

So You've Chosen to Study GCE Advanced Level Business?

Well done. Business is a very dynamic subject and there are few areas of employment it isn't good preparation for. You will learn about the internal organisation / structure and external influences – on decision-making and success (or otherwise) and the growing interdependency of global economies. You will develop skills in evidence-based and subjective decision-making, numerical application and analysis, and written communication skills including essay writing. You will discuss, debate and learn how to apply these skills to a vast range of organisations – private sector and public sector – at a local, national and global level.

Firstly, it doesn't matter whether you have studied Business at GCSE level or not, although clearly students who have previously studied the subject should consolidate their work as part of their preparation for advanced study. Students with no previous experience may have to spend a little more time ensuring they are confident with key subject specific terminology. When you start in September 2022, we will provide you with a textbook for the 2 years, specifically designed for your course (Edexcel GCE Advanced level Business).

Preparation	<ul style="list-style-type: none"> ✓ Keep interested in your studies. The more you look into a given topic, the more interesting it usually is. Or – you may already have an interest in a business / industry / market e.g. the environmental stance of firms has become increasingly important over recent years. Innocent (smoothies) is a great firm to investigate – showing how objectives and ownership change over time. The UK supermarket market is also relevant and interesting. Do some research – delving into whatever you are learning about & / or interests you. Don't worry that this will likely raise more questions than answers – that is part of the joy of studying. ✓ Contemporary issues – or 'What's in the news?' Keeping up with current affairs is a great way to gain depth and breadth of knowledge relevant to your studies. Think about the objectives behind decisions, the impact on resources (staff, finance etc.) and the market perception. Clearly at the moment, the impact of the coronavirus is dominating news stories – look into this from a Business viewpoint: <ul style="list-style-type: none"> ○ How COVID has changed business: Covid: Have the lockdown success stories lost their shine? - BBC News ○ Gymshark – How did Gymshark become a billion dollar brand - Find out more - Gymshark CEO on building an athleisure unicorn Vogue Business ○ Dyson – When engineering meets haircare (the diversification of Dyson) - The Dyson Supersonic™ hair dryer ○ Economic impact – including employment, business survival / growth impact, interdependency (globally) – whatever interests you – investigate. ✓ See the short term focus below. Also, keep on top of subject specific terms you come across (start your business definitions) and also number work - % changes or differences comparisons are really good for showing the significance or magnitude of any variance.
Overview of course	<ul style="list-style-type: none"> ✓ Exam Board - Pearson Edexcel ✓ External exams - available at end of Year 12 (AS Level) or Year 13 (full A Level) ✓ Themes, Exams, Assessment details and Timelines – detailed below for Year 12 (AS work) and Year 13 (full A Level)
Short term focus: Theme 1	<p>The PowerPoints for Themes 1 & 2 are available to you. These have been designed specifically for our exam board and have interactive links to further your understanding. Use them and they will help you make a really great start to your A level Business course.</p> <p>Theme 1, which we study September – December of Year 12, focuses on Marketing and People. You will study Marketing with one teacher and People with your other teacher. This means that you should start looking at the information relevant to both areas. I recommend you alternate: 1 hour Marketing one session, 1 hour of People the next etc.</p> <p>Write down anything you don't understand – and DO ASK when we start lessons.</p>

	September	October	November	December	January	February	March	April	May
<p>Paper 1: Marketing and People</p> <p>(We study: Theme 1: Marketing, the market, managing people & entrepreneurs and leaders. ALSO: Theme 2: Financial planning, sources of finance, resource management and external influences)</p> <p>50%</p> <p>1 ½ hours, <u>unseen</u> case, 80 marks</p> <p> <input type="checkbox"/> Section A – one data response q (Marketing and People) 2+2+4+4+8+10 <input type="checkbox"/> Section B – one data response q (Marketing and People) 2+2+4+4+8+10 <input type="checkbox"/> Section C – one extended open-response 20-mark q (Marketing, People and Managing business activities – Theme 2) “A well-judged recommendation” “A solution proposed” </p>	Late Sep Reflection	Cause for concern?	Academic potential (1) Report	Mock Exam		Full report (2) Early Feb INT or EXT exam?			Internal / External exam
<p>Paper 2: Managing business activities</p> <p>(We study: Theme 2: Financial planning, sources of finance, resource management and external influences ALSO: Theme 1: Marketing, the market, managing people & entrepreneurs and leaders)</p> <p>50%</p> <p>1 ½ hours, <u>unseen</u> case, 80 marks</p> <p> <input type="checkbox"/> Section A – one data response q (Managing business activities) 2+2+4+4+8+10 <input type="checkbox"/> Section B – one data response q (Managing business activities) 2+2+4+4+8+10 <input type="checkbox"/> Section C – one extended open-response 20 mark q (Managing business activities – Theme 2 + Marketing & People – Theme 1) “A well-judged recommendation” “A solution proposed” </p>									Internal / External Exam

