

EDUQAS gcse (9-1) IN business

Course Outline

The following course outline intends to help teachers in their planning. However, we must stress that there are many other ways of organising the specification content, and these suggestions should not be seen as prescriptive. The outline includes content that goes beyond the content listed in the specification. The specification content is the content that is compulsory and not the content in this course outline.

This outline has been devised by a Head of Department working in a successful centre with many years of experience of delivering WJEC GCSE Business.

This outline assumes learners will be taught for 5 hours per fortnight. There may be slight differences with the timings due to the different term dates in the UK.

This plan assumes that learners will be entered for the GCSE examinations at the end of the two year GCSE course.

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| YEAR ONE | | | | |
| TERM ONE – Business Activity (plus some Finance) | | | |  |
| Week | Specification Content | Specification Amplification | Possible Activities | Using business data, calculating  and interpreting data |
| 1 & 2 | THE NATURE OF BUSINESS ACTIVITY  Why do businesses exist? What is the purpose of business?  Reasons for starting a business  Factors of production  Basic functions and types of business  The competitive business environment  Different business scale  The dynamic nature of business | Learners should be able to:   * Demonstrate knowledge of what a business is, why and how businesses start * Define the three sectors of industry and give examples of businesses that operate in each sector * Outline the four factors of production * Interdependence of business functions * Identify different types of business in the local area and describe their operations * Suggest how a business can be affected by the changing business environment. | Thought Shower – (whole class or paired work): what businesses do (including producing goods and providing services, distributing products) and reasons why people start up in business. This may include:   * Ideas for a new product or service * Ideas to improve an existing product or service * Spotting a gap in the market * To gain employment / redundancy * To be their own boss * To earn an income / make a profit * To utilise particular skills or qualities * Legacy   Paired Work – Learners to use handouts with information about the four factors of production (Land, Labour, Capital and Enterprise) to provide a brief description of what they are and why they are important to business activity.  Teacher-led – Introduce the different sectors of Industry and provide activities for the learners to be able to identify examples of business and products / services provided in the primary, secondary and tertiary sector. PowerPoint Presentation and Worksheets  Student Activity - Identify local businesses by sketching the main street/industrial estate of their local town, identifying businesses from different sectors of industry, listing the names of as many businesses as possible. Using relevant examples from the sketch and potential interviews with management outline the features of successful businesses. For example:   * How do they provide the needs and wants of different groups in society? * What makes them unique from similar shops? * How do they attract customers? * Why is their location good? * How the businesses may be affected by; changing technology, the economy, legislation and the environment.   Paired Work - learners to identify products and services that have changed over time. | Calculate profit using basic information on sales revenue and costs.  Provide raw data or graphs illustrating the number of people employed in each sector of industry, how much money they contribute to the economy and or the % of people employed in various industries such as agriculture, mining, construction, manufacturing and retailing.  Learners could then interpret the data to answer data response questions similar to those in SAM’s.  Learners could also use numeracy skills to create charts using raw data. |
| 3 | BUSINESS ENTERPRISE  What is business enterprise  The role of the entrepreneur in business activity and assisting business start-up  The characteristics of an entrepreneur  The motives of entrepreneurs  The risks and rewards of business entrepreneurs | Learners should be able to:   * Understand the term enterprise and what is meant by an entrepreneur * Outline the characteristics of an entrepreneur such as being a risk taker, using initiative, making decisions, organising the business, being innovative, hardworking and determined * Outline the motives of an entrepreneur, including financial, non-financial and social/community (social enterprises * Identify and explain the rewards and risks of being an entrepreneur. | Whole Class Activity – Who is an entrepreneur and what do they do?  Show video clips from Dragons Den to support learners in providing a response to these questions.  Teacher-led – outline the definition of enterprise and entrepreneur and provide a number of examples.  Independent Activity / ICT – Learners to research one entrepreneur e.g. Richard Branson to produce a report on the history of an entrepreneur. Present to the class to outline:   * How they started and an outline to what products/services they offer * What factors have led to their success (spotting a gap in the market) and how they have overcome failures / risks * What qualities and skills does the entrepreneur have that have contributed to their success * What rewards have they gained from being an entrepreneur e.g. profit, being their own boss, working flexible hours, job satisfaction, and good customer feedback.   Teacher-led – Outline the main characteristics of an entrepreneur and the risks and rewards of being an entrepreneur. Use question and answer to assess the learners understanding. | Learners could us data from Dragons Den video clips or case studies provided by the teacher on entrepreneurs.  Opportunity for learners to make basic calculations such as calculating total revenue, total costs and profit. |
| 4 | BUSINESS PLANNING  Recognise the importance of business planning  The role of the business plan in business start-ups  The main sections of a business plan | Learners should be able to:   * Outline the benefits of having a business plan * Explain the reasons why entrepreneurs and businesses create a business plan * Identify the main sections of a business plan | Whole Class Teaching – Discuss why a business plan is required. Who could help write one?  Consider the sections of a business plan and what each section would include.  Video Clip – Learners could watch clips from Dragons Den which emphasis the key sections of a business plan. Learners could consider the key questions the ‘Dragons’ ask to identify the importance of a business plan in terms of:   * Providing focussed aims and objectives * Providing a marketing plan * Providing financial forecasts to aim for   <https://www.gov.uk/write-business-plan> | Learners could use examples of business plans to interpret and answer comprehension questions. |
| 5 | REVENUE, COSTS AND PROFIT  What is meant by revenue, costs and profit  Calculate and interpret revenue, costs and profit | Learners should be able to:   * Define key terms including; revenue, fixed costs, variable costs and profit * Make calculations using raw data. | Teacher-led – Introduce the key terms relating to revenue and costs and demonstrate formulas. PowerPoint & Worksheets  Independent Work / Case Study – Teacher to generate a variety of scenarios using businesses of different size and nature. Raw data provided relating to fixed costs, variable costs and selling price.  Learners to identify the types of costs faced by the businesses in the case studies.  Learners to use the data to calculate total fixed costs, total variable costs, total costs, total revenue and profit.  Whole Class – Discuss ways in which the businesses could improve profit levels and outline consequences. Thought-Shower / Mind Mapping. | Case study material to be utilised to make calculations relating to:   * Fixed Costs * Variable Costs * Total Costs * Total Revenue * Profit |
| 6 | **PROVIDING GOODS AND SERVICES**  The provision of goods and services for consumers and producers  Distinguish between the private and public sector | Learners should be able to identify and distinguish:   * Consumer and producer goods * Durable and non-durable goods * Personal and commercial services   Learners should be able to:   * Recognise the purpose of the private and public sector * Identify organisations in the private and the public sector * Identify the types of goods and services provided by the private and the public sectors. | Teacher-led – Distinguish between consumer and producer goods, durable and non-durable goods and personal and commercial goods. PowerPoint & Worksheets  Class activity – use a PowerPoint presentation to flash products on the screen and students to identify the different categories of goods and services.  Teacher-led – Outline the definition of the private and the public sector and why they exist. PowerPoint Presentation.  ICT Activity – Learners could use the Internet to research the local council website e.g. <https://www.bristol.gov.uk>  Find out the roles and goods or services provided by the local councils. |  |
| 7 | BUSINESS OWNERSHIP  The main features of unlimited liability business organisations including:   * Sole Traders * Partnerships. | Learners should be able to:   * Explain the meaning of unlimited liability   and understand the implications in deciding on business ownership   * Explain the advantages and disadvantages of sole traders and partnerships. | Teacher-led – whole class discussion to identify key features of each form of ownership. PowerPoint & Worksheets  Group work – learners work in groups of three to research one form of ownerships. Using different resources e.g. textbooks, Internet, a case study, each student to identify and define key terms as well as the advantages and disadvantages. Pupils to collaborate to agree on the definitions and advantages and disadvantages.  Independent Work – learners to work on the completion of comprehension exercises and past paper questions relating to the key feature if and benefits and drawbacks of sole traders and partnerships. |  |
| 8 | BUSINESS OWNERSHIP  The main features of limited liability business organisations including:   * Private limited companies (Ltd) * Public limited companies (Plc), | Learners should be able to:   * Explain the meaning of limited liability   and understand the implications in deciding on business ownership   * Explain the advantages and disadvantages of private limited companies and public limited companies. | Teacher-led – whole class discussion to identify key features of each form of ownership. PowerPoint & Worksheets  ‘Market Place’ – class split into groups and each group will be given information about either private limited companies or public limited companies. Each group to synthesise key information about the advantages and disadvantages of the form of ownership. One person from each group to visit another group and returns with more information about the forms of ownership.  Whole class question answer to reinforce learning from activity and ensure learners have a set of common advantages and disadvantages. |  |
| 9 | BUSINESS OWNERSHIP  The main features of co-operatives and charities  The most appropriate business structure in different contexts and scenarios. | Learners should be able to:   * Identify and explain the aims, ownership and use of profits * Including business start-ups, growth, aims and objectives, liability, size, finance, control, formations and distribution of profits. | Group Work - Learners to use the Internet to study the work done by not-for-profit organisations such as:   * The Big Issue * Jaimie Oliver’s 15 * Oxfam * Co-operative supermarket   Create a PowerPoint presentation to outline features such as; aims control and how they distribute the profits.  Independent Work – Learners to come up with ideas on starting a social enterprise in the local area. Assess how this would benefit and make positive changes to the local community.  Provide a variety of different scenarios in terms of size, aims and availability of finance – learners to decide which form of ownership would be most suitable and provide reasons to justify their decision. This allows the learners to apply their knowledge and understanding of business ownership. |  |

