



GCSE Business Studies Curriculum Map

Subject: GCSE Business Studies	Year Group:10/11	Key Stage: 4
Links to prior learning • KS3 develops essential skills such as decision-making, problem-solving, and critical thinking, which are further refined at GCSE through more complex business scenarios and extended written responses • Students start using business terminology and basic quantitative skills (like simple finance calculations) in KS3, which are expanded upon in GCSE Business with more advanced calculations and data analysis	Retrieval Practice (Explain the techniques used to help students recall and apply previously learned material) Low-stakes quizzes (Weekly quizzes on mixed topics) Retrieval clock (Timed recall of key points for each business topic) Concept maps (Visual linking of business concepts and terminology) 'Because, leads to, therefore' Sentence completion to prompt analysis and evaluation Flashcards (Self-testing business terms, formulas, and definitions) Exam-style questions (Practice with past papers and essay plans) Word banks (Incorporate old topic vocabulary into new responses) GCSE POD Homework (Retrieval tasks spanning recent and earlier content)	Adaptive teaching strategies Flexible grouping (Targets support and promotes peer learning) Scaffolding (Builds independence through structured support) Formative assessment (Informs real-time and future adaptations) Differentiated resources (Ensures access for all without lowering expectations) Modelling (Makes processes and success criteria explicit) Questioning (Checks and deepens understanding) Peer teaching (Reinforces learning and builds collaboration) Learning stations (Offers varied, self-paced engagement) Personalised plans (Meets individual needs (SEND, EAL, etc.) In-the-moment adaptation (Responds directly to classroom needs) Clear feedback (Guides improvement and consolidates learning)

		Reflection/planning (Drives ongoing improvement and responsiveness)
Literacy Reading • Use reciprocal reading approaches and encourage students to interpret and analyse business texts, case studies, and data, focusing on specialist vocabulary (e.g., “comparative advantage,” “globalisation”). • Teach etymology and morphology to help students decode complex terminology and understand subtle differences between similar business terms . • Incorporate regular reading of real-world business articles and reports to develop comprehension and contextual understanding. Writing • Model effective business writing, such as reports and structured exam responses, using planning cycles (plan, draft, edit) and scaffolding techniques like sentence starters and gap fills. • Explicitly teach and reinforce the use of tier 3 (subject-specific) vocabulary and command words, linking them to	Oracy Presentations:(Group pitch for a new product or business idea) Debates: (Should businesses always prioritise profit over ethics?) Role-play: (Simulated board meeting or negotiation) Vlogs/Interviews: Record a 2-minute summary of a business news story Talk tactics: Use BLT sentence stems in group discussions	Numeracy Addition/Subtraction (Calculating profit/loss, costs, revenue) Percentages (Profit margins, market share, growth rates) Data Interpretation (Reading graphs, analysing financial reports) Calculations with Decimals/Fractions (Pricing, interest rates, budgeting) Decision-making with Data (Choosing strategies based on financial analysis)

assessment criteria. • Encourage students to write evidence-based arguments and conclusions, supporting their points with data and case study references. • Use knowledge organisers, glossaries, and vocabulary games to reinforce key terms and support independent learning. Vocabulary: Tier 3 vocabulary for GCSE Business Studies https://drive.google.com/file/d/1kWoWlZB-6m78Kc0h9EsKVVM3WI5PMVxP/view?usp=drive_link		
Careers across the Curriculum Edexcel GCSE Business students can progress to study either the BTEC or the A Level Business courses at Queensmead School. Edexcel GCSE Business opens doors to a variety of careers in business-related fields and provides essential skills for further study,	Wider Curriculum opportunities School trips: Shell Head Office (Students will be given the opportunity to speak to members of staff from a number of different functional areas at Shell Head office) Mock Interviews and individual feedback provided by senior managers at Shell Global.	Super Curriculum We recommend you complete relevant Futurelearn courses. Courses on FutureLearn are structured into weeks and steps, featuring videos, articles, audio content, and interactive quizzes. Learners can engage in discussions, comment on course materials, and receive

apprenticeships, and entrepreneurship. The subject's broad relevance ensures students are well-prepared for both academic and professional progression Marketing (Digital marketer, market researcher) Finance (Financial adviser, investment analyst) Human Resources (HR officer, recruitment assistant) Management (Project manager, retail manager) Entrepreneurship (Small business owner, start-up founder) Sales & Customer Service (Sales manager, customer service representative) Consultancy (Business analyst, management consultant) Public Relations (PR officer, communications manager)	Young Enterprise competition to be launched Sept 2025.	guidance from educators and peers, fostering a social and collaborative learning environment The platform emphasises flexible, self-paced learning and offers both free and paid options, including certificates and long-term access through subscriptions FutureLearn is designed to help users develop new skills, pursue interests, and advance their careers in an accessible and supportive online setting https://www.futurelearn.com/subjects/business-and-management-courses Recommended reading https://www.nu.edu/blog/books-every-business-student-should-read/
Assessment and feedback Assessment strategies: Knowledge quizzes -weekly low stakes quizzing, exit tickets, mini whiteboards, peer and self assessment, questioning techniques, end of unit tests, Walk and Talk past papers Feedback: Whole class feedback, verbal feedback, purple pen feedback,		



BTEC Business Studies Curriculum Map

Subject: BTEC Extended Certificate	Year Group: 12/13	Key Stage: 4
Links to prior learning <u>Continuity of Core Business Concepts</u> - Both qualifications cover core business topics such as marketing, finance, business operations, and external influences. - Units like "Exploring Business," "Developing a Marketing Campaign," and "Personal and Business Finance" in the Extended Certificate expand upon foundational GCSE topics such as spotting business opportunities, business planning, marketing, and managing finances. <u>Progression in Skills and Application</u> - GCSE Business introduces students to business terminology, basic calculations, and the analysis of case studies. The BTEC Level 3 course develops these further through more complex, applied tasks, including	Retrieval Practice Low-stakes quizzes (Weekly quizzes on mixed topics) Retrieval clock (Timed recall of key points for each business topic) Concept maps (Visual linking of business concepts and terminology) 'Because, leads to, therefore' Sentence completion to prompt analysis and evaluation Flashcards (Self-testing business terms, formulas, and definitions) Exam-style questions (Practice with past papers and essay plans) Word banks (Incorporate old topic vocabulary into new responses) (Retrieval tasks spanning recent and earlier content)	Adaptive teaching strategies Flexible grouping (Targets support and promotes peer learning) Scaffolding (Builds independence through structured support) Formative assessment (Informs real-time and future adaptations) Differentiated resources (Ensures access for all without lowering expectations) Modelling (Makes processes and success criteria explicit) Questioning (Checks and deepens understanding) Peer teaching (Reinforces learning and builds collaboration) Learning stations (Offers varied, self-paced engagement) Personalised plans (Meets individual needs (SEND, EAL, etc.) In-the-moment adaptation (Responds directly to classroom needs) Clear feedback (Guides improvement and consolidates learning)

