



Curriculum Map

Subject: Business Theme 3 Teacher 1

Year group: 13

Time period	Autumn Term	Spring Term	Summer Term
<p>Content: <i>Declarative Knowledge – 'Know What'</i></p>	<p>3.2.1 Growth a) Objectives of growth: b) Problems arising from growth</p> <p>3.2.2 Mergers and takeovers a) Reasons for mergers and takeovers b) Distinction between mergers and takeovers c) Horizontal and vertical integration d) Financial risks and rewards e) Problems of rapid growth</p> <p>3.2.3 Organic growth a) Distinction between inorganic and organic growth b) Methods of growing organically c) Advantages and disadvantages of organic growth</p> <p>3.2.4 Reasons for staying small a) Small business survival in competitive markets</p> <p>3.3.1 Quantitative sales forecasting a) Calculation of time-series analysis: b) Interpretation of scatter graphs and line of best fit – extrapolation of past data to future c) Limitations of quantitative sales forecasting techniques</p> <p>3.3.2 Investment appraisal a) Simple payback b) Average (Accounting) Rate of Return c) Discounted Cash Flow (Net Present Value only) d) Calculations and interpretations of figures generated by these techniques e) Limitations of these techniques</p> <p>3.3.3 Decision trees a) Construct and interpret simple decision tree diagrams b) Calculations and interpretations of figures generated by</p>	<p>3.4.1 Corporate influences a) Corporate timescales: short-termism versus long-termism b) Evidence-based versus subjective decision making</p> <p>3.4.2 Corporate culture a) Strong and weak cultures b) Classification of company cultures c) How corporate culture is formed d) Difficulties in changing an established culture</p> <p>3.4.3 Shareholders versus stakeholders a) Internal and external stakeholders b) Stakeholder objectives c) Stakeholder and shareholder influences d) The potential for conflict between profit-based (shareholder) and wider objectives (stakeholder)</p> <p>3.4.4 Business ethics a) Ethics of strategic decisions: o trade-offs between profit and ethics b) Pay and rewards c) Corporate Social Responsibility (CSR)</p> <p>3.5.1 Interpretation of financial statements a) Statement of comprehensive income (profit and loss account) b) Statement of financial position (balance sheet)</p> <p>3.5.2 Ratio analysis a) Calculate b) Interpret ratios to make business decisions</p>	<p>3.6.1 Causes and effects of change a) Causes of change b) Possible effects on</p> <p>3.6.2 Key factors in change a) Organisational culture b) Size of organisation c) Time/speed of change d) Managing resistance to change</p> <p>3.6.3 Scenario planning a) Identifying key risks through risk assessment b) Planning for risk mitigation Revision of Themes 1, 2, 3 and 4</p> <p>Exam preparation Past Papers and questions Exam Technique</p>