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| 10 | BUSINESS AIMS AND OBJECTIVES  The main types of aims  The role of business objectives in helping a business achieve its aims, make decisions and to measure performance  Use of SMART objectives in business  How business aims and objectives differ for different business organisations and how they change in a competitive and dynamic business environment. | Learners should be able to:   * Explain the difference between an aim and an objective * Identify the main types of business aims and objectives including; survival, profit maximisation, growth, market share, customer satisfaction, social/community and ethical and environmental * Compose and analyse SMART objectives * Apply knowledge of business objectives to different business contexts. | Teacher-led – teacher to outline the difference between an aim and an objective. This can be followed by an explanation of SMART objectives in business. PowerPoint and Worksheets  Independent Work – learners to set personal aims (targets) relating to academics and / or personal life.  Whole class discussion as learners’ feedback their aims to the class and a discussion can take place on the importance of setting aims – this can be related back to business organisations.  Whole class discussion to discuss whether or not the student targets were SMART and justify with reasons.  Using the same scenarios from the Business Ownership activity in week7. Learners to set aims and objectives for the different businesses. Provide an explanation as to why the aims and objectives differ for the different businesses; consider factors such as business size, control, level of competition, size of the market etc.  ICT activity - Investigate an environmentally friendly business using the Internet and produce a report outlining the purpose of the business and how they try to achieve the aims and objectives. | Interpret information from real businesses to identify whether or not they have achieved aims and objects. For example, compare financial figures from Profit and Loss accounts or compare market share figures.  Opportunities to calculate market share and then interpret whether or a business has been successful. |

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| 11 | STAKEHOLDERS AND BUSINESS ACTIIVITY  The range of stakeholders involved in business activity  How stakeholders influence business activity and business decisions  The impact of business aims and objectives on stakeholders  How business decisions may have contradictory effects on stakeholders | Learners should be able to:   * Define the term stakeholder, identify stakeholders and explain why they have an interest in the business. | Teacher-led – teacher to outline the definition of a stakeholder and explain why various stakeholders are interested in business activity. Stakeholders include; owners, employees, managers, customers, suppliers, government and local community. PowerPoint and Worksheets  Student activity – Identify all the stakeholders of their school and explain why they have an interest in the activities of the school. Transfer this knowledge into a local medium to large business and complete the same activity.  Independent Work – Use a case study that illustrates business strategy and aims and objectives. Learners to identify possible conflicts between stakeholders and the business strategy, aims and objectives.  Mind mapping activity – produce a mind map of stakeholders, their interests and possible conflicts. | Use case studies on business strategy – learners to identify the stakeholders that are affected by the aims, objectives and strategic decisions of a business.  Learners could then extend this by explaining how certain aims, objectives or strategic decisions impact on different stakeholders either negatively or positively e.g. To increase profit may be good for owners but workers may worry that jobs or pay could be cut. Customers may also be concerned about pricing. |
| 12 | BUSINESS LOCATION AND SITE  Factors influencing where a business locates  The factors influencing the siting of a business  Selecting the most appropriate location and site for different businesses in different contexts and scenarios | Learners should be able to:   * Identify factors influencing the siting or location of a business * Apply their knowledge of location to select suitable locations and sites. | Teacher-led – teacher to outline the factors affecting location or siting of different types of business from manufacturers to retailers. PowerPoint and Worksheets  Independent Work – Learners provided with many different scenarios relating to location. Learners to select suitable locations/site for various businesses and provide reasons for their decisions | Use diagrams of local shopping centres to interpret the factors influencing location such as; access, transport links, competition, nearness to market etc. |
| 13 | BUSINESS GROWTH  The reasons why business grow  The reasons why some business remain small | Learners should be able to:   * Identify the reasons for business growth including; increase profit, improve market share, reduce competition, diversification, spreading risk and the benefits of internal economies of scale * Explain how businesses benefit from the above reasons for growth * Define internal economies of scale including; purchasing, marketing, technical, financial and administrative * Identify and explain the reasons why some businesses remain small including; market size limitations (including niche markets), availability of capital and the desire of the entrepreneur / owners. | Teacher-led – teacher to outline the reasons for growth and remaining small. PowerPoint and Worksheets  **Independent Work** – Using carefully constructed case study material on two contrasting business (one large and one small). Learners should be able to use inference and deduction to select and explain how the two businesses have benefited from either growth or remaining small. Key terms and concepts such as; economies of scale, spreading risk and the benefits of niche markets should be included in the case study material.  **Homework activity** – Select and research two small businesses and explain why they have survived despite opposition from larger firms. | Use teacher devised numerical data on how purchasing economies of scale can reduce costs. |
| 14 | BUSINESS GROWTH  Different methods of growth;   * Internal (organic) growth * External Growth | Learners should be able to:   * Define internal and external growth * Identify and explain how business can grow internally and externally * Explain the benefits and costs of forward / backward integration and diversification. | Teacher-led – teacher to provide definitions of key terms and identify how businesses could grow. PowerPoint and Worksheets  Independent Work or Paired activity - Investigate several examples of internal and external growth e.g. Kraft Foods takeover of Cadbury’s to identify and explain:   * Difference between internal and external growth * How businesses grow internally * Difference between mergers and takeovers * What is meant by horizontal and vertical integration * The advantages and disadvantages of internal and external growth * What is meant by diversification * The benefits of diversification   (Various resources could be used including textbooks, Internet, case studies etc.) |  |
| 15 | BUSINESS GROWTH  Different methods of growth:   * Franchising | Learners should be able to:   * Define the terms franchising, franchisor and franchisee * The advantages and disadvantages of operating as a franchisor and franchisee. | Teacher-led – teacher to provide definitions of key terms and identify how businesses could grow. PowerPoint and Worksheets  **Independent Work / Think – Pair – Share** - Investigate franchise businesses from the point of view of the franchisor and the franchisee. Identify and explain the advantages and disadvantages to both from franchising.  **(Use** [**www.businessstudiesonline.co.uk**](http://www.businessstudiesonline.co.uk)**) for case studies such as McDonalds.** |  |