coursework, presentations, and externally assessed units. The Level 3 Extended Certificate emphasizes practical application, problem-solving, and independent research, building on the analytical and evaluative skills developed at GCSE.		Reflection/planning (Drives ongoing improvement and responsiveness)
Literacy Reading - Use reciprocal reading approaches and encourage students to interpret and analyse business texts, case studies, and data, focusing on specialist vocabulary (e.g., "comparative advantage," "globalisation"). - Teach etymology and morphology to help students decode complex terminology and understand subtle differences between similar business terms. - Incorporate regular reading of real-world business articles and reports to develop comprehension and contextual understanding. Writing	Oracy Presentations:(Group pitch for a new product or business idea) Debates: (Should businesses always prioritise profit over ethics?) Role-play: (Simulated board meeting or negotiation) Vlogs/Interviews: Record a 2-minute summary of a business news story Talk tactics: Use BLT sentence stems in group discussions	Numeracy 1. Core Units with Numeracy Focus Unit 3: Personal and Business Finance This mandatory, externally assessed unit is the main area where numeracy is explicitly taught and assessed. Students learn to: Complete and interpret cash flow forecasts and statements Calculate and analyse break-even, profit, loss, and other key financial metrics Understand and apply concepts such as interest rates, budgeting, and financial planning Analyse financial documents and make recommendations based on quantitative data.

• Model effective business writing, such as reports and structured exam responses, using planning cycles (plan, draft, edit) and scaffolding techniques like sentence starters and gap fills. • Explicitly teach and reinforce the use of tier 3 (subject-specific) vocabulary and command words, linking them to assessment criteria. • Encourage students to write evidence-based arguments and conclusions, supporting their points with data and case study references. • Use knowledge organisers, glossaries, and vocabulary games to reinforce key terms and support independent learning. Tier 3 Vocabulary https://drive.google.com/drive/folders/1tPbtEJZ5rjHQ_OHd_YeYLdFHLjOtFF0?usp=drive_link		Unit 2: Developing a Marketing Campaign Involves analysing market research data, interpreting trends, and using numerical evidence to justify marketing decisions. Unit 1: Exploring Business Students may use numeracy when analysing business performance, market share, and growth rates, though the focus is broader and more contextual Types of Numeracy Skills Applied • Calculating and interpreting financial ratios (e.g., gross and net profit margins, liquidity ratios) • Analysing and constructing budgets, cash flow forecasts, and break-even charts • Interpreting and presenting data from tables, charts, and graphs • Using percentages, averages, and other mathematical techniques to inform business decisions
Careers across the Curriculum	Wider Curriculum opportunities	Super Curriculum

Edexcel GCSE Business opens doors to a variety of careers in business-related fields and provides essential skills for further study, apprenticeships, and entrepreneurship. The subject's broad relevance ensures students are well-prepared for both academic and professional progression Marketing (Digital marketer, market researcher) Finance (Financial adviser, investment analyst) Human Resources (HR officer, recruitment assistant) Management (Project manager, retail manager) Entrepreneurship (Small business owner, start-up founder) Sales & Customer Service (Sales manager, customer service representative) Consultancy (Business analyst, management consultant) Public Relations (PR officer, communications manager) Top 100 Universities for studying Business https://www.topuniversities.com/university-subject-rankings/business-management-studies	School trips to New York, Thorpe Park, Yum Head Office, Shell Centre Young Enterprise competition starting Sept 25 Cross Curricular Links in BTEC Business BTEC Business courses are designed to provide students with a broad, practical understanding of the business world, while also fostering a range of transferable skills and knowledge that connect with other curriculum areas. Here are the main cross-curricular links: 1. Literacy and Communication Students develop higher-level vocabulary, technical language, and effective written and oral communication through report writing, presentations, and business documentation. Business courses reinforce literacy skills by requiring students to interpret case studies, construct arguments, and present findings clearly. 2. Mathematics and Finance Financial topics such as budgeting, profit calculations, and ratio analysis directly apply mathematical concepts, supporting numeracy	We recommend you complete relevant Futurelearn courses. Courses on FutureLearn are structured into weeks and steps, featuring videos, articles, audio content, and interactive quizzes. Learners can engage in discussions, comment on course materials, and receive guidance from educators and peers, fostering a social and collaborative learning environment. The platform emphasizes flexible, self-paced learning and offers both free and paid options, including certificates and long-term access through subscriptions FutureLearn is designed to help users develop new skills, pursue interests, and advance their careers in an accessible and supportive online setting https://www.futurelearn.com/subjects/business-and-management-courses Wider reading https://www.nu.edu/blog/books-every-business-student-should-read/ Super Curriculum link
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	development. Units on personal and business finance, financial forecasting, and bookkeeping strengthen practical math skills. 3. Information Technology (IT) Learners use spreadsheets, databases, and presentation software for business planning, marketing campaigns, and data analysis, reinforcing digital literacy. 4. Personal, Social, Health and Economic Education (PSHE) Business courses often include enterprise projects, teamwork, and ethical considerations, supporting personal development, social skills, and an understanding of economic issues. Topics such as business ethics, consumer rights, and social enterprise link directly to PSHE themes. 5. Humanities and Social Sciences Business studies connect with geography (globalisation, international business), law (consumer rights, business law), and economics (market structures, economic influences).	https://docs.google.com/document/d/1fhPTv5_zS27tTXd0yZ0dW_JPJy_Bf19m8MqGR4xh_hQM/edit?tab=t.0
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	Students explore the impact of external factors such as legislation, technology, and the economy on business activity. 6. Creative and Performing Arts Units like “Developing a Marketing Campaign” encourage creativity and design skills, linking to art and media studies. 7. Science and Technology Business topics may touch on technological innovation, product development, and sustainability, linking to STEM subjects through discussions on production processes and environmental impact. 8. Employability and Enterprise BTEC Business emphasises employability skills such as teamwork, leadership, problem-solving, and adaptability, which are relevant across all subjects and essential for future careers. Students often run mini-enterprises or plan business events, applying project management and entrepreneurial skills in real-world contexts.	
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Assessment and feedback

Assessment strategies: Knowledge quizzes -weekly low stakes quizzing, exit tickets, mini whiteboards, peer and self assessment, questioning techniques, end of unit tests, Walk and Talk past papers

