

A-Level Business

Mayfield Curriculum Map

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Disciplinary Knowledge

- Analysis in a business context (SOWT, PESTLE, ANSOFF, PORTERS etc)
- Evaluate the economics and business situation
- Reasoned judgement explaining cause / consequence
- Follow business developments
- Data handling and evaluation of the data
- Confident and appropriate use of business terminology
- Presentation skills in a business context

We frontload the quantitative skills to set the tone and level of challenge for the course.

We also frontload the disciplinary knowledge to help students develop the disciplinary skills including: MOPS, SWOT, PESTLE, Porters, Demand and Supply, PED and YED.

Strand 1 - (Terms 1 and 2)

Fostering a spirit of independence, enquiry, and extension

Research: The first opportunity to engage in independent research will be focused on Entrepreneurs and will culminate in a presentation.

Theory emerged from the presentations (substantive knowledge)

Disciplinary

- MOPS
- Oracy

Taught: Structure of a business

- Forms of business
- Internal finance
- External finance
- Liability
- Planning (cash flow)
- Sales forecasting
- Sales, revenue, and costs
- Break-even
- Budgets
- Profit
- Liquidity
- Interpretation of financial statement
- Ratio analysis

End point

By the end of this strand students will

- Be able to
 - Apply a MOPS analysis to a novel business context.
 - Develop quantitative skills and apply to business context
 - QS1, QS2, QS5, QS8
 - Use accounts information to develop an understand of business decisions (though at this stage business objectives are entirely financial)
 - Engage in discussion using financial information and present orally their analysis using key terminology with confidence
- Understand
 - How finance is raised and managed
 - How to measure business performance
 - Importance of efficient use of resources in a business to produce goods and services
 - How businesses vary in types and sizes
 - Importance of margin and ratio

Assessment

A mixture of written multi-choice knowledge recall and shorter essay responses on strand 1 content and oral presentation

Strand 2 (Terms 2 and 3)

Fostering a spirit of independence, enquiry, and extension

Research: The key opportunity to engage in independent research within this strand will be focused on a concrete example of a product/service produced by a firm and how firms compete.

- Life cycle, pricing strategy, competitive strategies, branding and marketing

Disciplinary

- MOPS
- Porters competitive advantage
- Porters five forces (lite)

Taught: The Market

- The Market
- Market research
- Market positioning
- Demand
- Supply
- Markets
- PED
- YED
- Product/service design
- Branding and promotion
- Pricing strategies
- Distribution
- Marketing strategy
- Competitive environment

End point

By the end of this strand students will

- Be able to
 - o Continue to develop MOPS analysis towards mastery
 - o Introduce Porters five forces
 - o Investigate businesses operating in a range of markets and competitive industries
 - o Develop quantitative skills and apply to business context
 - QS7, QS8, QS9, QS3, QS
- Understand
 - o What a market is and how firms
 - o Strategic decision making of a business in a competitive market
 - o How businesses identify opportunities and develop a competitive advantage when dealing with customers
 - o How businesses adapt their marketing to meet the needs of a changing market

Assessment

- A mixture of written calculations required to analyse the financial performance of a business. A mixture of 4,8,10,12 marker essay responses on the remainder of strand 1 and strand 2 and oral presentations

Strand 3 (Terms 4 and 5)

Fostering a spirit of independence, enquiry, and extension

Research: The key opportunity to engage in independent research within this strand will be focused on leadership and motivational the.

Disciplinary

- MOPS
- Porters five forces (lite)
- SWOT (lite)

Taught: Human Resources

- Approaches to staffing
- Recruitment, selection and training
- Organisational design
- Motivation in theory and practice
- Leadership
- Moving from entrepreneur to leader
- HR calculations
- Legislation (emphasis on employment)

End point

By the end of this strand students will

- Be able to
 - o Develop quantitative skills and apply to business context
 - QS1, QS2

- Understand
 - How businesses recruit, train, organise and motivate employees
 - The consideration that businesses give to people in the organisation

Assessment

A mixture of written essay responses including 20 markers and oral presentation

Strand 4 (Term 6 and Year 2 Term 1)

Fostering a spirit of independence, enquiry, and extension

Research: The key opportunity to engage in independent research within this strand will be focused on business objectives.

