International GCSE (9-1) Business 2017 Scheme of Work

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Scheme of Work

This document provides a sample Scheme of Work for teaching Edexcel International GCSE (9-1) Business that can be adapted by centres to fit their timetabling and staffing arrangements. It is meant as an example approach only and is not intended to be prescriptive.

This Scheme of Work matches the course planner and broadly follows the order in which the content is set out in the specification. The planner assumes 28 teaching weeks in each year to allow for time taken by other events. More recent topical events can be incorporated into the Scheme of Work and used as examples to illustrate the core content as appropriate. This document can be edited and updated over time to develop a resource bank.

The sample assessment materials can be used for question practice to enable students to build up the confidence and skills as part of their revision and exam practice.

**Why transferable skills?**

In recent years, higher education institutions and global employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. To support the design of our qualifications, we have mapped them to a transferable skills framework. The framework includes cognitive, intrapersonal skills and interpersonal skills and each skill has been interpreted for each specification to ensure they are appropriate for the subject.  Further information on transferable skills is available on the website.  Pearson materials, including this scheme of work, will support you in identifying and developing these skills in students.

The final two columns of this scheme of work indicate which transferable skills are explicitly assessed, and where there are opportunities for them to be developed through teaching. Our intention is that teachers can use these columns to increase the opportunities for skill development through teaching.

**Additional support**

In addition to this Scheme of Work, additional resources and course materials can be accessed from Pearson’s International GCSE (9-1) Business subject page.

**Suggested resources**

The Schemes of Work contain suggestions for resources that you can use to support your teaching of this specification. These are suggestions of materials you may find useful only. You are encouraged to use a wide range of resources that suit the needs of your students. The suggested resources at times are specific but they are intended to demonstrate the type of resources which can be found on the internet.

We will update this Scheme of Work with references to Pearson’s textbook as soon as it has been published.

Other Edexcel teaching resources

Pearson produces a range of paid-for Edexcel resources for this specification, including:

* Student Book — full colour textbook for each unit of the specification.
* Online Teacher Resource Pack

For further information visit: <http://www.pearsonglobalschools.com/>

Edexcel’s paid-for resources, as well as those endorsed by Edexcel, are not a pre-requisite for the delivery of Edexcel’s specifications.

**Resources referenced in Scheme of Work below:**

* Edexcel GCSE Business: *Introduction to Small Business* – 978-1-84690-496-7
* Nuffield-BP *Business and Economics* – 0-00-328013-6
* Nuffield-BP *Business and Economics* – *Teachers’ Resource Pack* – 0-00-711638-1

Case study references can be found on Pearson’s GCSE (9-1) Business webpage: <http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-business-2017.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

**Edexcel Subject Advisor – Colin Leith**

Colin Leith, the Economics and Business Subject Advisor, is available to help you with implementation of this specification.

You can contact Colin by e-mail at [TeachingBusiness@pearson.com](mailto:TeachingBusiness@pearson.com) or by phone on **+ 44 (0)20 7010 2182** or by visiting the Edexcel Business Home Page <http://qualifications.pearson.com/en/subjects/business.html>

**Edexcel Additional Support**

* Ask the Expert puts you in direct e-mail contact with Edexcel examiners. You can access this service via [www.edexcel.com/ask](http://www.edexcel.com/ask)
* Edexcel's community pages are designed to enable you to access peer-to-peer support from fellow Edexcel teaching and delivery staff in schools and colleges. Visit: <http://community.edexcel.com/business/f/28.aspx>

