



# A-level Business

## Course Guide

Inside this booklet there are plenty of extremely valuable pieces of information that will help you reach your potential and achieve the best grade you are capable of at the end of the course. **Those who want to succeed will read it.**



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## What is A Level Business Studies?

Business Studies is about problem solving within the context of specific businesses and providing workable solutions to how the business could proceed.

The Business Studies course provides an invaluable insight into the world of business and commerce for those wishing to enter areas such as Marketing, Human Resources, Accounting and Finance at university and beyond.

Business Studies complements most subjects, including Maths, English, Languages or other Social Sciences.

**It focuses on the contemporary business world...ever wondered how you could become the next Richard Branson or Simon Cowell??**



***This course has been designed to provide you with an understanding of the following:***

- The internal functions of real and current business organisations of all types
- The dynamic environment within which businesses operate
- Major topical issues that can generate change for business organisations and the ways in which businesses respond to these issues
- The range of perspectives that can be taken on business activities.

***What skills will I develop through studying this course?***

- Data skills –manipulating data in a variety of forms and to interpreting their results
- Presentation skills – formulating and presenting arguments and making judgments and justified recommendations
- Problem solving – Recognising and solving problems, making decisions using appropriate business tools and methods
- Time management and organisational skills - Planning work, taking into account the demands of the task and the time available to complete it
- Researching - Conducting research into a specific theme in preparation for one or more tasks
- Using evidence - Challenging your own assumptions using evidence that has become available.

# A Level Business Studies

## Your key learning topics

The AQA A level course is made up of 4 units.

At **AS**, in the first year, you'll have **two** main learning topics.

The first of those is called '**Planning and Financing a Business**' (**Unit 1**) and includes information on the different types of business structure and an introduction to money matters.

The second topic is called '**Managing a Business**' (**Unit 2**) and gives you more knowledge on increasing profits, recruiting and managing employees, operations management (including customer service and technology), plus marketing.

At **A2**, in the second year you'll build on that solid knowledge base with another **two** main learning topics.

The first is titled '**Strategies for Success**' (**Unit 3**) and includes financial strategies to improve profits, strategies to take on the competition, operational strategies to improve products and for improving employee relations. These are the four cornerstones of a successful business.

The second topic is titled '**The Business Environment and Managing Change**' (**Unit 4**). This helps you to plan the vision of a business, and how to deal with the impact of economic, cultural, political or technological changes on an organisation.



## What is expected from an A-level Business student?

### Class Expectations (10 point plan)

1. Bring the right equipment (paper, pen, ruler, pencil)
2. Concentrate, focus and listen carefully to each other in class – **we are a team**
3. Have a **mature attitude** to lessons (behave like an adult to be treated like one)
4. **Engage** in the subject - you've chosen it! (e.g. read outside the classroom, become involve in class discussions, express your opinion)
5. **Organise yourself** to meet homework deadlines (Use **a planner** and use files with dividers). If you miss a lesson, be proactive to catch up quickly (use the Weebly website to help you).
6. Ensure your written work has **sufficient depth and detail** (**USE YOUR NOTES** to help you with your homework)
7. **Use the library** to work in during your free periods/lunchtimes (4 hours/week of study outside the classroom is expected)
8. **Read, read and read!!!** (Business related obviously!) - text books, newspapers, websites, listen to podcasts (see the resources section pg. 36 onwards)
9. Allocate at least 30 minutes a week to **REVIEW** your notes
10. Ask your teacher if you need extra help

### In return, you can expect the following from your teacher:

- Treat all students fairly and with respect
- Make the lessons engaging and interesting
- Mark your homework and return it within a reasonable time frame
- Give you regular and constructive feedback
- Give you all the TOOLS needed to reach your potential in Business

### Advice on Organisation

1. Buy a 'Lever Arch File' and a set of dividers
2. Label the dividers with each module that you're are doing across all subjects.
3. This is the only file you should need to bring to school each day. Refer to this as your 'Day File'.
4. At home you should have a file for each module/subject.
5. When you finish a topic you transfer the notes from you 'Day File' to the module/subject file. This means you won't get confused with what file to bring in and it lowers the risk of losing all your notes if you lose your file.

**Your Business folder will be checked every half term by your teacher and its state and presentation will contribute towards your effort grade.**

## Your UCAS Reference

At the end of Year 12 all of your teachers are required to write a short reference about you to help your Form Tutor write your UCAS reference. Your UCAS reference is a key determinant of whether you are given an offer by a university. It is therefore important to think about how you want to be portrayed in your reference, as your teachers and Form Tutor will be honest. They won't state that you are enthusiastic and engaged if you are passive in class or state you are organised if you regularly miss homework deadlines. Think about the following attributes and how you can influence your teachers' reference over the coming year.

<b>Qualities to show in lessons</b>	<b>Qualities to show in your other work</b>
Genuine interest in the subject	Time management- ability to meet deadlines
Appetite for exploring issues/ideas/theories	Organization of file (e.g. notes, hwk, articles)
Focus/concentration/ ability to stay 'on task' (without being reminded by your teacher)	Willingness to research material for prep assignments e.g. using notes, textbooks, internet sources, etc
Comes to lessons with a positive attitude	Ability to structure longer written answers and use a wide vocabulary
Cooperative with others in group work	Initiative shown when completing homework assignments
Listens well to other people	Ability to learn from feedback offered by tutor either verbally or on written work
Ability to make own notes in lessons	Willingness to attend extra sessions/workshops
Ability to link ideas/theories to real world examples	Enthusiasm to follow the subject during the holidays
Perseverance and Resilience- ability to 'bounce back'	Ability to achieve an effective balance between academic studies and leisure activities
Show empathy towards other people e.g. willingness to help others or at least be patient when others encounter problems	Ability to catch up work when it is missed due to illness, commitments to sport, music & drama, etc
Open minded approach/prepared to change an opinion or point of view	Ability to study in the independent manner needed for university
Prepared to form a view on issues	Willingness to learn & adopt new revision strategies
Ability to give a presentation or lead a seminar	Determination to complete extensive hours of revision

### **Targets**

#### **• Target 1:**

How you will achieve this:

#### **•Target 2:**

How you will achieve this:

#### **•Target 3:**

How you will achieve this:

## Homework & Clinics

Throughout the year you will be set up to **2 hours of homework per week per teacher**. It is important that you meet the set deadlines and you put 100% effort into your work. Not all of your homework will be written, but it is equally as important that you put in the effort to complete reading, research and revision tasks.

If you are unable to meet a homework deadline it is VITAL that you communicate the reasons with your teacher PRIOR to the lesson in which the work is due. It is always better to find your teacher and speak with them face-to-face but if this is not possible, you can contact them via email:

Miss Wright [njw@whitgift.co.uk](mailto:njw@whitgift.co.uk)

Mr. Tredger [dut@whitgift.co.uk](mailto:dut@whitgift.co.uk)

If you have some spare time or are not set 2 hours' worth of homework you are expected to **REVIEW** your notes and ask for help if there are any topics which you need clarifying.

If you require any additional help outside of lessons **CLINICS** will run on:

Failure to complete homework on time or to an adequate standard may result in a department **DETENTION** which will be on **Tuesday's at 4pm in TC2 for 1 hour.**

## Progress Tests

There will be a **40 minute** progress test on the first lesson back after each holiday (half term/Christmas/Easter). **It is important, therefore, that you revise prior to these tests.**

If you fall below the pass mark in the test, you will be expected to attend clinics and sit a retest three weeks later. If you fail the retest a letter will be sent home and clinic will be made compulsory.

## Young Enterprise

Every year many AS Business students participate in the Young Enterprise programme. This scheme allows you to set up and run your own real business; complete with shares, a cheque book, a bank account and, of course, real money! As well as learning about how business works in practice, you also get to keep the profits!

Young Enterprise is an extra-curricular activity and so counts as an Enrichment Activity as well as looking good on UCAS/job applications.

# Exam Structure

## AS Units

### Unit 1: Planning and Financing a Business

**Written Paper:** 1 hour 15 minutes (60 marks)

**Weighting:** 40% of total AS marks  
20% of total A Level marks

Short answer compulsory questions (must answer all questions) and extended responses based on a mini case study.

Question 1 is mainly short-answer questions (definitions, calculations and 'explain' questions) and is worth 20 marks in total.

Question 2 is longer (10-15 mark) questions requiring analysis and evaluation and is worth 40 marks in total.

- Subject Content:**
- **Starting a Business** - The challenges and issues of starting a business; enterprise; entrepreneurs.
  - **Financial Planning** - Essential financial concepts needed to start a business including: calculating costs, revenues, and profits; using a break-even analysis and cash-flow forecasting.

### Unit 2: Managing a Business

**Written Paper:** 1 hour 30 minutes (80 marks)

**Weighting:** 60% of total AS marks  
30% of the total A Level marks

Compulsory, multi-part data response questions (all questions must be answered). 2 Questions each focused around a different case study.

- Subject Content:**
- **Finance** - budgets, improving cash flow and profits.
  - **People in Business** - organisational structures, recruitment, training and motivation.
  - **Operations Management** - operational decisions, quality, customer service, suppliers, technology.
  - **Marketing and Competition**- designing and using an effective marketing mix, market conditions and competitiveness.



# A2 Units

## Unit 3: Strategies for Success

**Written Paper:** 1 hour 45 minutes (80 marks)

**Weighting:** 25% of total A Level marks

Questions requiring extended answers drawing upon AS materials. The focus will be on measuring business performance and assessing appropriate functional strategies to achieve success.

Unseen case study with a range of numerical data.

**Subject Content:**

- **Functional Objectives and Strategies** - examining their appropriateness in the context of corporate objectives.
- **Financial Strategies and Accounts** - making investment information, measuring performance, financial decisions.
- **Marketing Strategies** - analysing markets, and selecting successful marketing strategies, developing marketing plans.
- **Operations Strategies** - operational issues, location, innovation, improving operational efficiency
- **Human Resource Strategies** - workforce planning, adapting organisational structures, successful employee relations.

## Unit 4: The Business Environment and Change

**Written Paper:** 1 hour 45 minutes (80 marks)

**Weighting:** 25% of total A Level marks

**Subject Content:**

- **Corporate Aims and Objectives** - purpose and nature of corporate strategies, stakeholder perspectives.
- **Assessing Change in the Business Environment** - the effects of changes in the economic, political, social, ethical and technological environment and responses of organisations.
- **Managing Change** - planning for change, leadership and corporate culture, making strategic decisions, decision making.