Why businesses fail – students to analyse the causes leading to the failure of a prominent business

Disciplinary

- MOPS
- Porters five forces (lite)
- **SWOT**
- PESTLE

Taught: Business decisions and strategy (15)

- Business objectives
- Business choices
- Business Failure
- Productivity and efficiency
- Corporate objectives
- Capacity utilisation
- Stock control (JIT, surplus, etc)
- Quality management
- Theories of corporate strategy
- Economic influences
- Impact of external influences
- Growth
- Mergers and Takeovers
- Organic growth
- Reasons for staying small

End point

By the end of this strand students will

- Be able to
 - Develop quantitative skills and apply to business context
 - QS2
 - Conduct a SWOT analysis
 - Match business objectives to real organisations and their stated objectives
 - Analyse the motivations behind a business's behaviour in the market (MOPS/SWOT)
- Understand
 - Students build on their understanding of financial objectives, by developing an understanding of non-financial and strategic objectives and the strategies employed to achieve them.

- Business decisions in the short and long term
- The role of external influences on a business, regards to meeting their objectives.
- Develop an understanding of how and why businesses grow.

Assessment

A mixture of written essays based on strands 1-4, including further practice of 20 markers and oral presentation

Strand 5 (Term 2)

Fostering a spirit of independence, enquiry, and extension

Research: The key opportunity to engage in independent research within this strand will be focused on APPLYING quantitative analysis to a business researched by the student.

Disciplinary

- Quantitative tools

Taught: Quantitative analysis (4)

Quantitative sales forecasting

Investment appraisal

Decision trees

Critical path analysis

End point

By the end of this strand students will

- Be able to
 - Develop quantitative skills and apply to business context
 - QS1-QS4, QS5, QS6, QS8, QS9
 - Use quantitative techniques to inform the strategic decisions made by firms in a range of contexts.
- Understand
 - The role of quantitative techniques in developing and evaluating strategic decisions
 - Limitations of each of the techniques (in forecasting and making investment decisions)

Assessment

A mixture of numerical assessment on course content. Essays based on strands 1-5 and oral presentations

Strand 6 (Term 2 and 3)

Fostering a spirit of independence, enquiry, and extension

Research: The key opportunity to engage in independent research within this strand will be focused on researching the role of Corporate Social Responsibility for firms in the market

Disciplinary

SWOT

PESTLE

Taught: The Role of Stakeholders in Business decisions

Corporate culture

Corporate influences

Shareholders versus stakeholders

Business ethics

End point

By the end of this strand students will

- Be able to
 - o Evaluate business objectives in terms of their ethical impact

- Understand
 - o How corporate cultures are formed and the difficulties faced by leaders in culture change
 - o Understand the role of a range of stakeholders in influencing business decision making.
 - o Trade-off between profits, ethics, and the development of corporate social responsibility.

Assessment

A mixture of written essays and oral presentation

Strand 7 (Term 3 and 4)

Fostering a spirit of independence, enquiry, and extension

Research: The key opportunity to engage in independent research within this strand will be focused on researching the key macroeconomic indicators of an assigned country (including GDP, HDI, Ease of doing business).

Disciplinary

SWOT

PESTLE

Porters

Taught: Business in a Macroeconomic environment

Factors contributing to increased globalisation

Growing economies

International trade and business growth

Protectionism

Trading blocs

Conditions that prompt trade

Assessment of a country as a market

Assessment of a country as a production location

Global competitiveness

End point

By the end of this strand students will

- Be able to
 - Evaluate a country or region in terms of business environment
 - Recognise the level of development of different countries, based on indicators such as GDP and HDI.

- Understand
 - The role of economic growth in determining business confidence and investment
 - The importance of trade and restrictions on trade for global businesses
 - Push and pull factors for foreign direct investment
 - Competitive advantage gained by relocating in different countries

Assessment

- A mixture of written and oral presentation

Strand 8 (Term 4)

Fostering a spirit of independence, enquiry, and extension

Research: The key opportunity to engage in independent research within this strand will be focused on researching how MNC's adapt their products for global and local markets

Disciplinary

SWOT

PESTLE

Porters

ANSOF

Taught: Business decisions in a global context

Reasons for global mergers and joint ventures

Global marketing

Global niche markets

Cultural social factors

Impact of MNC's

Ethics

Controlling MNCS

End point

By the end of this strand students will

- Be able to
 - Evaluate the impact of MNC's in developed and developing countries
 - Assess a market at different levels, local, national, regional and international.
 - Evaluate the effectiveness of global governance of the international market

- Understand
 - The global competitive environment
 - The ethical and moral dimensions of global business activities

Assessment

- A mixture of written and oral presentation