| Week | Content coverage | Learning outcomes | | Exemplar activities | Exemplar materials and resources | | **Which skills acquired in this lesson are explicitly assessed in examination?** | **Which skills could be delivered through teaching and delivery in this lesson?** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term 1  Week  1 | Course introduction | Introduction and overview to business activity. How and why are small businesses created? Overview of key features of businesses and recognition that small businesses operate in all economic and geographical areas.  Overview of assessment structure of the course. | | * Students debate and discuss issues involved in spotting a business opportunity. * Students use different resources, including Internet research, to look at what businesses do. For example, they discuss what different businesses produce using photographs. * Students investigate a local small business. Produce a report explaining the nature of business, its resources, its customers, and evaluating why it might be successful. Collate class results and create a display of the local business environment. | ‘Introduction to Business Activity’ - local study of businesses within one mile radius of school. Create display and categories the results. | | **Reasoning**  **Critical thinking**  **Problem solving**  … being presented with business data. | **Creativity**  **Teamwork**  **Interpersonal**  **Communication**  … through identifying data and creating mind-map and display materials. |
| 2 | **Topic 1 Business activity and influences on business**  1.1 Business objectives | What business aims and business objectives are.   * Business aims and objectives: * Financial aims and objectives: survival, profit, sales, market share, financial security * Non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control | | * Students create a mind map showing the different business objectives. * Teacher-led input to categorise and define different objectives for a business start-up * Students examine business objectives using case studies. * Invite local small business owner to be interviewed by students to establish objectives when starting up. | Centres may want to consider taking part in national/international enterprise competitions:   * The Real Business Challenge – [www.therealexperience.co.uk/the-real-business-challenge](http://www.therealexperience.co.uk/the-real-business-challenge/) * Tycoon in Schools – [www.tycooninschools.com](http://www.tycooninschools.com/) * National Enterprise Challenge – [www.nationalenterprisechallenge.co.uk](http://www.nationalenterprisechallenge.co.uk/) | | **Reasoning**  **Analysis**  … being presented with business data. | **Creativity**  **Self-direction**  **Perseverance**  … through identifying data and making links. |
| 3 | 1.1 Business objectives | Why business aims and objectives change as businesses evolve:   * in response to market conditions, technology, performance, legislation, internal reasons. | | * Investigate an existing business to identify its aims and objectives when first established. Compare this to aims and objectives today. |  | | **Interpretation**  **Analysis**  … being presented with business data to identify aims and objectives. | **Communication**  **Responsibility**  **Integrity**  … through meeting/ interviewing a business owner. |
| 4 | 1.2 Types of organisations | * The main types of business ownership: sole trader, partnerships, limited companies (private and public), public corporations. * Different forms of business organisation: franchise, social enterprise, multinationals. | | * Teacher introduction to different types of business ownership. * Students consider guidelines on setting up different types of business organisation. * Students take part in a series of activities involving starting a business. For example, they make a list of the reasons why they think a person might want to start up a business, ranking the reasons in order of priority. They design a poster advertising the benefits of starting up a new business, taking into account the fact that it needs to attract attention and include information about starting a business. | * Use *The Simpsons* – ‘The Twisted World of Marge Simpson’ – as an introduction to the topic of franchising. | | **Critical thinking**  … using many pieces of information (sometimes seemingly unrelated) and synthesising this information to make judgements. | **Creativity**  **Teamwork**  **Interpersonal**  **Communication**  … through identifying data and creating mind-map and display materials. |
| 5 | 1.2 Types of organisations | Characteristics relating to size:   * concepts of risk, ownership and limited liability * public corporations – reasons for and against public ownership * ownership, control, sources of finance, use of profits, stakeholders and shareholders appropriateness of different forms of ownership | | * Students create a mind map on the principle of limited liability. * Investigation of local role for public corporations/authorities. Compare role of public and private corporations in local area. | * Case studies | | **Problem solving**  … through examining a problem in a different context into a process, or series of processes which allows a solution to be determined. | **Creativity**  **Teamwork**  **Interpersonal**  **Communication**  … through identifying data and creating mind-map and display materials. |
| 6 | 1.3 Classification of businesses | Primary, secondary and tertiary activities:   * primary sector – extracting raw materials from the earth * secondary sector – converting raw materials into finished or semi-finished goods * tertiary sector – provision of a wide variety of services. | | * Web research identifying local, national and international businesses in each of the three sectors. | * Edexcel International Business Studies -Case study (p35) | | **Interpretation**  … through examining different business scenario to recognise features of different business. | **Creativity**  Adaptability  Intellectual interest and curiosity  … through examining different types of businesses |
| 7 | 1.4 Decisions on  location | The main factors influencing location decisions and relocation of a business:   * proximity to market, labour, materials and competitors * nature of the business activity * the impact of the internet on location decisions - e-commerce and/or fixed premises   legal controls and trade blocs. | | * Arrange visit/walk into local town centre/high street to identify features of location which are important to different businesses. Contrast the likely decisions of local businesses with larger, national/multinational businesses. * Brexit offers a wealth of topical resources and data on the role of a trade bloc. | * See slide share on Business Location Decisions : <https://www.slideshare.net/tutor2u/business-location-decisions> | | **Decision making**  **Executive function**  … through looking at different factors influencing a location decision and arriving at a decision. | **Teamwork**  **Interpersonal**  **Communication**  … through debating different possible locations by weighing up factors. |
