

**FURZE
PLATT**
SENIOR SCHOOL



A-Level Business Studies

“A business that makes nothing but money is
a poor business.” – Henry Ford

AMBITIOUS

COLLABORATIVE

HAPPY

INTEGRITY

ENDURANCE

VERSATILITY

EXCELLENCE

How do you come up with a **business idea**?

What are the biggest challenges of being an **entrepreneur**?

How do you acquire new **customers** and retain existing ones?

What **financing** options would you recommend for a new entrepreneur?

How would you describe your **leadership** style?

How do you decide on the **location** of your business?

How do you grow as a **manager**?

Who is the one entrepreneur that is your biggest example and Inspiration?



Is Business for me?

Yes, if you enjoy:

- The world of **commerce** and **entrepreneurship**.
- Generating enterprising and **creative approaches** to business **opportunities, problems** and **solutions**.
- Exploring the **ethical dilemmas** and **responsibilities** faced by organisations and individuals.

Edexcel: Qualification at a glance

Theme 1: Marketing and people

Students will develop an understanding of:

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders.

Theme 2: Managing business activities

Students will develop an understanding of:

- raising finance
- financial planning
- managing finance
- resource management
- external influences.

Theme 3: Business decisions and strategy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change.

Theme 4: Global business

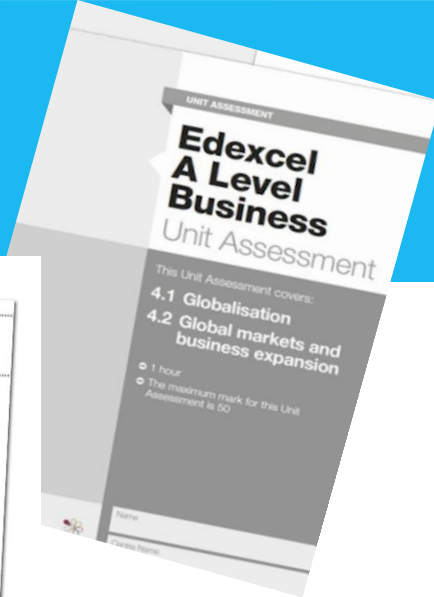
This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:

- globalisation
- global markets and business expansion
- global marketing
- global industries and companies (multinational corporations).

Delivery

Market Equilibrium

Theme 1: Section 1.2 The Market



Documents for 'Good Guys Pizza The Action'. The documents include a 'THE ACTION' section with a table of financial data and a 'PIZZA THE ACTION' section with a table of production data.

Item	Unit Price	Quantity	Total Value
100	1.50	140	210
10	1.00	13	13
10	2.00	10	20
10	2.50	10	25
10	3.00	10	30
10	3.50	10	35
10	4.00	10	40
10	4.50	10	45
10	5.00	10	50
10	5.50	10	55
10	6.00	10	60
10	6.50	10	65
10	7.00	10	70
10	7.50	10	75
10	8.00	10	80
10	8.50	10	85
10	9.00	10	90
10	9.50	10	95
10	10.00	10	100

Edexcel A Level Business Worksheets & Case Studies book cover. It includes key topic worksheets and case studies with exam-style Q&A for Theme 1 and Theme 2 of Edexcel A Level Business. The book is published by tutor2u.

- (a) **Explain** how Sony could be disadvantaged by operating in a **dynamic market**. (4)
- (b) Using the data in Extract A, **calculate** the UK retail price of a PS4 to the nearest pound if the **exchange rate** is £1 = \$1.68. You are advised to show your working. (4)
- (c) **Assess** the possible benefits to **manufacturers** of video games consoles of the **liberalisation** of the **Chinese market**. (10)
- (d) **Assess** the likely impact of the proposed expansion of **ASEAN** on a business such as **Sony**. (12)
- Sony is aiming to enter the Chinese **video games console market**. Sony could focus on its **pricing strategy** or the **branding** of its games consoles.
- (e) **Evaluate** these two options and recommend which one is the most suitable for **Sony** to **maximise sales** when entering the **Chinese market**. (20)

Examination

Paper 1: Marketing, people and global businesses

*Paper code: 9BS0/01

- Each question is drawn from topics across Themes 1 and 4, and from one or more of the following contexts: local, national or global.
- Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- First assessment: May/June 2017.
- The assessment is 2 hours.
- The assessment comprises 2 questions.
- The assessment comprises 100 marks.