Feedback: Whole class feedback, verbal feedback, purple pen feedback,



A Level Business Studies Curriculum Map

Subject: A Level Business	Year Group: 12/13	Key Stage: 4
Links to prior learning Continuity of Core Themes from GCSE Business - Both courses cover fundamental business concepts such as entrepreneurship, marketing, finance, human resources, and external influences - GCSE topics like "Spotting a business opportunity," "Putting a business idea into practice," and "Making the business effective" directly underpin A Level themes such as "Developing New Business Ideas," "Managing the Business," and "Business Decisions and Strategy" 2. Depth and Breadth - At A Level, students revisit many GCSE topics but in greater depth and with broader application. For example, financial planning and	Retrieval Practice Low-stakes quizzes (Weekly quizzes on mixed topics) Retrieval clock (Timed recall of key points for each business topic) Concept maps (Visual linking of business concepts and terminology) 'Because, leads to, therefore' Sentence completion to prompt analysis and evaluation Flashcards (Self-testing business terms, formulas, and definitions) Exam-style questions (Practice with past papers and essay plans) Word banks (Incorporate old topic vocabulary into new responses)	Adaptive teaching strategies Flexible grouping (Targets support and promotes peer learning) Scaffolding (Builds independence through structured support) Formative assessment (Informs real-time and future adaptations) Differentiated resources (Ensures access for all without lowering expectations) Modelling (Makes processes and success criteria explicit) Questioning (Checks and deepens understanding) Peer teaching (Reinforces learning and builds collaboration) Learning stations (Offers varied, self-paced engagement) Personalised plans (Meets individual needs (SEND, EAL, etc.) In-the-moment adaptation (Responds directly to classroom needs) Clear feedback (Guides improvement and consolidates learning)

marketing are explored with more complex models, strategic frameworks, and real-world contexts . • The A Level specification introduces advanced topics such as globalisation, international business, corporate strategy, and decision-making techniques, building on the foundational understanding from GCSE. 3. Skills Progression • The analytical, evaluative, and problem-solving skills developed at GCSE are further strengthened at A Level, where students are expected to interpret more complex data, construct extended arguments, and critically assess business scenarios. • Both courses emphasise the importance of applying knowledge to case studies and real business situations, but A Level requires a more strategic and critical approach. 4. Avoiding Repetition • The A Level course is structured to avoid unnecessary repetition of GCSE content, instead extending and deepening students' understanding while supporting those new to the subject.		Reflection/planning (Drives ongoing improvement and responsiveness)
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Literacy Reading - Use reciprocal reading approaches and encourage students to interpret and analyse business texts, case studies, and data, focusing on specialist vocabulary (e.g., "comparative advantage," "globalisation"). - Teach etymology and morphology to help students decode complex terminology and understand subtle differences between similar business terms. - Incorporate regular reading of real-world business articles and reports to develop comprehension and contextual understanding. Writing - Model effective business writing, such as reports and structured exam responses, using planning cycles (plan, draft, edit) and scaffolding techniques like sentence starters and gap fills. - Explicitly teach and reinforce the use of tier 3 (subject-specific) vocabulary and command words, linking them to assessment criteria.	Oracy Presentations:(Group pitch for a new product or business idea) Debates: (Should businesses always prioritise profit over ethics?) Role-play: (Simulated board meeting or negotiation) Vlogs/Interviews: Record a 2-minute summary of a business news story Talk tactics: Use BLT sentence stems in group discussions	Numeracy Specification and Assessment Requirements At least 10% of the overall marks in Edexcel A Level Business are allocated to quantitative skills, and these are assessed across all exam papers. Students are expected to demonstrate numeracy through calculations, data interpretation, and the evaluation of quantitative evidence in business contexts. <u>Key Quantitative Skills Developed</u> The course requires students to use and apply: Percentages (including increases, decreases, and reverse percentages) Ratios Fractions Averages Probability Financial calculations (e.g., gross profit, operating profit, net profit, profit margins,

• Encourage students to write evidence-based arguments and conclusions, supporting their points with data and case study references. • Use knowledge organisers, glossaries, and vocabulary games to reinforce key terms and support independent learning. Vocabulary Tier 3 words https://drive.google.com/drive/folders/1tPb_tEJZ5rjHQ_OHd_YeYLdFHLjOtFF0?usp=drive_link		liquidity ratios) Interpretation of graphs, charts, and financial statements <u>Curriculum Content</u> Numeracy is embedded in topics such as: Financial planning and management (calculating profits, margins, break-even, cash flow) Assessing business performance (using ratios, interpreting balance sheets and income statements) Decision-making techniques (quantitative analysis for business decisions) Students use numeracy to analyse business scenarios, assess competitiveness, and make evidence-based recommendations. Teaching and Diagnostic Tools We use initial numeracy assessments at the start of Year 12 to identify students' strengths and gaps, ensuring targeted support where needed. Practice with adapted calculation questions, case studies, and data response tasks further reinforces numeracy skills throughout
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		the course.
Careers across the Curriculum A Level Business Studies opens doors to a variety of careers in business-related fields and provides essential skills for further study, apprenticeships, and entrepreneurship. The subject's broad relevance ensures students are well-prepared for both academic and professional progression Marketing (Digital marketer, market researcher) Finance (Financial adviser, investment analyst) Human Resources (HR officer, recruitment assistant) Management (Project manager, retail manager) Entrepreneurship (Small business owner, start-up founder) Sales & Customer Service (Sales manager, customer service representative) Consultancy (Business analyst, management consultant) Public Relations (PR officer, communications manager) Shell Centre: Work Experience day	Wider Curriculum opportunities School trips: Thorpe Park New York 2026 Yum Head Office Young Enterprise Competition Business Studies and Personal Development • Skill Development: Business Studies courses inherently foster essential personal skills such as communication, leadership, resilience, and teamwork. Activities like presentations, group projects, and role-plays help students become confident communicators and strategic thinkers. • Self-Awareness and Reflection: Reflective activities embedded in	Super Curriculum We recommend you complete relevant Futurelearn courses. Courses on FutureLearn are structured into weeks and steps, featuring videos, articles, audio content, and interactive quizzes. Learners can engage in discussions, comment on course materials, and receive guidance from educators and peers, fostering a social and collaborative learning environment. The platform emphasizes flexible, self-paced learning and offers both free and paid options, including certificates and long-term access through subscriptions. FutureLearn is designed to help users develop new skills, pursue interests, and advance their careers in an accessible and supportive online setting https://www.futurelearn.com/subjects/business-and-management-courses Suggested wider reading https://www.nu.edu/blog/books-every-business-student-should-read/

