

AS/A LEVEL BUSINESS STUDIES SCHEME OF WORK

The aim of this scheme of work is to provide teachers with a comprehensive guide to the learning outcomes expected during the course, suggested teaching and student activities and resources available.

Contents:

- a) Statement of prior knowledge
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a) Statement of prior knowledge

The AS/A level syllabus for Business Studies and this scheme of work have been prepared on the assumption that students have gained no prior qualification in Business Studies, such as IGCSE Business Studies.

This will not be the case in all centres, where all or nearly all students may have a prior qualification. Teachers should be able to adjust the level at which they introduce each new topic to students if they have already passed a lower level examination.

The assumption that students do not have prior qualifications does not mean that they have no prior knowledge about business activity. They are all consumers and observers of business activity. They will have been exposed to advertising and other promotional activities. Many of them may have gained work experience as part time workers. These experiences can be very useful in a class context when discussing, for example, the usefulness of advertising or the different methods of workforce payment. Teachers are encouraged to allow students to refer to their own knowledge about business as much as possible. However, the key point is that this syllabus and this scheme of work are produced assuming that no prior knowledge actually exists.

b) List of general resources

C.I.E. Endorsed textbook: 'AS and A level Business Studies'. Peter Stimpson. Pub. C.U.P. ISBN 0521003679

This is suitable as a student textbook and teacher reference book.

Other suitable reference texts:

'AS and A level Business Studies'. Barratt and Mottershead. Pub. Longman. ISBN 0582405475

'An Integrated Approach to Business Studies'. Jewell. (4th Edition).Pub. Longman. ISBN 0582404524

These are suitable as teacher reference books.

A complete resource list can be found on the CIE website: <http://www.cie.org.uk>

CD Rom: IGCSE Business Studies ISBN 0719572673. For revision of basic topics (including hundreds of multiple choice questions) and for introductory case studies.

Websites: These are referred to throughout the scheme of work. The most comprehensive ones for student notes and revision notes are: www.bized.ac.uk ; www.revision-notes.co.uk ; www.learn.co.uk and www.tutor2u.net

Videos: TV Choice, PO Box 597, Bromley BR2 0YB; U.K.

BBC Video Workpacks containing video, worksheets, model answers and "powerpoint" presentations. Contact the organization distributing these at: www.holdsworth-associates.co.uk

The scheme of work does not make specific reference to the videos from these two organizations due to the relatively high cost of them. It would be inappropriate for this scheme of work to suggest that school should or could afford them. Many of the videos are very effective – especially the BBC ones. Try to obtain a catalogue and check the contents and price details.

c) Syllabus Units:

The syllabus is already divided into sections and these will be referred to as units throughout this scheme of work.

Unit 1 - Business and the Environment

Unit 2 - People in Organisations

Unit 3 - Marketing

Unit 4 - Operations Management

Unit 5 - Business Finance

Unit 6 - Business Accounting

Unit 7 - Information for Decision Making

d) Time allocations

As the time devoted to each A level subject varies so much between Centres it is not possible to recommend a specific number of hours teaching time for each Unit. However, the following table gives a recommendation for dividing the total time allocation available between the Units:

Unit	Proportion of total teaching time available (%)
1	15
2	15
3	15
4	15
5	5
6	20
7	5
Revision and mock examinations	10

Specific time allocations between each topic within a Unit cannot be recommended for the same reason as given above. Clearly, some topics require much more teaching time than others. The scheme of work does highlight the major themes in each Unit and these should be given prominence in the teaching programme. The relative importance of other topics can be assessed by teachers referring to standard textbooks for details of the amount of detail that has to be covered.

e) A suggested teaching order: i) With 1 teacher

It is not the intention of this scheme of work to prescribe an order in which the Units *must* be taught. Experienced teachers will have established their preferred order of teaching based on what they have found “works best” with their own students. Different teachers have different opinions about the best order of teaching through the syllabus. The order that follows can easily be amended and adapted to meet local conditions, the prior knowledge of students and the preferences of teachers. You will notice that the suggested order is very close to the order of Units in the syllabus – the main change being the suggestion that Marketing is covered as the second unit and not the third unit as numbered in the syllabus.

Unit	Explanation
1 - Business and the Environment	This is usually taught first and with good reason. Without a clear understanding of the context in which business operates and the external forces that constrain business decisions, students may find it difficult to apply and inter-relate other syllabus material.
3 - Marketing	It helps to make this the first functional area of business to be studied. Students often have more prior knowledge about marketing, as consumers themselves, than other syllabus topics. It is useful to emphasise the all embracing nature of modern marketing decisions.
2 - People in Organisations	This can usefully be taught before Operations Management. If students can understand the central importance of 'people management' to business success then this helps in understanding the impact of many Operations Management decisions too.
4 - Operations Management	This links in with People in Organisations in many areas
5 - Business Finance	The concepts introduced in this Unit will assist with understanding some of Unit 6 material.
6 - Business Accounting	Follows on quite naturally from Unit 5.
7 - Information for Decision Making	Much of this material is likely to have been covered in previous units. For example, the methods of presenting data could have been taught when considering market research. The evaluation of some of the decision making techniques requires an understanding of much of the rest of the syllabus.

ii) With 2 teachers

In some Centres it is quite common for 2 teachers to divide the teaching of each group. Here is a suggested teaching order with 2 teachers:

Teacher 1	Teacher 2
Unit 1	Unit 3
Unit 2	Unit 5
Unit 4	Unit 6
	Unit 7

f) AS/A level teaching

Practice differs between Centres. The two options are:

- i.) Teach both AS and additional A level material together as students take both sets of examination papers in one session (either June or November).
- ii.) Teach AS first and students take AS examinations in one session. Then teach additional A level material to prepare students for this examination in the following session.

The scheme of work allows for either option. Additional A level learning outcomes, activities and resources follow directly on from AS but in *italics*. This allows teachers to teach these different areas together or to separate them and teach all AS topics first and then return to additional A level topics.

It is important for all teachers to note the different assessment objectives of the AS examinations compared to the A level Paper 3 (see syllabus). Much more emphasis is given, on Paper 3, to the skills of analysis and evaluation. In contrast, the main skills examined at AS level are knowledge and application.

These differences should be reflected in the teaching of the AS material compared to the A level material. It is advised that many more opportunities are given to A level students to discuss and evaluate issues, business problems and possible solutions than might be the case for AS level. The Scheme of Work does make many references to how these opportunities might be added to the teaching of the A level subject material.

g) Suggested teaching and student activities

This Scheme of Work contains details of many possible teaching activities that can be used in class. Emphasis is also given to student activities as Business Studies is often most effectively taught by encouraging students to undertake assignments that promote active learning. Traditional teaching certainly has a very important place in a Business Studies course but it can lead to rather passive learning experiences. The more often students are asked to think for themselves and undertake their own research – possibly reporting back to the rest of the group – the richer their learning experience is likely to be. It will also help to reinforce the 'real world' nature of the subject – a key aspect of Business Studies that makes it so rewarding to teach and study.

h) Online resources

The Scheme of Work also contains many references to non printed learning and revision resources. As with most IT based materials these may be subject to change and adaptation from when the scheme of work was written and it is suggested that teachers check their current validity before setting assignments based on them. The growth of online resource provision opens up many opportunities for detailed research into business performance and activities. These resources can be used to extend students experiences beyond those of their local/regional area as well as providing useful data for so many topics on the Business Studies course.