# Assessment Objectives

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following Assessment Objectives in the context of the content and skills set out in Section 3, Subject Content.

- AO1 Demonstrate knowledge and understanding of the specified content.
- AO2 Apply knowledge and understanding to problems and issues arising from both familiar and unfamiliar situations.
- AO3 Analyse problems, issues and situations.
- AO4 Evaluate, distinguish between and assess appropriateness of fact and opinion, and judge information from a variety of sources.

## Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in all units by embedding QWC in Assessment Objective 4.

## Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the Assessment Objectives in the AS units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1	Unit 2	
AO1	14	16	30
AO2	11	14	25
AO3	8	17	25
AO4	7	13	20
Overall weighting of units (%)	40	60	100

## Weighting of Assessment Objectives for A Level

The table below shows the approximate weighting of each of the Assessment Objectives in the AS and A2 units.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	7	8	5	5	25
AO2	5.5	7	7.5	5	25
AO3	4	8.5	6.25	6.25	25
AO4	3.5	6.5	6.25	8.75	25
Overall weighting of units (%)	20	30	25	25	100

# Exam Dates

All 4 units will be assessed in **June** of each year. It will be possible to retake individual units later on in the course if necessary but only in the summer term.

## Command Words in the exams...

In the two **AS units**, only the following command words will be used.

To encourage the <b>skill of analysis</b> :	To encourage the <b>skill of evaluation</b> :
o Examine...;	o Discuss...;
o Analyse...;	o Evaluate...;
o Explain why....	o To what extent...;
	o Justify...

The only exception to this will be where the process of answering the question is inherently **analytic** or **evaluative**. For example, if you were asked to answer a question such as “Recommend what the business should do. Explain why you are making that recommendation” then you would also need to remember that **judgement (evaluation)** is also being explicitly asked for.

In the **A2 units**, the command words or phrases that could be used are:

To encourage the <b>skill of analysis</b> :	To encourage the <b>skill of evaluation</b> :
o Why might ...;	o Assess...;
o Use ... to explain...;	o Consider...;
o How might ... respond.	o Comment upon...

## ...and what they mean!

**Examine...** look in detail at the argument, evidence or theory presented. It requires continuous writing and should be rounded off with a judgment.

**Analyse...** is to break a topic down into its component parts. This should help to identify the causes and effects of the issue and to explain the process whereby the causes bring about the effect. This encourages more depth of study. It implies a writing style that uses continuous prose in fully developed paragraphs. Bear in mind the word “why?” when analysing.

**Explain why....** expand upon in order to show your understanding of the term or theory being tested. The depth of the explanation required will be indicated by the mark allocation. Giving a well-chosen example will often gain a mark.

**Discuss...** put forward both side of a case before coming to a final judgment. Discussion would require continuous writing and would be likely to be marked on a level of response basis, with a high proportion or marks award for *evaluation*.

**Evaluate...** weigh up evidence in order to reach a judgement. In the context of an essay, you will have to present that evidence (pros and cons, perhaps, before reaching a conclusion. As the term invites your judgement, do be willing to state your opinion within the conclusion e.g. “in my view...” it can be helpful to keep in mind the phrase “to what extent..?”

**To what extent...** reach a judgement about the degree to which a statement, theory or evidence is true. It is likely that the levels of response marking scheme will reward evaluation especially

heavily. So focus on relatively few themes, deal with each in depth and then make a judgement about “to what extent...”.

**Justify...** present an argument in favour of the views you are expressing, for example: “should the Post office be privatized? Justify your answer”. Although the question appears to be expecting a yes or no at the outset, it is better to wait until the end to state your opinion, because you will have given the matter enough thought to be able to justify your decision.

**Assess...** weigh up and thereby *evaluate* two or more options or arguments.

**Consider...** another term inviting you to weigh up options or arguments in the form of continuous paragraphs of writing.

**Comment upon...** draw conclusions from the evidence, possibly in the form of a stated opinion. For example, in the first part of a question you might be required to analyse a company’s financial position using ratios; part b) might ask you to comment on your findings. You might reach a conclusion about the firm’s probability and liquidity, then state your opinion about the firm’s overall financial health. Also, it is often helpful to comment upon any further information needed.

**Recommend...** Present an advisable course of action with appropriate supporting evidence/reasons, in relation to a given situation, problem or issue.

## Exam Technique – Marking Guidance

Your longer-mark exam responses will be marked based on Levels 1-5 for knowledge, analysis and application where 5 is the highest level you could be awarded, and on levels 1-3 for evaluation where application (Level 3 is the highest level possible). Your teacher will use this levels system to allocate your marks. An example of which can be seen below for a 14 mark question:

### Knowledge, Application and Analysis (AO1 – AO3)

Level	Descriptor	Marks
L5	Good application AND Good analysis	9
L4	Good application AND Reasonable analysis or Good analysis AND Reasonable application	8-7
L3	Reasonable application AND Reasonable analysis or Good application or Good analysis	6-5
L2	Knowledge AND Reasonable application or Knowledge AND Reasonable analysis	4-3
L1	Knowledge and/or limited application/analysis	2-1

### Evaluation

Level	Descriptor	Marks
E3	Judgement with well supported justification. Answer has a logical structure throughout, with effective use of technical terms.	5-4
E2	Judgement with reasonable attempt at justification. Evidence of a logical structure and some use of technical terms.	3-2
E1	Assertion or judgement which is unsupported. Reasonable evidence of a logical structure and little use of technical terms.	1

## Exam Technique - UNIT 1

The BUSS1 (Unit 1) exam is based on a short, unseen case study which describes the planning process of a start-up. The format of the paper will change between exam sittings. However some things will stay the same:

- It is likely to include some numerical data and you should prepare to perform calculations on areas such as break-even, market share, cash flow totals etc.
- The case study will focus on a new business and the planning process it has undertaken (note – the type of business featured will vary)
- The whole of the Unit 1 specification can be examined
- There will be 60 marks available and the exam will last for 75 minutes

The questions are contained in two sections.

<b>Section A</b>	Shorter questions, offering lower marks, focusing on definitions, explanations, calculations etc.
<b>Section B</b>	Longer questions, offering higher marks, which focus on analysis and evaluation

35% of the marks for Unit 1 are given for demonstrating knowledge. So it is vital that you learn definitions for all the key terms in the specification. The glossary included in the tutor2u course companion available electronically on Weebly contains all the terms you need to know. You also need to know the various formulae for making calculations. There aren't too many of these – but make sure you know them and have practiced calculations many times before the exam.

### How you are assessed

Your Unit 1 exam will test your ability to show certain exam skills which are known as "**assessment objectives**" ("**AO**").

There are four assessment objectives. You need to understand what they are, how to meet them and produce answers which allow the examiners to award marks for your script.

The four assessment objectives are summarised further below.

How do you know what you are being required to do in each part of the exam? There are always two key **clues** to look for:

- (1) **Mark allocation** – if a part of a question only offers 2 marks, then you only need to demonstrate knowledge (e.g. provide a short definition). A task that has more than more than 10 marks available requires you to show all the exam skills – knowledge, application, analysis and evaluation.
- (2) **Trigger words** – these are the words that start each question (your teacher may also refer to them as "command" words. They provide a strong guide as to the nature of the task.

<p><b>AO1</b></p>	<p><b>Knowledge</b> <b>35% of marks</b></p>	<p><b>Demonstrate knowledge</b> and <b>understanding</b> of the subject content.</p> <p>This might include giving a definition of a term or providing a list of relevant items.</p> <p>An example of a knowledge-only question would be:</p> <p>“What is meant by market segmentation?”, or</p> <p>“State two items that would be included in cash outflows in a cash flow forecast”</p> <p>The mark allocation in a question is the best guide to spotting questions where you need to demonstrate knowledge and understanding. Look out for 2 or 3 mark questions starting with trigger words like “define”, “state”, “identify” or “what is meant by?”</p>
<p><b>AO2</b></p>	<p><b>Application</b> <b>28% of marks</b></p>	<p><b>Apply knowledge</b> and <b>understanding</b> to problems and issues arising in the case study business.</p> <p>Look out for the following trigger words for questions requiring application: “calculate”, “explain”, “outline”, “distinguish between”</p> <p>As you can see, calculations come into application. Make sure you practice them!</p> <p>Questions offering 3-7 marks will normally require both knowledge and application.</p>

<p><b>AO3</b></p>	<p><b>Analysis</b> <b>20% of marks</b></p>	<p><b>Analyse</b> problems, issues and situations</p> <p>Your answers to questions that require analysis require much more depth. Often you will be asked to look at the advantages and disadvantages of a situation faced by the case study business. A well-reasoned description of both sides of the argument, using properly structured paragraphs, and a conclusion bringing the answer together is the key.</p> <p>If you see parts of questions offering more than six marks, then that should alert you to the need to include proper analysis in your answers.</p> <p>Key trigger words for analysis include: “Examine”; “Consider”; “Analyse”, “Explain why”</p> <p>You will almost certainly have to practice writing in this structured way if you are to do well in BUSS1.</p>
<p><b>AO4</b></p>	<p><b>Evaluation</b> <b>18% of marks</b></p>	<p><b>Evaluate, distinguish between</b> and <b>assess</b> appropriateness of fact and opinion, and judge information from a variety of sources</p> <p>Evaluation is the toughest skill to demonstrate and one which students often feel uncomfortable with. Evaluative questions ask you to reach a judgement. After looking at both sides of an argument or after analysing one or more options, you need to state your view on the best way forward. You might also be required to offer a reasoned opinion on the most important factors affecting an option. Whatever the task, it is vital that you express an opinion that is supported by your <b>analysis</b> of the issue – at all times making sure you <b>apply</b> business studies theory to the case study business.</p> <p>Questions requiring evaluation carry the highest marks.</p> <p>Common trigger words for evaluation include: “Evaluate”; “Discuss”; “To what extent?”; “Justify your view”; “Do you think that?”</p>

## Top tips for exam success

During your BUSS1 course you may come across a lot of advice about how to well in the exams. Depending on the source of the advice, some will be great, some sensible and some downright misleading. So, for what it is worth, here are our suggestions:

### Before the exams

Keep up-to-date with business. Reading textbooks and this Companion is fine. However, there is no substitute for keeping an eye on business news stories and seeing how real businesses act.