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| TERM TWO – Influences on Business and Marketing | | | |  |
| Week | Specification Content | Specification Amplification | Possible Activities | Using business data, calculating  and interpreting data |
| 16 | THE IMPACT OF GLOBALISATION ON BUSINESSES  What is meant by international trade?  The advantages and disadvantages of international trade to UK businesses | Learners should be able to:   * Distinguish between imports and exports * Identify and explain advantages and disadvantages of international trade. | Teacher-led - Define key terms and investigate the UK’s main imports and exports and its main trading partners. PowerPoint and Worksheets  Independent Work / ICT activity - Investigate one instance of success by a UK business in developing new markets overseas and one failure. Assess the reasons for the success/failure.  (Possible opportunities to challenge learners to explain how UK businesses and consumers benefit from free trade and how they are affected by protectionist policies.) |  |
| 17 | THE IMPACT OF GLOBALISATION ON BUSINESSES  What is meant by globalisation?  The opportunities and threats to businesses and their stakeholders from operating in a global marketplace | Learners should be able to:   * Explain the main features of globalisation including; increased international trade, development of multinational companies and the free movement of labour and capital across international borders * Identify and explain advantages and disadvantages of globalisation. * Explain the impact of globalisation on UK businesses and their stakeholders. | Teacher-led – Discuss the impact of globalisation on UK businesses and their stakeholders. PowerPoint and Worksheets.  **Whole class activity** - Investigate several global companies in order to identify the reasons for their success.  Suggest ways in which specific UK businesses might increase their global presence. What difficulties might they face, how might these difficulties be overcome?  **Mind mapping activity** – learners to create a mind map showcasing examples of UK businesses operating on a global scale and highlighting the pros and cons, how they overcome consequences? | Use graphical data on global market shares to illustrate the opportunities of operating globally. |
| 18 | THE IMPACT OF GLOBALISATION ON BUSINESSES  What is a multinational business?  The impact of multinationals setting up in the UK | Learners should be able to:   * Define the term multinational * Explain the reasons why businesses wish to become multinational including; increasing market share, cheaper production costs, economies of scale, avoiding trade barriers, government grants etc. * Explain the positive and negative impact of multinationals on the UK such as job creation and exploitation of labour. | Teacher-led – Discuss the impact of operating as a multinational from the viewpoint of the business and stakeholders in the UK. PowerPoint and Worksheets  Paired Work – Learners to investigate the activities of a multinational company selected by the teacher:   * One pupil to explain the benefits of operating in more than one country. * One pupil to evaluate impact of the business on the countries in which they operate – how do these countries benefit, what are the drawbacks? |  |
| 19 | THE IMPACT OF GLOBALISATION ON BUSINESSES  What are the European Union and the European Single Market?  The impact of membership of the European Union to businesses and their stakeholders | Learners should be able to:   * Outline the concept of the European Union and European Single Market in terms of providing; free trade, free movement of labour and standardised regulations affecting businesses with the European Union | Teacher-led – Discuss the impact of being a member or not being a member of the European Union / Single European Market. PowerPoint and Worksheets  Independent Work / Paired Work - Utilise newspaper articles from pre Brexit and after Brexit to enable learners to identify benefits and drawbacks of being part of the European Union.  (Discussions should be based on implications to businesses and not political or social reasons) | Opportunities to calculate the loss to businesses in financial terms. For example, calculate potential loss in profits if tariffs are set up. |
| 20 | MARKETING  What is marketing | Learners should be able to:   * Explain the purpose of marketing and its importance to different types of organisations in different situations. * Explain what is meant by the marketing mix | Student Activity - Investigate the marketing campaigns of different businesses, identifying the different aspects of the marketing mix. Examples might be confectionery, soft drinks, cars, and electronic equipment such as phones and tablets.  Explain how marketing is used to differentiate products and make them appear unique in a crowded marketplace. | Case study material could be used to investigate different markets and the marketing mix used to create awareness of products and/or services. |
| 21 | **IDENTIFYING AND UNDERSTANDING CUSTOMERS**  The importance to a business of identifying its customers  How markets are segmented  The reasons why businesses segment the market | Learners should be able to:   * Explain the importance of identifying and satisfying customer needs in order to: * Provide a product or service that customers will purchase * Increase sales * Select the correct marketing mix * Minimise waste in terms of mistakes and money * Be competitive * Suggest and describe how different businesses use segmentation to target customers * Explain why businesses use segmentation to target customers | **Teacher-led -** Identification of the different ways of segmenting a market and explanation as to why segmentation is important to a business.  **Student activity** - Provide a variety of products or images of products and ask learners to suggest the age of the most likely consumer.  Choose a variety of other market segments, and learners suggest five goods or services aimed at each market segment.  **Group work** – using holiday brochures, produce a display showing how holidays are aimed at different market segments including, age, family dynamics, income etc.  **Homework** - Learners investigate the area in which they live. Produce a PowerPoint presentation of the results to identify different segments that could be targeted. | Learners could be asked to examine Census data for their area to identify different market segments. The activity could be further developed with the introduction of products and learners could suggest whether or not they would be successful in the area, reasons provided. |
| 22  &23 | MARKET RESEARCH  The importance of carrying out market research  Distinguish between primary (field) and secondary (desk) research  The methods of primary and secondary research  The advantages and disadvantages of carrying out primary and/or secondary research for different businesses in different contexts and scenarios  The need for accurate and up-to-date market research data  Distinguish between qualitative and quantitative market research data | Learners should be able to:   * Explain why businesses conduct market research including; identifying market opportunities, to identify needs and wants of customers, to analyse competitor activity etc. * Define both primary and secondary research * Define both qualitative and quantitative market research data * Identify and explain the advantages and disadvantages of primary and secondary research. | Thought shower - What is market research?  Video (Episode of Apprentice) - Learners watch an episode to see how the apprentices carry out market research. Could be used to identify advantages and disadvantages of techniques used etc.    Teacher-led / Whole class teaching: Outline the meaning of qualitative and quantitative data. Explain the advantages and disadvantages of various methods of research and questionnaire design. PowerPoint presentation and worksheets.  Paired activity - In pairs, design and word process a questionnaire to determine the demand for a particular product/service in school.    Whole class teaching - Use examples of questionnaires to identify strengths and weaknesses in designs.  Group/student activity: Each group member carries out the questionnaire designed earlier amongst learners in the school. These results can be compiled for each group and input to a spreadsheet, graphs can be produced as appropriate. | Case Study – Learners to use case study material from various businesses and with different context to interpret analyse and evaluate research data to solve problems and inform business decisions.  Learners can analyse the findings of the market research activity and make recommendations as to the way forward. (Interpret graphs etc.) |
| 24 | PRODUCT  A product is any good or service offered for sale to customers | Learners should be able to:   * Outline what is meant by product design, innovation and a product portfolio * Explain the advantages and disadvantages of having a wide product range (portfolio) * Explain the purpose of differentiation and a USP * Explain the importance of branding. | Teacher-led – discussion on why businesses focus on product design, innovation and having a range of products in a portfolio. Show the learners a selection of the product mix of a well-known business, e.g. Kraft, Premier Foods and ask what all the products have in common and why the businesses produce such a range of products.  Branding quiz – learners have to list the names of the businesses from the logo or symbol of the business. Develop discussion onto the importance of branding or key features of popular brands in terms of quality, price etc., |  |
| 25 | PRODUCT  The use of the product life cycle diagram to show how demand for a product or service might change over time  The stages of the product life cycle  What is meant by an extension strategy  The usefulness of the product life cycle in making business decisions | Learners should be able to:   * Demonstrate knowledge and understanding of the product life cycle * Discuss strategies to extend the product life cycle. | Teacher-led – Model an example of a product life cycle for a specific business/product.  Student Activity - Using a blank product life cycle, learners to complete it using the names of the five stages. Match stages to given descriptions of each stage.  Paired Activity - On a piece of A3 paper draw a large product life cycle. Cut out a variety of products from magazines and place them on the appropriate stage of the product life cycle.  Whole class teaching – How could the product life cycle be extended? | Construct and interpret a product life cycle |
| 26 | PRICING  The different pricing strategies used by businesses  The use of different pricing strategies for different businesses in different contexts and scenarios | Learners should be able to:   * Identify and discuss a range of pricing strategies (cost-plus, skimming, penetration, psychological, loss leaders, price discrimination and competitor based pricing) * Investigate the main factors that affect price * Evaluate pricing strategies for given circumstances. | Teacher-led – Introduce the importance of price in the marketing mix.  Student activity - Match pricing strategy to given descriptions of each strategy. Develop this to match advantages and disadvantages with each strategy.  Whole class teaching - Factors affecting the price of goods including; cost of production, competitor activity, level of consumer income, supply and demand etc.  Student activity - Select the most suitable pricing strategy for given scenarios, justifying and evaluating the choices made. | Various opportunities for numerical examples of determining price. |
| 27 | PROMOTION  The promotional methods used by businesses  The media available to businesses when advertising their products and services  Howe technology has impacted on the promotional activities of businesses  The importance for a business of selecting the most appropriate promotional methods for different businesses in different contexts and scenarios | Learners should be able to:   * Demonstrate identify the most commonly used methods of promotion (advertising, sales promotion and direct marketing) * Evaluate the commonly used methods of promotion * identify the most appropriate methods of promotion in particular circumstances * Explain how technology has impacted on the promotional activities of businesses including; social media, blogs, search engine advertising, pop-ups adverts, digital adverts and mobile adverts. | Teacher-led / Whole class teaching - What does promotion mean? How can businesses promote their products and services? PowerPoint presentation  Student activity - Match methods of promotion with given descriptions. Including; Local and National press, Online, Radio, Television, Cinema, Point of Sale, Leaflets, and Directory listings.  Teacher led - discussion on the growth of direct marketing. PowerPoint presentation  Student activity - Mix and match advantages and disadvantages of the various methods of advertising. Report findings back to the class.  Video Activity – show various adverts from TV and provide alternative methods of promotion. Provide fact sheets for all methods and then learners to identify advantages and disadvantages of each method.  Venn Diagrams – compare various methods such as TV and Newspapers in terms of similarities and difference between key features.  Paired activity: - Choose the most suitable methods of promotion and give reasons for choice.  (use various scenarios)  Research Activity - Investigate both a successful and an unsuccessful marketing campaign. Explain what affect the campaigns had on the image of the organisation |  |
| 28 | **MARKETING MIX - PLACE**  The channels that are used to distribute the products to the customer  The different channels of distribution channels use by businesses  The role and increasing importance of e-commerce and m-commerce (online shopping)  How businesses use multi-channel distribution  The importance for a business of selecting the most appropriate  marketplace and distribution channel for its goods and services. | Learners should be able to:     * Explain what is meant by the term ‘marketplace’ * Describe the key features, roles and functions of the distribution channels used by businesses * Discuss the impact of the chosen distribution channel on price * Evaluate the use of the Internet and mobile devices to purchase goods and services. (including the impact on physical retail outlets) * Explain how businesses use multi-channel distribution | Teacher-led / Whole class teaching – what is meant by the term ‘marketplace’, what is meant by ‘distribution channel’, identify and describe the role of intermediaries in different channels of distribution including:   * Manufacturer – wholesaler – retailer – consumer * Manufacturer – retailer – consumer * Manufacturer – consumer   PowerPoint presentation  Student Activity – Use the Internet to research and produce a leaflet showing the advantages and disadvantages of buying goods in shops and on the Internet.  Paired Activity - Learners buy specified goods on the Internet. Aim is to purchase a list of products using the least amount of money. Use question and answer to identify advantages to consumers of using the Internet. What could be potential problems?  Teacher-led / Whole class teaching – what is meant by the term ‘m-commerce’ and ‘multi-channel’ distribution. How do businesses use them? | Research Activity – Learners carry out research online to find out what new technology is available to small and large scale business to help them market their product s and services.  Investigate how new technology helps different businesses with their marketing effort e.g. better targeting, cost savings, greater impact, improved access to potential consumers in time and location. |

