllabu			rriculum / Svl			Term			2.5 bus coverage	- Term		ulum / Svllab		
Unit title		2. 2.1 Growing the business	Theme 2 . 2.2	Theme 2.2.2 Making marketing decisions			Theme 2 . 2.3 Making operational decisions						cial decisions	The			nan resource decisions	Revision and Recall				
Subject Knowledge introduced / developed / revised	grwoth and how and as businesses evolve. ethical and environm explored. They look a	s-students are introduced to methods why business aims and objectives char The impact of globalisation and the ental questions facing businesses are at organic and inorganic growth and the a merger and a takeover.	ge element of th and make bu Each elemen	element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.				customer needs through design, supply, quality and sales decisions a business makes. They will look at managing stock and procurement. Students will also understand the				business has to support financial decision making, including tratio analysis and the use and limitation of a range of						Learners will explore all past topics in both Theme one and two to consolidate knowledge in preparation for GCSE examinations.				
skills developed / extended / used	They will develop the wider world on the d They will be able to d and Trade blocs. Lear opinions on pressure business. Studnets w	duced to national and global contexts, s skills to understand the impact of the tecisions a business makes as it grows. sevelop arguments for and against Tarif rners will also acquire the ability to form groups and the effectiveness on a il also try to distinguish between right a ilemas affecting business decisions.	importance of skills to think fs the product l able to distin	of product differ k outside the box life cycle and ext	reasoned conclusions on the entitation. They will develop the and create new ideas as part - and create new ideas spart - ension strategies. They will be rences on products and service	e of product of each or gate stock es. business r ability to j costs and	tion and disc e. They wil graphs and unning our o ustify the im storage space	cuss the adva I aslo develop I when buffer of stock. Stud nportance of J ce. Learners v	e the different methods ntages and disadvantag o skills to interpret Bar stock will avoid a dents will also have the JIT (Just in time) to avoi will aslo be able to hat is required in the sal	es business senaric at financial data investment advi d	or context. T and measure	They will	II have the skills to look blity and give	giving clear t the ability th in the workp will have the	ouiness examp at staff trainin lace and can i	oles of bo ng and de improve e nfidence t	irarchical and flat structures h. They will be able to show elopoment increases motivation mployee retention. Students understand key job roles and n.	answering n structure o feedback.	examinat	ion question	o the skills required when s. Focus will be on the ns with examiner	
Dpportunities to develop Respectful attitudes' / nclusion and Diversity	globalisation, This inc sustainability and pro current issues surrou Greenpeace. Learner	and the social facotrs thas affect cludes attitudes to environmental, offt. Students will be able to debate inding pressure goups such as rs will also relate to issues and have al issues such as cutting our carbon to the rain forests.	of an item or dilemma on people by wa able to recog	r service. They v why some large ay of advertsing gnise the impact	t society can determine the pri rill be able to dicuss the moral global organisations still exploi and promotions. Students will of viral advertising via socail duty of this form of advertising	implication t and Zara of be 'throw aw recycle.	ns of cheap on society. T	clothing man hey will look	to look at the moral ufactures such as Prima at current issues as a ptions such as re-use an	rk issues such as 'S profit? They will	nould all busin look at attitud	inessess Ides with	s operate purely for hin the glaobal sector give some net profit to	practices. Th discriminate society and h regardless of	ey will look at future life cha now employm f race, gender	t 0 contra ances. The ent legist , age or re	nd tethics surrounding workin ts and how these can y will aslo look at our diverse ation protects all workers ligion. Students will aslo look a tivation and incentives.	resoruces in school.			y to use revision nd intervention after	
Links to 'Destinations'	Students will discover that employment within the global market is achievable due to new technology and the new focus of hybrid working conditions. They will look at a growing workforce within e-commerce.				can have a understan automatic unemploy	a big impact d that new f in in Flow Pr ment. Learn	on unemploy technology w roduction can	see that job production	and large busine profit margins of the ability to loo	and large businesses. They will will able to discuss how					organisational structures. They will look at job satisfaction.					es at GCSE for future rk.		
Enrichment Opportunities offered or developed		to consider joining the schools student ncerns over sustainabilty or erns.	give business		workshop using VR. This will oportunity to look inside a lable.			to use the car to customer :	eers platform Unifrog to service	 Nat West, Barcla workshops. 	ys and Santan	nder offe			s include recr on recruitmer		gancies. These will do face to					