| 8 | 1.5 Business and the international location | Globalisation:   * concept of globalisation * opportunities and threats of globalisation for businesses   The importance and growth of multinationals:   * benefits of a business becoming and multinational * benefits to a country and/or economy where a multinational is located * possible drawbacks to a country and/or economy where a multinational is located | | * Individual groups research and deliver a presentation on a given multinational which includes:   + benefits of a business becoming and multinational   + benefits to a country and/or economy where a multinational is located   + possible drawbacks to a country and/or economy where a multinational is located | * Edexcel International Business Studies -Case study - Newmont Mining Corp (p25) | | **Decision making**  **Executive function**  … through looking at different factors influencing a location decision and arriving at a decision. | **Creativity**  **Teamwork**  **Interpersonal**  **Communication**  … through debating different possible locations by weighing up factors. |
| 9 | 1.5 Business and the international location | Exchange rate calculation  The impact of exchange rate changes:   * on international competitiveness * on importers and exporters | | * Teacher introduction and explanation of exchange rates. * Practice calculations of changing exchange rates. * Student research activity - impact of changing exchange rates on a specific business. | * Create display chart tracking the exchange rate of the local currency over the duration of the course. Students responsible for updating the chart each week. * Use the SPICED acronym - Strong Pound Imports Cheaper Exports Dearer | | **Problem solving**  **Reasoning**  **Interpretation**  **Decision making**  … from exchange rate data | **Self-direction**  **Perseverance**  … through tackling different exchange rate situations. |
| 10 | 1.6 Government objectives and policies | Government spending:   * to provide public service * taxation and constraints on public spending   The effect of interest rates on:   * businesses * consumer spending | | * Teacher introduction into the role of government. Provide data on level of government spending and taxation. * Teacher provides case studies of different businesses and how they might be affected by changes in interest rates. For example, car dealership relies on selling using finance compared to local grocery store. Impact on interest rates on customers. | * Create display chart tracking the interest rates over the duration of the course. Students responsible for updating the chart each month. | | **Interpretation**  **Analysis**  … being presented with different data from business and government. | **Teamwork**  **Interpersonal**  **Communication**  … through debating different options for government decisions. |
| 11 | 1.6 Government objectives and policies | How governments can affect business activity:   * infrastructure provision * legislation * trade policy - membership of trading blocs, tariffs. | | * Teacher introduction and explanation of the notion of ‘business activity’. * Class debate - what should be provided by the government and how should it be paid for? | * Case study (UK) - HS2 project. What are the economic costs and benefits? | | **Interpretation**  **Analysis**  … being presented with different data from business and government. | **Teamwork**  **Interpersonal**  **Communication**  … through debating different options for government decisions. |
| 12 | 1.7 External factors | The external factors affecting business decisions:   * social * technological * environmental * political | | * Teacher-led examination of possible external influences on business – technology, legislation and the environment. * Teacher provides examples of different (local) businesses and groups to consider the impact on the businesses to changes in technology, legislation, social and political factors. | * Student web or primary research on local business and how external factors have influenced different sectors. Produce poster resource. | | **Critical thinking**  … using different information and synthesising this information to make judgements. | **Self-direction**  **Initiative**  .. through individual web research. |
| 13 | 1.8 What makes a business successful? | Measuring success in business:   * revenue * market share * customer satisfaction * profit * growth * owner/shareholder satisfaction * employee satisfaction   Reasons for business failure:   * cash flow problems/lack of finance * not competitive * failure to adapt to changes in the market | | * Teacher creates data bank for three different businesses including data on each point. Groups study the data and produce presentation to the rest of the class on which is the most successful business. * Business failure - examine local businesses which have failed. Teacher provide images of shops, etc. Consider reasons for failure. | * Web research for topical and local examples of success and failure in business. | | **Reasoning**  **Critical thinking**  **Analysis**  **Problem solving**  **Executive function**  … being presented with business data and using this to arrive at a decision. | **Self-direction**  **Perseverance**  **Communication**  **Collaboration**  **Teamwork**  … through opportunities for individual work and team-based exercises examining situations and arriving at decisions. |
| 14 | **Topic 1**  Revision and practice assessment | | | | | | | |
| 15 | **Topic 2 People in business**  2.1 Internal and external communication | Importance of good communication and problems of ineffective communication:   * the different communication methods used, including information technology (IT) and the benefits and limitations of each   Barriers to communication   * how communication barriers arise * problems of ineffective communication and how they can be removed | | * Brainstorm examples of communication within the school. Get students to categorise these different types. * Use resource (see right) to consider barriers to effective communication. | * Teacher creates mock-up examples of ‘poor’ communication. For example, an email to all staff which is poorly worded; a short video clip of an interview which is poorly expressed, etc. Use the resource to identify barriers to effective communication. | | **Critical thinking**  … using many pieces of information (sometimes seemingly unrelated) and synthesising this information to make judgements. | **Creativity**  **Teamwork**  **Interpersonal**  **Communication**  … through using different communication methods in an experiential way. |