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| TERM Three – Marketing (Elements of Business Operations – Sales Process) | | | |  |
| Week | Specification Content | Specification Amplification | Possible Activities | Using business data, calculating  and interpreting data |
| 29 | MARKETING AND ETHICS / LEGISLATION  Impact of government legislation and business ethics on marketing decisions | Learners should be able to:   * Identify and describe the key features or functions of different legislation in relation to marketing activities such as Health and Safety, ASA, copyright and patents. | **Teacher-led -** Discussion on marketing and ethics – production, pricing, advertising. PowerPoint Presentation  **Student Activity -** Look at case study on Primark and child labour. Use the Internet to get information and produce a presentation on the incident, what happened as a result etc.  Learners can then research banned advertisements form the ASA site. Why have they been banned? What do they think about the advertisements which have been banned? Do the banned advertisements impact upon the opinion of the companies/products?  http://www.asa.org.uk/ | Use case study material to research the impact of legislation and business ethics on various businesses from different contexts. |
| 30  &  31 | Marketing Assignment  Prepare a marketing plan for a business or product/service  How the marketing mix is used | Learners should be able to:   * Prepare a marketing plan for a business idea, product or service. * Present the marketing strategy to a group to emphasis strengths and weaknesses of their marketing plan. | **Student Activity** - Learners to put together marketing plan for a business idea, product and or service. Link back to the 4 Ps and how they can be used when the business idea, product and or service is first established.  Work could be presented in a “Dragon’s Den” style - as a pitch for their whole idea and marketing plan with the teacher judging who’s idea is worth investing in. | Various opportunities to collect, calculate and interpret market and financial data. |
| 32 | SALES PROCESS  The various stages involved in the sales process  How the sales process is adapted in different situations  The relationship between sales and other functions in the business | Learners should be able to:   * Identify and describe the various stages in the sales process | Teacher-led – Discuss the stages involved in sales including:   * Preparing through good product knowledge * Identifying sales opportunities * Understanding needs and wants of customers * Informing customers of the features and benefits of the product or service * Closing the sale * Following up an after sales   Outline how the process differs for retail sales, online sales and high value sales.  Explain how the sales function works with marketing, finance, production and the supply chain to achieve aims and objectives of the business. PowerPoint & Worksheets  **Field Trips / Case Study Material** – Potential to visit retailers, research online retail or use case studies to identify relevant stages in the process and how it differs for different situations. |  |
| 33 | SALES PROCESS  The importance of good customer service and meeting customer expectations  The features of good customer service  The situations when business interact with customers  How customer service is carried out online | Learners should be able to:   * Describe the features of good customer service * Identify situations in which businesses interact with customers such as; sales, queries, complaints and after sales and how the interaction takes place * Explain how online businesses adapt features of good customer service for their websites.   Learners to apply knowledge of the sales process and customer service to different business contexts. | Teacher-led – Discuss the importance of good customer service and meeting customer expectations including:   * Increasing customer loyalty * Increasing customer spend * Improving reputation * Attracting new customers   Field Trip – Organise a visit to a local supermarket and / or local clothes retailer in order to conduct a ‘Mystery Shopper’ activity. This will enable learners to identify and describe good customer service BUT also recognise poor customer service.  Group Work - In small groups learners look at the supermarket / Clothes Retailers’ websites to determine whether the customer service differs online to in the store they have visited.  Learners should consider the following:   * Does the homepage greet the customer? If so, how well? * Is the online store interactive with the user? If so, how well does it work? * Can you ask the website to help customers find goods? * Does it build a rapport? * How well does the online store meet customer needs and expectations? * What online services and facilities are there?   Does the online store encourage feedback |  |
| 34 | THE IMPACT OF LEGISLATION ON BUSINESSES  Consumer law protects consumers in a number of ways such as product quality, fit for purpose, advertising and trade descriptions. | Learners should be able to:  Identify and explain the rights of consumers and the protection they have in terms of unfair selling practices, right to accurate description of goods etc. | Research task – learners to use the Internet to identify legislation protecting consumers and how it protects them.  Learners to produce a brief report of the rights of consumers and the protection they get as a result of the laws.  Whole class – discuss findings from research task to ensure learners have made progress and to consolidate the learning. |  |
| 35&36 | Spare weeks for overflow of previous weeks or use to develop exam technique, quantitative skills, research activity or activity to get learners to think commercially and creatively to demonstrate business acumen. | | | |
| 37 | REVISION FOR YEAR 1 MOCK EXAMINATIONS – COMPONENT 1 AND 2 | | | |
| 38  &39 | ASSESSMENT OPPORTUNITIES  Assess learners’ knowledge and understanding of topics covered throughout the first year of study. | Learners should be able to:   * Recall prior knowledge of terms and concepts * Apply knowledge to various scenario and different contexts * Use quantitative techniques * Demonstrate evaluate and discursive writing skills in higher order assessment questions. | Past Papers – utilise past papers from previous specification to assess student progress. | Use raw data to make calculations and case studies similar to material in SAM’s. |