(Opportunity to speak to members of staff from a number of different departments at the Shell Centre)	business curricula—such as journals and case studies—encourage students to assess their strengths, weaknesses, and learning strategies. This nurtures adaptability, ethical judgment, and a growth mindset, all core aspects of personal development. • Leadership and Emotional Intelligence: Business education emphasizes leadership, decision-making, and emotional intelligence. These personal attributes are vital for effective management and are directly transferable to both professional and personal life. • Career and Employability: By integrating personal growth opportunities, business studies prepare students for the demands of the modern workplace. Graduates are equipped not just with technical knowledge but also with the interpersonal and self-management skills that employers value. • Goal-Setting and Motivation: Business Studies encourages students to set, pursue, and reflect on personal and professional goals. This aligns with PD's focus on self-improvement and lifelong learning.	Link to super curriculum https://docs.google.com/document/d/1fhPTv5_zS27tTXd0yZ0dW_JPJy_Bf19m8MqGR4xhQhQM/edit?tab=t.0
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	• Adaptability and Resilience: The dynamic nature of business education, with its focus on problem-solving and innovation, builds resilience and adaptability—traits essential for personal and professional success in a rapidly changing world	
Assessment and feedback Assessment strategies: Knowledge quizzes -weekly low stakes quizzing, exit tickets, mini whiteboards, peer and self assessment, questioning techniques, end of unit tests, Walk and Talk past papers Feedback: Whole class feedback, verbal feedback, purple pen feedback,		

2 Year Scheme of Work for GCSE Business

Year 1	GCSE Specification https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf		
Autumn 1			
Theme 1		Content	HW
Week 1	1.4.1 The options for start-up and small businesses Tier 3 Word List: Limited Liability Unlimited Liability Sole trader Partnership Private limited Public limited Stock market Franchising Franchisee Franchisor	The types of business ownership for start-ups: ● sole trader, partnership, private limited company ● the advantages and disadvantages of each type of business ownership. The concept of limited liability: ● limited and unlimited liability ● the implications for the business owner(s) of limited and unlimited liability. The option of starting up and running a franchise operation: ● the advantages and disadvantages of franchising.	Enterprise and Entrepreneurship 3 PODS
Week 2	Franchise Research		● Spotting a Business Opportunity 4 pods

2 Year Scheme of Work for GCSE Business

Week 3	1.3.2 Business revenues, costs and profits Tier 3 words: Break-even Revenue Costs Fixed cost Variable cost Total costs Profit Loss Margin of safety Interest rates	The concept and calculation of: ● revenue 1) ● fixed and variable costs ● total costs ● profit and loss	Putting a Business Idea into Practice5 pods
Week 4	1.3.2 Business revenues, costs and profits	2) ● break even level of output ● margin of safety. Interpretation of break even diagrams: ● the impact of changes in revenue and costs ● break even level of output ● margin of safety ● profit and loss.	Making the Business Effective 7 pods
Week 5	1.3.3 Cash and Cash-flow Tier 3 words: Cash Cash flow Forecasting Net cash flow Opening balance Closing balance Inflows Outflows Profit Loss	The importance of cash to a business: ● to pay suppliers, overheads and employees ● to prevent business failure (insolvency) ● the difference between cash and profit. Calculation and interpretation of cash-flow forecasts (x2): ● cash inflows ● cash outflows ● net cash flow ● opening and closing balances.	Understanding External Influences on Business 5 pods

2 Year Scheme of Work for GCSE Business

Week 6	1.2.1 Customer needs Tier 3 words: Primary Secondary Quantitative Qualitative Gap in the market Bias	Identifying and understanding customer needs: • what customer needs are: price, quality, choice, convenience • the importance of identifying and understanding customers: generating sales, business survival.	2 Teachers Calculation practice
Week 7	1.2.2 Market research	The purpose of market research: • to identify and understand customer needs • to identify gaps in the market • to reduce risk • to inform business decisions. Methods of market research: • primary research: survey, questionnaire, focus group, observation • secondary research: internet, market reports, government reports. The use of data in market research: • qualitative and quantitative data • the role of social media in collecting market research data • the importance of the reliability of market research data	2 Teachers Calculation practice

2 Year Scheme of Work for GCSE Business

Week 8	1.2.2 Market research	Market Research Individual Project (New Business Idea)	2 Teachers Calculation practice
Autumn 2			
Week 1	1.2.3 Market segmentation Tier 3 words: Market mapping Market segmentation Gap in the market Competition Target market	How businesses use market segmentation to target customers: • identifying market segments: location, demographics, lifestyle, income, age • market mapping to identify a gap in the market and the competition.	Growing the Business 6 pods
Week 2	1.2.4 The competitive environment Tier 3 words: Competitive environment SWOT analysis Price Quality Product range Customer service	Understanding the competitive environment: • strengths and weaknesses of competitors based on: price, quality, location, product range and customer service • the impact of competition on business decision making.	Making Marketing Decisions 5 pods
Week 3	1.3.1 Business aims and objectives Tier 3 words: Aim Objective	What business aims and business objectives are. Business aims and objectives when starting up: • financial aims and objectives: survival, profit, sales, market share, financial security	Making Operational Decisions

2 Year Scheme of Work for GCSE Business

	SMART Financial Non-financial Survival Profit Sales Market share Financial security Social objectives Personal satisfaction Challenge Independence Control Short-term Long-term	• non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control. Why aims and objectives differ between businesses.	7 pods
Week 4	Business Revenue, Costs and Profit (Retrieval) 2 Teachers Calculations		• Making Financial Decisions 2 pods
Week 5	1.3.4 Sources of business finance Tier 3 words: Source of finance Start-up business Established business Short-term source Overdraft	Sources of finance for a start-up or established small business: • short-term sources: overdraft and trade credit • long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowdfunding .	• Making Human Resource Decisions 4 pods

2 Year Scheme of Work for GCSE Business

	Trade credit		
Week 6	1.1.1 The dynamic nature of business Tier 3 words: E commerce Obsolete	Why new business ideas come about: • changes in technology • changes in what consumers want • products and services becoming obsolete. How new business ideas come about: • original ideas • adapting existing products/services/ideas.	2 Teachers Calculation practice
Week 7	Assessment	Calculation Practice (Past Paper Booklet) Costs, Profit/Loss Break Even	
Spring 1			
Week 1	1.1.2 Risk and reward	The impact of risk and reward on business activity: • risk: business failure, financial loss, lack of security • reward: business success, profit, independence.	2 Teachers Calculation practice
Week 2	1.1.3 The role of business enterprise	The role of business enterprise and the purpose of business activity: • to produce goods or services • to meet customer needs • to add value: convenience, branding, quality, design, unique selling points. The role of entrepreneurship: • an entrepreneur: organises resources, makes business decisions, takes risks.	2 Teachers Calculation practice

2 Year Scheme of Work for GCSE Business

Week 3	Interpreting Information from graphs Break Even Margin of Safety Retrieval 2 Teachers calculations		2 Teachers Calculation practice
Week 4	1.4.2 Business location Tier 3 words: Procurement	Factors influencing business location: • proximity to: market, labour, materials and competitors • nature of the business activity • the impact of the internet on location decisions: e-commerce and/or fixed premises.	2 Teachers Calculation practice
Week 5	1.4.3 The marketing mix	What the marketing mix is and the importance of each element: • price, product, promotion, place. How the elements of the marketing mix work together: • balancing the marketing mix based on the competitive environment • the impact of changing consumer needs on the marketing mix • the impact of technology on the marketing mix: e-commerce, digital communication.	2 Teachers Calculation practice