| 16 | 2.2 Recruitment and selection process | Types of employment:   * full-time * part-time * job share * casual/seasonal temporary   Recruitment documents   * job description * person specification * application form   curriculum vitae (CV)/résumé | | * Teacher-led introduction. * Students create table showing different types of employment and the advantages and disadvantages of each. * Arrange for a presentation/talk by the school HR manager - going through recruitment process used by the school, including current adverts. | * Recruitment documents from own school. | | **Interpretation**  **Analysis**  … being presented with different recruitment data. | **Communication**  **Responsibility**  **Integrity**  … through meeting/ interviewing a business owner. |
| 17 | 2.2 Recruitment and selection process | Internal and external recruitment:   * job advertisement * shortlisting * interviewing   Legal controls over employment and their effects:   * equal opportunities - gender, race, disability, religion, sexual preference, age   minimum wage laws | | * Mock recruitment activity (see right - or teacher to create a version). Students go through a recruitment exercise and explore job advertisement, shortlisting, interviewing, legislation. | * Nuffield-BP recruitment exercise - ‘Who’s right for the job?’ - now a little dated but a very good activity. Suggestion that the transcripts are used to create audio or video recordings to be used in class. | | **Interpretation**  **Analysis**  **Decision making**  … using recruitment information to arrive at a recruitment decision. | **Teamwork**  **Interpersonal**  **Communication**  … through experiencing a recruitment exercise. |
| 18 | 2.3 Training | Importance of training to a business and workers:  • different types of training and the main purpose:  o induction  o on-the-job  o off-the-job  • compliance with health and safety laws  • benefits and limitations of training. | | * Teacher explanation. * Talk to class by members of staff who have experienced induction, on-the-job and off-the-job training. * Students create profiles of individuals to show the benefits of different types of training. | * Display of ‘person profiles’ to show benefits and limitations of training – different examples. | | **Reasoning**  **Critical thinking**  **Problem solving**  … being presented with business data. | **Creativity**  **Teamwork**  **Interpersonal**  **Communication**  … through identifying data and creating mind-map and display materials. |
| 19 | 2.4 Motivation and rewards | The importance of motivation in the workplace:   * attracting employees, retaining employees, productivity * motivational theories of Herzberg, Maslow and Taylor | | * Class activity – what motivates individual students. Collate and categorise results. * Teacher-led exploration of the theories Herzberg, Maslow and Taylor. | * Case study work to consolidate understanding of the different theories. | | **Interpretation**  **Analysis**  … being presented with workplace data. | **Creativity**  **Teamwork**  **Interpersonal**  **Communication**  … through examining different motivational methods in an experiential way. |
| 20 | 2.4 Motivation and rewards | * How businesses motivate employees: * financial methods:   o remuneration  o bonus  o commission  o promotion  o fringe benefits   * non-financial methods:   o job rotation  o job enrichment  o autonomy | | * Brainstorm – in groups identify as many ways as possible that businesses use to motivate employees. Prize – incentive! – for group with most examples. * Teacher-led categorisation into financial and non-financial methods. * Teacher create video of ‘talking heads – people talking about what motivates them at work. Students to identify what factors most motivate these different people. * Activity – students research 4 TV characters and explain what factors motivate each of them. Encouraged to identify different types of people. | * Video (see left) | | **Interpretation**  **Analysis**  … being presented with workplace data. | **Creativity**  **Teamwork**  **Interpersonal**  **Communication**  … through examining different motivational methods in an experiential way. |
| 21 | 2.5 Organisation structure and employees | * Organisational charts for different types of business: * hierarchical and flat * centralised and decentralised * Roles and responsibilities of employees in terms of compliance and accountability: * span of control * chain of command * delegation | | * Groups construct an organisational chart for the school (without the term being explained). * Teacher to display actual school organisational chart. Use as stimulus to explain the key terms (see left). Students annotate own version. * Teacher displays different types of organisational charts – students to analyse each using appropriate terminology. * Students create a wall display illustrating key terms and features. | * Create/have access to organisational chart for the school. * Examples of different organisational charts. | | **Interpretation**  **Analysis**  … being presented with workplace data. | **Communication**  **Responsibility**  **Integrity**  … through meeting/ interviewing an HR manager. |
| 22 | 2.5 Organisation structure and employees | * The different functional areas within a business:     human resources – workforce planning, recruitment and selection, training, health and safety, staff welfare, employment issues, industrial relations, disciplinary and grievance procedure, dismissal, unfair dismissal and redundancy | | * Teacher led introduction to the term ‘functional area’ using examples. * Question Time - invite school HR manager to do presentation to students explaining the key aspects of the role. |  | | **Interpretation**  **Analysis**  … being presented with workplace data. | **Communication**  **Responsibility**  **Integrity**  … through meeting/ interviewing an HR manager. |
| 23 | 2.5 Organisation structure and employees | The different functional areas within a business:     * finance – wages/salaries, cash-flow forecasting, budgets and accounting * marketing – market research, product planning, pricing, sales promotion, advertising, customer service, public relations, packaging and distribution * production – manufacturing the product, designing new products, quality control and stock control. | | * Teacher-led introduction to different functional areas. | * Case study examples. | | **Reasoning**  **Critical thinking**  **Problem solving**  … being presented with business data. | **Self-direction**  **Perseverance**  … through opportunities for case study work to consolidate knowledge. |
| 24 | **Topic 2**  Revision and practice assessment. | | | | | | | |
