



KESTEVEN AND SLEAFORD HIGH SCHOOL

Business Studies Scheme of Learning

Unit 2 Influences on a business

Intent – Rationale

We aim to create the very best Business students, who engage with the world around them and are equipped with the knowledge needed to develop their entrepreneurial, commercial and employability skills and identify business problems and opportunities. We want students to be able to think analytically, reach logical conclusions based on their effective interpretation of data, and make judgements strategic and tactical business decisions. Cultural capital is embedded throughout the curriculum. Our students are constantly introduced to a wide variety of viewpoints from some of the most entrepreneurs throughout history. We investigate the impact that their work has had on the world we live in and students are encouraged to make links between their studies and real life examples



Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> • What is a business? • Setting objectives • Business planning • Growth 	<ul style="list-style-type: none"> • Units 3 & 4 – Operations and Human Resources and their impact and interdependence on the other functional areas of the business • Units 5 & 6 - Marketing and Finance and their impact and interdependence on the other functional areas of the business • Y11 terms 4 & 5 – revision of topic and associated key skills
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • Geography – globalisation • Economics – impact of external economic factors on businesses – interest rates, employment levels and income • Mathematics – interest rate calculations 	<ul style="list-style-type: none"> • Understanding of the rule of law through legislation (BV2) (SO3) • Understanding of tolerance of those with different faiths and beliefs through ethics in business and employment legislation (BV5) • Appreciation of democracy through competition in the market (BV1) • Learning from career and labour market information through economic factors (GB2) • Understanding of the functional areas of the business (GB2 & GB6) • Development of initiative through ethics research task (GB4c) • Development of problem solving skills when calculating interest rates and exchange rates (GB4e) • Cultural development through the study of ethical behaviour (C1) • Moral development through the study of ethical behaviour (M1)
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Communication – development of structured arguments to support clear judgements • Comparison – ability to compare and weight the strength of opposing arguments 	<ul style="list-style-type: none"> • Calculation of interest payments and exchange rates when studying economic factors and globalisation • Percentage change calculations to measure changes in markets • Graph and data interpretation



Business Scheme of Learning

Unit 2 Influences on a business

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p>Know</p> <ul style="list-style-type: none"> Be able to display both <u>knowledge</u> and <u>understanding</u> of key concepts from Influences on Business Unit of specification. To include Technology: e-commerce and digital communication ethics and environment: conflict with profit, business and consumer response economic climate: interest rates, employment, consumer spending, globalisation: conflict with ethics, exchange rates, Legislation: employment laws, H & Ss, consumer laws, Competitive environment: impact of competition, risk and uncertainty 	
<p>Apply</p> <ul style="list-style-type: none"> <u>Application</u> of business concepts identified in context to a variety of given businesses, including unincorporated businesses, incorporated businesses, public sector business and not for profit organisations. Development of a coherent <u>chain of reasoning</u> that can explain both the concept and the rationale supporting its application to a given business 	
<p>Extend</p> <ul style="list-style-type: none"> Some might be able to start evaluating their argument and provide a judgement, based upon the arguments already developed 	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> ICT – the computing and communications systems that a business might use to exchange information with stakeholders E-commerce – the act of buying and selling a product using the internet Digital communication – the transmission of information electronically between computing devices Ethics – what is judged to be morally right or wrong Sustainability – methods of production which can be continued in the long term without damage to the environment Economy – the economy is made up of millions of individual consumers, many thousands of businesses and the government Interest rates – the cost of borrowing and the reward for saving Unemployment – those actively looking for work but unable to find work Globalisation – the process through which world economies have become steadily more interconnected Exchange rate – the value of one currency expressed in terms of another Legislation – a set of rules that governs how society operates Market – a market exists where there are buyers and sellers Competition – when more than one company is attempting to attract the same customers Risk – the possibility of something going wrong Uncertainty – takes place where there is lack of information about a situation 	<ul style="list-style-type: none"> Weekly homework – assessed in line with exam board assessment criteria Verbal feedback Test 3: – Knowledge from terms 1 and 2 and core threads of application, analysis and evaluation



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Technology	Can I describe the impact of ICT on business activity?	Can I explain how digital communication might change the way that a business communicates with stakeholders?	End of chapter questions Multiple choice questions
Ethics	Can I explain the benefits and drawbacks to a business of behaving ethically?	Can I explain why there might be a trade-off between behaving ethically and profit?	End of chapter questions Multiple choice questions
Environment & sustainability	Can I describe the costs and benefits to a business of behaving in an environmentally responsible way?	Can I explain why there might be a trade-off between sustainability and profit?	End of chapter questions Multiple choice questions
Interest rates	Can I identify the impact of interest rates on a business?	Can I explain how fluctuating interest rates impact on consumer and business spending?	End of chapter questions Multiple choice questions
Employment and income	Can I identify the impact of changing employment levels on a business?	Can I explain how the demand for products might change due to fluctuating incomes?	End of chapter questions Multiple choice questions
Globalisation	Can I explain what the term globalisation means?	Can I explain how globalisation has affected the competitiveness of UK businesses?	End of chapter questions Multiple choice questions
Exchange rates	Can I describe what an exchange rate is	can I explain the impact of a change in the exchange rate on the profits and sales on UK importers and exporters?	End of chapter questions Multiple choice questions
Legislation	Can I identify the key employment, H & S and consumer laws?	Can I explain the benefit to a business of adhering to these laws?	End of chapter questions Multiple choice questions
Competitive environment	Can I describe what a market is and what competition means?	Can I explain the potential impact on a business of competition?	End of chapter questions Multiple choice questions