CURIOSITY COMPASSION COURAGE

Curriculum overview

Subject	A Level Business	**Year group**	12
Vision statement:	At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success. Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life: *'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'* As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.		
Curriculum intent:	**"The road to success is always under construction." Lily Tomlin** Business has an impact on all our lives and shapes us as citizens. How we live our everyday lives is determined by business and affects our standard of living, our health and wellbeing, our happiness and ultimately the local communities in which we live. The connection that business has with the futures of young people is very important and at some point in their lives, our diverse cohort of students will need to have the confidence, capability and aspiration to be able to develop economically as self-sufficient individuals. To be able to live 'choice filled lives' in a dynamic and rapidly advancing local, national and global economy. Our Business curriculum is delivered by subject experts and aims to provide all learners with a deep and powerful knowledge base of the world of business, which includes key concepts such as Enterprise, Finance, Promotion and Marketing, Human Resources, Business Structures, Operational Strategy and Growth. The study of Business should also develop our students beyond the school with specialist knowledge to equip them with the life skills that they will need to ensure access to future opportunities within a work environment which is complemented by an Academy wide careers education programme that augments classroom study and provides wider work experience opportunities. Our Business curriculum puts the subject in context through the use of real life situations, case studies and exposure to entrepreneurs in the business world and through problem solving scenarios, which will help students to develop compassion, curiosity and courage. We are passionate about building cross curricular links in other subject areas at our Academy to enable this transition into our KS4 and KS5 provision for our students. We regularly link our curriculum to current affairs, as well as to both local, national and global contexts to provide students with the wider understanding to be able to comprehend the world of business and to be able to succeed within it. Through our carefully planned curriculum, our students are exposed to opportunities to develop a wider understanding of a wide range of business concepts, to develop their ability to think critically, technically and creatively to demonstrate a strong and secure business acumen. They also develop an understanding of what it		

	means to be entrepreneurial and they are provided regular opportunities to apply this understanding to real life contexts and scenarios as part of whole Academy events. Students should be equipped with a broader understanding of the technical, ethical and economic challenges that businesses face, in order to ensure that they have the knowledge, and confidence to adapt to the rapidly changing business environment. Through a carefully designed curriculum, students develop skills and traits which are essential for success in the modern world: • Critical thinking, an enquiring mind and a critical approach to their work • Oracy through the ability to discuss, argue and express opinions • Collaboration through research and group tasks including creating and sharing content • Self-quizzing which supports the development of an analytical and enquiring mind • Adaptability and the ability to respond in a timely manner • Organisation and independence through project management
Threshold Concepts (TCs):	**TC1: A great business student is able to extract and apply case study and real-world material -** theoretical concepts need to be specifically applied to the environment and context stipulated. **TC2**: **A great business student understands the concept of strategy and that all decision-making is to reach an end goal -** students are fully aware that strategy is constantly changing in a fast moving business environment and that all business decisions will have an impact on the success of an organisation. **TC3: A great business student recognises and understands that there is interdependence within organisations and across global networks -** departments within a business are not separate but are interdependent on each other and the development of globalisation has led to a more integrated business world. **TC4: A great business student understands how external influences have a significant impact on a business -** students must consider that factors outside of business control will impact the business, its actions and the further impact this may have on the wider business environment. **TC5: A great business student understands the concept of profitability -** develop as enterprising individuals with the ability to think technically and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems and apply quantitative skills relevant to business, including using and interpreting data.
Specification Summary	The OCR A Level in Business will encourage learners to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It provides insight into, and experience of, how businesses work, stimulating learners' curiosity and encouraging them to engage with commerce in their everyday lives and to make informed choices about further study and about career choices. Each component includes synoptic assessment, so learners will have a holistic learning experience and be able to apply concepts to different situations. The aims of this specification are to encourage learners to: • Develop a critical understanding of organisations and their ability to meet society's needs and wants • Understand that business behaviour can be studied from a range of perspectives • Generate enterprising and creative approaches to business opportunities, problems and issues • Be aware of the ethical dilemmas and responsibilities faced by organisations and individuals