[Tutor2u's Business Studies Blog](#) is a great source of news, resources and links for AQA AS Business Unit 1. Make sure you access this blog as often as possible so that you get an advantage over other students.

Keep practicing key term definitions. Remember that 35% of the marks in BUSS1 are for knowledge. You can save time in the exam by knowing your definitions off by heart. Use the glossary included in the Tutor2u Course Companion and online on the Weebly site.

Practice the numerical aspects of BUSS1 until you can handle all the calculations and interpret the data with your eyes closed (well – almost). You must be able to calculate percentages, percentage changes, and be able to interpret tables, charts & graphs etc. It might take a while for you to get comfortable with the numbers-bit, but it will be worth it.

Build lists of advantages and disadvantages for the main topics in BUSS1. Your Course Companion and text book gives you a head start on these. As a minimum, make sure you know the advantages and disadvantages of the different:

- Sources of finance (e.g. internal/external, shares/debt)
- Business structures (sole trader, partnership, limited company)
- Methods of primary & secondary research (main methods of each)
- Options for locating a business (e.g. home-based, virtual)
- Types of employment (e.g. full-time, part-time, flexible working)
- Sources of business idea (e.g. business experience, franchises)

You should, of course, practice as many exam-style questions as possible in the run-up to the exam day. This is a great way of highlighting gaps in your knowledge and understanding. It also allows you to practice those high mark-scoring exam skills.



### **On the day**

Be prepared. It might sound daft, but you know you will have to do some calculations, so take a calculator. Someone in the exam hall will not have remembered to do this

Read the paper carefully so you can see what kind of business is featured and the kind of questions you are being asked to answer. Underline the trigger words & circle the mark allocations. Make a note of how much time you can afford to spend on each element – don't go over this limit.

Read the questions carefully and only answer in the ways that examiner asks you to do. Make sure you use separate paragraphs to demonstrate that you are moving onto a new point or that you are moving onto some analysis or evaluation. Leave at least two lines between each paragraph so that there is a little space if you need to add an extra point later on.

Make sure your paper includes any workings that you've done for the numerical questions. Don't use non-business terminology or street jargon.

## Exam Technique - UNIT 2

This examination paper will comprise of 2 data response questions considering the 4 internal functions of small to medium-sized businesses. These 2 data response questions will relate to 2 different businesses, one of which may be a real business.

Each of the 2 data response questions will usually have 4 questions (parts a-d) worth 40marks each in total and these will relate to the marketing, finance, operations management and people materials you will study this year

It is very important to learn the relevant definitions, which can be found in the online Tutor2u link on the Weebly site, as these provide a sound starting point for most answers. In the same way you should also know all of the relevant formulae for financial and other calculations as these can form a stand-alone question in the second data response, as well as helping to develop your analysis and evaluation into the higher levels of achievement.

<b>A01</b>	<b>Knowledge</b> <b>27% of marks</b>	<p><b>Demonstrate knowledge</b> and <b>understanding</b> of the subject content.</p> <p>This might include giving an accurate definition of a term within the longer-mark data response questions. <b>Always include a definition of all key terms within the question in each of your responses.</b></p>
<b>A02</b>	<b>Application</b> <b>23% of marks</b>	<p><b>Apply knowledge</b> and <b>understanding</b> to problems and issues arising in the case study business.</p> <p>Every BUS2 case study contains many ‘hooks’ that you can use to develop and apply your answers. The case study may tell you about the business’ marketing position or information on the quality of its products. Alternatively, it might provide you with numerical information on capacity utilization or profit margins. This information has been included deliberately to help you to gain application marks.</p> <p>It is <b>essential</b> that you select some of this information and relate your answers to the business scenario set out in the case study. If you do not answer in the context of the question you severely limit your marks. You will not be rewarded for simply dropping the name of the company or product category into your answer. The best responses link the application with the analysis to develop a strong argument – this is what the examiner is looking for and is deemed to be ‘Good Analysis’.</p>
<b>A03</b>	<b>Analysis</b> <b>28% of marks</b>	<p><b>Analyse</b> problems, issues and situations</p> <p>This skill carries the <b>highest proportion of marks on this paper</b>. Analysis is developing a line of argument and following it through – this involves <b>bringing your answer back to the question itself</b> (this is crucial throughout your response to keep you on track and answering in the correct context).</p> <p>Words and phrases such as ‘because’, ‘therefore’ and ‘this means...’ will help you develop lines of analysis.</p> <p><u>Analysis commonly focuses on <b>causes</b> and <b>effects</b> or <b>interrelationships</b>.</u></p> <p>Consider how the theories you learn in this unit can help businesses to improve their performance.</p>

<p><b>AO4</b></p>	<p><b>Evaluation</b> <b>22% of marks</b></p>	<p><b>Evaluate, distinguish between</b> and <b>assess</b> appropriateness of fact and opinion, and judge information from a variety of sources</p> <p>Questions in Unit 2 calling for evaluation carry high mark allocations (10-15 marks).</p> <p>Common trigger words for evaluation include: “Evaluate”; “Discuss”; “To what extent?”; “Justify your view”; “Do you think that?”</p> <p>Good evaluation builds on the skill of application by making reasoned judgments about <b>this specific business</b> rather than businesses in general.</p> <p>Good evaluation makes a <b>clear judgment</b> and <b>supports it</b>. Do not just offer an opinion or make a decision; you must explain how and why you have reached this judgment and use material as evidence from the case study to support your decision.</p> <p><b>Examples of points to consider:</b></p> <ul style="list-style-type: none"> <li>- Short-term versus long-term impact</li> <li>- What is the best decision in light of the company’s stated objectives?</li> <li>- Is the data valid/enough upon which to base a decision?</li> <li>- Will the decision/change have a different impact on different stakeholders in the business?</li> <li>- What does it depend on?</li> <li>- What is ‘successful’ in the eyes of the company/manager?</li> </ul> <p><b>You must always refer back to the question explicitly in your concluding remarks.</b></p> <p><u><b>Quality of written communication</b></u></p> <p>This will be assessed in longer mark questions where evaluation is required. You will be assessed on your ability to:</p> <ul style="list-style-type: none"> <li>- ensure that text is legible, and that spelling, grammar and punctuation are accurate, so that meaning is clear.</li> <li>- select and use a form and style of writing appropriate to purpose and complex subject matter</li> <li>- organized information clearly and coherently, using specialist vocabulary when appropriate.</li> </ul>
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## Overall Examiners' Tips for Units 1 and 2

- **Learn your definitions** accurately as these can get you marks in a question even if you are not certain as to the analysis or evaluation which should follow. Always define the key terms given in each question.
- **Read through the case studies** very carefully highlighting and annotating information which is relevant to the different questions asked and **plan out your responses**.
- **Read through the questions** very carefully and **target your answers** directly at the questions asked, using the stimulus material to support your lines of reasoning and judgement.
- Ensure all answers are in the **context** of the business in the case study and are not too generic i.e. consider the impact of what is being discussed on that company specifically.
- When answering calculations-based questions, always **include the relevant formula** first as this can pick you up 2 marks even if you are then unsure as to how to proceed. Always **show all of your working** out clearly, and be sure to notice the **units** in the data provided (e.g. £000s...)
- Be careful not to just list a great number of points, it is better to **prioritise and use fewer, more relevant points and develop them fully** using the case study.
- **Use data** in your longer-mark responses; use both raw data from the case as well as manipulating data (carrying out your own calculations) as this can help you achieve higher level analysis and application marks.
- When using data, try to **link ideas and a variety of pieces of information from the case study together** to build up an argument. This would be classed as 'Good Application.'
- In order to develop 'effective analysis' – **direct the argument you are making back to the question itself** both throughout and at the end of your response.
- When evaluating, ensure that you fully consider both sides of an argument then form a **reasoned judgement**, often in the **context** of the business' stated objectives, making **effective use of technical terms**.

# Subject Content

## AS Units

### 3.1 Unit 1 BUSS1 Planning and Financing a Business

In the study of this unit candidates should examine the topic areas below in relation to the two core themes: Starting a Business and Financial Planning.

Starting a Business	
This section provides candidates with an introduction to the scope of Business Studies within the context of starting a new business. Candidates will be expected to have an understanding of the range of activities involved in setting up a small business.	
SPECIFICATION	AMPLIFICATION
<p>Enterprise</p> <ul style="list-style-type: none"><li>• enterprise and entrepreneurs</li><li>• the importance of risk and rewards such as profit</li><li>• the notion of opportunity cost</li><li>• motives for becoming an entrepreneur</li><li>• government support for enterprise and entrepreneurs.</li></ul>	<p>Candidates should consider the role, importance and characteristics of an entrepreneur in establishing a new business.</p> <p>Entrepreneurship can take a number of forms including spotting a gap in the market or developing a new or innovative product or process.</p>
<p>Generating and Protecting Business Ideas</p> <ul style="list-style-type: none"><li>• sources of business ideas</li><li>• the identification of a product or market niche</li><li>• franchises</li><li>• copyright, patents and trademarks.</li></ul>	<p>The sources of ideas may include brain-storming, own personal experience and business experience. The generation of business ideas must be in relation to a small business with limited resources.</p> <p>Candidates should be familiar with the formation and operation of franchises and understand the benefits and pitfalls to franchisors or franchisees of operating a franchise as opposed to starting a new business.</p>