**35% of the
total
qualification**

Paper 2: Business activities, decisions and strategy

*Paper code: 9BS0/02

- Each question is drawn from topics across Themes 2 and 3, and from one or more of the following contexts: local, national or global.
- Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- First assessment: May/June 2017.
- The assessment is 2 hours.
- The assessment comprises 2 questions.
- The assessment comprises 100 marks.

**35% of the
total
qualification**

Paper 3: Investigating business in a competitive environment

*Paper code: 9BS0/03

- Each question is drawn from one or more of the following contexts: local, national or global.
- Section A will focus on the broad context provided in the pre-released document issued on our website in the November of the previous year. Section B will focus on at least one strand within the context provided.
- Each section will contain unseen stimulus materials comprising quantitative and qualitative evidence. Students are required to apply their knowledge and understanding from Themes 1, 2, 3 and 4 and their understanding of the broad context to this evidence.
- Questions in Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Students **cannot** take any of their research or investigation data carried out as part of the pre-release into the examination.
- First assessment: May/June 2017.
- The assessment comprises 2 questions.
- The assessment comprises 100 marks.

**30% of the
total
qualification**

20 Mark example

(d) Using the data in Extracts A to D, evaluate these two objectives and recommend which is more appropriate for the 2022 Commonwealth Games' Directors.

(20)

One reason why they should prioritise jobs and investment when making business decisions is so they can maximise revenue and come up with new ideas to expand. An advantage of prioritising jobs and investment when making business decisions is so that they can reduce unemployment and invest wisely into the Commonwealth games. This is advantageous because this will allow young people to take these vacancies, therefore this will lead to more jobs being filled. ~~But~~ However, if the ~~the~~ Director's prioritise jobs then the costs will increase as you have to pay their salaries. Also if they focus on investment only then they may not be aware of health and safety of employees for example, for the Qatar world cup, around 6,000 workers died and in the Commonwealth games do not want to make that mistake.

Another reason why they should prioritise jobs and investment when making business decisions is so they can facilitate for the wish amount of people attending. If the director focus on investment then ~~there~~ they can find ways to reduce costs because their total costs for the Commonwealth games is 1778 million. The importance

of prioritising jobs is so they that they can fill in vacancies use security, marketing, planning and etc. This will lead to the Commonwealth games being more organised ~~more~~ and newly workers will know about to do. However, this can lead to customer needs not being met as not only focus is on jobs and ~~making~~ investing. Customers won't want to enjoy themselves and if Director don't ~~the~~ focus on that then customers may not even buy tickets.

On the other hand, the Director's objectives should meet the needs of all stakeholders. This is important because they want to ensure that health and safety is ensured in the workforce and that workers are not being exploited or overworked. This is important because the tiredness of workers will affect efficiency and productivity which could also lead to many faults. Therefore also Director has stated that they are focusing on to "transform and strengthen local communities." This will lead to the environment and the community being much stronger and will be a long term ~~effect~~ effect that local people can gain from such as improved homes, facilities and transport links. However, the goal is of now is to prioritise jobs because the needs of stakeholders is long term and the main focus is to invest investment and ~~then~~ how they can improve the community

games.

In conclusion, the games will boost jobs and investment and promote Birmingham's reputation as stated by Ian Reid. Therefore, this will lead to ~~more~~ increase in employment, more jobs being available for the public therefore improving the economic growth of Birmingham. But the ~~the~~ Director's of Commonwealth games should focus on stakeholders needs as they are the reasons how all people interested in Commonwealth will benefit.

