

Year 13: Business

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>3.7 Analysing the strategic position of a business 3.8 Choosing strategic direction</p> <p>Focus: Analysing the internal and external position of a business and considering strategies to compete.</p>	<p>3.7 Analysing the strategic position of a business 3.9 Strategic methods: how to pursue strategies</p> <p>Focus: Analysing the internal and external position of a business and assessing which strategies to implement.</p>	<p>3.7 Analysing the strategic position of a business 3.9 Strategic methods: how to pursue strategies</p> <p>Focus: Analysing the internal and external position of a business and assessing which strategies to implement</p>	<p>3.10 Managing strategic change</p> <p>Focus: Understanding the implementation of change and which factors impact upon it.</p>	<p>Revision of all topic areas.</p> <p>Focus: Recall of all topic areas with time to address any misconceptions.</p>	<p>Revision of all topic areas.</p> <p>Focus: Recall of all topic areas with time to address any misconceptions.</p>
Assessments	<p>In class exam questions completed throughout the half term.</p> <p>Mock Exams: Paper 2: Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.</p>	<p>In class exam questions completed throughout the half term.</p> <p>Exam style end of topic assessment focusing on 3.7 & 3.8, with links to all other previous content.</p>	<p>In class exam questions completed throughout the half term.</p> <p>Mock Exams: Paper 3: One compulsory case study followed by approximately six questions</p>	<p>In class exam questions completed throughout the half term.</p> <p>Exam style end of topic assessment focusing on 3.9 & 3.10, with links to all other previous content.</p>	<p>In class exam questions completed throughout the half term.</p> <p>Completion of Paper 1, 2 & 3 past papers.</p>	<p>External examinations</p> <p>Paper 1, 2 & 3</p>
Building on Prior Learning	<p>Substantive Knowledge – (The What): Pupils will draw upon their knowledge from Year 12, they will develop key concepts and deepen understanding of theory, this will allow pupils to make synoptic links of the functional areas of business.</p> <p>Disciplinary/procedural Knowledge (The How): Pupils will gain a holistic understanding of businesses in a range of contexts. They will develop a critical understand of an organisations ability to meet society’s needs and wants, which will enable them to analyse issues within businesses linked to both internal and external influences.</p>					
Cultural Capital	<p>Cultural capital will be found throughout this programme of study: Pupils will link relevant news stories with the business theory being taught in class, they will complete a weekly news quiz to demonstrate their awareness of ongoing business news. During Year 13 pupils will continue to research and analyse different business examples throughout their weekly study to link into their longer marked questions. They will have guest speakers of local businesses to add context to their studies.</p>					
Mastery	<p>In terms of mastery: Students will be guided, through modelling, to develop their thought processes. Pupils will be able to examine and evaluate evidence to analyse problems and issues. They will be able to use their knowledge to make reasonable suggestions for the future activity of businesses.</p>					
Development of Character	<p>A range of virtues such as moral, intellectual and performance are embedded through Business. Intellectual character is developed through raising curiosity of how businesses run and the internal and external factors impacting on them. Topics such as entrepreneurship and leadership focus on development of resilience, commitment, and confidence.</p>					

Extra-Curricular opportunities	In School: Mock interviews with local entrepreneurs and visits from local business owners. Outside of School: Visits to local businesses.
Metacognitive Learning	Metacognitive learning will build through modelling and feedback. Students will learn through expert modelling and having the chance to repeat and refine skills. Retrieval at the start of lessons recapping on previous learning helps to embed knowledge. Repeated assessment criteria mean students understand expectations as they are embedded into lessons, and they can begin to tackle problems and questions more independently.