<p>Transforming Resources into Goods and Services</p> <ul style="list-style-type: none"> <li>inputs, outputs and the nature of the transformation of resources into finished products</li> <li>adding value.</li> </ul>	<p>This topic should be considered within the context of the tertiary, secondary and primary industries.</p>
<p>Developing Business Plans</p> <ul style="list-style-type: none"> <li>the purpose and contents of business plans</li> <li>sources of information and guidance.</li> </ul>	<p>Candidates should be aware of the benefits and problems of plans/planning for small businesses.</p> <p>The planning process involves decisions based on the resources to be used and factors providing competitive advantage.</p> <p>The sources of information should include: small business advisors, accountants, bank managers and government agencies.</p>
<p>Conducting Start-up Market Research</p> <ul style="list-style-type: none"> <li>methods of primary and secondary market research</li> <li>qualitative and quantitative research</li> <li>size and types of samples</li> <li>factors influencing the choice of sampling methods.</li> </ul>	<p>Candidates should be aware of the relative value of different approaches to market research.</p> <p>Methods of sampling should include: random, quota and stratified.</p> <p>Candidates should be aware that the available finance, the nature of the product, the risk involved and the target market will influence the choice of sampling method and size of sample.</p>
<p>Understanding Markets</p> <ul style="list-style-type: none"> <li>the nature and types of markets</li> <li>the importance of demand</li> <li>types of market segmentation</li> <li>market size, growth and share.</li> </ul>	<p>Candidates should be aware that markets take different forms, eg local, national, physical and electronic.</p> <p>Candidates should know that demand is affected by a range of factors including the price of the product, competitor actions, consumer incomes, success of businesses' marketing and seasonal factors.</p> <p>Candidates should be aware of the benefits and drawbacks of types of segmentation.</p> <p>Candidates should be able to calculate market size, growth and share.</p>
<p>Choosing the Right Legal Structure for the Business</p> <ul style="list-style-type: none"> <li>sole traders, partnerships, private limited companies and public limited companies</li> <li>not-for-profit businesses.</li> </ul>	<p>Candidates should be aware of the benefits and drawbacks of legal structures and understand plc's as a means of comparison.</p>
<p>Raising Finance</p> <ul style="list-style-type: none"> <li>sources of finance available to start businesses.</li> </ul>	<p>Sources of finance should include: ordinary share capital, loan capital (bank loans, overdrafts only), venture capital and personal sources.</p> <p>Candidates should be aware of the advantages and disadvantages of these in specific contexts.</p>
<p>Locating the Business</p> <ul style="list-style-type: none"> <li>factors influencing start-up location decisions.</li> </ul>	<p>The factors should include: technology, costs, infrastructure, the market and qualitative factors.</p> <p>Candidates should understand that their relative importance may vary according to the type of business.</p>

<p>Employing People</p> <ul style="list-style-type: none"> <li>• types of employees used in small businesses</li> <li>• using consultants and advisors.</li> </ul>	<p>The types of employees should include: temporary, permanent, full-time and part-time. Candidates should be aware of the reasons, drawbacks and difficulties of employing people and/or using consultants and advisors.</p>
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<p><b>Financial Planning</b></p> <p>This section provides candidates with an understanding of key financial concepts essential for the planning of small businesses. Candidates will be expected to carry out calculations and to be able to interpret their results.</p>	
<p><b>SPECIFICATION</b></p>	<p><b>AMPLIFICATION</b></p>
<p>Calculating Costs, Revenues and Profits</p> <ul style="list-style-type: none"> <li>• fixed, variable and total costs</li> <li>• price, total revenue and profit.</li> </ul>	<p>Candidates should understand the relationships between cost, price, revenue and profits.</p>
<p>Using Break-Even Analysis to Make Decisions</p> <ul style="list-style-type: none"> <li>• contribution and contribution per unit</li> <li>• calculation of break-even output</li> <li>• construction of break-even charts</li> <li>• analysing the effects of changing variables on break-even charts.</li> </ul>	<p>Candidates should understand how start-up businesses may use contribution and break-even to analyse the impact of different costs and prices, and make decisions on whether to start the business.</p> <p>Candidates should be aware of the strengths and weaknesses of break-even analysis.</p>
<p>Using Cash Flow Forecasting</p> <ul style="list-style-type: none"> <li>• the nature of cash flow</li> <li>• how to forecast cash flow</li> <li>• the structure of a cash flow forecast</li> <li>• why businesses forecast cash flow.</li> </ul>	<p>Candidates should understand the sources of information for cash flow forecasts and understand the significance of the forecasts.</p> <p>Candidates should be able to amend or complete a cash flow forecast.</p>
<p>Setting Budgets</p> <ul style="list-style-type: none"> <li>• income, expenditure and profit budgets</li> <li>• the process of setting budgets</li> <li>• problems in setting budgets.</li> </ul>	<p>Candidates should be aware of the reasons for setting budgets and the problems in so doing.</p> <p>Candidates should be able to amend or complete a budget.</p>
<p>Assessing Business Start-ups</p> <ul style="list-style-type: none"> <li>• objectives of business start-ups</li> <li>• strengths and weaknesses of a business idea and/or plan</li> <li>• why start-ups can be risky</li> <li>• why start-up businesses may fail.</li> </ul>	<p>Candidates should be aware that objectives for start-ups may vary and that determinants of success and failure depend upon the circumstances.</p> <p>Causes of failure should include: unexpected changes in demand or costs, unavailability of supplies and delays.</p>



## 3.2 Unit 2 BUSS2 Managing a Business

In the study of this unit, candidates should examine the topic areas below in relation to the core theme of improving the effectiveness of a business. Candidates should be able to calculate and be able to interpret data measuring the effectiveness of the business. These measurements should include: profitability, labour productivity, labour turnover, unit costs and market share.

### Finance

This section introduces candidates to the importance of the management of finance. Candidates should understand that financial measures can be used to indicate how well a business is managed and should understand actions that can be taken to improve financial performance. Candidates will be expected to carry out calculations and to be able to interpret their results. This section builds upon 'Financial Planning' in Unit One.

SPECIFICATION	AMPLIFICATION
<p>Using Budgets</p> <ul style="list-style-type: none"> <li>the benefits and drawbacks of using budgets</li> <li>the calculation and interpretation of favourable and adverse variances</li> <li>using variance analysis to inform decision-making.</li> </ul>	<p>Candidates should be familiar with income, expenditure and profit budgets. They will not be required to analyse budgets by price and volume, nor to use flexible budgets.</p>
<p>Improving Cash Flow</p> <ul style="list-style-type: none"> <li>causes of cash flow problems</li> <li>methods of improving cash flow.</li> </ul>	<p>Candidates should be familiar with a range of techniques to improve cash flow including: overdrafts and short-term loans, factoring and sale or sale and leaseback of assets.</p>
<p>Measuring and Increasing Profit</p> <ul style="list-style-type: none"> <li>the calculation and understanding of net profit margins</li> <li>the calculation and understanding of return on capital</li> <li>methods of improving profits/profitability</li> <li>the distinction between cash and profit.</li> </ul>	<p>Candidates do not need any understanding of the balance sheet or income statements.</p> <p>Candidates do not need any knowledge of capital employed. Return on capital relates to the percentage return on a capital investment.</p> <p>Methods of improving profits should include cost reduction and price rises but also an understanding of the possible implications of these decisions.</p>

### People in Business

This section considers the issues that managers face in relation to managing the human element to make a business more effective. Candidates should appreciate the value of these techniques in tactical decision-making.

SPECIFICATION	AMPLIFICATION
<p>Improving Organisational Structures</p> <ul style="list-style-type: none"> <li>key elements of organisational structure</li> <li>workforce roles</li> <li>how organisational structure affects business performance.</li> </ul>	<p>Key elements should include:</p> <ul style="list-style-type: none"> <li>levels of hierarchy/spans of control</li> <li>work loads/job allocation</li> <li>delegation</li> <li>communication flows.</li> </ul> <p>The workforce roles include: supervisor, team leader, manager and director.</p>

<p>Measuring the Effectiveness of the Workforce</p> <ul style="list-style-type: none"> <li>• methods of measuring workforce performance.</li> </ul>	<p>Candidates should be able to calculate and interpret measures such as labour productivity and labour turnover.</p>
<p>Developing an Effective Workforce: Recruitment, Selection, Training</p> <ul style="list-style-type: none"> <li>• the recruitment process</li> <li>• internal and external recruitment</li> <li>• selecting the best employees</li> <li>• how recruitment and selection can improve a workforce</li> <li>• methods of training.</li> </ul>	<p>Types of recruitment and the recruitment process should include the stages from identifying a vacancy to receipt of applications.</p> <p>Candidates should understand benefits and drawbacks of internal and external recruitment and training.</p> <p>Methods of selection include: interviews, assessment centres, and tests. Candidates should also be familiar with person specifications and job descriptions.</p> <p>Methods of training should include: on-the-job, off-the-job and induction.</p>
<p>Developing and Retaining an Effective Workforce: Motivating Employees</p> <ul style="list-style-type: none"> <li>• using financial methods to motivate employees</li> <li>• improving job design</li> <li>• empowering employees</li> <li>• working in teams</li> <li>• theories of motivation.</li> </ul>	<p>Specific theories of motivation will not be examined. Candidates should use any relevant theories to support their arguments to consider influences on motivation.</p> <p>Methods of improving job design should include: enrichment and enlargement.</p> <p>Candidates should understand the links between the organisational structure and the motivational techniques available to managers.</p>

### Operations Management

This section should promote understanding of the importance of operational decisions in managing a business in tertiary, secondary and primary sectors. Candidates should understand how operations management can help a business to be more effective, and the role that can be played in this by technology.

SPECIFICATION	AMPLIFICATION
<p>Making Operational Decisions</p> <ul style="list-style-type: none"> <li>• operational targets</li> <li>• calculating and managing capacity utilisation</li> <li>• operational issues dealing with non-standard orders and matching production and demand.</li> </ul>	<p>Operational targets relate to unit costs, quality and capacity utilisation. Candidates should be able to calculate and interpret unit costs.</p> <p>Managing output to match orders should include: use of overtime, hiring temporary and part-time staff, rationalisation and sub-contracting and the importance of managing stocks efficiently.</p>
<p>Developing Effective Operations: Quality</p> <ul style="list-style-type: none"> <li>• the meaning of quality</li> <li>• the distinction between quality control and quality assurance</li> <li>• systems of quality assurance</li> <li>• quality standards.</li> </ul>	<p>Systems of quality should include Total Quality Management (TQM).</p> <p>Candidates should be aware of the issues involved and the possible benefits of introducing and managing quality systems and/or achieving quality standards.</p> <p>Issues in introducing and managing quality include costs and other implications of training and the possibility of disruption to production.</p> <p>The importance of quality might be judged through its impact on sales, its possible use as a Unique Selling Point (USP), the flexibility it can give in pricing decisions and costs.</p>

<p>Developing Effective Operations: Customer Service</p> <ul style="list-style-type: none"> <li>• methods of meeting customer expectations</li> <li>• monitoring and improving customer service</li> <li>• the benefits of high levels of customer service.</li> </ul>	<p>Methods of meeting customer expectations should include: market research, training, use of quality assurance and control, quality standards.</p> <p>Candidates should understand the ways in which a range of different businesses use customer service to improve their performance.</p>
<p>Working with Suppliers</p> <ul style="list-style-type: none"> <li>• choosing effective suppliers</li> <li>• the role that suppliers play in improving operational performance.</li> </ul>	<p>Factors affecting choice of and relationship with suppliers should include: prices, payment terms, quality, capacity, reliability and flexibility.</p>
<p>Using Technology in Operations</p> <ul style="list-style-type: none"> <li>• types of technology in operations management</li> <li>• issues in introducing and updating technology.</li> </ul>	<p>Types of technology should include: robotics, automation such as stock control, communications and design technology.</p> <p>Candidates should be aware of the benefits of technology such as: reducing costs, improving quality, reducing waste and increasing productivity.</p>

### Marketing and the Competitive Environment

In this section candidates should understand the importance of marketing to businesses and issues affecting their competitiveness. The study of marketing at AS Level should focus on using the results of market research and developing an appropriate and integrated marketing mix. Consideration should be given to how information technology might be used to assist marketing.