My judgement is that the Director's of Commonwealth should focus on ~~making~~ ~~the~~ prioritising jobs and investment so they can "Drive sustainable economic growth and aspiration," allowing them to create opportunities through "trade ~~investment~~ investment, jobs and skills."



This response was awarded Level 3-13 marks. The response has a clear structure and the candidate has used the business context to present a balanced argument in response to the question. There are some developed chains of reasoning, however they are not always logical or complete (link between investment and not knowing about health and safety). The candidate has incorporated context throughout their response but sometimes this is just copied rather than applied to their argument.

The conclusion is simply a repeat of what has already been said.



Conclusions should really make a new point. To achieve Level 4 in an evaluation question, candidates are advised that responses should include accurate and thorough knowledge and understanding. Any opportunity to introduce this in an assessment should be encouraged.

Student views

I enjoyed the numeracy aspect of the course

More in-depth than GCSE, which I found interesting

I found the course relevant to real life/ industry preparation

It is more theoretical than I anticipated

I found the case studies and business examples engaging

I liked how the course content linked together, which I found thought-provoking

Entry requirements

Grade 5 in GCSE Business Studies, Maths and English.

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BTEC Business Studies

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Year 12:

- Unit 1 → Exploring Business – Coursework
- Unit 3 → Personal and Business Finance – Exam*

Year 13:

- Unit 2 → Developing a Marketing Campaign – Controlled Assessment*
- Unit 8 → Recruitment and Selection – Coursework

*Assessed externally



Assessment

P

M

D

Pass

Merit

Distinction

Unit 1 – Assignment criteria

Pass	Merit	Distinction
Learning aim A: Explore the features of different businesses and what makes them successful		AB.D1 Evaluate the reasons for the success of two contrasting businesses, reflecting on evidence gathered.
A.P1 Explain the features of two contrasting businesses. A.P2 Explain how two contrasting businesses are influenced by stakeholders.	A.M1 Assess the relationship and communication with stakeholders of two contrasting businesses using independent research.	
Learning aim B: Investigate how businesses are organised		C.D2 Evaluate the extent to which the business environment affects a given business, using a variety of situational analysis techniques.
B.P3 Explore the organisation structures, aims and objectives of two contrasting businesses.	B.M2 Analyse how the structures of two contrasting businesses allow each to achieve its aims and objectives.	
Learning aim C: Examine the environment in which businesses operate		D.D3 Evaluate how changes in the market have impacted on a given business and how this business may react to future changes.
C.P4 Discuss the internal, external and competitive environment on a given business. C.P5 Select a variety of techniques to undertake a situational analysis of a given business.	C.M3 Assess the effects of the business environment on a given business.	
Learning aim D: Examine business markets		E.D4 Justify the use of innovation and enterprise for a business in relation to its changing market and environment.
D.P6 Explore how the market structure and influences on supply and demand affect the pricing and output decisions for a given business.	D.M4 Assess how a given business has responded to changes in the market.	
Learning aim E: Investigate the role and contribution of innovation and enterprise to business success		
E.P7 Explore how innovation and enterprise contribute to the success of a business.	E.M5 Analyse how successful the use of innovation and enterprise has been for a given business.	

