

| Subject  | Year   | Term   |
|--|--|--|
| Business   | Year 11  | Spring 2   |
| Topic  |  |  |
| <b>Section 2: Influences on Business Activity</b>  |  |  |
| Content (Intent)   |  |  |
| <p><b>Prior Learning</b> – Learners need to understand that all businesses operate in an external environment and there are a number of external influences that impact on business activity.</p>  |  |  |
| <p>The topics covered are:</p>   |  |  |
| 6.1. Technological Influences  | Learners are expected to understand that technology can affect business in many different ways and this is constantly changing   |  |
| 6.2. Ethical Influences  | Learners are expected to apply their knowledge of ethical influence to different business contexts   |  |
| 6.3. Environmental Influences  | The focus is on environmental sustainability and how business activity may or may not be harmful to the environment and should attempt to avoid the depletion of natural resources   |  |
| 6.4. Economic Influences   | The impact of these economic factors on businesses and their stakeholders  |  |
| 6.5. Impact of Globalisation   | Learners are expected to apply their knowledge of globalisation to different business contexts   |  |
| 6.6. Impact of Legislation   | Learners need to understand that businesses have to operate within the confines of legislation   |  |
| <p><b>Future Learning</b> – This unit sets the fundamental principles in place to study the other department areas of business.</p>  |  |  |
| How will knowledge and skills be taught? (Implementation)  | How will your understanding be assessed & recorded (Impact)  |  |
| <p>This topic will involve links to the four assessment objectives throughout and will include, but not be limited to:</p> <ul style="list-style-type: none"> <li>- Teacher led lesson content</li> <li>- Independent learning tasks</li> <li>- Group discussion/debates and questioning</li> <li>- Using business terminology</li> </ul>  | <ul style="list-style-type: none"> <li>- End of topic assessment</li> <li>- Past Paper responses and essays. Marked and feedback given.</li> <li>- Verbal responses. Individual and class feedback given.</li> <li>- Key term tests</li> </ul> |  |
| How can parents help at home?  |  |  |
| <ul style="list-style-type: none"> <li>• Discussing ideas and content at home &amp; linking it to real businesses that they know</li> <li>• Watch the news and/or read a good quality newspaper</li> <li>• Watch any topical films or documentaries that link to Business</li> </ul> <p>Support us with our department's high expectations of spelling, grammar, punctuation, and minimum standards.</p> |  |  |
| Helpful further reading/discussion   |  |  |
| Reading  | Vocabulary Key Words   | Careers Links  |
| <ul style="list-style-type: none"> <li>- BBC Bitesize</li> <li>- Business Review magazines (subscribe online)</li> <li>- BBC Business news</li> <li>- Eduqas</li> </ul>  | <ul style="list-style-type: none"> <li>- Globalisation</li> <li>- Interest rates</li> <li>- Sustainability</li> <li>- Consumer law</li> <li>- Employment law</li> </ul>  | <ul style="list-style-type: none"> <li>- International management</li> <li>- International trade</li> <li>- Global businesses</li> </ul> |