

Term	Week	Focus	Summary	Learning Outcomes	Learning skills
Term 2.1	1	<b>Topic 5 Business operations</b> 5.1 Economies of scale	Economies of scale: <ul style="list-style-type: none"> <li>internal (falling average total costs as output increases)</li> <li>external (falling average total costs due to external factors)</li> </ul>	To differentiate between Internal and External economies of scale To apply knowledge and analyse how inefficiencies can occur with large businesses – coordination and control issues.	<b>Creativity</b> - identifying data and creating mind-map and display materials. <b>Teamwork</b> -Working with other students in a business-based problem solving/ business strategy exercise. <b>Interpersonal</b> - Consider the impact of changing technology on large and small businesses in terms of Economies of Scale. <b>Communication</b> -Able to communicate the business concepts behind a given scenario to peers and teachers and be able to answer questions using business language/terminology
	2	<b>Topic 5 Business operations</b> 5.1 Diseconomies of scale	Economies of scale: <ul style="list-style-type: none"> <li>Diseconomies of scale</li> </ul> limits of growth Bureaucracy	To apply knowledge and analyse how inefficiencies can occur with large businesses – coordination and control issues.	<ul style="list-style-type: none"> <li><b>Critical thinking</b> - Using many pieces of information (sometimes seemingly unrelated) and synthesise this information to make judgements in – students to practice calculations for average total costs.</li> </ul> <b>Interpretation</b> – Analysing how inefficiencies can occur with large businesses
	3	5.2 Production	Production processes: <ul style="list-style-type: none"> <li>different types:                             <ul style="list-style-type: none"> <li>o job</li> <li>o batch</li> <li>o flow</li> </ul> </li> </ul>	To evaluate the different production methods; To analyse the importance of the different types of production	<b>Analysis</b> - Being able to link business concepts together into logical and cohesive chains that answer a question. <b>Executive function</b> - Planning how to solve a problem, carrying out the plan and reviewing the outcome.

			<ul style="list-style-type: none"> <li>labour and capital intensive production</li> <li>the impact of different types of production</li> </ul> <p>calculation of productivity and the impact of productivity improvements</p>		
	4	Lean Production	<p>Principles of lean production:</p> <ul style="list-style-type: none"> <li>just-in-time (JIT)</li> <li>Kaizen</li> </ul> <p>the importance of using resources effectively.</p>	<p>Analyse the principles of lean production, just in time and kaizen</p> <p>Evaluate the importance of using resources effectively</p>	<ul style="list-style-type: none"> <li><b>Teamwork</b> -Working with other students in a business and discuss the principles of lean production just-in-time (JIT)</li> <li>Kaizen</li> </ul> <p>the importance of using resources effectively.</p> <p><b>Intellectual interest and curiosity</b> ... through examining purpose of statement of financial income</p> <p><b>Reasoning</b> - Making abstract deductions and draw conclusions from a variety of information sources.</p> <p><b>Interpretation</b> - Analysing information and understanding the meaning of that information. For instance, interpreting the difference between kaizen and just in time</p>
	5	Technology in Production & Half Term assessment	<p>Impact of technology in production:</p> <ul style="list-style-type: none"> <li>use of robotics</li> </ul> <p>balancing cost, productivity, quality and flexibility.</p>	<p>To evaluate the importance of balancing cost, productivity, quality and flexibility when using technology</p> <p>To assess the students to check whether assessment objectives are met</p>	<p><b>Decision making</b></p> <p><b>Problem solving</b> - translating a problem in a different context into a process, or series of processes which allows a solution to be determined.</p>

					<p><b>Productivity</b> - Be able to spot opportunities to apply knowledge to questions allowing complex arguments to be articulated in coherent, logical chains of reasoning.</p> <p><b>Executive function</b> - Planning how to solve a problem, carrying out the plan and reviewing the outcome.</p>
	6	5.3 Factors of production	<p>Changing relationships between enterprise, capital, land, and labour:</p> <p>difference between capital-intensive and labour-intensive activities.</p>	<p>To evaluate the changing relationships between enterprise, capital, land and labour</p> <p>To analyse the difference between capital intensive and labour intensive activities</p>	<p><b>Creativity</b></p> <p><b>Teamwork</b></p> <p><b>Interpersonal Communication</b></p> <ul style="list-style-type: none"> <li>... through debating different possible factors of production Case study work looking at the distinction between capital-intensive and labour-intensive activities.</li> </ul> <p><b>Analysis</b> - Where ever there is scope for candidates to link different ideas together into cohesive chains of argument. Being able to link business concepts together into logical and cohesive chains that answer a question.</p>

Term 2.2	1	5.4 Quality	<p>The concept of quality and its importance in:</p> <ul style="list-style-type: none"> <li>the production of goods and the provision of services: <ul style="list-style-type: none"> <li>quality control</li> <li>total quality management (TQM)</li> </ul> </li> </ul> <p>allowing a business to gain a competitive advantage. Project: how quality is used by businesses to gain a competitive advantage</p>	<p>To apply the knowledge and analyse the importance of "Total quality Management"</p> <p>To assess how quality can give a business a competitive advantage.</p>	<p><b>Self-direction</b> - Able to understand the concept of Quality and the benefits of ISO accreditation</p> <p>Perseverance</p> <p>... through tackling different exchange rate situations.</p>
	2	Assessment	Unit 1 & 2 retrieval practice	<p>To be able to answer exam style questions enhancing the assessment objectives (AO1, AO2, AO3, AO4)</p>	<p><b>Teamwork</b> <b>Interpersonal Communication</b></p> <p>... through debating different options for government decisions.</p> <p><b>Critical thinking</b></p> <p>... using different information and synthesise this information to make judgements.</p> <p><b>Self-direction</b></p> <p><b>Initiative-</b> through individual web research.</p> <ul style="list-style-type: none"> <li>Adaptive learning - Making abstract deductions and draw conclusions</li> </ul>

	<b>3</b>	Assessment	Unit 3 & 4 retrieval practice	To be able to answer exam style questions enhancing the assessment objectives (AO1, AO2, AO3, AO4)	<p><b>Teamwork</b> <b>Interpersonal Communication</b></p> <p>... through debating different options for government decisions.</p> <p><b>Critical thinking</b> ... using different information and synthesise this information to make judgements.</p> <p><b>Self-direction</b> <b>Initiative-</b> through individual web research.</p> <ul style="list-style-type: none"> <li>Adaptive learning - Making abstract deductions and draw conclusions</li> </ul>
	<b>4</b>			To be able to answer exam style questions enhancing the assessment objectives (AO1, AO2, AO3, AO4)	