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	• Take a more strategic view of business opportunities, problems and issues					
Learner skills:	Critical thinking CRITICAL THINKING	Organisation ORGANISATION	Writing EVALUATIVE WRITING	Interpreting Evidence INTERPRETING EVIDENCE	Oracy ORACY	Awareness AWARENESS
Year 12	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	What are organisations and how do their functions operate interdependently to meet stakeholder needs?					
Big picture questions:	How does the ownership structure influence the decision making process?	How is the success of a company affected by its ability to use its resources to generate revenues?	How can the different financial techniques provide a business leader with an overview of the financial performance of a business and therefore inform decision making?	How is the strategy of a business determined?	What influences outside of business control will impact the business's decisions and success?	How does a business implement successful changes in a challenging environment?
Content (Key questions Linked to TCs):	-Analyse one way being a small business may benefit Go Race (TC1, TC 5) -Evaluate Chris's decision to operate as a partnership at the Chain (TC1, TC2, TC4, TC5) -Analyse one reason why a person may choose to set up as a Cartridge World franchisee (TC1, TC2, TC4, TC5) -Evaluate whether Ross should try and achieve	-SAS Ltd – Evaluate the most appropriate source of finance for the start-up (TC1, TC2, TC4, TC5) -Should SLE accept this special order? Justify your decision (TC1,TC2, TC4,TC5) -Evaluate the limitations of using break-even analysis	-Evaluate how useful investment appraisal techniques will be for Siemens when deciding on locating in Hull (TC1, TC2, TC3,TC4,TC5) -Analyse one possible solution to the forecasted cash-flow situation at FTL (TC1, TC2, TC3,TC4,TC5) -Evaluate how the method of depreciation used by Go Race may affect its financial position (TC1, TC2, TC3, TC4, TC5)	-Analyse one advantage of WFC producing a business plan (TC1, TC2, TC3, TC4, TC5) -Analyse one reason why The Chain may take a risk to set up a business (TC1, TC4, TC5) -Analyse the concept of opportunity cost (TC1, TC2, TC3, TC4, TC5) -With reference to the decision tree, where should the business	--Analyse one consequence for Dominos of its market share (TC1, TC2, TC3, TC4, TC5) -Evaluate the likely effects of market forces on Cartridge World (TC1, TC2, TC3, TC4, TC5) -Evaluate the possible impacts of political changes on Virgin trains (TC1, TC2, TC3, TC4) -Analyse one legal factor which may influence the	-Evaluate the effects of a slowdown on the stakeholders of LEGOLAND (TC1, TC2, TC3, TC4, TC5) -Evaluate the advantages and disadvantages to Meadowfoods of behaving ethically (TC1, TC2, TC3,TC4, TC5) -Recommend how YVF can manage potential conflicts between its environmentally friendly approach to business

	his growth objective by franchising the business in the future (TC1,TC2, TC4, TC5)	at the Cabin (TC1, TC2, TC4, TC5)		locate (TC1, TC2, TC3, TC4, TC5) -To what extent would BA be considered a successful business (TC1, TC2, TC3, TC4, TC5) - Analyse the use of time series analysis (TC1, TC3, TC4, TC5)	operations of WFC (TC1, TC2, TC4, TC5) -Evaluate how a fall in interest rates is likely to affect WFC (TC1, TC2, TC3,TC4, TC5) -To what extent are global exchange rate fluctuations likely to impact Starbucks operations (TC1, TC2.TC3, TC4,TC5)	and other business objectives it may have. Justify your view. (TC1, T C2, TC3,TC4, TC5)
Vocabulary Instruction:	stakeholders, objectives, organic growth, integration, functions, entrepreneur, multi-national, unlimited liability	profitability, liquidity, variance, liabilities, contribution, depreciation	All ratios and formulas (see separate sheet from exam board)	Probability, cyclical variation, time series, corporate social responsibility, contingency and crisis, opportunity cost	market forces, barriers to entry/exit, equilibrium,	trading bloc, global, ethics, taxation, subsidies, sustainability
Assessment:	Royal Mail- Evaluate the impact of closure on the stakeholders (15) End of unit assessment (60)	Discuss the usefulness of break-even analysis as a decision-making tool for Will in running WFC (15)	Evaluate the financial performance of CGP(15) End of unit assessment (60)	-Evaluate the risks faced by Go Race in its first year of trading (15) - To what extent would Starbucks be considered a success (20)	Evaluate Marriott's position using Porter's Five Forces model (20) -Evaluate the impact of technological factors on the stakeholders of BBC (12)	-Discuss the extent to which economic factors are likely to affect IKEA in the future (20) -Evaluate the importance to BA of effective change management (20) -End of unit assessment (60)
Key/Historical misconceptions in this unit:	-the concept of liability	-profit vs profitability -capital employed - calculations	Mixing up the formulas and using the wrong formulas - calculations	- The concept of a logistics strategy -The factors considered as part of an operations strategy and how these come together	-link between interest rates and exchange rates	-models of change