SPECIFICATION	AMPLIFICATION
<p>Effective Marketing</p> <ul style="list-style-type: none"> <li>• the purpose of marketing</li> <li>• niche and mass marketing.</li> </ul>	<p>Candidates should be aware of the benefits and drawbacks of niche and mass marketing.</p> <p>Candidates should be aware of consumer marketing and business to business marketing.</p>
<p>Designing an Effective Marketing Mix</p> <ul style="list-style-type: none"> <li>• influences on the marketing mix</li> <li>• the importance of an integrated marketing mix.</li> </ul>	<p>The influences on the marketing mix may be wide ranging encompassing, finance, technology and market research.</p>
<p>Using the Marketing Mix: Product</p> <ul style="list-style-type: none"> <li>• influences on the development of new goods and services</li> <li>• unique selling points (or propositions)</li> <li>• product portfolio analysis</li> <li>• product life cycle.</li> </ul>	<p>Influences on the development of new goods and services include: technology, competitors' actions and the entrepreneurial skills of managers and owners.</p> <p>Product portfolio analysis should include the Boston Matrix.</p>
<p>Using the Marketing Mix: Promotion</p> <ul style="list-style-type: none"> <li>• elements of the promotional mix</li> <li>• influences on the choice of promotional mix.</li> </ul>	<p>The promotional mix includes factors such as: PR, branding, merchandising, sales promotions, direct selling and advertising.</p>

<p>Using the Marketing Mix: Pricing</p> <ul style="list-style-type: none"> <li>• pricing strategies</li> <li>• pricing tactics</li> <li>• influences on pricing decisions.</li> </ul>	<p>Pricing strategies should include: price skimming and penetration, price leaders and price takers.</p> <p>Pricing tactics should include: loss leaders and psychological pricing.</p> <p>Influences on pricing decisions should include the price elasticity of demand. Candidates must understand the significance, determinants and the problems of measurement of price elasticity. Candidates should be able to use the price elasticity coefficient to show the effects of price changes on total revenue. However, candidates will not be required to calculate the coefficient of price elasticity.</p>
<p>Using the Marketing Mix: Place</p> <ul style="list-style-type: none"> <li>• choosing appropriate outlets/distributors</li> <li>• types of distribution channels.</li> </ul>	
<p>Marketing and Competitiveness</p> <ul style="list-style-type: none"> <li>• the possible impacts of market conditions and degree of competition</li> <li>• determinants of competitiveness</li> <li>• methods of improving competitiveness.</li> </ul>	<p>Candidates should be aware of a range of markets with differing numbers of businesses and degrees of competition such as one dominant business or many smaller businesses. They should consider how this impacts on the design of the marketing mix.</p> <p>Methods of improving competitiveness include marketing and non-marketing methods such as reducing costs, improving quality and staff training.</p>

## A2 Units

### 3.3 Unit 3 BUSS3 Strategies for Success

In the study of this unit candidates should examine the topic areas below in relation to the core themes of setting objectives, measuring performance and devising strategy. The assessment for this unit will draw upon AS material which candidates should use to respond to A2 questions.

#### Functional Objectives and Strategies

This section introduces candidates to functional objectives and strategies, and examines their appropriateness in the context of corporate objectives.

SPECIFICATION	AMPLIFICATION
Using Objectives and Strategies <ul style="list-style-type: none"><li>functional objectives and their relationship with corporate objectives</li><li>the relationship between functional objectives and strategies.</li></ul>	Candidates should understand a range of functional objectives that businesses might pursue (eg minimising costs, gaining market share) and how these contribute to the achievement of corporate objectives.

## Financial Strategies and Accounts

This section examines the financial objectives of larger businesses, the ways in which financial performance might be measured and the strategies they may deploy. It builds upon AS Finance material.

SPECIFICATION	AMPLIFICATION
<p>Understanding Financial Objectives</p> <ul style="list-style-type: none"> <li>• financial objectives</li> <li>• assessing internal and external influences on financial objectives.</li> </ul>	<p>Financial objectives should include: cash flow targets, cost minimisation, ROCE targets and shareholders' returns.</p>
<p>Using Financial Data to Measure and Assess Performance</p> <ul style="list-style-type: none"> <li>• analysing balance sheets</li> <li>• analysing income statements</li> <li>• using financial data for comparisons, trend analysis and decision making</li> <li>• assessing strengths and weaknesses of financial data in judging performance.</li> </ul>	<p>Analysing financial data should focus on assessing performance and potential. Candidates should understand the importance of working capital, depreciation, profit utilisation and profit quality. No construction of accounts or calculation of depreciation will be required.</p>
<p>Interpreting Published Accounts</p> <ul style="list-style-type: none"> <li>• conducting ratio analysis: the selection, calculation and interpretation of ratios to measure financial performance</li> <li>• assessing the value and limitations of ratio analysis in measuring a business's performance.</li> </ul>	<p>Candidates should understand the following ratios: liquidity (current and acid test ratios), profitability (ROCE), financial efficiency (asset turnover, stock turnover, creditor and debtor days), gearing and shareholder ratios (dividend per share and dividend yield).</p> <p>Candidates will be given a table of relevant formulae for ratios as part of the examination paper where appropriate.</p>
<p>Selecting Financial Strategies</p> <ul style="list-style-type: none"> <li>• raising finance</li> <li>• implementing profit centres</li> <li>• cost minimisation</li> <li>• allocating capital expenditure.</li> </ul>	<p>Candidates should understand how these strategies interrelate with other functions and be able to assess their value in given circumstances.</p>
<p>Making Investment Decisions</p> <ul style="list-style-type: none"> <li>• conducting investment appraisal: selection of appropriate methods, calculation and interpretation of findings</li> <li>• investment criteria</li> <li>• assessing the risks and uncertainties of investment decisions</li> <li>• evaluating quantitative and qualitative influences on investment decisions.</li> </ul>	<p>Candidates should understand the reasons why businesses invest and the ways in which investment can help businesses to reach functional objectives.</p> <p>Quantitative measures of investment should include: payback, average rate of return, and net present value.</p>



Marketing Strategies	
This section considers the development of marketing strategies for larger businesses through a scientific approach to decision making. It builds upon AS Marketing materials.	
SPECIFICATION	AMPLIFICATION
<p>Understanding Marketing Objectives</p> <ul style="list-style-type: none"> <li>marketing objectives</li> <li>assessing internal and external influences on marketing objectives.</li> </ul>	<p>Internal influences on marketing should include finance, HR, operational issues and corporate objectives. External influences should include: competitors' actions, market factors and technological change.</p>
<p>Analysing Markets and Marketing</p> <ul style="list-style-type: none"> <li>reasons for, and the value of, market analysis</li> <li>methods of analysing trends</li> <li>the use of information technology in analysing markets</li> <li>difficulties in analysing marketing data.</li> </ul>	<p>Reasons for analysing markets should include: gathering evidence for devising a new strategy, identifying significant patterns in sales.</p> <p>Candidates should be familiar with moving averages, test markets and extrapolation as methods of measuring and forecasting sales. Candidates should understand how correlation can be used in analysing markets.</p>
<p>Selecting Marketing Strategies</p> <ul style="list-style-type: none"> <li>low cost versus differentiation</li> <li>market penetration</li> <li>product development and market development strategies</li> <li>diversification</li> <li>assessing effectiveness of marketing strategies.</li> </ul>	<p>Ansoff's matrix should be used to assess marketing strategies in a national and an international context. Marketing strategies should consider the methods, risks and benefits involved in entering international markets.</p>
<p>Developing and Implementing Marketing Plans</p> <ul style="list-style-type: none"> <li>components of marketing plans</li> <li>assessing internal and external influences on marketing plans</li> <li>issues in implementing marketing plans.</li> </ul>	<p>Components of marketing plans include: objectives, budgets and sales forecasts and marketing strategies.</p> <p>Influences on the marketing plan might include: finance available, operational issues and competitors' actions.</p>

## Operational Strategies

This section considers the operational objectives and strategies that a business may use to achieve success in its particular market. It builds upon AS Operations materials.