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| YEAR TWO | | | | |
| TERM ONE – Human Resources and Business Operations | | | |  |
| Week | Specification Content | Specification Amplification | Possible Activities | Using business data, calculating  and interpreting data |
| 1 | **ORGANISATIONAL STRUCTURES**  The evolving nature of working practices | Learners should be able to:   * Explain the functions of the HR department * Explain what is meant by flexible working including; flexible working hours, home working, job sharing and zero hour contracts * Explain the impact of new technology on working practices. * Evaluate the impact of changes in working patterns on employees and employers. | **Research Activity/Case Study** – Learners to investigate two businesses in order to discover how many people they employ, in what types of job, in order to understand the importance of people, their skills and experience.  Investigate the ways in which the nature of work has changed over time including the introduction of flexible working and the impact of technology.  **Teacher-led** – Outline the role of HR and describe flexible working patterns. Assess flexible working patterns in terms of benefits and drawbacks to a business. | Investigate news articles to identify businesses who have undertaken changes in their workforce. |
| 2 &3 | ORGANISATIONAL STRUCTURE  Recognise that businesses of all sizes need to organise their workforce  The role of the main functions in a business  The different job roles and responsibilities within a business and how they are interdependent  The characteristics of different job roles  The characteristics of horizontal (flat) structures and hierarchical (tall) structures  The advantages and disadvantages of using different organisational structures  The importance of effective communication in the workplace and the consequences of poor communication | Learners should be able to:   * Explain the importance of organisation structures * Outline the roles and responsibilities of the main functional areas in an organisational structure * Describe different job roles and responsibilities within a business including; Chairperson, Managing Director, Manager, Supervisor and operatives * Outline the characteristics of horizontal and hierarchical structures * Assess the impact of different organisational structures on how a business is managed such as; delegation, delayering, span of control and chain of command. * Explain the importance of effective communication to a business * Explain the consequences of poor communication to a business * Explain how organisational structure may affect the different ways of communication. | Visual Activity – Learners to use school organisational structure to illustrate terms used in organisational structures and debate to benefits and consequences of using organisational structures.  Extend the discussion onto functional areas and then link to an organisational structure from the ‘Private Sector’ to outline the responsibilities of functional areas such as:   * Finance * Marketing * Sales * Human Resources * Production * Purchasing   Teacher-led – discussion on tall and flat structures. Use examples to encourage discussion from learners on the benefits and drawbacks in relation to span of control, chain of command and communication.  Independent/Homework Activity – Learners to answer a question about ‘delayering’. Is it right for a business? Research using the Internet and prepare a short report.  Teacher-led – start a lesson on communication by playing ‘hear say’. One student whispers a statement/instruction to another and then it gets passed on to see what happens to the message. This can develop into a whole class discussion about communication methods and the benefits and drawbacks of each.  ICT Activity – research communication in business and answer the following questions: Why is communication important? What barriers are there to effective communication? What are the consequences of poor communication? | Interpret organisational charts for flat and tall structures. Learners to use organisational charts to identify:   * Who is responsible for workers/functional areas * Who is responsible for the whole organisation * The span of control of certain directors, managers, supervisors etc. |
| 4 | RECRUITMENT  The recruitment process and how this will differ for different businesses in different contexts  The different methods of recruitment used by businesses in different contexts  The advantages and disadvantages of the different methods of recruitment  The most appropriate recruitment process and methods for different businesses in different contexts and scenarios. | Learners should be able to:   * Identify the stages in the recruitment process including; identify a job vacancy, prepare a job description and person specification, advertising the vacancy, shortlisting, references, interview, selection and appointment * Assess the different methods of recruitment. | Group Quiz – On recruitment procedures, based on what the learners already know.  Student Activity – Give out sets of cards with various stages in the recruitment process written on them and separate explanations of what they involve.  Learners put the cards in order and match them with the correct definitions and explanations.  Role Play – split learners into groups of three with each being given a role; interviewer, interviewee and observer.  Each member of the group to experience each role. Observer takes notes to feedback two positives and one area to develop.  Research / ICT Activity – Use the Internet and textbooks to research the advantages and disadvantages of different methods of recruitment.  Case Study – Use various case studies to answer comprehension questions based on the stages in the recruitment process, the importance of certain stages to a business when recruiting and the advantages and disadvantages of internal and external recruitment.  [www.times100.co,uk](http://www.times100.co,uk) | Use job adverts, job descriptions and person specification so that learners can identify key components and answer a series of examination style questions. |
| 5 | RECRUITMENT  Employment law protects employees in a number of ways such as contracts of employment, discrimination, equal pay and unfair dismissal. | Learners should be able to:   * Show knowledge and understanding of the legal controls that govern recruitment such as: * Right to minimum wage / national living wage * Contracts of employment * Safe working conditions * No discrimination * Protection against unfair dismissal * Outline the impact of employment law on business and their stakeholders * Apply knowledge of legislation to different business contexts   (Learners to not need to know specific legislation but rather be aware that legislation exists to ensure that people are treated fairly) | Teacher-led – Identify and describe the main features of legislation relating to recruitment and employment. PowerPoint Presentation and Worksheets.  Independent Activity – Learners to use examples of contracts of employment to create one using job adverts, job descriptions and person specifications.  Learners to answer comprehension questions based on employment law whereby a variety of scenarios will be set and learners need to identify laws that may be broken and how the business could prevent the laws from being broken.  Mind Mapping Activity - Suggest and explain the impact of employment law on various stakeholders.  Whole class – Discuss independent responses as a class to generate debate and in-depth knowledge of the impact of employment law on businesses and stakeholders. | Case study material could be interpreted to identify laws, how businesses are abiding by employment law etc. |
| 6 | TRAINING  The benefits of effective training  The situations when training is needed | Learners should be able to:   * Identify and explain the reasons for training employees such as: * Induction, retraining, new technology, health and safety requirements and creating opportunities for employees * Discuss the importance of training such as; improving worker morale, improving the quality of products/services provided, improved customer satisfaction, reduced wastage, reduced costs and staying ahead of competition | Student Activity – Ask a few groups to set up tables in preparation for a meeting to take place without any training. Repeat the exercise with learners who have received instructions and training on how to formally set up a meeting room.  Learners to compare the success using worksheets provided and use it have a basis for class discussion on the importance of training.  Extension Activity – Learners to be given a variety of scenarios and then asked questions based on the reasons for training and the benefits the businesses would achieve from training. |  |
| 7 | TRAINING  The different types of training:   * On-the-job * Off-the-job   The advantages and disadvantages of on-the-job and off-the-job training  The most appropriate training for employees for different businesses in different contexts and scenarios | Learners should be able to:   * Identify and describe methods of on-the-job (demonstration, coaching, mentoring, job shadowing and job rotation) and off-the-job training (sandwich courses and use of outside trainers). * Evaluate methods of training | Teacher-led – Discuss the different types of training available and through whole class question and answer, identify and explain the advantages and disadvantages. PowerPoint Presentation  Student Activity – Complete tasks taken from textbooks and/or other sources. Learners need to apply knowledge of training to recommend the most suitable method of training for businesses in different contexts and scenarios.  Justify recommendations by providing the benefit of the chosen method of training and the drawbacks on other methods. |  |
| 8 | MOTIVATION  The benefit of a motivated workforce  The methods which businesses use to motivate its workforce  The most appropriate method a business can use to motivate employees in different contexts and scenarios | Learners should be able to:   * Explain what is meant by motivation and the benefits of a motivated workforce. * Explain financial methods of motivation * Explain non-financial methods of motivation * Evaluate the appropriateness of various financial and non-financial methods of motivation for a business in different contexts and scenarios.   **(Knowledge of motivational theories is not required.)** | **Paired Work –** Learners to investigate how their school/college attempts to motivate them. Why do they do this? Use **mind mapping** to write responses down and whole class question and answer to identify common reasons and explanations of the benefits.  Case Study – Using two businesses, learners to analyse the different methods of financial and non-financial motivators that they use to try to motivate their employees. Financial including; wages (fair wage), time rate, piece rate, overtime, salaries, profit sharing, share ownership, fringe benefits (such as staff discount and company cars) and performance related pay such as bonuses and commission. Non-financial motivation including job enlargement, job rotation, job enrichment, empowerment and training.  Learners to make a note of the benefits and drawbacks of the methods in relation to different contexts e.g. manufacturing firms' vs retailing or sales. | Case study on two different businesses from perhaps different sectors of industry to enable learners to identify, explain and evaluate methods of motivation used.  Learners could identify motivators that may be suitable for one business but not the other and give reasons for their response. |
| 9 | ORGANISATIONAL STRUCTURES  The role of trade unions in representing workers | Learners should be able to:   * Explain the role of trade unions including; negotiation with employers, seeking better pay and conditions and taking industrial action * Describe different methods of industrial action * Explain the impact of industrial action on a business. | **Research activity –** Learners to research two different trade unions and produce an informative flyer. Who are they, what type of union are they, what do they do and what benefits do they offer to workers? |  |
| 10&11 | METHODS OF PRODUCTION    The methods of production  The advantages and disadvantages of each of the different methods of production for businesses and their stakeholders  Suggest the most appropriate method of production in different contexts | Learners should be able to:   * Explain what is meant by job, batch and flow (mass) production * Explain the reasons why businesses decide on their chosen method of production such as; cost, quality and quantity * Explain the potential disadvantages associated with each method of production * Apply knowledge of methods of production to different business contexts. | Teacher-led – Introduce the main methods of production, discussing the advantages and disadvantages. PowerPoint & Worksheets  Group Work – Using various presentation techniques (ICT – PowerPoint presentation). Groups of 3 research one production method each and prepare feedback to the rest of the class.  Each group has 10 minutes each to feedback and respond to class questions.  ‘VAK’ Learning Activity – In groups the learners can create a product e.g. origami characters using paper. The groups will be given a different production method to use. They can then outline the benefits and drawbacks of using the method of production considering:   * The amount of product produced in a given time * Quality of the products produced * Amount of waste * Level of job satisfaction   Test – Assess knowledge using a written test that could be self or peer assessed.  Thought Shower – In groups, consider the impact of technology on production. This could be in preparation for future learning.  Field Trip – Teacher to organise a visit to a manufacturing plant such as Cadbury’s World. Learners to investigate the production methods used and the technology used in production.  Independently complete a series of questions designed by the teacher. This will reinforce and improve their knowledge and understanding of production methods. |  |