2 Year Scheme of Work for GCSE Business

Week 6	1.4.3 The marketing mix	What the marketing mix is and the importance of each element: • price, product, promotion, place. How the elements of the marketing mix work together: • balancing the marketing mix based on the competitive environment • the impact of changing consumer needs on the marketing mix • the impact of technology on the marketing mix: e-commerce, digital communication.	2 Teachers Calculation practice
Spring 2			
Week 1	1.4.4 Business plans Tier 3 words: Vision Common Misconception: Difference between an aim and an objective	The role and importance of a business plan: • to identify: the business idea; business aims and objectives; target market (market research); forecast revenue, cost and profit; cash-flow forecast; sources of finance; location; marketing mix. The purpose of planning business activity: • the role and importance of a business plan in minimising risk and obtaining finance. Creating a Business plan	GCSE POD playlist

2 Year Scheme of Work for GCSE Business

Week 2	1.5.1 Business stakeholders Tier 3 words: Common Misconception Stakeholder and shareholder Conflict	Who business stakeholders are and their different objectives: - shareholders (owners), employees, customers, managers, suppliers, local community, pressure groups, the government. Stakeholders and businesses: - how stakeholders are affected by business activity - how stakeholders impact business activity - possible conflicts between stakeholder groups.	GCSE POD playlist
Week 3	1.5.2 Technology and business Tier 3 words: Social Media EPOS	Different types of technology used by business: - e-commerce - social media - digital communication - payment systems. How technology influences business activity in terms of: sales costs marketing mix.	GCSE POD playlist
Week 4	1.5.3 Legislation and business Tier 3 words: Common Misconception: Difference between employee and employer Consumer Protection Recruitment legislation	The purpose of legislation: - principles of consumer law: quality and consumer rights - principles of employment law: recruitment, pay, discrimination and health and safety. The impact of legislation on businesses: - cost - consequences of meeting and not meeting	GCSE POD playlist

2 Year Scheme of Work for GCSE Business

		these obligations.	
Week 5	1.5.4 The economy and business Tier 3 words: Interest rates, exchange rates, recession, peak, boom, Interest	The impact of the economic climate on businesses: unemployment, changing levels of consumer income? inflation, changes in interest rates, government taxation, changes in exchange rates.	GCSE POD playlist
Summer 1			
Week 1	1.5.5 External influences	The importance of external influences on business: • possible responses by the business to changes in: technology, legislation, the economic climate.	GCSE POD playlist
Week 2	Walk and Talk (2019 Paper)		GCSE POD playlist
Week 3	Walk and Talk (2020 Paper)		GCSE POD playlist
Week 4	Walk and Talk (2021 Paper)		NA
Week 5	Walk and Talk (2022 Paper)		NA
Summer 2			
Week 1	Mock Revision (3 mark guidance)		NA
Week 2	Mock Revision (9 mark guidance)		NA
Week 3	Mock Revision (12 mark guidance)		NA

2 Year Scheme of Work for GCSE Business

Week 4	Mock Feedback	Action Points	NA
Week 5	Mock Feedback	Action Points	NA
Week 6	2.4.1 Business calculations Tier 3 words: Gross Profit, Net Profit, Annual Rate of return, Average profit	The concept and calculation of: - gross profit - net profit Calculation and interpretation of: gross profit margin net profit margin average rate of return. Practice Questions (2 teachers)	NA
Week 7	2.2.1 Product Tier 3 words: Life Cycle, Extension strategy, decline, growth, maturity Function, aesthetics, cost Common misconception: Cost (is how much it costs to make, not how much selling for)	1: The design mix: function, aesthetics, cost. 2 and 3: The product life cycle: the phases of the product life cycle extension strategies. The importance to a business of differentiating a product/ service.	

2 Year Scheme of Work for GCSE Business

Year 2	GCSE Specification https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf		
Autumn 1			
Theme 1		Content	HW
Week 1	2.2.2 Price Tier 3 words: Pricing strategy Psychological Competitive 2.2.4 Place Tier 3 words: Distribution Logistics Etailer/retailer	Price ● pricing strategies ● influences on pricing strategies: technology, competition, market segments, product life cycle. Place: ● methods of distribution: retailers and e-tailers (e-commerce).	Enterprise and Entrepreneurship 3 PODS
Week 2	2.2.3 Promotion Tier 3 words: Advertising Branding Sponsorship Product trial	Promotion: ● appropriate promotion strategies for different market segments: advertising, sponsorship, product trials, special offers, branding ● the use of technology in promotion: targeted advertising online, viral advertising via social media, e-newsletters. How each element of the marketing mix can influence other elements.	● Spotting a Business Opportunity 4 pods

2 Year Scheme of Work for GCSE Business

	2.2.5 Using the marketing mix to make business decisions	Using the marketing mix to build competitive advantage. How an integrated marketing mix can influence competitive advantage.	
Week 3	Making Marketing Decisions (Assessment & Feedback lessons)		Putting a Business Idea into Practice5 pods
Week 4	2.4.2 Understanding business performance	The use and interpretation of quantitative business data to support, inform and justify business decisions: • information from graphs and charts • financial data • marketing data • market data. The use and limitations of financial information in: • understanding business performance • making business decisions. 2 Teachers Calculation Practice	Making the Business Effective 7 pods
Week 5	Theme 2: Gross Profit/Net Profit Investment Appraisal Calculation Practice (Paper 2)		- Understanding External Influences on Business 5 pods

2 Year Scheme of Work for GCSE Business

Week 6	2.1.1 Business growth Tier 3 Words: Internal/external Organic/Inorganic Public Limited Company Stock Market Retained Profit Internal/External sources of Finance	Methods of business growth and their impact: • internal (organic) growth: new products (innovation, research and development), new markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas) • external (inorganic) growth: merger, takeover. The types of business ownership for growing businesses: • public limited company (plc) Sources of finance for growing and established businesses: • internal sources: retained profit, selling assets • external sources: loan capital, share capital, including stock market flotation (public limited companies)	2 Teachers Calculation practice
Week 7	2.1.2 Changes in business aims and objectives Tier 3 words: Survival Growth 2.1.3 Business and globalisation Tier 3 words Imports/exports Tarriffs	Why business aims and objectives change as businesses evolve: • in response to: market conditions, technology, performance, legislation, internal reasons. How business aims and objectives change as businesses evolve: • focus on survival or growth • entering or exiting markets • growing or reducing the workforce • increasing or decreasing product range. The impact of globalisation on businesses: • imports: competition from overseas, buying from overseas • exports: selling to overseas markets • changing business locations • multinationals.	2 Teachers Calculation practice