SPECIFICATION	AMPLIFICATION
<p>Understanding Operational Objectives</p> <ul style="list-style-type: none"> <li>operational objectives</li> <li>assessing internal and external influences on operational objectives.</li> </ul>	<p>Operational objectives should include: meeting quality, cost and volume targets, innovation, efficiency (including time) and environmental targets.</p> <p>Influences on operational objectives might include: competitors' performance, resources available, the nature of the product and demand.</p>
<p>Operational Strategies: Scale and Resource Mix</p> <ul style="list-style-type: none"> <li>choosing the right scale of production: economies and diseconomies of scale</li> <li>choosing the optimal mix of resources: capital and labour intensity.</li> </ul>	<p>Candidates should be aware of a range of economies of scale including: purchasing, technical and specialisation. Diseconomies of scale include communication and co-ordination.</p> <p>Candidates should understand the benefits and drawbacks of capital and labour intensive strategies.</p>
<p>Operational Strategies: Innovation</p> <ul style="list-style-type: none"> <li>innovation, research and development</li> <li>purpose, costs, benefits and risks of innovation.</li> </ul>	<p>Candidates should be aware that a strategy of innovation has implications for finance, marketing and human resources.</p>
<p>Operational Strategies: Location</p> <ul style="list-style-type: none"> <li>methods of making location decisions</li> <li>benefits of optimal location</li> <li>the advantages and disadvantages of multi-site locations</li> <li>issues relating to international location.</li> </ul>	<p>The focus should be on expansion and/or relocation (including off-shoring).</p> <p>Methods of deciding on location should take into account quantitative (investment appraisal, for example) and qualitative factors.</p> <p>Reasons for international location include: global markets, cost reduction and avoidance of trade barriers.</p>
<p>Operational Strategies: Lean Production</p> <ul style="list-style-type: none"> <li>the effective management of time</li> <li>assessing the value of critical path analysis</li> <li>the effective management of other resources through methods of lean production.</li> </ul>	<p>Candidates should be able to interpret and complete critical path networks by entering ESTs and LFTs and understand the significance of critical and non-critical activities.</p> <p>Candidates should be aware of lean production techniques, including just-in-time production and kaizen.</p>



## Human Resource Strategies

This section considers the strategies available to businesses in managing their human resources. It builds upon AS Human Resources materials.

SPECIFICATION	AMPLIFICATION
<p>Understanding HR Objectives and Strategies</p> <ul style="list-style-type: none"> <li>• HR objectives</li> <li>• assessing internal and external influences on HR objectives</li> <li>• HR strategies.</li> </ul>	<p>HR objectives might include: matching workforce skills, size and location to business needs, minimising labour cost, making full use of the workforce's potential and maintaining good employer/employee relations. Candidates should be aware of 'hard' and 'soft' strategies to HR and the strengths and weaknesses of each.</p>
<p>Developing and Implementing Workforce Plans</p> <ul style="list-style-type: none"> <li>• components of workforce plans</li> <li>• assessing internal and external influences on workforce plans</li> <li>• issues in implementing workforce plans</li> <li>• the value of using workforce plans.</li> </ul>	<p>Candidates should be aware of the influences on workforce planning, including other functional decisions, eg innovation may require greater diversity, legislation and labour market trends including migration.</p> <p>Issues involved in implementing workforce plans might include: employer/employee relations, cost, corporate image and training. Candidates should recognise that these issues can have positive and negative effects.</p>
<p>Competitive Organisational Structures</p> <ul style="list-style-type: none"> <li>• factors determining choice of organisational structures</li> <li>• adapting organisational structures to improve competitiveness.</li> </ul>	<p>Methods of adapting organisational structures to improve competitiveness should include: centralisation and decentralisation, delayering and flexible workforces. Candidates should be aware of the issues involved with implementing and operating each of these approaches.</p> <p>Flexible workforces should include the notion of core and peripheral workers, outsourcing and home working.</p>
<p>Effective Employer/Employee Relations</p> <ul style="list-style-type: none"> <li>• managing communications with employees</li> <li>• methods of employee representation</li> <li>• methods of avoiding and resolving industrial disputes.</li> </ul>	<p>Candidates should understand the importance of communication in employer/employee relations. Candidates should know the advantages and disadvantages of employee representation. Methods of employee representation might include: works councils, employee groups as well as trade unions.</p>

### 3.4 Unit 4 BUSS4 The Business Environment and Managing Change

This unit is designed to be synoptic and draws upon all other units of the specification including the AS units. It considers the relationship between businesses and external factors. It examines how external factors can impact upon businesses, and the responses they may take. The unit also examines a number of themes which are important in the strategic management of businesses, for example, leadership and corporate culture. Candidates should consider how businesses can manage change successfully.

This unit should be studied through a variety of real business contexts to allow candidates to understand how the impact and response to change varies.

Corporate Aims and Objectives	
This section considers what the organisation is attempting to achieve, and how this helps to determine its strategies.	
SPECIFICATION	AMPLIFICATION
Understanding Mission, Aims and Objectives <ul style="list-style-type: none"> <li>• mission statements</li> <li>• corporate aims and objectives</li> <li>• corporate strategies</li> <li>• differing stakeholder perspectives.</li> </ul>	Candidates should understand the purpose and nature of corporate strategies and their relationship with aims and objectives.  They should understand differing stakeholder perspectives and the potential for conflict and the pressure that stakeholders may bring to decision making.

Assessing Changes in the Business Environment	
This section examines the relationships between organisations and their external environment. Candidates should understand the opportunities and threats created by changes in the contemporary business environment. The importance of acquiring and managing information and of communicating effectively should be considered throughout.	
SPECIFICATION	AMPLIFICATION
The Relationship between Businesses and the Economic Environment <ul style="list-style-type: none"> <li>• assessing the effects of the following factors on business organisations:               <ul style="list-style-type: none"> <li>– impact of economic factors</li> <li>– trends in key economic variables</li> <li>– globalisation of markets</li> <li>– developments in emerging markets</li> </ul> </li> <li>• evaluating the strategies businesses might deploy in response to these changes.</li> </ul>	Knowledge of the determinants of macroeconomic factors is not required.  Candidates should be familiar with the following economic factors: the business cycle, interest rates, exchange rates, inflation, unemployment and economic growth.

<p>The Relationship between Businesses and the Political and Legal Environment</p> <ul style="list-style-type: none"> <li>• assessing the effects of: <ul style="list-style-type: none"> <li>– government intervention in the economy</li> <li>– government economic policies</li> <li>– political decisions affecting trade and access to markets</li> <li>– the impact of legislation relating to businesses</li> </ul> </li> <li>• evaluating responses of businesses to a changing political and legal environment.</li> </ul>	<p>Consideration might be given to the provision of products by the government, government regulation and legislation and other forms of intervention such as tax and subsidy. Monetary, fiscal policy and supply side policies should also be considered.</p> <p>Political decisions should include issues such as: the enlargement of the European Union and moves towards greater freedom of trade.</p> <p>Legislation affecting businesses should include: employment law, consumer protection, environmental protection and health and safety legislation on businesses. A broad understanding of scope and impact is all that is required.</p>
<p>The Relationship between Businesses and the Social Environment</p> <ul style="list-style-type: none"> <li>• assessing the effects of: <ul style="list-style-type: none"> <li>– changes in the social environment</li> <li>– the changing nature of the ethical environment</li> </ul> </li> <li>• evaluating responses of businesses to a changing social environment including corporate social responsibility.</li> </ul>	<p>Changes in the social environment might include demographic factors and environmental issues.</p> <p>Candidates should be aware of the actions that businesses can take to demonstrate corporate social responsibility and consider whether these reflect genuine values or are just a form of public relations.</p>
<p>The Relationship between Businesses and the Technological Environment</p> <ul style="list-style-type: none"> <li>• assessing the effects of technological change</li> <li>• evaluating the response of businesses to technological change.</li> </ul>	<p>The impact of technological change should be considered in terms of a range of issues including: marketing opportunities, the culture of the business and the processes and systems used within the business.</p>
<p>The Relationship between Businesses and the Competitive Environment</p> <ul style="list-style-type: none"> <li>• assessing the effects of changes in competitive structure</li> <li>• evaluating responses of businesses to a changing competitive environment.</li> </ul>	<p>Changes in the competitive structure might include: new competitors, dominant businesses (eg through takeover or merger), changes in the buying power of customers and/or changes in the selling power of suppliers.</p>

## Managing Change

Organisations operate in a changing environment and change creates opportunities and threats. Candidates should understand how businesses plan for and manage change, and how external and internal change is linked.

SPECIFICATION	AMPLIFICATION
<p>Internal Causes of Change</p> <ul style="list-style-type: none"> <li>• change in organisational size</li> <li>• new owners/leaders</li> <li>• poor business performance.</li> </ul>	<p>Changes in organisation size may come about due to mergers, takeovers, organic growth and retrenchment.</p>
<p>Planning for Change</p> <ul style="list-style-type: none"> <li>• purpose of corporate plans</li> <li>• assessing internal and external influences on corporate plans</li> <li>• assessing the value of corporate plans.</li> </ul>	<p>Corporate planning should include contingency planning.</p>
<p>Key Influences on the Change Process: Leadership</p> <ul style="list-style-type: none"> <li>• the meaning of leadership</li> <li>• the range of leadership styles</li> <li>• assessing internal and external factors influencing leadership style</li> <li>• the role of leadership in managing change</li> <li>• assessing the importance of leadership.</li> </ul>	<p>Candidates should consider the difference between the roles of leaders and managers.</p>
<p>Key Influences on the Change Process: Culture</p> <ul style="list-style-type: none"> <li>• types of organisational culture</li> <li>• reasons for and problems of changing organisational culture</li> <li>• assessing the importance of organisational culture.</li> </ul>	<p>Types of organisational culture might include: power, entrepreneurial and task.</p>
<p>Making Strategic Decisions</p> <ul style="list-style-type: none"> <li>• the significance of information management</li> <li>• the value of different approaches to decision-making</li> <li>• assessing influences on corporate decision-making.</li> </ul>	<p>Influences on corporate decision-making include ethical position (real or perceived), resources available and relative power of stakeholders.</p> <p>The range of management approaches to decision-making from scientific to intuition.</p>
<p>Implementing and Managing Change</p> <ul style="list-style-type: none"> <li>• techniques to implement and manage change successfully</li> <li>• assessing the factors that promote and resist change.</li> </ul>	<p>Techniques to implement and manage change might include: project champions, project groups. Factors that promote and resist change might include: clear objectives, resources and training.</p>

## Resources

You will be issued with one textbook during your AS course entitled 'AQA Business Studies for AS' by Malcolm Surridge and Andrew Gillespie. However, some other relevant and useful books might be available for borrowing in the school or your local library.