| 25 | **Topic 3 Business finance**  3.1 Business finance - sources | The need for finance:   * short-term needs * long-term needs * to start up or expand   Internal sources of finance:   * personal savings * retained profit * selling assets | | * Brainstorm – different sources of finance that businesses use. Groups then required to categorise the examples into different types. * Teacher-led ‘walk through’ of the same task, eliciting the categories internal, external, short-term, long-term. | * Summary sheet – definition, advantages and disadvantages for each source of finance. | | **Interpretation**  **Analysis**  **Executive function**  … being presented with financial data and being required to make decisions. | **Self-direction**  **Perseverance**  … through opportunities for case study work to consolidate knowledge. |
| 27 | 3.1 Business finance - sources | External sources of finance:   * overdraft and trade payables * loan capital, share capital, including stock market floatation (public limited company) * venture capital * crowdfunding | | * Teacher-led explanation of different types of external sources of finance. * Crowdfunding – groups are introduced to crowdfunding website, such as CrowdCube, and how crowdfunding works. Groups spend time researching different businesses to invest in and produce/deliver presentation to the rest of the class. Class votes on best business. All students contribute a nominal fee and teacher invests in this business. | * Summary sheet – definition, advantages and disadvantages for each source of finance. * Create chart for display showing the performance of the chosen business. * Example – [Good and Proper Tea](http://www.crowdfundinsider.com/2015/05/68309-kickstarter-success-good-proper-tea-gains-over-140000-on-crowdcube-to-build-new-shops/). (<http://www.crowdfundinsider.com/2015/05/68309-kickstarter-success-good-proper-tea-gains-over-140000-on-crowdcube-to-build-new-shops/>) Teacher to select information from the business website to show how crowd funding can be used by entrepreneurs. * Crowd funding websites can be used to identify examples of real business start-ups. Examples include [www.crowdfunder.co.uk](http://www.crowdfunder.co.uk) and [www.crowdcube.com](http://www.crowdcube.com/) | | **Interpretation**  **Analysis**  **Executive function**  … being presented with financial data and being required to make decisions. | **Self-direction**  **Perseverance**  … through opportunities for case study work to consolidate knowledge. |
| 28 | 3.2 Cash flow forecasting | The importance of cash to a business:   * to pay suppliers, overheads and employees * to prevent business failure (insolvency) * the difference between cash and profit   Calculations and interpretations of cash-flow forecasts:   * cash inflows * cash outflows * net cash flow * opening and closing balances | | * Teacher-led introduction to cash flow. * Students use a series of resources including practical activities on forecasting cash-flow. * Students use a large-scale simulation that enables them to input details into a cash-flow forecast and ‘run’ a business for a year, responding to possible changes in circumstances that affect cash-flow. * Students estimate and evaluate cash-flow using a case study. * Students analyse the features of a good business plan. | * See the Edexcel GCSE Business Studies Student Book *Introduction to Small Business*, Chapters 16 and 17 * For a cash-flow case study see *Business Case Studies for GCSE Business Studies* by M. Hancock (Pearson, 2007) — Case Study 26, Peterborough United FC. | | Interpretation  Analysis  Executive function  … being presented with cash flow data and being required to make decisions. | Self-direction  Perseverance  … through opportunities for case study work to consolidate knowledge. |
| 29 | 3.3 Costs and break-even analysis | The concept and calculation of:   * revenue * fixed and variable costs * total costs * profit and loss | | * Introductory task explaining a business scenario, using figures. * Case study – Pet grooming business/Chinese takeaway. * Students practise calculations to ensure confidence in this area – case study materials. | * For the Chinese takeaway case study, see Edexcel eBus (GCSE Business Studies Email Support Service): 2005 — The Ho Li Takeaway. * Edexcel GCSE Business Studies Student Book *Introduction to Small Business –* Case study – Pets Heavens (p75). * See Nuffield-BP *Business and Economics Teachers’ Resource Pack* Activity – ‘Which segment? – pp85–87 and 101–102 Team-based activity – Vacancies. Opportunity for practice. *Note – this game includes reference to net and gross profit which can be briefly explained and will be picked up later.* | | **Interpretation**  **Analysis**  **Executive function**  … being presented with financial data and being required to make decisions. | **Self-direction**  **Perseverance**  … through opportunities for case study work to consolidate knowledge. |
| 30 | 3.3 Costs and break-even analysis | The concept of break-even and calculation of break-even (from formula or diagram):   * break-even level of output   Interpretation of break-even charts:   * the impact of changes in revenue and costs * limitations of break-even charts | | * Teacher gives presentation on break-even analysis — can be edited to suit. * Students look at case studies on break-even. * Create wall chart showing a break-even chart and which labels key terms and aspects. | * See Edexcel eBus (GCSE Business Studies Email Support Service): October 2005 — Break-Even Exercise and Ho Li Takeaway. | | **Interpretation**  **Analysis**  **Executive function**  … being presented with break-even data and being required to make decisions. | **Self direction**  **Perseverance**  … through opportunities for case study work to consolidate knowledge. |
| 31 | 3.4 Financial documents | The purpose of statements of comprehensive income:   * main features – sales, cost of sales, gross profit, expenses, operating profit * the use of statements of comprehensive income indecision making (students will not be required to construct an income statement) * the nature of profit and its importance. | | * Teacher gives presentation on financial documents and statements of comprehensive income. * Students complete case studies on SCI. | * Examples of SCI for students to interrogate. | | **Interpretation**  **Analysis**  **Executive function**  … being presented with financial data and being required to make decisions. | **Self-direction**  **Perseverance**  … through opportunities for case study work to consolidate knowledge. |
| 32 | 3.4 Financial documents | The purpose of statements of financial position:   * main features – current and non-current assets, current and non-current liabilities, capital employed * interpret a statement of financial position (students will not be required to construct a statement of financial position). | | * Teacher gives presentation on financial documents and statements of financial position. * Students complete case studies on SFP. | * Examples of SFP for students to interrogate. | | **Interpretation**  **Analysis**  **Executive function**  … being presented with financial data and being required to make decisions. | **Self-direction**  **Perseverance**  … through opportunities for case study work to consolidate knowledge. |