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| 12 | QUALITY  Customer expectations of quality  How business achieves quality?  The importance of quality to a business | Learners should be able to:   * Identify and outline the main expectations of customers in relation to quality such as the physical products and the provision of services * Identify and explain how a business can achieve quality in different contexts * Explain why quality is important to a business in different contexts.     Learners | Whole Class – Learners to discuss products / services that they consider to be quality and those that lack quality. Learners provide reasons for their choice.  Learners to consider the impact of providing good / poor quality products in relation to sales, market share.  Paired Work – Learners to be given case study material for two different businesses. One will have a business well recognised for quality and another that has received bad press or poor customer feedback. Learners to identify how the businesses achieved quality / failed to achieve good quality products and outline the implications.  Learners to feedback to another pair within the class.  Whole Class – question and answer to reinforce knowledge and ensure learners have common responses in relation to the terms and concepts studied. | Use newspaper articles such as:   * Horse Meat scandal * Volkswagen Emissions scandal   Learners too read material and use inference and deduction to identify how a business achieves quality and the benefits they gain. |
| 13 | TECHNOLOGICAL INFLUENCE ON BUSINESS ACTIVITY  The use of computer technology in the workplace  The use of computer aided design (CAD) and computer aided manufacture (CAM) in producing products | Learners should be able to:   * Identify and explain how technology can be used in different business scenarios e.g. administration, communication, recruitment and stock control * Define CAD and CAM * Explain the benefits to a business from using CAD and CAM * Outline the consequence of the introduction of technology to the various stakeholders of a business. | Teacher-led – Identify how and when technology can be used in business e.g. administration – word processing, spreadsheets, databases etc., stock control – bar code readers etc., communication – email, video conferencing, skype etc. and production – CAD and CAM.  Outline the benefits and drawbacks of using technology from the point of view of the business and its stakeholders. | Use case study material from Times100 so that learners can complete comprehension exercises to improve knowledge and understanding. |
| 14&15 | SUPPLY CHAIN  The various stages of the movement of goods and services from their source to the end customer:   * Procurement * Logistics * Stock Control   The relationship between functional areas of a business and its supply chain  The impact of supply and logistical decisions on businesses and their stakeholders | Learners should be able to:   * Outline the role of procurement, logistics and stock control stages of the supply chain including; the identification of suitable suppliers (sourcing) and purchasing supplies, transportation of supplies, storage and distribution to the end customer * Assess the use of traditional stock control methods, just in time (JIT) and computerised stock control * Explain how the supply chain will work with marketing, sales and finance to achieve the aims and objectives of the business * Evaluate the supply and logistical decisions on businesses and their stakeholders. | Teacher-led – Introduce the key terms and concepts of the various stages of the supply chain.  Explain how various departments are involved in the purchasing, delivery and management of stock. PowerPoint & Worksheets  **Visual activity** – Use stock control diagrams to interpret the benefits and drawbacks of traditional stock control methods and just-in-time.  **(Knowledge of stock control diagrams is not a requirement of the specification)**  **Independent / ICT activity –** Learners to research business organisations that utilise ICT to manage stock. For example, the use of EPOS / barcode readers to manage stock levels.  Whole class question and answer to feedback and gain common responses to the use of computerised systems to control stock.  **Whole Class** – Use a variety of businesses to evaluate the importance and impact on business and their stakeholders of holding too much or too little stock. | Use stock control diagrams to interpret the advantages and disadvantages of traditional stock control and just in time (JIT). |