2 Year Scheme of Work for GCSE Business

	Trade Blocs Quotas	Barriers to international trade: • tariffs • trade blocs. How businesses compete internationally: • the use of the internet and e-commerce • changing the marketing mix to compete internationally.	
Week 8	Growing The Business (Assessment and Feedback lessons)	https://drive.google.com/file/d/1TTOA18UDfFIRT3siKZzhEVc8UQcL-tOe/view?usp=drive_link 9 mark questions	2 Teachers Calculation practice
Autumn 2			
Week 1	2.1.4 Ethics, the environment and business Tier 3 Words: Tradeoff Pressure group Ethics 2.3.1 Business operations Tier 3 words: Job, batch, flow production Productivity	The impact of ethical and environmental considerations on businesses: • how ethical considerations influence business activity: possible trade-offs between ethics and profit • how environmental considerations influence business activity: possible trade-offs between the environment, sustainability and profit • the potential impact of pressure group activity on the marketing mix. The purpose of business operations: • to produce goods • to provide services.	• Growing the Business 6 pods

2 Year Scheme of Work for GCSE Business

		Production processes: • different types: job, batch, flow • the impact of different types of production process: keeping productivity up and costs down and allowing for competitive prices. Impacts of technology on production: • balancing cost, productivity, quality and flexibility.	
Week 2	Walk and Talk Paper 2024		• Making Marketing Decisions 5 pods
Week 3	2.3.2 Working with suppliers Tier 3 words: Procurement JIT JIC Inventory	Managing stock: • interpretation of bar gate stock graphs • the use of just in time (JIT) stock control. The role of procurement: • relationships with suppliers: quality, delivery (cost, speed, reliability), availability, cost, trust • the impact of logistics and supply decisions on: costs, reputation, customer satisfaction.	• Making Operational Decisions 7 pods
Week 4	2.3.3 Managing quality Tier 3 words: Quality Control Quality Assurance	The concept of quality and its importance in: • the production of goods and the provision of services: quality control and quality assurance • allowing a business to control costs and gain a competitive advantage. The sales process: • product knowledge, speed and efficiency of service,	• Making Financial Decisions 2 pods

2 Year Scheme of Work for GCSE Business

	2.3.4 The sales process	customer engagement, responses to customer feedback, post-sales service. The importance to businesses of providing good customer service.	
Week 5	Walk and Talk Paper (2023)		Making Human Resource Decisions 4 pods
Week 6	2.5.1 Organisational structures Tier 3 words: Hierarchy Centralised/decentralised Span of Control Authority Delegation	Different organisational structures and when each are appropriate: - hierarchical and flat - centralised and decentralised. The importance of effective communication: - the impact of insufficient or excessive communication on efficiency and motivation - barriers to effective communication. Different ways of working: - part-time, full-time and flexible hours - permanent, temporary, and freelance contracts - the impact of	2 Teachers Calculation practice

2 Year Scheme of Work for GCSE Business

		technology on ways of working: efficiency, remote working	
Week 7	Walk and Talk Paper (2022)		
Spring 1			
Week 1	2.5.1 Organisational structures	Different organisational structures and when each are appropriate: • hierarchical and flat • centralised and decentralised. The importance of effective communication: • the impact of insufficient or excessive communication on efficiency and motivation • barriers to effective communication. Different ways of working: • part-time, full-time and flexible hours • permanent, temporary, and freelance contracts • the impact of technology on ways of working: efficiency, remote working	2 Teachers Calculation practice
Week 2	Mock (Summer 2023 Paper 2)		2 Teachers Calculation practice
Week 3	Walk and Talk Paper (2021)		2 Teachers Calculation practice
Week 4	2.5.2 Effective recruitment Tier 3 words: Personal specification Job description	Different job roles and responsibilities: • key job roles and their responsibilities: directors, senior managers, supervisors/team leaders, operational and support staff. How businesses recruit people: • documents: person	2 Teachers Calculation practice

2 Year Scheme of Work for GCSE Business

	Internal/external recruitment	specification and job description, application form, CV • recruitment methods used to meet different business needs (internal and external recruitment).	
Week 5	2.5.3 Effective training and development Tier 3 words: Staff Turnover Retention	How businesses train and develop employees: • different ways of training and developing employees: formal and informal training, self-learning, ongoing training for all employees, use of target setting and performance reviews. Why businesses train and develop employees: • the link between training, motivation and retention • retraining to use new technology.	2 Teachers Calculation practice
Week 6	2.5.4 Motivation Tier 3 words: Staff Turnover Retention Remuneration Autonomy Enrichment Rotation	The importance of motivation in the workplace: • attracting employees, retaining employees, productivity. How businesses motivate employees: • financial methods: remuneration, bonus, commission, promotion, fringe benefits • non-financial methods: job rotation, job enrichment, autonomy	2 Teachers Calculation practice
Spring 2			
Week 1	Paper 1 (2023) Walk and Talk		GCSE POD playlist
Week 2	Paper 2 (2020) Walk and Talk		GCSE POD playlist
Week 3	Paper 1 (2022) Walk and Talk		GCSE POD playlist
Week 4	Paper 2 (2019) Walk and Talk		GCSE POD playlist
Week 5	Paper 1 (2022) Walk and Talk		GCSE POD playlist

2 Year Scheme of Work for GCSE Business

Summer 1			
Week 1	Topic 2.1 Growing the business Topic 2.2 Making marketing decisions Topic 1.1 Enterprise and entrepreneurship	3,6,9,12 mark practice questions	GCSE POD playlist
Week 2	Topic 1.5 Understanding external influences on business Topic 1.4 Making the business effective Topic 1.3 Putting a business idea into practice	3,6,9,12 mark practice questions Break Even, Cash Flow, Profit questions	GCSE POD playlist
Week 3	Topic 1.2 Spotting a business opportunity Topic 2.3 Making operational decisions Topic 2.4 Making financial decisions		GCSE POD playlist
Week 4	Study Leave	NA	NA
Week 5	Study Leave	NA	NA
Summer 2			
Week 1	Study Leave	NA	NA
Week 2	Study Leave	NA	NA
Week 3	Study Leave	NA	NA
Week 4	Study Leave	NA	NA
Week 5	Study Leave	NA	NA
Week 6	Study Leave	NA	NA
Week 7			

BTEC Assessment Plan (2025 Cohort)