THEME 1: Marketing & People

+

THEME 2: Managing Business Activities

AS Business – exam board expectations – dependent on marks available

2 Marks (1 + 1)	<ul style="list-style-type: none"> Definition + expansion (a formula works well) 								
4 Marks 1 + 3 (calc) 1 + 2 + 1	<ul style="list-style-type: none"> 'Explain' – definition then apply - always use context. For calculations – be systematic – show your workings – and units. 								
8 Marks 2 + 2 + 2 + 2 (AS & Paper 3 only)	<ul style="list-style-type: none"> 'Assess two reasons....' – an in-depth answer using logical chains of reasoning (this may lead to.... Consequently the firm may) and a balanced assessment (overall...extent of impact depends on....) – CONTEXT. 								
10 Marks 2 + 2 + 3 + 3	<ul style="list-style-type: none"> A 3 part answer, with analysis (argument and counter-argument) and evaluation (decision, justified, extent) – CONTEXT. 								
12 Marks 2 + 2 + 4 + 4 (Year 13 papers only)	<ul style="list-style-type: none"> A 3 part answer, with analysis (argument and counter-argument) and evaluation (decision, justified, extent) – CONTEXT. 								
20 Marks 4 + 4 + 6 + 6	<ul style="list-style-type: none"> Integrative – use learning from appropriate Themes: Paper 1 (1 & 4), Paper 2 (2 & 3), Paper 3 (1, 2, 3 & 4) A 4 part answer: <table border="1" data-bbox="674 882 1807 1283"> <tr> <td colspan="2">Introduction – definition key terms – in context – show relevance</td></tr> <tr> <td>Arguments FOR and AGAINST option 1 (2 points – well developed – connectives & context) with some evaluation</td><td>Arguments FOR and AGAINST option 2 (2 points – well developed – connectives & context) with some evaluation</td></tr> <tr> <td colspan="2">Conclusion – well-weighted, balanced, evaluative. How does your suggestion (likely) impact on explicit or implicit objectives – what does this depend on? Will resources be affected? A <u>well-judged recommendation</u> / solution proposed.</td></tr> <tr> <td colspan="2">Which? + Why? + So what?</td></tr> </table> 	Introduction – definition key terms – in context – show relevance		Arguments FOR and AGAINST option 1 (2 points – well developed – connectives & context) with some evaluation	Arguments FOR and AGAINST option 2 (2 points – well developed – connectives & context) with some evaluation	Conclusion – well-weighted, balanced, evaluative. How does your suggestion (likely) impact on explicit or implicit objectives – what does this depend on? Will resources be affected? A <u>well-judged recommendation</u> / solution proposed.		Which? + Why? + So what?	
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Which? + Why? + So what?									

Success at A Level Requires:

CONTENT

A Level (at AS, and more so at full A level) requires that you really engage with the topics / theories covered – so that you can identify which ones are appropriate to apply in any given case study / answer. This is only possible if you learn the key terms, uses and limitations, theories and theorists – and invest enough time and effort considering them – to consolidate your understanding.

You have been given the Pearson booklets – review them regularly.

CONTEXT

➤ This business / organisation:

- Ownership
- Market
- Key people
- Recent issues
- What do trends suggest they should / could do?
- Strengths
- Weaknesses
- Opportunities
- Threats
- **M O P S**

Don't write generic answers -one size fits all – fits no-one! What does (or is it likely) xxxxxx look like in this firm / market?

TECHNIQUE

Answering the question *actually* asked in the *context* of the case firm – to the *appropriate* level.

L3 Analysis: (implications / impact)

- This may lead to.....
- **In that.....**
- However.....
- The cause in this case is because....
- The firm may respond by which could result in
- In this case is an advantage because ...
- On the other hand
- The likelihood of this happening is
- Consequently the business must

L4 EVALUATION: (extent – depends on...)

- The extent of the impact will depend upon
- **Does it help the firm meet its implicit / explicit objectives?**
- Overall, the greatest effect this will have on the business is because
- Whether this happens depends upon ...
- In the short run but in the long run
- The most important issue / factor is ... becauseso.
- A well-judged recommendation / solution proposed.

A level Business (Year 13)

	September	October	November	December	January	February	March	April	May	June
<p>Paper 1: Marketing, People & Global business (Assesses: Theme 1: ALSO: Theme 4: 35% 2 hours, 100 marks, <u>unseen</u> context</p> <p><input type="checkbox"/> 2 Sections – both include - one data response q – broken down. PLUS one extended open-response 20 mark q. (4, 4, 10, 12, 20) x 2</p>										
<p>Paper 2: Business activities, decisions and strategy (Assesses: Theme 2: ALSO: Theme 3: 35% 2 hours, 100 marks, <u>unseen</u> context</p> <p><input type="checkbox"/> 2 Sections – both include - one data response q – broken down. PLUS one extended open-response 20 mark q. (4, 4, 10, 12, 20) x 2</p>										
<p>Paper 3: Investigating business in a competitive environment (Assesses: Theme 1 + 2 + 3 +4): 30% 2 hours, 100 marks, broad context based (Nov) New Quantitative & qualitative evidence will be given in exam.</p> <p><input type="checkbox"/> Section A – broad context - one data response q – broken down. PLUS one extended open-response 20 mark q. (8, 10, 12, 20)</p> <p><input type="checkbox"/> Section B – strand of context - one data response q – broken down. PLUS one extended open-response 20 mark q. (8, 10, 12, 20)</p>										