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| TERM TWO – Finance | | | |  |
| Week | Specification Content | Specification Amplification | Possible Activities | Using business data, calculating  and interpreting data |
| 16 | SOURCES OF FINANCE  The main internal and external sources of finance to new and established businesses  The advantages and disadvantages of different sources of finance  The suitability of the different sources of finances in different contexts such as business starts up, cash flow and expansion | Learners should be able to:   * Define and evaluate the internal and external sources of finance. Internal sources; owner’s capital (start up or additional capital), retained profits, sale of assets, debt collection. External sources; family and friends, bank loan and overdraft, additional partners or share issue, leasing, hire purchase, trade credit, government grants, venture capitalists and business angels * Identify the most appropriate source of finance to be used in particular circumstances. | Whole class teaching - Explain the various internal and external sources of finance, stating if the sources are likely to be used in the short, medium or long term.  Student activity - Select the most suitable sources of finance for different scenarios.  Whole class teaching - Focus on the factors a business needs to consider when deciding to raise finance. | Calculate interest rates to select suitable loans / overdrafts etc. |
| 17 | REVENUE AND COSTS  Reinforce what is meant by revenue, costs and profit  Revisit calculations and interpretation of revenue, costs and profit  Calculate break-even through contribution | Learners should be able to:   * Define key terms including; revenue, fixed costs, variable costs and profit * Make calculations using raw data. | Teacher-led – Introduce the key terms relating to revenue and costs and demonstrate formulas. PowerPoint & Worksheets  Independent Work / Case Study – Raw data provided relating to fixed costs, variable costs and selling price.  Learners to identify the types of costs faced by the businesses in the case studies.  Learners to use the data to calculate total fixed costs, total variable costs, total costs, total revenue and profit.  Learners to calculate break-even per unit using the formula:  Fixed costs  Contribution per unit  (contribution is selling price – variable costs)  Learners can be challenged to look at what-if scenarios.  Whole Class – Discuss ways in which the businesses studied could improve profit levels or break-even with less customers/output and outline consequences. Thought-Shower / Mind Mapping. | Case study material to be utilised to make calculations relating to:   * Fixed Costs * Variable Costs * Total Costs * Total Revenue * Profit * Break-even using contribution |
| 18 &  19 | REVENUE AND COSTS  Construct and interpret a break-even chart  The effects on break-even of changes in costs and/or prices | Learners should be able to:   * Draw a break-even chart, plotting fixed cost, variable cost, total cost and total revenue lines to show the break-even point * Show how changing costs and revenues can impact on break-even. | Teacher-led – Demonstrate/model a break-even chart and how it is constructed from raw data. PowerPoint & Worksheets  Independent Work / Case Study – Teacher to generate a variety of scenarios using businesses of different size and nature. Raw data provided relating to fixed costs, variable costs and selling price.  Learners use the data to calculate total fixed costs, total variable costs, total costs, total revenue and profit. Then they can create a number of break-even charts to practice and perfect.  Learners to be set a series of contexts within the scenarios whereby fixed and/or variable costs and selling price changes. They then adjust the total cost and/or total revenue lines illustrating the impact on the break-even point and profit levels.  Independent Work - Learners to provide written explanations of the impact of changing costs and revenue on break-even and profit.  Learners to discuss the consequences of the methods used by businesses to improve profit levels and the break-even situation. | Using raw data to make calculation and constructing charts with accurate labels. |
| 20 | REVENUE AND COSTS  Calculate and interpret the average (accounting) rate of return (ARR) | Learners should be able to:   * Explain why ARR used by businesses * Calculate the ARR for different investment projects using the correct formula * Interpret ARR data to make informed business decisions. | Teacher-led – outline the purpose of ARR and demonstrate how it is calculated and how it can be interpreted for different investment projects. Formula:  ARR = Total net profit  Number of years  ARR as a % Average annual return x 100  Initial outlay  Student activity – Use a range of case studies on businesses to enable learners to calculate ARR and then make informed decisions on the most appropriate investment decision. | Use raw data on net profit, cost of investment projects and length of investment in years to calculate ARR and then interpret the ARR. |
| 21&22 | CASH FLOW  The importance of cash to a business  What is meant by a cash flow forecast?  Construct, calculate and interpret cash flow forecasts  The impact of cash flow forecasts on a business and its stakeholders  Recommend and justify what can be done to improve cash flow problems | Learners should be able to:   * Distinguish between cash and profit * Define the term cash flow and explain the purpose of constructing a cash flow * Define and calculate revenue, total revenue, expenses, total expenses, net cash flow, opening balance and closing balance * Interpret data from the cash flow to comment on the cash flow position of a business * Evaluate ways to improve cash flow problems. | Teacher-led – outline the main components of a cash flow forecast and demonstrate calculation involved in creating a cash flow forecast. Look at different situations and discuss ways to improve cash flow problems.  Group work – In groups of 3, learners will be allocated different resources to annotate the main components of a cash flow to illustrate calculations and define key terminology e.g. definitions and calculations on wall displays, textbooks, Internet etc.  ICT activity – Learners use a spreadsheet package to create a cash flow using raw data. Use formulae to make calculations.  Learners to complete a range of extension activities to look at ‘what-if’ scenarios with changing costs and revenues.  Whole class – Teacher to lead a discussion into ways in which businesses could improve cash flow problems such as; increasing revenue, reducing costs, delay payments and extra funding. | Construct, calculate and interpret cash flow forecasts. |
| 23 &  24 | Profit and Loss Accounts (income statements)  The main components of a profit and loss account  Construct and calculate a profit and loss account  Interpret a profit and loss account  Recommend and justify how to improve profit / reduce costs | Learners should be able to:   * Define the main components of a profit and loss account * Explain the importance of a profit and loss account to a business and its stakeholders * Calculate GPM and NPM and interpret the data from different businesses and / or over time. | Teacher-led – outline the main components of a profit and loss account and demonstrate calculation involved in creating a profit and loss account. Discuss why various stakeholders would want to see a profit and loss account.  Group work – In groups of 3, learners will be allocated different resources to annotate the main components of a profit and loss account to illustrate calculations and define key terminology e.g. definitions and calculations on wall displays, textbooks, Internet etc.  ICT activity – Learners use a spreadsheet package to create a profit and loss account using raw data. Use formulae to make calculations.  Learners to complete a range of extension activities to calculate GPM and NPM.  Whole class – Teacher to lead a discussion into interpreting the data from GPM and NPM calculations. | Construct and calculate a profit and loss account  Interpret a profit and loss account  Calculate gross profit margin (GPM) and net profit margin (NPM)  Interpret GPM and NPM by comparing data from a single business or different businesses over time. |
| 25 | Financial Performance  Use data on revenue, costs, profit, profit  and loss accounts, cash-flow and ARR to  analyse business performance and to  make business decisions | Learners are expected to apply their knowledge of  financial information to analyse data, solve problems, make evaluations and inform business decisions in different contexts  Learners are expected to also consider qualitative  data to inform business decisions | Teacher-led - Discuss how financial data is used to make judgements on business performance.  Case studies – use a range of case studies to look at different types of businesses in different markets in order to assess business performance | Interpret a range of different financial data to solve problems and make decisions |
| 26 | ASSESSMENT OPPORTUNITIES  Assess learners’ knowledge and understanding of topics covered in Finance. | Learners should be able to:   * Recall prior knowledge of terms and concepts * Apply knowledge to various scenario and different contexts * Use quantitative techniques * Demonstrate evaluate and discursive writing skills in higher order assessment questions. | Past Papers – utilise past papers from previous specification to assess student progress. | Use raw data to make calculations and case studies similar to material in SAM’s. |
| 27 | The interdependent nature of business  How the different functions of business  are connected and work together to  achieve aims and objectives | Recap now that all functions have been studied in detail | Teacher-led – discuss how the functions work together, using examples to illustrate the point.  Venn diagram or spider diagram to show links between the different functions. |  |
| 28 | Skills opportunities  Develop and assess learner's data handling, quantitative and decision making skills | Use business data in a variety of different formats to understand business  activity and aid problem solving and decision-making | Use case studies and news articles to look at a range of business contexts that focus on learners interpreting and responding to a wide range of business scenarios.  Teacher to prepare 300- 400 word case study on a number of different topics | Selecting and interpreting qualitative and quantitative data from extended reading  Include numerical and graphical data |