Sequencing:	**We have chosen to sequence the year 12 curriculum like this because students need the basic foundation of how a business is structured in order to link to this throughout the rest of the course, especially in terms of the industry that that operate in, their ownership structure and how they grow. Finance is a unit that students find really difficult and so we cover this in year 12 in order then to consistently revisit and retrieve key formulas and application throughout the rest of year 12 and into year 13. Strategy and objectives and then External Influences are taught for the next units as students are able to apply these units more easily to their understanding of the wider world and they are popular essay style questions in the end of course exams, which gives students plenty of opportunity to develop the exam skills needed. Each session within a unit covers a mini topic and includes a retrieval task, new learning and then an exam style question in order to support the consolidation into long term memory and offer the desirable difficulty.**

Curriculum overview

Subject	A Level Business	**Year group**	13
Vision statement:	At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success. Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life: *'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'* As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.		
Curriculum intent:	**"The road to success is always under construction." Lily Tomlin** Business has an impact on all our lives and shapes us as citizens. How we live our everyday lives is determined by business and affects our standard of living, our health and wellbeing, our happiness and ultimately the local communities in which we live. The connection that business has with the futures of young people is very important and at some point in their lives, our diverse cohort of students will need to have the confidence, capability and aspiration to be able to develop economically as self-sufficient individuals. To be able to live 'choice filled lives' in a dynamic and rapidly advancing local, national and global economy. Our Business curriculum is delivered by subject experts and aims to provide all learners with a deep and powerful knowledge base of the world of business, which includes key concepts such as Enterprise, Finance, Promotion and Marketing, Human Resources, Business Structures, Operational Strategy and Growth. The study of Business should also develop our students beyond the school with specialist knowledge to equip them with the life skills that they will need to ensure access to future opportunities within a work environment which is complemented by an Academy wide careers education programme that augments classroom study and provides wider work experience opportunities.		

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Specification Summary	The OCR A Level in Business will encourage learners to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It provides insight into, and experience of, how businesses work, stimulating learners' curiosity and encouraging them to engage with commerce in their everyday lives and to make informed choices about further study and about career choices. Each component includes synoptic assessment, so learners will have a holistic learning experience and be able to apply concepts to different situations. The aims of this specification are to encourage learners to: • Develop a critical understanding of organisations and their ability to meet society's needs and wants • Understand that business behaviour can be studied from a range of perspectives • Generate enterprising and creative approaches to business opportunities, problems and issues • Be aware of the ethical dilemmas and responsibilities faced by organisations and individuals • Take a more strategic view of business opportunities, problems and issues
Learner skills:	Critical thinking CRITICAL THINKING Organisation ORGANISATION Writing EVALUATIVE WRITING Interpreting Evidence INTERPRETING EVIDENCE Oracy ORACY Awareness AWARENESS

Year 13	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	How do businesses make strategic decisions based on the opportunities, problems and issues encountered through their activities?					
Big picture questions:	What is the value of a strong organisational culture in achieving business success?	How does a business meet the needs of markets and fulfil stakeholder expectation?	How do decisions around operations management help to achieve business objectives? How does the production process strategy improve success?	Revision	Revision	[redacted]
Content (Key questions Linked to TCs):	-Evaluate the significance of Timpson's organisational structure (TC1, TC3) -Recommend a suitable method of recruitment	-Analyse one way in which the resources available to Michael may affect his ability to develop a marketing strategy for	-Evaluate how YVF might benefit from economies of scale (TC1, TC5) -Discuss the advantages and disadvantages at operating at a high capacity utilisation level (TC1, TC2, TC3, TC4, TC5)	Topics identified by: • audit of curriculum • students' areas of weakness v strengths • student voice • QLA	Topics identified by: • audit of curriculum • students' areas of weakness v strengths • student voice • QLA	