| 33 | 3.5 Accounts analysis | Calculating and analysing accounting ratios:   * gross profit margin * operating profit margin * mark- up * return on capital employed (ROCE) * current ratio * acid test ratio | | * Teacher presentation on the different types and uses of different accounting ratios. * Students have the opportunity to practice ratios with lots of examples and case studies. | * Use past exam papers for examples of the types of ratio and questions. | | **Interpretation**  **Analysis**  **Executive function**  … being presented with financial data and being required to make decisions. | **Self-direction**  **Perseverance**  … through opportunities for case study work to consolidate knowledge. |
| 34 | 3.5 Accounts analysis | Liquidity:   * the concept and importance of liquidity * comparisons with previous years and/or with other business organisations. | | * Teacher presentation on liquidity. * Students have the opportunity to practice ratios with lots of examples and case studies. | * Use past exam papers for examples of the types of liquidity questions. | | **Interpretation**  **Analysis**  **Executive function**  … being presented with financial data and being required to make decisions. | **Teamwork**  **Interpersonal**  **Communication**  … through team exercise examining financial data and arriving at a decision. |
| 35 | 3.5 Accounts analysis | The use of financial documents:   * assess the performance of the business * inform decision making. | | * Teacher presentation on the use of financial documents. * Students have the opportunity to practice with lots of examples and case studies. | * Use past exam papers for examples of the types of ratio and questions. | | **Interpretation**  **Analysis**  **Executive function**  … being presented with financial data and being required to make decisions. | **Teamwork**  **Interpersonal**  **Communication**  … through team exercise examining financial data and arriving at a decision. |
| 36 | **Topic 3**  Revision and practice assessment | | | | | | | |
| 37 | **Topic 4 Business finance**  4.1 Market research | The purpose of market research:   * to identify and understand customer needs * to identify gaps in the market * to reduce risk * to inform business decisions.   Methods of market research:   * primary research:   o survey  o questionnaire  o focus group  o observation  o test marketing  • secondary research:  o internet  o market reports  o government reports. | | * Introduction – teacher sets up an activity where students in different groups answer the following question: ‘What is the average height of students in our class?’ Group 1 – use ruler/tape measure to calculate the average height of students in the class. Group 2 – use generic [secondary data](https://mathspig.wordpress.com/tag/average-height-of-aussie-students/) on heights to state the average height in the class (use p1 from the link; don’t worry that this is from Australia – this will be useful when assessing the merits of this data). * Discuss findings. Then discuss the advantages and disadvantages of each. * Students investigate different types of market research – knowledge. | | Activity – measuring students or using secondary data ([https://mathspig.wordpress.com/tag/average-height-of-aussie-students](https://mathspig.wordpress.com/tag/average-height-of-aussie-students/)) | **Reasoning**  **Critical thinking**  **Analysis**  **Problem solving**  **Executive function**  … being presented with market research data and using this to arrive at a decision. | **Self-direction**  **Perseverance**  **Communication**  **Collaboration**  **Teamwork**  … through opportunities for individual work and team-based exercises examining situations and arriving at decisions. |
| 38 | 4.1 Market research | The use of data in market research:   * qualitative and quantitative data * the role of social media in collecting market research data * the importance of the reliability of market research data. | | * Teacher shares examples of how market research creates data. * Student research into how social media is used to collect market research – collate class results. * Reliability – teacher presentation on reliability, using work from this topic as stimulus. | | * Teacher create an example of market research data that is not robust. Students to work with this data and identify problems with it. | **Critical thinking**  **Analysis**  **Problem solving**  **Executive function**  … being presented with market research data and using this to arrive at a decision. | **Self-direction**  **Perseverance**  **Communication**  **Collaboration**  **Teamwork**  … through opportunities for individual work and team-based exercises examining situations and arriving at decisions. |
| 39 | 4.1 Market research | Market research project | | * Students research a local market – food/restaurants, transport, hairdressers, etc. – to create a report which recommends what an existing business should do to improve competitiveness. Must use a range of market research methods and techniques. | | * Exemplar of report template. | **Reasoning**  **Critical thinking**  **Analysis**  **Problem solving**  **Executive function**  … being presented with market research data and using this to arrive at a decision. | **Self-direction**  **Communication**  **Collaboration**  **Teamwork**  … through opportunities for individual work and team-based exercises examining market research data and arriving at decisions. |
| 40 | 4.2 The market | Importance of marketing:   * satisfying customer needs * building customer relationships * keeping customer loyalty * market orientation and product orientation * market share and analysis * niche and mass marketing. | | * Teacher introduction to marketing. * Students split into groups. Each group is given a business to investigate (could be a combination of local, national and multinational). Groups investigate their business to identify its marketing approach. * Group presentations. | | * Create display chart showing a map of different businesses with a summary of their marketing approach. | **Reasoning**  **Critical thinking**  **Analysis**  **Problem solving**  … being presented with business data. | **Creativity**  **Teamwork**  **Interpersonal**  **Communication**  … through identifying data and creating mind-map and display materials. |