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| TERM Three – Influences on Business | | | |  |
| Week | Specification Content | Specification Amplification | Possible Activities | Using business data, calculating  and interpreting data |
| 29 | **ETHICAL INFLUENCES ON BUSINESS ACTIVITY**  What is meant by business ethics  The conflict between ethics and profits  The type of ethical issues that impact on business activity  The advantages and disadvantages of adopting ethical policies on business and their stakeholders | Learners should be able to:   * Define the term business ethics * Identify and explain the types of ethical issues that impact on business activity * Evaluate the implementation of adopting ethical policies on business and its stakeholders. | **Teacher led -** discussion on business ethics and the benefits and drawbacks to businesses of adopting ethical policies.  **Whole class -** Use new development of transport links, airport, new shopping complex or similar development to Illustrate the differences between social costs and benefits.  Class debate, if appropriate, to highlight the arguments for and against a particular development.  **Student activity –** use a case study on an ethical business to ask learners a number of questions based on the advantages and disadvantages of its ethical policies. | Case study material to interpret and develop an argument in relation to business ethics. |
| 30 | **ENVIRONMENTAL INFLUENCES ON BUSINESS ACTIVITY**  The possible environmental costs of business activity  What is meant by sustainability?  How business can respond to environmental issues and act in a sustainable manner.  The advantages and disadvantages of implementing environmentally friendly policies on business and its stakeholders. | Learners should be able to:   * Identify the environmental costs of business activity * Define the term sustainability * Identify and explain how businesses can respond to environmental issues * Evaluate the implementation of environmental policies on businesses and their stakeholders. | **Teacher-led -** PowerPoint presentation on the environmental costs of business activity, definition of sustainability and the strategies which government can adopt to encourage businesses to produce in a more sustainable manner.  **Video clip (You Tube)** - Environmental problems are illustrated and learners to note the problems raised in the clip.  **Student activity** – Learners to draw a poster to show environmental problems in the local area or do some research using the Internet about a specific example in the local area.  Learners to write a brief report on strategies those businesses can adopt to produce in a sustainable fashion.  Whole class - discussion on the advantages and disadvantages to businesses of being environmentally friendly.  **Homework activity –** examination questions. |  |
| 31 | **ECONOMIC INFLUENCES ON BUSINESS ACTIVITY**  The economic factors that affect business activity  The impact of these economic factors on businesses and their stakeholders  Distinguish the difference between income tax, VAT and corporation tax | Learners should be able to:   * Identify and define economic factors affecting consumers and businesses * Explain the impact of changing economic factors on consumers and businesses | **Teacher led** – Discussion on inflation, tax and the  types of taxation, interest rates and exchange rates.  **Student Activity –** A simple matching exercise of  the key terms, definitions and the effect of the  economic factor to help learners understand.  **Research Activity** – Use the Internet to research  the annual budget statement – what taxes have  increased and decreased? What is the likely effect  on consumers? What is the likely effect on  business? | Use graphs to show change in inflation, interest rates and tax over time |
| 32-33 | REVISION FOR EXAMINATIONS – COMPONENT 1 AND 2 | | | |