

Business A Level (Edexcel) at DAOS: Curriculum Map

Year Group: 12

Overall Intent	Helping students to understand human behaviour, the complex nature of modern society – including businesses, markets and the consequences of government actions. Developing students’ ability to understand, and respond to, the threats and opportunities that evolve in society. To give students an indication as to potential viable learning and career paths in future.					
Time period	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics/subtopics	Teacher 1 Theme 1 1.1 Meeting Customer Needs Teacher 2 Theme 2 2.1 Raising Finance	Teacher 1 1.2 Market Teacher 2 2.2 Financial Planning	Teacher 1 1.3 Marketing Mix and Strategy Teacher 2 2.3 Managing Finance	Teacher 1 1.4 Managing People Teacher 2 2.4 Resource Management	Teacher 1 1.5 Entrepreneurs and Leaders Teacher 2 2.5 External Influences	Teacher 1 Bridging and Revision Teacher 2 Bridging and Revision
Crucial Learning Content	1.1.1 The market 1.1.2 Market research 1.1.3 Market positioning	1.2.1 Demand 1.2.2 Supply 1.2.3 Markets	1.3.1 Product/service Design 1.3.2 Branding and Promotion	1.4.1 Approaches to Staffing 1.4.2 Recruitment, selection and	1.5.1 Role of an Entrepreneur 1.5.2 Entrepreneurial motives and	

	<p>2.1.1 Internal finance</p> <p>2.1.2 External finance</p> <p>2.1.3 2.1.4 Planning</p>	<p>1.2.4 Price elasticity of Demand</p> <p>1.2.5 Income elasticity of demand</p> <p>2.2.1 Sales forecasting</p> <p>2.2.2 Sales, revenue and costs</p> <p>2.2.3 Break-even</p> <p>2.2.4 Budgets</p>	<p>1.3.3 Pricing strategies</p> <p>1.3.4 Distribution</p> <p>1.3.5 Marketing strategy</p> <p>2.3.1 Profit</p> <p>2.3.2 Liquidity</p> <p>2.3.3 Business failure</p>	<p>training</p> <p>1.4.3 Organisational Design</p> <p>1.4.4 Motivation in theory and practice</p> <p>1.4.5 Leadership</p> <p>2.4.1 Production, productivity and efficiency</p> <p>2.4.2 Capacity utilisation</p> <p>2.4.3 Stock control</p> <p>2.4.4 Quality management</p>	<p>characteristics</p> <p>1.5.3 Business objectives</p> <p>1.5.4 Forms of business</p> <p>1.5.5 Business choices</p> <p>1.5.6 Moving from entrepreneur to leader</p> <p>2.5.1 Economic influences</p> <p>2.5.2 Legislation</p> <p>2.5.3 The competitive environment</p>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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<p>Sequence</p>	<p>1.1 gives students an appreciation of the dynamic nature of markets, and teaches them the principles behind sound market research, and how important this is to firms positioning themselves within a market.</p>	<p>1.2 Covers the basic economic concepts of supply and demand, which student appreciate are the main drivers behind market pricing and output decisions made by firms. This, along with the concept of elasticity are returned to again and again during the syllabus, and forms one of the most synoptic elements for essay work later on.</p>	<p>1.3 The basic marketing elements of price, place, product and promotion are introduced to students. These are fundamental in the understanding of how businesses choose market strategies and build market brands.</p>	<p>1.4 Students appreciate that human resources are arguably the firm's most important asset, and the need for appropriate organisational structure is crucial in allowing effective performance and motivation of staff.</p>	<p>1.5 The importance of entrepreneurs is emphasised here. The characteristics of good entrepreneurs is important to understand how ideas are brought to fruition and how organisations are led.</p>	<p>Crucial in consolidation work carried out in L6th and preparation for the more demanding conceptual work carried out in U6th</p>
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Theme 2	<p>2.1 Introduces students to the concept of liability and the need for firms to consider a range of internal and external financing for day to day business activity, and longterm strategic investment.</p>	<p>2.2 Students appreciate the concepts of break-even, and the important need for accurate forecasting if businesses are to survive in competitive markets</p>	<p>2.3 The importance of the need to properly record financial transactions is emphasised, via the construction of standard financial documents using appropriate calculations.</p>	<p>2.4 Techniques of stock control, capacity utilisation are examined, and the importance of productivity in the proper management of resources is emphasised.</p>	<p>2.5 A firm must pay attention to the external environment and behave in accordance with the law. It is also crucial to monitor the economic environment and adjust behaviour and strategy appropriately.</p>	
End Point	<p>Be able to differentiate between primary and secondary research, and evaluate when each is more appropriate in given contexts.</p>	<p>Be able to use diagrammatic analysis to support arguments for price level and real output level changes. Evaluate the use of price changes using elasticity in context. . Be able to interpret break-even diagrams and calculate various measures associated with break-even e.g.</p>	<p>Evaluate marketing strategies in context, with an appreciation that changes to each element of the marketing mix may affect some or all of the other elements. Be able to interpret income statements and balance sheets in context, and make appropriate financial evaluations</p>	<p>Be able to identify and analyse the different stages of the recruitment process, and evaluate means of motivating staff. Be able to analyse operational aspects of business activity, make necessary calculations and evaluate business</p>	<p>Be able to evaluate entrepreneurial and Leadership qualities and how these apply in different organisational contexts. Be able to evaluate actions which firms must take in reacting to their external environment, and</p>	

		revenue, margin of safety etc.	using appropriate calculations and ratios.	performance in context.	the consequences of such actions.	
Assessment Formative and Summative	End of Unit assessment including a range of different question styles.	End of Unit assessment including a range of different question styles.	End of Unit assessment including a range of different question styles.	End of Unit assessment including a range of different question styles.	End of Unit assessment including a range of different question styles.	Mock examination comprising past papers