



Curriculum Map for Business Year 12

YEAR 12	Autumn 1	Autumn 2
Topics	<p style="text-align: center;">Unit 1</p> <p style="text-align: center;">The Business Environment</p> <p style="text-align: center;">Learning Aim A</p> <p style="text-align: center;">Explore the features of different businesses and analyse what makes them successful.</p> <p style="text-align: center;">Learning Aim B</p> <p style="text-align: center;">Investigate how businesses are organised.</p>	<p style="text-align: center;">Unit 1</p> <p style="text-align: center;">The Business Environment</p> <p style="text-align: center;">Learning Aim C</p> <p style="text-align: center;">Examine the environment in which businesses operate.</p> <p style="text-align: center;">Learning Aim D</p> <p style="text-align: center;">Examine business markets.</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • A1 Features of Businesses • A2 Stakeholders and Their Influence • A3 Effective Business Communications • B1 Structure and Organisation • B2 Aims and Objectives 	<ul style="list-style-type: none"> • C1 External Environment • C2 Internal Environment • C3 Competitive Environment • C4 Situational Analysis • D1 Different Market Structure • D2 Relationship Between Demand, Supply and Price • D3 Pricing and Output Decisions
Disciplinary Knowledge – How and Why The Knowledge Has Developed and How It Is Interrelated	<ul style="list-style-type: none"> • Learners investigate and research to allow them to clearly link familiar and obvious features of businesses and how stakeholders influence success factors. • Learners discuss business' relationship and communication with its stakeholders and arrive at conclusions about how well each business communication impacts on its relationship with stakeholders. • Learners identify and breakdown organisational structures including the different functional areas within the structure, what each does and how the areas interrelate or work together to contribute to each business's aims and objectives. 	<ul style="list-style-type: none"> • Learners carry out research that allows them to discuss the effect of the internal, external and competitive environment on a given business. • Learners identify situational analysis techniques that can be used to analyse the business environment. • Learners select and apply relevant knowledge of the effects of the business environment on a given business and how it has responded to changes in the market.
Skills	<ul style="list-style-type: none"> • Effective Writing Skills • Analytical Skills • Creative Assessment • Preparation for Assessment Methods Used in Degrees • Cognitive and Problem-Solving Skills • Working in Groups • Interpersonal Skills • Select, interact with and use ICT systems independently for a complex task to meet a variety of needs by researching organisations and their marketing 	<ul style="list-style-type: none"> • Effective Writing Skills • Analytical Skills • Creative Assessment • Preparation for Assessment Methods Used in Degrees • Cognitive and Problem-Solving Skills • Working in Groups • Interpersonal Skills • Select, interact with and use ICT systems independently for a complex task to meet a variety of needs by researching organisations and their marketing

Links To Prior Learning	<ul style="list-style-type: none"> Learners will have an existing understanding of real businesses for examples. Links to all units in Enterprise and Marketing in Years 10 and 11. 	<ul style="list-style-type: none"> Learners will have an existing understanding of real businesses for examples. Links to all units in Enterprise and Marketing in Years 10 and 11.
Literacy/ Numeracy	<ul style="list-style-type: none"> Speaking and Listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts. Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively. Numeracy – using marketing materials to obtain data to compare businesses activities. 	<ul style="list-style-type: none"> Speaking and Listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts. Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively. Numeracy – using marketing materials to obtain data to compare businesses activities.
Cross Curricular	<ul style="list-style-type: none"> Business materials as exemplars with support from local business staff as mentors. 	<ul style="list-style-type: none"> Business materials as exemplars with support from local business staff as mentors.
Assessment	<ul style="list-style-type: none"> An internally assessed report that examines the features of two contrasting businesses, looking at how each is organised, how their structures enable achievement of their aims and objectives and the relationship and communication with stakeholders. 	<ul style="list-style-type: none"> An internally assessed report that examines the effects of the internal and external environment on a large business and how the business has, and will, respond to changes.

YEAR 12	Spring 1	Spring 2
Topics	<p align="center">Unit 1</p> <p align="center">The Business Environment</p> <p align="center">Learning Aim E</p> <p align="center">Investigate the role and contribution of innovation and enterprise to business success.</p>	<p align="center">Unit 2</p> <p align="center">Developing A Marketing Campaign</p> <p align="center">Learning Aim A</p> <p align="center">Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign.</p> <p align="center">Learning Aim B</p> <p align="center">Using information to develop the rationale for a marketing campaign.</p>
Substantive Knowledge - The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> E1 Role of Innovation and Enterprise E2 Benefits and Risks Associated with Innovation 	<ul style="list-style-type: none"> A1 The Role of Marketing A2 Influences on Marketing Activity B1 Purpose of Researching Information to Identify the Needs and Wants of Customers B2 Market Research Methods and Use B3 Developing the Rationale