Curriculum Map

	<p>these techniques c) Limitations of using decision trees</p> <p>3.3.4 Critical Path Analysis a) Nature and purpose of Critical Path Analysis b) Complete and interpret simple networks to identify the critical path c) Complete calculations d) Limitations of using Critical Path Analysis</p>	<p>c) The limitations of ratio analysis</p> <p>3.5.3 Human resources a) Calculate and interpret the following to help make business decisions b) Human resource strategies to increase productivity and retention and to reduce turnover and absenteeism</p>	
<p>Skills <i>Procedural Knowledge – Know How</i></p>	<p>Be able to perform business calculations, draw graphs, and interpret financial information, for example; Calculations of market share; drawing and adjusting demand and supply diagrams.</p> <p>Know how to answer exam questions, 4, 10, 12, 20 mark questions. These skills will be developed from 4 and 10 markers in the first half term to 20 mark questions by the third half term</p> <p>Know how to plan and produce an extended piece of writing in answer to a question. This will involve the following: Know the assessment objectives and how they relate to different style questions. Know how to develop chains of analysis</p> <ul style="list-style-type: none"> ● Be able to make points as counterbalances ● Apply knowledge to case studies and real world examples ● Evaluating and drawing conclusions <p>Know how to communicate their business knowledge of concepts and theories and wider business reading, in a range of contexts: PowerPoint presentations, reports, essays, group discussions and debates</p>		
<p>Key Questions</p>	<p>2.1 Growth – what is the objective of business growth? What are the problems associated with business growth?</p> <p>3.2.2 Mergers and takeovers – Why do businesses use mergers and takeovers to grow? What is the difference between a merger and a takeover? What are the risks and rewards of these forms of growth? What are the problems of rapid growth?</p> <p>3.2.3 Organic growth – What is the difference between inorganic and organic growth? What are the methods of organic growth? What are the benefits and limitations of organic growth?</p> <p>3.2.4 Reasons for staying small – why do businesses stay small? How do small businesses survive in a competitive market?</p> <p>3.3.1 Quantitative sales forecasting – How do you calculate moving averages? What is the difference between correlation and causation? What is meant by extrapolation? What are the benefits and limitations of sales forecasting?</p> <p>3.3.2 Investment appraisal - What is investments appraisal? How is it calculated? How can figures be used to inform business decisions? What are the benefits and limitations of IA?</p> <p>3.3.3 Decision trees – What are decision trees and how are they constructed? How can DT’s be used to inform business decisions? What are the benefits and limitations of DT’s?</p>		



Curriculum Map

	<p>3.3.4 Critical Path Analysis - What is the purpose of a CPA and how is it constructed? How can a business use CPA to inform business decisions? What are the benefits and limitations of CPA?</p> <p>3.4.1 Corporate influences – Why do businesses have a short-term or long-term focus? What is meant by evidence-based versus subjective decision making</p> <p>3.4.2 Corporate culture – What is the difference between a strong and weak culture. What are the key features of Handy’s culture classifications? How is corporate culture formed? What are the difficulties in changing corporate culture?</p> <p>3.4.3 Shareholders versus stakeholders – What are stakeholders? Which stakeholders are internal and external? How do stakeholder objectives differ? What potential conflict might there be between stakeholders?</p> <p>3.4.4 Business ethics – Is there a trade-off between ethics and profit? What is meant by CSR?</p> <p>3.5.1 Interpretation of financial statements – How do businesses use statements of comprehensive incomes and statements of financial position? How can these documents inform business decisions?</p> <p>3.5.2 Ratio analysis - How do businesses interpret ratios? How do they inform business decisions? What are the limitations of ratio analysis?</p> <p>3.5.3 Human resources – How do businesses calculate and interpret HR measures to help make business decisions? What strategies can be used to increase/improve HR measures?</p> <p>3.6.1 Causes and effects of change – What causes business change and how does it impact the business?</p> <p>3.6.2 Key factors in change – What are the key factors of business change?</p> <p>3.6.3 Scenario planning – How do businesses identify and use risks assessments? What is risk mitigation and how do businesses plan for it?</p>
<p>Assessment</p>	<ul style="list-style-type: none"> ● End of topic assessments: A series of short answer questions (4 marks) and extended writing (10/12 marks) based on case study information. ● Class discussions of how to answer a 4 mark/10 mark/12 mark questions. Practice questions are peer assessed in class or teacher marked, when set as HBL. ● Quizziz used to test knowledge ● After Christmas 20 mark questions are introduced and used in HBL and in class assessment activities
<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Literacy is developed through the range of writing tasks students complete throughout the course.</p> <p>Wider reading and research skills are encouraged, using posts on google classroom, case studies used in class and hbl research tasks, as well as directing students to the super curriculum</p> <p>The concepts covered require the development of a range of numeracy skills: % changes; ratios; interpretation of graphs;</p> <p>SMSC will be relevant when looking at the ethical impacts of business behaviour, social motives for business v profits; the impacts of globalisation and mnc activity; branding and consumer protection; stakeholders</p> <p>Character programme: Group work and presentations encourage initiative and independence in work. All lessons are pitched to be aspirational with high expectations of students learning and outcomes.</p>