Unit 3 – Finance Exam

A Understand the importance of managing personal finance

A1 Functions and role of money. A2 Different ways to pay. A3 Current accounts . A4 Managing personal finance

B Explore the personal finance sector

B1 Features of financial institutions. B2 Communicating with customers. B3 Consumer protection in relation to personal finance. B4 Information guidance and advice

C Understand the purpose of accounting

C1 Purpose of accounting. C2 Types of income. C3 Types of expenditure

D Select and evaluate different sources of business finance

D1 Sources of finance

E Break-even and cash flow forecasts

E1 Cash flow forecasts. E2 Break-even analysis

F Complete statements of comprehensive income and financial position and evaluate a business's performance

F1 Statement of comprehensive income. F2 Statement of financial position. F3 Measuring profitability. F4 Measuring liquidity. F5 Measuring efficiency. F6 Limitations of ratios

Unit 8 – Assignment criteria

Pass	Merit	Distinction
Learning aim A: Examine how effective recruitment and selection contribute to business success		A.D1 Evaluate the recruitment processes used and how they contribute to the success of the selected business.
A.P1 Explain how a large business recruits and selects giving reasons for their processes. A.P2 Explain how and why a business adheres to recruitment processes which are ethical and comply with current employment law.	A.M1 Analyse the different recruitment methods used in a selected business.	
Learning aim B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer		B. D2 Evaluate how well the documents prepared and participation in the interview activities supported the process for a job offer.
B.P3 Prepare appropriate documentation for use in selection and recruitment activities. B.P4 Participate in the selection interviews, as an interviewer and interviewee.	B.M2 In recruitment interviews, demonstrate analytical responses and questioning to allow assessment of skills and knowledge.	
Learning aim C: Reflect on the recruitment and selection process and your individual performance		C.D3 Evaluate how well the recruitment and selection process complied with best practice, drawing reasoned conclusions as to how it will support your future career.
C.P5 Complete a SWOT analysis on your performance in the interviewing activities. C.P6 Prepare a personal skills development plan for future interview situations.	C.M3 Analyse the results of the process and how your skills development will contribute to your future success.	

Unit 2 – Marketing controlled assessment

A Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign

- A1 The role of marketing
- A2 Influences on marketing activity

B Using information to develop the rationale for a marketing campaign

- B1 Purpose of researching information to identify the needs and wants of customers
- B2 Market research methods and use
- B3 Developing the rationale

C Planning and developing a marketing campaign

- C1 Marketing campaign activity
- C2 Marketing mix
- C3 The marketing campaign
- C4 Appropriateness of marketing campaign

Internal Units		
	Unit 1 90 GLH	Unit 8 60 GLH
U	0	0
P	9	6
M	15	10
D	24	16

External Units		
	Unit 2 90 GLH	Unit 3 120 GLH
U	0	0
P	9	12
M	15	20
D	24	32

Extended Certificate	
360 GLH	
Grade	Points threshold
U	0
P	36
M	52
D	74
D*	90

Student views

Relevant to real life
e.g. insurance

Coursework case
studies are
interesting

I like how
independent the
course is

I enjoy the 'control'
I have over the
coursework and
my overall grade

I found researching
companies of my
own choice and
how they work
interesting

Although I enjoy
the flexibility you
must be disciplined
to work to the
deadlines

Entry requirements

Grade 4 in GCSE Maths and English.
An interest in Business.