<p>Disciplinary Knowledge – How and Why The Knowledge Has Developed and How It Is Interrelated</p>	<ul style="list-style-type: none"> • Learners will carry out research on the use of enterprise and innovation in an existing business. • Learners will prepare and present an individual assessment and analysis of the use of innovation and enterprise in an existing business. • Learners will evaluate the risks versus advantages and come to a justified conclusion, supported by relevant evidence that clearly explains the importance of innovation and enterprise. • Learners carry out research investigations to allow them to demonstrate how the use of innovation and enterprise has affected a business, and to analyse how this has affected the success of this business. 	<ul style="list-style-type: none"> • Learners will analyse and investigate marketing principles, concepts, processes, key terms, data sources and definitions. • Learners will analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns. • Learners will evaluate evidence to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances. • Learners will develop a marketing campaign with appropriate justification, synthesising ideas and evidence from several sources to support arguments.
<p>Skills</p>	<ul style="list-style-type: none"> • Presenting Skills • Language Skills • Effective Writing Skills • Analytical Skills • Creative Assessment • Cognitive and Problem-Solving Skills • Interpersonal Skills • ICT Skills • Select, interact with and use ICT systems independently for a complex task to meet a variety of needs by researching organisations and their marketing • Preparation for assessment methods used in degrees 	<ul style="list-style-type: none"> • Effective Writing Skills • Analytical Skills • Creative Assessment • Preparation for Assessment Methods Used in Degrees • Cognitive and Problem-Solving Skills • Interpersonal Skills • Select and use a variety of sources of information independently for a complex task - finding illustrative materials for presentations and tabulations about organisations creating diagrams, presentations and tabulations about marketing in businesses • Access, search for, select and use ICT-based information and evaluate its fitness for purpose by exploring, extracting and assessing the relevance of information from websites about business organisations and their marketing
<p>Links To Prior Learning</p>	<ul style="list-style-type: none"> • Learners will need an existing understanding of real businesses for examples. • Links to all units in Years 10 and 11 Enterprise and Marketing. 	<ul style="list-style-type: none"> • Learners will need an existing understanding of real businesses for examples. • Links to all units in Years 10 and 11 Enterprise and Marketing. • Links to Year 12 Unit 1: Exploring Business.
<p>Literacy/ Numeracy</p>	<ul style="list-style-type: none"> • Speaking and Listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts. • Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. • Writing – write documents, including extended writing pieces, communicating 	<ul style="list-style-type: none"> • Speaking and Listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts. • Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. • Writing – write documents, including extended writing pieces, communicating

	<p>information, ideas and opinions, effectively and persuasively.</p> <ul style="list-style-type: none"> Numeracy – using marketing materials to obtain data to compare businesses activities. 	<p>information, ideas and opinions, effectively and persuasively.</p> <ul style="list-style-type: none"> Numeracy – using marketing materials to obtain data to compare businesses activities.
Cross curricular	<ul style="list-style-type: none"> Participation in Audience Assessment of Presentations Work Experience Business Materials as Exemplars 	<ul style="list-style-type: none"> Participation in Audience Assessment of Presentations Work Experience Business Materials as Exemplars
Assessment	<ul style="list-style-type: none"> Internally assessed presentation that investigates the use of enterprise and innovation 	<ul style="list-style-type: none"> End of Learning Aim tests

YEAR 12	Summer 1	Summer 2
Topics	<p>Unit 2</p> <p>Developing a Marketing Campaign</p> <p>Learning Aim C</p> <p>Planning and developing a marketing campaign.</p>	<p>Unit 3</p> <p>Personal and Business Finance</p> <p>Learning Aim A</p> <p>Understand the importance of managing personal finance.</p>
Substantive Knowledge - The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> C1 Marketing Campaign Activity C2 Marketing Mix C3 The Marketing Campaign C4 Appropriateness of Marketing Campaign 	<ul style="list-style-type: none"> A1 Functions and Role of Money A2 Different Ways to Pay A3 Current Accounts A4 Managing Personal Finance
Disciplinary Knowledge – How and Why The Knowledge Has Developed and How It Is Interrelated	<ul style="list-style-type: none"> Learners identify factors that contribute to the development of a successful marketing campaign and investigate how the external environment can influence success. Learners determine through discussion and investigation the importance of effective market research in informing decision making and contributing to business success. Learners analyse unfamiliar information and data and consider the implications in the context of the business information given, making appropriate justified recommendations linked to their proposed campaign. Learners prepare a budget and apply marketing decision-making tools when creating their marketing campaign. 	<ul style="list-style-type: none"> Learners analyse the principles of personal and business finance and determine appropriate courses of action. Learners rationalise available in different personal and business situations. Learners investigate the challenges faced by individuals and businesses and how these have been influenced by the financial situation. Learners apply accounting processes and show understanding of the factors influencing the financial performance of a business. Learners prepare and analyse statements of comprehensive income and statements of financial position. Learners propose and justify recommendations for personal finances and business improvement based on analysis of financial information.
Skills	<ul style="list-style-type: none"> Effective Writing Skills Analytical Skills Creative Assessment 	<ul style="list-style-type: none"> Effective Writing Skills Analytical Skills Creative Assessment

	<ul style="list-style-type: none"> • Preparation for Assessment Methods Used in Degrees. • Cognitive and Problem-Solving Skills • Interpersonal Skills 	<ul style="list-style-type: none"> • Preparation for Assessment Methods Used in Degrees. • Cognitive and Problem-Solving Skills • Interpersonal Skills
Links To Prior Learning	<ul style="list-style-type: none"> • Link to Unit 1: Exploring Business. • Learners will need an existing understanding of real businesses for examples. • Links to all units in Years 10 and 11 Enterprise and Marketing. 	<ul style="list-style-type: none"> • Link to Unit 1: Exploring Business. • Learners will need an existing understanding of real businesses for examples. • Links to all units in Years 10 and 11 Enterprise and Marketing.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Calculation, analysis and interpretation of numerical data. • Analysis of outcomes. 	<ul style="list-style-type: none"> • Calculation, analysis and interpretation of numerical data.
Cross curricular	<ul style="list-style-type: none"> • Participation in Audience Assessment of Presentations • Design/Ideas to Contribute to Unit Assignment/Case Study/Project Materials • Work Experience • Business Materials as Exemplars 	<ul style="list-style-type: none"> • Participation in Audience Assessment of Presentations • Design/Ideas to Contribute to Unit Assignment/Case Study/Project Materials • Work Experience • Business Materials as Exemplars
Assessment	<ul style="list-style-type: none"> • External assessed Unit 2 Exam 	<ul style="list-style-type: none"> • Externally assessed Unit 3 exam