Programme Number & Title Pearsons BTEC Level 3 National Extended Certificate (360 GLH) Sept 2024 May 2026 										
Unit No & Title	Assignment Title	Targeted Learning Aim/Outcome and Assessment Criteria	Hand Out Date	Internal Verification of Assignment Brief Date	Internal or External Assessment Date	Internal Verification of Assessment Decisions Date	Planned Resubmission Date*	Internal Verification of Resubmission Date	Assessor Name	Internal Verifier Name
YEAR 1	YEAR 1	YEAR 1	YEAR 1	YEAR 1	YEAR 1	YEAR 1	YEAR 1	YEAR 1	YEAR 1	YEAR 1
Unit 8: Recruitment and Selection Process		B+C	15th Sept 25	1st Sept 2025	OCT 24th 2025	3rd Nov 2025	17th Nov 2025	21st Nov 2025	G Fathi/ S Grace	S Grace/ G Fathi
Unit 8: Recruitment and Selection Process		A	Nov 3rd 25	1st Sept 2025	Nov 28th 25	5th Dec 25	Dec 19th 2025	6th Jan 2026	G Fathi/ S Grace	S Grace/ GFathi
Unit 3: Personal and Business Finance	External Assessment		NA	NA	May 14th 2026	NA	Retake Jan 27	NA	External	
1 Exploring Business		CD	1st June 2026	1st Sept 2025	15th July 2026	1st Sept 2026	15th Sept 2026	19th Sept 2026	G Fathi/S Grace	G Fathi/SGrace
Year 2	Year 2	Year 2	Year 2	Year 2	Year 2	Year 2	Year 2	Year 2	Year 2	Year 2
Unit 2: Developing a Marketing Campaign	External Assessment		NA	NA	8/9th Jan 2027	NA	Retake MAY 2027	NA	External	
1 Exploring Business		AB	12th Jan 27	1st Sept 2026	22nd Feb 2027	Feb 26th 2027	15th March 2027	19th March 2027	G Fathi/S Grace	s Grace/G Fathi
		E	March 8th 2027	1st Sept 2026	25th March 2027	12th April 2027	27th April 2027	20th April 2027	G Fathi/S Grace	s Grace/G Fathi
Lead Internal Verifier Signature	Shaun Grace		sgrace@qmschool.org.uk							

* Lead Internal Verifier must authorise any resubmissions. The learner must have met the initial deadline (or an agreed extension deadline) and authenticated their work. The resubmission date must be within 10 working days of the learner receiving the results of assessment.

Updated
04/06/25

Year 12	A-level Specification				
Autumn 1					
Theme 1		Theme 4			
Week 1	Introduction – what is a market? 1.1.1 The market Characteristics of Mass markets and niche markets Dynamic markets <i>Initial Numeracy Assessment (SA)</i>	4.1.1 Growing economies Measurements of different economies and economic performance Business opportunities			
Week 2	1.1.2 Market research Product and market orientation Methods of market research Uses and limitations of these methods Market segmentation from market research results	4.1.1 Growing economies Measurements of different economies and economic performance Business opportunities			
Week 3	1.1.3 Market positioning How businesses use market research information	4.1.2 International trade and business growth Specialisation of economies and business Business growth via trade			
Week 4	1.2.1 Demand Introduction to the demand curve Discuss movement along and of the demand curve, and factors influencing this	4.1.2 International trade and business growth Specialisation of economies and business Business growth via trade			
Week 5	1.2.2 Supply Introduction to the supply curve Discuss movement along and of the supply curve, and factors influencing this 1.2.3 Markets Combine work in demand and supply to illustrate price determination in a market	4.1.3 Factors contributing to increased globalisation External factors (link to PESTLE)			
Week 6	1.2.4 Price elasticity of demand (PED) Calculation of PED Interpretation of PED and its importance to businesses	4.1.3 Factors contributing to increased globalisation External factors (link to PESTLE)			
Week 7	1.2.5 Income elasticity of demand (YED) Calculation of YED Comparison contrast to PED Interpretation of YED and its importance to businesses	4.1.4 Protectionism Threats posed to economies and businesses and reactions to these			
Week 8	Exam Technique - Assessment - Feedback <i>Mass or Niche Markets at Haier</i> <i>June 18: 20 marks</i>	4.1.4 Protectionism Threats posed to economies and businesses and reactions to these			
Autumn 2					

Week 1	1.3.1 Product/service design Design mix and how this might change	4.1.5 Trading blocs As a reaction to protectionism between countries Opportunities and threats to businesses		
Week 2	1.3.2 Branding and promotion Types of branding Building a brand and changes in branding Generic versus branded products	4.1.5 Trading blocs As a reaction to protectionism between countries Opportunities and threats to businesses		
Week 3	1.3.2 Branding and promotion Types of promotion	4.2.1 Conditions that prompt trade Push and pull factors for businesses		
Week 4	1.3.3 Pricing strategies Different strategies Changes in, and factors determining, these strategies	4.2.1 Conditions that prompt trade Push and pull factors for businesses		
Week 5	1.3.4 Distribution Methods Changes in channels used Distribution @ Rolex June 22: 12 marks (SA)	4.2.1 Conditions that prompt trade Push and pull factors for businesses		
Week 6	Exam Techniques - focusing on 12 marker and Assessment Feedback	4.2.1 Conditions that prompt trade Push and pull factors for businesses		
Week 7	Exam Technique - Assessment - Feedback 1.1-1.3 Unit Assessment	4.2.2 Assessment of a country as a market		
Spring 1				
Week 1	1.3.5 Marketing strategy The product life cycle and extension strategies	4.2.2 Assessment of a country as a market		
Week 2	1.3.5 Marketing Strategy Boston Matrix Consumer behaviour How the marketing mix changes in response	4.2.3 Assessment of a country as a production location Contrast the two, and compare and contrast factors		
Week3	1.4.1 Approaches to staffing Individual and collective methods and approaches Demand Calculations June 17 Q1B 2018 Q1A 2019 Q1A and 2B	4.2.3 Assessment of a country as a production location Contrast the two, and compare and contrast factors		
Week 4	1.4.2 Recruitment, selection and training Methods Costs and benefits	4.2.4 Reasons for global mergers or joint ventures		

Week 5	1.4.3 Organisation design Key features and terminology Strengths and weaknesses of different models	4.2.4 Reasons for global mergers or joint ventures		
Week 6	1.4.4 Motivation in theory and practice Importance of motivation Financial and non-financial incentives	4.2.5 Global competitiveness How this is achieved and can be enhanced through working with other businesses		
Spring 2				
Week 1	1.4.4 Motivation in theory and practice Motivation theories Maslow Mayo Taylor Herzberg	4.2.5 Global competitiveness How this is achieved and can be enhanced through working with other businesses		
Week 2	1.4.5 Leadership Management and leadership Types/methods Links between leadership and motivation"	4.3.1 Marketing On a global scale Strategic choices for different markets		
Week 3	Exam Technique - Assessment - Feedback <i>Autocratic/Democratic Leadership @ Hot Chip</i> <i>June 18: 20 marks</i>	4.3.1 Marketing On a global scale Strategic choices for different markets		
Week 4	1.5.1 Role of an entrepreneur What entrepreneurs do Problems and barriers they face 1.5.2 Entrepreneurial motives and characteristics Characteristics and skills Motivations for becoming an entrepreneur 1.5.6 Moving from entrepreneur to leader Challenges"	4.3.3 Cultural and social issues Influences on marketing strategy		
Week 5	1.5.3 Business objectives Outline and examples of objectives 1.5.4 Forms of business Legal organisation and features The factors that lead to these forms 1.5.5 Business choices Opportunity costs, choices and trade offs"	4.3.3 Cultural and social issues Influences on marketing strategy		
Week 6	Exam Technique - Assessment - Feedback <i>1.4 Unit Assessment</i>	4.3.2 Niche markets Features and how these interact with cultural and social issues		