| 41 | 4.2 The market | Responding to changes in the market:   * changing customer needs * changing customer/consumer spending patterns * increased competition. | | * Teacher introduction to the market – buyers and sellers. * Give examples – using images - of different types of market. For example, traditional market with stallholders, etc., shopping mall, stock market, online markets (eBay and Alibaba). | | * Presentation - example of products that have changed in response to changes in the market. | **Reasoning**  **Critical thinking**  **Problem solving**  … being presented with business data. | **Creativity**  **Teamwork**  **Communication**  … through identifying data and creating mind-map and display materials. |
| 42 | 4.2 The market | How businesses use market segmentation to target customers:   * identifying market segments:   o location  o demographics  o lifestyle  o income  o age. | | * Teacher plans to ensure that student understand market segments are groups of customers with different characteristics. * Students use a series of resources looking at customers and market segments. For example, they look at the Yellow Pages or Thomson Local Directory to identify 20 different businesses and write down what type of customers these businesses might have. They match market segments with types of business, using photographs and examples. | | * See Nuffield-BP *Business and Economics Teachers’ Resource Pack* Activity – ‘Which segment?’ (p26). | **Interpretation**  **Analysis**  **Executive function**  … being presented with market and customer data and being required to make decisions. | **Teamwork**  **Interpersonal**  **Communication**  … through team exercise examining marketing and customer information and arriving at a decision. |
| 43 | 4.3 The marketing mix | Product:   * development of a new product/service * the difference between goods and services * packaging and its importance | | * Teacher-led introduction to the marketing mix, stressing the significance of each element, and the fact that it is the ‘mix’ that needs to be right for individual businesses. * Student research into different products. | | * This [resource](https://www.tutor2u.net/business/reference/marketing-mix-introduction) is useful and contains links to other materials and activities | **Reasoning**  **Critical thinking**  **Problem solving**  … being presented with business data. | **Self-direction**  **Perseverance**  … through opportunities for case study work to consolidate knowledge. |
| 44 | 4.3 The marketing mix | Product:   * product life cycle – main phases and   extension strategies (contd.)   * managing and reviewing the product portfolio (Boston matrix). | | * Teacher-led introduction into the product life cycle. Presentation explaining the key features and phases. * Teacher provides examples of different products with different product life cycles. * Teacher-led introduction into the Boston Matrix. Presentation explaining the key features. Examples of different types of product. | | * This [resource](https://www.tutor2u.net/business/reference/marketing-mix-introduction) is useful and contains links to other materials and activities | **Reasoning**  **Critical thinking**  **Problem solving**  … being presented with business data. | **Self-direction**  **Perseverance**  … through opportunities for case study work to consolidate knowledge. |
| 45 | 4.3 The marketing mix | Price:   * the main pricing strategies and when they might be applied:   o cost plus  o penetration  o competition  o skimming  o promotional. | | * Teacher creates presentation showing different products with different prices. Example – local takeaway pizza/meal, Rolex watch, mobile phone, house/apartment, etc. * Students encouraged to consider the factors that have contributed to the different prices charged. | | * This [resource](https://www.tutor2u.net/business/reference/marketing-mix-introduction) is useful and contains links to other materials and activities | **Reasoning**  **Critical thinking**  **Problem solving**  … being presented with business data. | **Self-direction**  **Perseverance**  … through opportunities for case study work to consolidate knowledge. |
| 46 | 4.3 The marketing mix | Place – distribution channels:   * methods of distribution   o retailers  o e-tailers (e-commerce). | | * Teacher-led introduction into ‘place’ and distribution methods. | | * This [resource](https://www.tutor2u.net/business/reference/marketing-mix-introduction) is useful and contains links to other materials and activities | **Reasoning**  **Critical thinking**  **Problem solving**  … being presented with business data. | **Self-direction**  **Perseverance**  … through opportunities for case study work to consolidate knowledge. |
| 47 | 4.3 The marketing mix | Promotion:   * promotion strategies for different market segments:   o advertising  o sponsorship  o product trials  o special offers  o branding   * above the line and below the line promotion techniques | | * Groups to identify as many methods of promotion as possible. Record findings. Collate class results. * Teacher explanation of the role and nature of promotion. | | * Independent research activity to select a business and identify how this business’ promotional activity. | **Reasoning**  **Critical thinking**  **Problem solving**  … being presented with business data. | **Self-direction**  **Perseverance**  … through opportunities for case study work to consolidate knowledge. |
| 48 | 4.3 The marketing mix | Promotion:   * public relations – improving company image/brand * the use of technology in promotion:   o targeted advertising online  o viral advertising via social media  o e-newsletters   * the importance of a brand. | | * Web-based research lesson to identify different examples of promotion. * ‘What’s your brand’ exercise. Teacher defines brand so students are clear that this is something to distinguish a product in a market and against competitors. Students identify what their own distinguishing traits are – what teachers know/think about them. * How the marketing mix helps to build a brand. * Video – Gerald Ratner speech (1991) – led to collapse of the Ratner brand.      * Consider the impact of changing technology on businesses marketing mix. For example, takeaways that offer online ordering. What if they did not offer this service? | | * Flipchart paper – outline of a person. Students add words to identify their own ‘brand’. * Video – Gerald Ratner (1991) – shows how a brand can be easily damaged. | **Reasoning**  **Critical thinking**  **Problem solving**  … being presented with business data. | **Self-direction**  **Perseverance**  … through opportunities for case study work to consolidate knowledge. |
| 49 | 4.3 The marketing mix | Branding project | | * Independent project. Students choose a business and research how the brand is developed and promoted. All students create a one page summary. Teacher creates a wall display of all examples. | |  | **Reasoning**  **Critical thinking**  **Analysis**  **Problem solving**  **Executive function**  … being presented with product and branding information and using this to arrive at a decision. | **Self-direction**  **Communication**  **Collaboration**  **Teamwork**  … through opportunities for individual work and team-based exercises examining market and branding information and arriving at decisions. |