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Holistic Overview

AMBITIOUS

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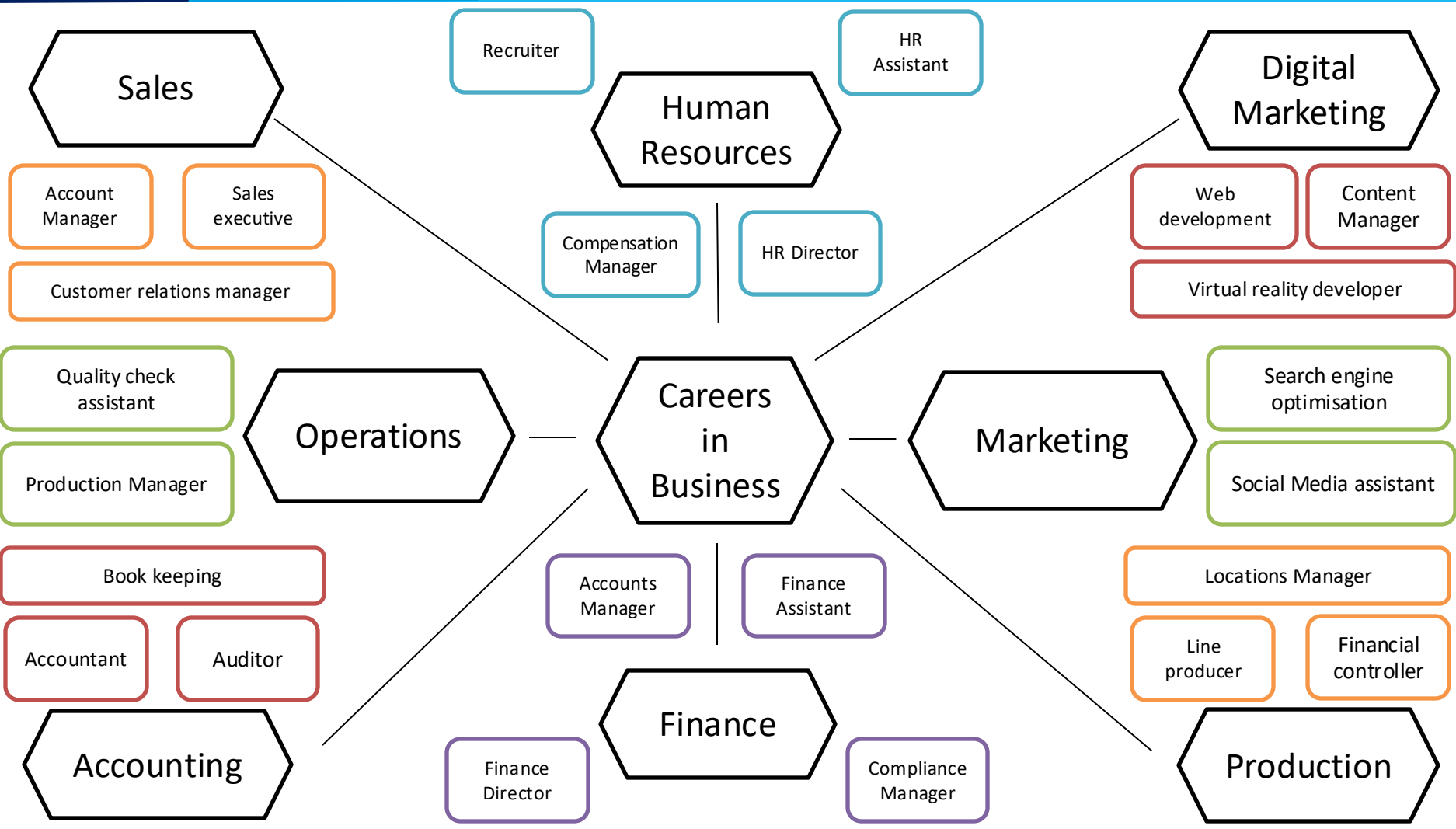
How it fits with other subjects

- Business studies links into many subjects across the curriculum.
- Complementary **social science** subjects: Economics, Geography, History, Law, Linguistics, Politics, Psychology and Sociology.
- **Degrees:** Management, Marketing, Finance, Human Resource Management etc.

Where can I go with Business studies?

- Business plays a vital role in society and the course allows students to develop a **broad understanding** of the range of activities businesses undertake to remain successful.
- Studying business allows students to access a **wide range of careers** across many industries such as manufacturing, HR, banking and marketing.
- The course provides insight into issues such as tax, interest rates, marketing, HR, production and legislation, all of which are a useful foundation to your career **regardless of the sector** in which you hope to work.

Careers



Transferable Skills

- Public Speaking & Presenting
- Communication & Team-Working
- Time Management
- Interpreting Financial Data
- Critical/Analytical Thinking
- Decision Making & Problem Solving