

Curriculum Map

Subject: Business Studies A Level

Year Group: Year 13

Teachers: DPC & MJJ

	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 2 - Summer 1	Summer 2
3.7-3.10	<p>3.7 Analysing the strategic position of a business</p> <p>To understand:</p> <ul style="list-style-type: none"> • Influences on mission, corporate objectives and strategy • SWOT analysis • Financial performance • Non-financial data. • Core competences <p>Assessing short- and long-term performance</p> <ul style="list-style-type: none"> • PESTEL Analysis. • Investment Appraisal and Sensitivity analysis 	<p>KO2 to continue PESTEL Analysis</p> <p>3.8 Choosing strategic direction</p> <p>To understand:</p> <ul style="list-style-type: none"> • Factors influencing strategic direction • Ansoff matrix. • Competing • Porter’s low cost, differentiation and focus strategies. • Bowman’s strategic clock. Strategic positioning strategies • Competitive advantage 	<p>3.9 Strategic methods: how to pursue strategies</p> <p>To understand:</p> <ul style="list-style-type: none"> • Grow and retrenchment. • Innovation • Protecting innovation and intellectual property. • International markets. • Digital technology. 	<p>3.10 Managing strategic change</p> <p>To understand:</p> <ul style="list-style-type: none"> • Types of change. • Managing change. • The value of change. • Flexible organisations • Managing information and knowledge. • Barriers to change. • Organisational culture. • Implementing strategy effectively • Leadership • Communications • Organisational structure • Network analysis. • Strategic decision making • Divorce between ownership and control • Strategic planning 	<p>Revision in preparation for summer exams.</p> <p>Final Exams</p>	<p>Final exams</p>

				<ul style="list-style-type: none"> Contingency planning 		
<p>Skills <i>Apply to all</i></p>	<p>Application of numerical data including use of tables, charts and formulae. Analysing and decision making based on numerical data. Understand the importance of the context of business in relation to decision making. Begin to demonstrate qualitative and quantitative decision making. Further development of business models</p>	<p>Further development of the use of models in order to evidence answers. Explore the interrelated nature of business activities and how they affect strategy.</p>	<p>Consolidate ability to construct judgement based arguments. Applying the new models and framework to analysis and evaluative responses.</p>	<p>Use numerical data including use of tables, charts and formulae to inform decisions and make simple calculations.. Analysing and decision making based on network diagrams. Constructing arguments up to and in line with AO4 (evaluation) Embed analytical and critical thinking skills along with the ability to work with abstract ideas.</p> <p>To develop AO4 (evaluative) skills – highlighting arguments that are strong/ weak and being able to explain why.</p>	<p>Independent learning Time management</p>	
<p>Key Questions</p>	<p>How does strategic direction influence functions? How to apply models in order to make decisions</p>	<p>What strategic direction should a business take in different situations? How does the wider world affect strategic direction and business performance?</p>	<p>What benefits can be gained from growing or retrenchment. How can growth be achieved? What are the dangers of growth?</p>	<p>What is business change? How might stakeholders react to change? What are the dangers to business change? What are barriers to change and how can they be overcome?</p>		

Assessment Focus is primarily on essay style questions	Case studies, data response and exam style end of unit assessments.	Case studies, data response and exam style end of unit assessments.	Case studies, data response and exam style end of unit assessments.	Case studies, data response and exam style end of unit assessments.	Final exams	Final exams
Literacy/ Numeracy/ SMSC/ Character	Development in literacy and numeracy and the wider world including personal finance and economic issues Globalisation	Development in literacy and numeracy and the wider world including personal finance and economic issues	Development in literacy and numeracy and the wider world including personal finance and economic issues Anti-competitive practices	Development in literacy and numeracy and the wider world including personal finance and economic issues		
Enrichment	A Level subject teachers hold revision sessions outside of lesson time to support students. EzyBusiness Booster Revision trips or done internally Business Owner/Leaders Talk BOE Talks Discussion of career options with suggestions on display board including FE options.	A Level subject teachers hold revision sessions outside of lesson time to support students. EzyBusiness Booster Revision trips or done internally Business Owner/Leaders Talk BOE Talks Discussion of career options with suggestions on display board including FE options.	A Level subject teachers hold revision sessions outside of lesson time to support students. EzyBusiness Booster Revision trips or done internally Business Owner/Leaders Talk BOE Talks Discussion of career options with suggestions on display board including FE options.	A Level subject teachers hold revision sessions outside of lesson time to support students. EzyBusiness Booster Revision trips or done internally Business Owner/Leaders Talk BOE Talks Discussion of career options with suggestions on display board including FE options.	A Level subject teachers hold revision sessions outside of lesson time to support students. EzyBusiness Booster Revision trips or done internally Business Owner/Leaders Talk BOE Talks Discussion of career options with suggestions on display board including FE options.	A Level subject teachers hold revision sessions outside of lesson time to support students. EzyBusiness Booster Revision trips or done internally Business Owner/Leaders Talk BOE Talks Discussion of career options with suggestions on display board including FE options.