	for The Chain (TC1, TC2, TC4, TC5) -Evaluate the benefits to Simon of using on the job training for his salon (TC1, TC2, TC4, TC5) -Evaluate the usefulness of leadership theories for Dominoes (TC1, TC2, TC3, TC4, TC5) -Evaluate the benefits of employee participation (TC1, TC2, TC3, TC4, TC5) -Evaluate the importance of effective change management (TC1, TC2, TC3, TC5)	Help UK (TC1, TC2, TC3, TC4) - Evaluate the usefulness of SWOT analysis as a marketing resource for CGP (TC, TC2, TC4, TC5) -Evaluate the usefulness of market research techniques which Morrisons might use to collect improved data about its own customers (TC1, TC2, T5) -Recommend how Timpsons could respond to negative growth in the market (TC1, TC2, TC3, TC4, TC5) -Evaluate the importance to wild fangs of providing high quality customer service (TC1, TC2, TC3,TC4,TC5) -Evaluate the importance of one of the marketing mix components (TC, TC2, TC3, TC4, TC5) -Analyse two reasons why it's important for GoRace to offer a variety of prices (TC1, TC2, TC4, TC5)	-Evaluate the extent to which critical path analysis would be useful for the management of the Olympic project (TC1, TC2, TC3, TC4, TC5) -Evaluate whether the advantages of product innovation for Hotel Chocolat outweigh the disadvantages.(TC1, TC2, TC4, TC5) -Recommend and justify lean production techniques that can be introduced at DWCL (TC1, TC2, TC5) - Evaluate the proposal to move from job to flow production at DSL lamps (TC1, TC2, TC3, TC4, TC5)	• Past exam areas • Exam technique	• Past exam areas • Exam technique	[redacted]

		-Evaluate the usefulness of elasticity to a CW franchisee (TC1, TC2, TC3,TC4, TC5) Evaluate one reason why having a range of promotional activities is important IKEA (TC1, TC2, TC3, TC4, TC5) -Discuss the external factors a company should consider when developing its marketing strategy (TC1,TC2,TC3,TC4,TC5)				[redacted]
Vocabulary Instruction:	Workforce planning, flexible working, hierarchy, organisational culture, grievance, democratic	quantitative, qualitative, niche, branding, portfolio, elasticity, strategy	Economies of scale, capacity utilisation, productivity, TQM, lean, lead time, logistics	Probability, cyclical variation, time series, corporate social responsibility, contingency and crisis, opportunity cost		
Assessment:	- Recommend a suitable selection strategy for JLP (9)(TC1, TC2, TC3, TC4, TC5) -Recommend training methods TYWC should use (12) (TC1, TC2, TC5) - Analyse one benefit to BMW of its workforce planning(6) (TC1, TC3, TC4) -Evaluate methods of motivation Help UK could use (15) (TC1, TC2, TC5)	Evaluate the advantages to LEGOLAND of its current pricing strategies (15) Evaluate the importance of one of the marketing mix components (15) End of unit assessment (20)	End of unit assessment Should Starbucks locate in the area and if so which city (60) (TC1, TC2, TC3, TC4, TC5) -Evaluate the importance of stock control at Ikea (20) (TC1, TC3, TC5) - Evaluate the importance of internal quality control at Marriotts(10) (TC1, TC3, TC4, TC5)	-Evaluate the risks faced by Go Race in its first year of trading (15) (TC1, TC2, TC3, TC4, TC5) - To what extent would Starbucks be considered a success (20) (TC1,TC2, TC3, TC4, TC5)		

	End of unit assessment- Morrisons (TC1, TC2, TC3, TC4, TC5)		-Evaluate the importance of logistics to BMW's operations (20) (TC1, TC2, TC3, TC4, TC4)			
Key/Historical misconceptions in this unit:	-The concept of organisational culture - Applying motivational theorists and change management models	-strategy considers the whole process of marketing (not just advertisement) -elastic vs inelastic	- Reading bar gate stock graphs - PERT formula - Interpreting GANNT charts - CPA - calculating EST, LFT, float time	- The concept of a logistics strategy -The factors considered as part of an operations strategy and how these come together		
Sequencing:	**We have chosen to sequence the year 13 curriculum like this because students can use the key units covered in year 12 to be able to apply their key knowledge from Year 12 and give a more strategic view of business opportunities, problems and issues. HR encompasses the employee perspective considering all the key functions already studied. Marketing is studied next and enables the students to link the concept that marketing helps facilitate exchanges between buyers and sellers for the mutual benefit of both parties. The operations unit considers the theme of production strategy but with a consideration for the financial position of a firm and the marketing mix they are implementing. Throughout year 13, there is a continued focus on local, national and global businesses enabling students to gain a full appreciation of the running of a business in a variety of contexts and therefore be able to answer synoptic exam style questions. Each session within a unit covers a mini topic and includes a retrieval task, new learning and then an exam style question in order to support the consolidation into long term memory and offer the desirable difficulty.**					