### Further Reading

You can ask for advice as to which books to read to further your knowledge as the course progresses over the next 2 years, but below are some which you should be reading particularly if you are looking to continue with Business or Finance at University. **Do not leave this reading until the end of Year 12!**

#### Business, Management and Finance Reading List

**1. Adapt: Why Success Always Starts with Failure** (Tim Harford) ISBN: 1408701529

*Tim Harford shows how the world's most complex and important problems - including terrorism, climate change, poverty, innovation, and the financial crisis - can only be solved from the bottom up by rapid experimenting and adapting.*

**2. The Undercover Economist** (Tim Harford) ISBN: 9780349119854

*Looks at familiar situations in unfamiliar ways - a fresh explanation of the fundamental principles of the modern economy. Leaving behind textbook jargon and equations, Tim Harford will reveal the games of signals and negotiations, contests of strength and battles of wit that drive not only the economy at large but the everyday choices we make.*

**3. The Principles of Scientific Management** (Taylor, F. W. (1911)) ISBN: 9781460969984

*Frederick Winslow Taylor was a nineteenth century American mechanical engineer concerned with management consultancy, scientific management, and industrial efficiency. His work, *The Principles of Scientific Management*, outlines the foundation for modern organization and decision theory. A great and informative read for anyone interested in efficient management practices.*

**4. Positive Linking – How Networks Can Revolutionise the World** (Paul Ormerod) ISBN: 0571279201

*Network effects - the fact that a person can and often does decide to change his or her behaviour simply on the basis of copying what others do - make conventional approaches to policy, whether in the public or corporate sectors, much more likely to fail. But they open up the possibility of truly 'Positive Linking' - of more subtle, effective and successful policies, ones which harness our knowledge of network effects and how they work in practice.*

**5. The Everything Store: Jeff Bezos and the Age of Amazon** (Brad Stone) ISBN: 9780593070475

*The definitive story of Amazon.com, one of the most successful companies in the world, and of its driven, brilliant founder, Jeff Bezos. "The meticulously reported book has plenty of gems*

*for anyone who cares about Amazon, Jeff Bezos, entrepreneurship, leadership just the lunacy it took to build a company in less than two decades that now employs almost 90,000 people and sold \$61 billion worth of, well, almost everything last year." (Washington Post)*

**6. The Entrepreneurial State: Debunking Public vs. Private Sector Myths** (Mariana Mazzucato) ISBN: 9780857282521

*Named one of the '2013 Books of the Year' by the 'Financial Times' and recommended by 'Forbes' in its 2013 'creative leaders' list, this book is a must-read for those interested in a refreshing and long-awaited take on the public vs. private sector debate. Case studies include examples of the State's role in the 'green revolution', in biotech and pharmaceuticals, as well as several detailed examples from Silicon Valley.*

**7. Risk Savvy: How To Make Good Decisions** (Gerd Gigerenzer) ISBN: 9781846144745

*A fascinating, practical guide to making better decisions with our money, health and personal lives from Gerd Gigerenzer, the author of Reckoning with Risk. Risk-taking is essential for innovation, fun, and the courage to face the uncertainties in life. Yet for many important decisions, we're often presented with statistics and probabilities that we don't really understand and we inevitably rely on experts in the relevant fields - policy makers, financial advisors, doctors - to analyse and choose for us. But what if they don't quite understand the way the information is presented either? Gerd Gigerenzer looks at examples from every aspect of life to identify the reasons for our collective misunderstanding of the risks we face.*

**8. Black Swan: The Impact of the Highly Improbable** (Nassim Nicholas Taleb) ISBN: 9780141034591

*Good for finance courses – looks at financial markets. "Why are we so often unwilling to accept that life is unpredictable? In this brilliant book Nassim Nicholas Taleb distils his idiosyncratic wisdom to demolish our illusions, contrasting the classical values of courage, elegance and erudition against modern philistinism and phoniness. Only by accepting what we don't know, he shows, can we see the world as it really is."*

**9. Drunkard's Walk** (Leonard Mlodinow) ISBN: 9780141026473

*Good for finance courses – looks at financial markets.*

*The Drunkard's Walk reveals the psychological illusions that prevent us understanding everything from stock-picking to wine-tasting - a history, explanation, and exaltation of probability theory.*

**10. From Acorns: How to Build a Brilliant Business The "Financial Times" Guide to Business Start Up** (Sara Williams 2008) ISBN: 9780273712527

*In the print world, this is the start-up bible (it was previously known as the "Lloyds TSB Small Business Guide"). Effectively it is a reference guide to the process of starting a business. A*

*trusted source of detailed information on start-up issues, although perhaps because of its depth, it lacks a little in readability.*

**11. The Google Story (David A. Vise) ISBN: 9780330508124**

*An interesting investigation into the culture at Google includes insights into the four day working week and soft management styles. The question is; are these the things that made Google the world's number one search engine?*

**12. The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer (Jeffrey Liker) ISBN: 9780071392310**

*Covers frequently examined Japanese Management Techniques such as Kaizen and TQM.*

**13. Billions of Entrepreneurs: How China and India Are Reshaping Their Futures and Yours (Tarun Khanna) ISBN: 9781422157282**

*An investigation into Asia's two growing economic powers.*

*The Economist, January 24, 2008 - Well worth reading... illuminating explanations of why India and China work in the ways that they do*

**14. Business Stripped Bare: Adventures of a Global Entrepreneur (Sir Richard Branson) ISBN: 9780753515037**

*Global entrepreneur Sir Richard Branson reveals the secrets to success in business*

**15. Man's Search for Meaning (Frankl, V. E. (1946)) ISBN: 978-0807014295**

*A prominent Viennese psychiatrist before the war, Viktor Frankl was uniquely able to observe the way that both he and others in Auschwitz coped (or didn't) with the experience. Links to decision-making and coping with extreme situations.*

**16. How I Made It: 40 Successful Entrepreneurs Reveal How They Made Millions (Rachel Bridge) ISBN: 9780749460525**

*An essential read for anyone that is thinking about starting their own business. Successful Entrepreneurs are interviewed about how they spotted a gap in a market, and developed a USP.*

**17. The Entrepreneur's Book of Checklists: 1000 Tips to Help You Start and Grow Your Business (Robert Ashton) ISBN: 9780273712909**

*A useful guide backed up with real case studies*

**18. The Tipping Point: How Little Things Can Make a Big Difference (Malcolm Gladwell) ISBN: 97800349113463**

*A very readable and fascinating book, which looks into the reasons products become market leaders.*

**19. Sun Tzu - The Art of War for Managers: 50 Strategic Rules Updated for Today's Business**

(Gerald A. Michaelson) ISBN: 9781605500300

*Applying the ancient Chinese rules of battle to modern day business. In this fully updated edition, Steven Michaelson offers new examples drawn from companies ranging from Amazon to Toyota to Google, putting Sun Tzu at your side for today's business challenges.*

**20. The Intelligent Investor** (Benjamin Graham) ISBN : 9780060752613

*The classic book on stock market investment, as recommended by Warren Buffet.*

**21. No Logo** (Naomi Klein) ISBN: 978-0007340774

*Klein investigates the negative side to marketing and globalisation.*

*'A fascinating ride through the history of marketing...Klein brilliantly humanises "No Logo" with fascinating personal stories, her voice firm but never preachy, her argument detailed but never obscure.'* Alex O'Connell, *The Times*

*'Naomi Klein brilliantly charts the protean nature of consumer capitalism, how it absorbs radical challenges to its dominance and turns them into consumer products.'* Madeleine Bunting, *Guardian*

**22. Antifragile: Things that Gain from Disorder** (Nassim Nicholas Taleb) ISBN: 9780141038223

*Taleb stands uncertainty on its head, making it desirable, even necessary. The antifragile is beyond the resilient or robust. The resilient resists shocks and stays the same; the antifragile gets better and better. Just as human bones get stronger when subjected to stress and tension, many things in life benefit from stress, disorder, volatility, and turmoil. What Taleb has identified and calls antifragile are things that not only gain from chaos but need it in order to survive and flourish.*



## Newspapers & Magazines

<i>Item</i>	<i>Description</i>	<i>Weblink</i>
<b>The Guardian</b>	Good site for business news.	<a href="http://www.guardian.co.uk/business">http://www.guardian.co.uk/business</a>
<b>The Times</b>	Good site for business news. This includes a very useful section for Unit 1 on entrepreneurs.	<a href="http://business.timesonline.co.uk/">http://business.timesonline.co.uk/</a> <a href="http://business.timesonline.co.uk/tol/business/related_reports/entrepreneurs/">http://business.timesonline.co.uk/tol/business/related_reports/entrepreneurs/</a>
<b>The Daily Telegraph</b>	Good site for business news. This includes a section on companies and markets.	<a href="http://www.telegraph.co.uk/money">http://www.telegraph.co.uk/money</a>
<b>Economist</b>	Useful site. Do not forget to use the backgrounders feature that allows you to find other articles on key topics and do look at the special reports. (Some elements open only to subscribers).	<a href="http://www.economist.com/">http://www.economist.com/</a>
<b>BusinessWeek</b>	Great site for business news and features.	<a href="http://www.businessweek.com/">http://www.businessweek.com/</a>
<b>Business Review Magazine</b>	Useful student magazine with articles on relevant topics as well as helpful advice on the examinations.	Available in the school library.
<b>Reuters</b>	Business and finance section	<a href="http://www.reuters.com">http://www.reuters.com</a>

## Online resources (in addition to the web links on the VLE's Business Studies Student Resources page)

<b>Area</b>	<b>Description</b>	<b>Weblink</b>
<b>Annual reports service</b>	Order free annual reports from the Financial Times. Often useful to illustrate issues regarding strategy, the role of directors, factors that affect performance or to extract numbers for A2 finance. Shows the different ways organizations present themselves whilst also highlighting the reporting responsibilities of public companies – you might be surprised by how much data there is in these.	<a href="http://ftcom.ar.wilink.com/asp/P002_search_ENG.asp">http://ftcom.ar.wilink.com/asp/P002_search_ENG.asp</a>
<b>Bank of England</b>	A good site that explains: what the Bank of England does and what is meant by monetary policy and the links between interest rates and inflation. Useful for Unit 4.	<a href="http://www.bankofengland.co.uk/">http://www.bankofengland.co.uk/</a>
<b>BBC News</b>	A superb resource and one of the best starting points to find resources.	<a href="http://news.bbc.co.uk/1/hi/business/">http://news.bbc.co.uk/1/hi/business/</a>
<b>British Franchise Association</b>	“The British Franchise Association is the voluntary self-regulating governing body for franchising.” This site features useful information on awards and case studies. Helpful for Unit 1.	<a href="http://www.thebfa.org/">http://www.thebfa.org/</a> <a href="http://www.thebfa.org/casestudies.asp">http://www.thebfa.org/casestudies.asp</a>
<b>Business in the Community</b>	“Business in the Community is a membership of companies with the leadership to translate corporate values and commitments into mainstream management practice. These companies measure and report on progress and illustrate the action being taken to improve the impact of their operations, products and services on society and the environment.” This website has useful case studies and statistics.	<a href="http://www.bitc.org.uk">www.bitc.org.uk</a>
<b>Bized</b>	Excellent website full of useful information and resources, including an internet catalogue, learning material, business data and company facts. Free resources; textbooks to buy and rent, glossary etc. Virtual worlds include the economy, a factory and a farm.	<a href="http://www.bized.co.uk/">http://www.bized.co.uk/</a>