| 50 | **Topic 4**  Revision and practice assessment | | | | | | | |
| 51 | **Topic 5 Business operations**  5.1 Economies and diseconomies of scale | Economies of scale:   * internal (falling average total costs as output increases) * external (falling average total costs due to external factors)   Diseconomies of scale   * limits of growth | | * Teacher-led introduction – economies of scale means ‘the advantage of being big’. * Brainstorm – what are the advantages for a business of operating on a large scale. * Case study examples – students to practice calculations for average total costs. * Examples of how inefficiencies can occur with larger businesses – co-ordination and control issues. | | * This video is for AS Level but is useful for this topic: https://www.tutor2u.net/business/reference/economies-of-scale-video | **Reasoning**  **Critical thinking**  **Analysis**  … being presented with market research data and using this to arrive at a decision. | **Self-direction**  **Communication**  **Collaboration**  **Teamwork**  … through opportunities for individual work and team-based exercises. |
| 52 | 5.2 Production | Production processes:   * different types:   o job  o batch  o flow   * labour and capital intensive production * the impact of different types of production * calculation of productivity and the impact of productivity improvements | | * Teacher-led explanation of different methods. * Exercises to demonstrate each of the different methods. * Visit – arrange a visit to a local manufacturing business to identify the types of production process involved. | | * Useful introduction to job, batch and flow production https://www.youtube.com/watch?v=CLPFG5QCx0g | **Reasoning**  **Critical thinking**  **Analysis**  **Problem solving**  **Executive function**  … being presented with production information and using this to arrive at a decision. | **Communication**  **Collaboration**  **Teamwork**  … through opportunities for individual work and team-based exercises examining market research data and arriving at decisions. |
| 53 | 5.2 Production | Production methods: development | | * Teacher-led explanation of different methods. | | * Useful introduction to job, batch and flow production” https://www.youtube.com/watch?v=CLPFG5QCx0g | **Adaptive learning**  **Reasoning** | **Self-direction**  … through individual study. |
| 54 | 5.2 Production | Principles of lean production:   * just-in-time (JIT) * Kaizen * the importance of using resources effectively. | | * Teacher-led explanation of different methods. | | * Video – Just-in-time at Toyota - https://www.youtube.com/watch?v=FkVJ5no4UlA | **Reasoning**  **Critical thinking**  **Analysis**  **Problem solving**  **Executive function**  … being presented with production information and using this to arrive at a decision. | **Self-direction**  … through individual case study work to consolidate understanding. |
| 55 | 5.2 Production | Principles of lean production (contd.):   * just-in-time (JIT) * Kaizen | | * Independent case study work to consolidate understanding. | | * See study notes <https://www.tutor2u.net/business/reference/production-lean-production-gcse> | Adaptive learning  Reasoning | Self-direction  … through individual case study work to consolidate. |
| 56 | 5.2 Production | Impact of technology in production:   * use of robotics * balancing cost, productivity, quality and flexibility. | | * Introduction to a fully automated world - this [video](https://www.theguardian.com/sustainable-business/video/2016/feb/17/last-job-on-earth-automation-robots-unemployment-animation-video) can be used as a stimulus to introduce the topic. * Lots of resources and topical examples exist on the rise of robotics in business. Teacher to select sources relevant to school/context/ topic. * Video – <https://www.youtube.com/watch?v=gY7t7jWVa1Y> (from 4:05 onwards) | | * Video – <https://www.youtube.com/watch?v=gY7t7jWVa1Y> | Critical thinking  Analysis  Problem solving  … being presented with business data. | Creativity  Teamwork  Interpersonal  Communication  … through identifying data and creating mind-map and display materials. |
| 57 | 5.3 Factors of production | Changing relationships between enterprise, capital, land, and labour:   * difference between capital-intensive and labour-intensive activities. | | * Students create a mind map on factors of production. * Case study work looking at the distinction between capital-intensive and labour-intensive activities. | | * Tutor2U provide a useful resource on the topic: https://www.tutor2u.net/economics/reference/factors-of-production | Interpretation  Analysis  … being presented with different data from business and government. | Teamwork  Interpersonal  Communication  … through debating different options for government decisions. |
| 58 | 5.4 Quality | The concept of quality and its importance in:   * the production of goods and the provision of services:   o quality control  o total quality management (TQM)   * allowing a business to gain a competitive advantage. | | * Teacher-led introduction: how do businesses ensure ‘quality’. Brainstorm ideas from students. * Teacher displays ‘Quality Control’ and ‘Total Quality Management’. Groups prepare short presentation on what they believe these two methods to be, and what the difference between them might be. * Case study work. | | * This [resource](https://www.tutor2u.net/business/reference/quality-assurance) is useful and contain links to other related resources. | Critical thinking  … using different information and synthesising this information to make judgements. | Self-direction  Initiative  .. through individual web research. |
| 59 | 5.4 Quality | Project: how quality is used by businesses to gain a competitive advantage | | * Independent work – student chooses a business and investigates quality assurance processes. | | * Quality Assurance [video](https://www.tutor2u.net/business/reference/quality-management-quality-assurance) | Reasoning  Critical thinking  Analysis  Problem solving  Executive function  … being presented with business information and using this to arrive at a decision. | Self-direction  Communication  Collaboration  Teamwork  … through opportunities for individual work and team-based exercises examining business information and arriving at decisions. |
| 60 | **Topic 5**  Revision and practice assessment | | | | | | | |
| 61-72 | **Revision and final exams** – emphasis on exam technique and using the taxonomy of command words shown in the Specification (Appendix 2, p31). Make use of Sample Assessment Materials and Extra Assessment Materials. | | | | | | | |
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