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Scheme of Work for A-level Business YR13 Theme 2 and 3

Year 2	A-level Specification	
Autumn 1		
Theme 2		Theme 3
Week 1	2.1.1 Internal finance 2.1.2 External finance Sources and methods of finance The distinction between the two 2.1.3 Liability Legal implications Finance implications	3.1.1 Corporate objectives Development and levels Critical appraisal of objectives and their presentation 3.4.1 Corporate influences The timescales on which businesses work Influences on decision-making 3.4.4 Business ethics Trade-offs between profit and ethics and how this relates to objectives
Week 2	2.1.4 Planning Business planning Cash-flow forecasts (as standalone and part of	3.4.3 Shareholders versus stakeholders Examples of stakeholders and their objectives Influences on business objectives

Scheme of Work for A-level Business YR13 Theme 2 and 3

	the business plan) Use and limitations of cash-flow forecasts	Conflicts between shareholders and stakeholders and the business
Week 3	2.2.1 Sales forecasting Purpose of sales forecasting factors influencing them Difficulties with forecasting 2.2.2 Sales, revenue and costs Calculation of sales revenue and volume, and link to sales forecasting data	3.4.2 Corporate culture How culture is formed in relation to objectives, ethics etc Categorising culture and assessing its strength
Week 4	2.2.2 Sales, revenue and costs Calculation of fixed and variable costs 2.2.3 Break-even Numerical calculation Graphical presentation and interpretation Uses and limitations of break-even analysis	3.1.2 Theories of corporate strategy Ansoff, Porter, Boston Matrix Strategic and tactical decisions

Scheme of Work for A-level Business YR13 Theme 2 and 3

Week 5	2.2.4 Budgets Purpose and types of budgets Variance analysis Difficulties of budgeting 2.3.1 Profit Distinction between profit and cash	3.1.3 SWOT analysis 3.1.4 Impact of external influences PESTLE analysis Porter's Five Forces
Week 6	2.3.1 Profit Calculation (and link to break-even) Statement of comprehensive income (profit and loss account) – introduction and key features	3.2.1 Growth How and why businesses grow Problems of growth 3.2.2 Mergers and takeovers Reasons Different categories/directions 3.2.3 Organic growth Compare and contrast mergers and takeovers

Scheme of Work for A-level Business YR13 Theme 2 and 3

		3.2.4 Reasons for staying small Links to new, highly competitive markets Avoidance of diseconomies of scale
Week 7	2.3.2 Liquidity Statement of financial position (balance sheet) – introduction and key features Working capital (link to cash)	3.3.1 Quantitative sales forecasting Times series analysis calculations Uses and limitations of quantitative sales forecasting
Week 8	2.3.3 Business failure Financial: link to cash, profit and liquidity Non-financial: link to the market and people	3.3.2 Investment appraisal Methods, calculation and interpretation Uses and limitations
Autumn 2		
Week 1	2.4.1 Production, productivity and efficiency Methods of production	3.3.3 Decision trees Construction and interpretation

Scheme of Work for A-level Business YR13 Theme 2 and 3

	Productivity and efficiency 2.4.2 Capacity utilisation Calculation, implications and ways of improving capacity utilisation	Uses and limitations
Week 2	2.4.3 Stock control Diagrams and key features Different methods and advantages gained from each	3.3.4 Critical Path Analysis Completion and interpretation Uses and limitations
Week 3	2.4.4 Quality management Methods, costs and benefits Links between stock control and quality management	3.5.1 Interpretation of financial statements Statement of comprehensive income (profit and loss account) and statement of financial position (balance sheet) Stakeholder interest 3.5.2 Ratio analysis Calculation and interpretation Uses and limitations

Scheme of Work for A-level Business YR13 Theme 2 and 3

Week 4	2.5.1 Economic influences Macroeconomic variables: inflation, exchange rates Economic policy: interest rates, taxation and government spending	3.5.3 Human resources
Week 5	2.5.2 Legislation Different areas of businesses affected by legislation	3.6.1 Causes and effects of change 3.6.2 Key factors in change Link to topics covered within this theme 3.6.3 Scenario planning Planning to reduce risk
Week 6	Mock Prep	Mock Prep
Week 7	Mock Prep	Mock Prep
Spring 1		
Week 1	Mock AAF	Mock AAF
Week 2	Mock AAF	Mock AAF

Scheme of Work for A-level Business YR13 Theme 2 and 3

Week 3	Paper 3: Pre Release Research (Industry to be provided Dec)	Paper 3: Pre Release Research (Industry to be provided Dec)
Week 4	Paper 3: Pre Release Research (Industry to be provided Dec)	Paper 3: Pre Release Research (Industry to be provided Dec)
Week 5	(Paper 2) 2019: Walk and Talk Paper	(Paper 1) 2019: Walk and Talk Paper
Week 6	(Paper 2) 2021: Walk and Talk Paper	(Paper 1) 2021: Walk and Talk Paper
Spring 2		
Week 1	(Paper 2) 2022: Walk and Talk Paper	(Paper 1) 2022: Walk and Talk Paper
Week 2	(Paper 2) 2023: Walk and Talk Paper	(Paper 1) 2023: Walk and Talk Paper
Week 3	(Paper 2) 2024: Walk and Talk Paper	(Paper 1) 2014: Walk and Talk Paper
Week 4	Teacher Directed Revision	Teacher Directed Revision
Week 5	Teacher Directed Revision	Teacher Directed Revision
Summer 1		
Week 1	Study Leave	Study Leave
Week 2	Study Leave	Study Leave
Week 3	Study Leave	Study Leave
Week 4	Study Leave	Study Leave
Week 5	Study Leave	Study Leave
Summer 2		

Scheme of Work for A-level Business YR13 Theme 2 and 3

Week 1	Study Leave	Study Leave
Week 2	Study Leave	Study Leave
Week 3	Study Leave	Study Leave
Week 4	Study Leave	Study Leave
Week 5	Study Leave	Study Leave
Week 6	Study Leave	Study Leave
Week 7	Study Leave	Study Leave