<b>Area</b>	<b>Description</b>	<b>Weblink</b>
<b>Business Link</b>	Practical start-up advice for businesses. Case studies and practical information. Starting-up; exploiting new ideas; growing your business; types of business. Excellent material for Unit 1.	<a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a>
<b>Business Plans / Starting-up</b>	Most of the banks will have information packs on starting-up and business plans. For example, Barclays provide the following information sheets: Writing a Business Plan, Could you run your own Business?, Raising Finance and How to Forecast Cash Flow. These are found in the Business Banking / Resource Centre area on the website under Business Guides. Great Unit 1 notes.	<a href="http://www.uk250.co.uk/frame/5379/barclays.html">http://www.uk250.co.uk/frame/5379/barclays.html</a>
<b>Competition Commission</b>	The Competition Commission is an independent public body that conducts in-depth inquiries into mergers, markets and the regulation of the major regulated industries. You can see what it is currently investigating on its current inquiries section.	<a href="http://www.competition-commission.org.uk/">http://www.competition-commission.org.uk/</a>
<b>Corporate Social Responsibility</b>	The Government's website on CSR. "We have an ambitious vision for UK businesses to consider the economic, social and environmental impacts of their activities, wherever they operate in the world. Definitions of CSR and information and case studies on the benefits of this approach. Useful for A2 Unit 4.	<a href="http://www.csr.gov.uk/">http://www.csr.gov.uk/</a>
<b>Enterprise and Entrepreneurs</b>	The Financial Times has a series of good (short) interviews with entrepreneurs, made as part of its Enterprise Week. These include: Martha Lane Fox, co-founder of Lastminute.com; Sir Ronald Cohen; the founding fathers of the British private equity industry; a discussion of the future of enterprise and John Timpson, chief executive of Timpson, the national chain of shoe repair shops.	Visit <a href="http://www.ft.com/indepth/enterpriseweek">http://www.ft.com/indepth/enterpriseweek</a> For 2006 interviews (including Peter Jones and Sir Tom Hunter) use the link on this web page.

<b>Area</b>	<b>Description</b>	<b>Weblink</b>
<b>European Union</b>	The official site for information on the European Union.	<a href="http://europa.eu/">http://europa.eu/</a>
<b>Fast Track</b>	Fast Track is an Oxford-based research company that produces tables ranking for example, the fastest growing private companies in terms of sales and companies with the fastest growing profits. Site includes brief descriptions of the companies and links to their sites.	<a href="http://www.fasttrack.co.uk/">http://www.fasttrack.co.uk/</a>
<b>Fortune</b>	Website of the famous magazine that includes the top 500 companies in the world, the most powerful business people and the 100 best companies to work for.	<a href="http://money.cnn.com/magazines/fortune/">http://money.cnn.com/magazines/fortune/</a>
<b>Human Resource Management</b>	The CIPD (the professional body for those involved in managing and developing people) is a useful starting point; there are a few interesting fact sheets and articles on research findings on a range of topics. Most likely to be useful for A2, e.g. Human Resource Strategy, Knowledge Management. Limited amount of freely available information.	<a href="http://www.cipd.co.uk/subjects/">http://www.cipd.co.uk/subjects/</a>
<b>Federation of Small Businesses</b>	The organisation that represents many small businesses in the UK. The site has information on the issues currently concerning small business owners.	<a href="http://www.fsb.org.uk/">http://www.fsb.org.uk/</a>
<b>Marketing</b>	Basic material on a number of topics including some resources such as graphs and PowerPoint slides.	<a href="http://www.learnmarketing.net/">http://www.learnmarketing.net/</a>
<b>Masterclass</b>	Masterclass is a magazine produced by Ernst and Young and has some useful material for A2. Masterclass gets inside the heads of exceptional business leaders; it explores their unconventional approaches to business and provides insight into how they have made their businesses grow. To access the archive and sign up for a subscription	<a href="http://www.ey.com/GLOBAL/content.nsf/UK/_FG_-_Library_-_Masterclass_-_Archive">http://www.ey.com/GLOBAL/content.nsf/UK/_FG_-_Library_-_Masterclass_-_Archive</a> Examples of articles from Issue 5 include:  <u><a href="#">Climbing the food chain</a></u> Former head of Pizza Express, David Page, on what he'll be doing differently to grow his latest restaurant business.

<b>Area</b>	<b>Description</b>	<b>Weblink</b>
		<p><u><a href="#">India's open for business</a></u> Discover the immense scale of India's internal market and the opportunities for fast-growth businesses.</p> <p><u><a href="#">Keeping a grip on growth</a></u> David Wilkinson explains how to control fast growing companies.</p> <p><u><a href="#">The key to India</a></u> Vijay Thakrar on the key considerations for businesses looking to expand into India.</p>
<b>Recruitment, Retention and Turnover</b>	Excellent data produced by the CIPD (the professional body for those involved in the management and development of people) on trends in the UK and their implications for business. Good to provide benchmark data for Units 2 and 3.	<a href="http://www.cipd.co.uk/subjects/recruitmen/general/_recruitment.htm?lsSrchRes=1">http://www.cipd.co.uk/subjects/recruitmen/general/_recruitment.htm?lsSrchRes=1</a>
<b>Starting up</b>	Most of the banks will have information packs on starting up and business plans so contact them in person or online.	<p>For example, you can find information from Barclays at <a href="http://www.uk250.co.uk/frame/5379/barclays.html">http://www.uk250.co.uk/frame/5379/barclays.html</a> information sheets here include: writing a business Plan, could you ruin your own business, raising finance and how to forecast cash flow.</p> <p><a href="http://www.startups.co/uk">http://www.startups.co/uk</a> Information for entrepreneurs.</p>
<b>Statistics</b>	Free access to data produced by the Office for National Statistics and government departments. Everything from baby names, productivity, employment, inflation, share ownership and how people spend their time.	<a href="http://www.statistics.gov.uk/">http://www.statistics.gov.uk/</a>
<b>Statistics (how to make sense of)</b>	Stats4schools is about helping you to get more from statistics. There are datasets that can be downloaded and included in your projects, free of charge.	<a href="http://www.stats4schools.gov.uk/">http://www.stats4schools.gov.uk/</a>

<b>Area</b>	<b>Description</b>	<b>Weblink</b>
<b>Using the Internet for Business</b>	Free, interactive tutorial to help you improve your Internet skills. Helps you to find resources efficiently and assess the validity of different sources.	<a href="http://www.vts.intute.ac.uk/fe/tutorial/business-studies/">http://www.vts.intute.ac.uk/fe/tutorial/business-studies/</a>
<b>Tom Peters</b>	Access the website of this expert on business management practices.	<a href="http://www.tompeters.com/">http://www.tompeters.com/</a>
<b>Times 100</b>	A resource centre for business studies students. The material is centred on well-known businesses covers all the key topic areas. Case studies, theory, quizzes, company information links (taking you to specific sections of the featured company website), etc..	<a href="http://www.thetimes100.co.uk">http://www.thetimes100.co.uk</a>
<b>Tutor2u</b>	Excellent website. Offers free student resources including revision notes and quizzes.	<a href="http://www.tutor2u.net/">http://www.tutor2u.net/</a>
<b>You Tube</b>	Online videos - always worth searching for a clip on the topic you are studying.	<a href="http://www.youtube.com/">http://www.youtube.com/</a>

## Radio

<b>Programme</b>	<b>Station</b>	<b>Time</b>	<b>Website</b>
<b>In Business with Peter Day</b>	Radio 4	Thursday 8.30pm – 9.00pm Sunday 9.30pm – 10.00pm (rpt)	<a href="http://www.bbc.co.uk/radio/podcasts/worldbiz/">www.bbc.co.uk/radio/podcasts/worldbiz/</a>
<b>Weekend Business</b>	5 live	Sundays 7.00pm – 8.00pm	<a href="http://www.bbc.co.uk/fivelive/programmes/weekendbusiness.shtml">www.bbc.co.uk/fivelive/programmes/weekendbusiness.shtml</a>

## Television

<b>Programme</b>	<b>Channel</b>	<b>Description</b>	<b>Website</b>
<b>Various</b>	The Business Channel	Great resource if you have access to Sky channel 547. Good range of programmes from documentaries, biographies and series.	<a href="http://www.thebusinesschannel.com">www.thebusinesschannel.com</a>
<b>Dragon's Den</b>	BBC	Entrepreneurs pitch their ideas to venture capitalists. Ideal material for Unit 1.	<a href="http://www.bbc.co.uk/dragonsden/">http://www.bbc.co.uk/dragonsden/</a>
<b>Working Lunch</b>	BBC	Business updates. You can also sign up for a free newsletter and email update.	<a href="http://news.bbc.co.uk/1/programmes/working_lunch/default.stm">http://news.bbc.co.uk/1/programmes/working_lunch/default.stm</a>
<b>The Apprentice</b>	BBC	Candidates compete to win a job with a six-figure salary and the chance to become Sir Alan Sugar's apprentice.	<a href="http://www.bbc.co.uk/apprentice/">http://www.bbc.co.uk/apprentice/</a>
<b>BBC News</b>	BBC	News from the UK and around the world	bbc.co.uk/iplayer
<b>Word Business News</b>	BBC World	International news	bbc.co.uk/iplayer
<b>World Business Reports</b>	BBC news	Latest business news, with reports from Singapore, Frankfurt, London and New York.	bbc.co.uk/iplayer
<b>The Money Programme</b>	BBC 2	30 minutes programme on current business issues	bbc.co.uk/iplayer
<b>Panorama</b>	BBC 1	current affairs journalism	bbc.co.uk/iplayer
<b>Undercover boss</b>	Chanel 4	Entrepreneurs work on the shop floor undercover to gain insights on their own business	Channel4.com