

<p>Spring 2</p>	<p>1.3.4 Sources of business finance</p> <p>Topic 1.4 Making the business effective</p> <p>1.4.1 The options for start-up and small businesses</p> <p>1.4.2 Business location</p>	<p>Knowledge/skills:</p> <p>Sources of finance for a start-up or established small business:</p> <ul style="list-style-type: none"> • Short-term sources: overdraft and trade credit • Long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowd funding. <p>Knowledge/skills:</p> <p>The types of business ownership for start-ups:</p> <ul style="list-style-type: none"> • Sole trader, partnership, private limited company. • The advantages and disadvantages of each type of business ownership. <p>The option of starting up and running a franchise operation:</p> <p>The advantages and disadvantages of franchising.</p> <p>Knowledge/skills:</p> <p>Factors influencing business location:</p> <ul style="list-style-type: none"> • Proximity to: market, labour, materials and competitors • Nature of the business activity <p>The impact of the internet on location decisions: e-commerce and/or fixed premises.</p>	<p>End of topic test (Multiple choice through to longer extended questions to mirror the final exams).</p> <p>Revision 10 questions as lesson starters.</p> <p>Franchising is it a good opportunity? Students select an established business from the BFA (British Franchise Association) or Franchise Direct. They will promote the idea of a franchise to attract <i>suitable</i> people to invest in the business (designed in the form of a leaflet). Peer assessed.</p> <p>Business start-up extended answer exam questions. Teacher assessed.</p> <p>Students to use Google Earth to take a virtual visit/walk into the local town centre/high street (Loddon) to identify features of location which are important to different businesses. They the select a location for a new start-up. Peer assessed.</p>	<p>Understanding franchising as an alternative route into running a business provides students with a greater perspective of business activity and helps them make informed decisions when applying for employment opportunities.</p>
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	<p>1.4.3 The marketing mix</p>	<p>Knowledge/skills:</p> <p>What the marketing mix is and the importance of each element:</p> <ul style="list-style-type: none"> • Price, product, promotion, place. • Balancing the marketing mix based on the competitive environment. • The impact of changing consumer needs on the marketing mix. • The impact of technology on the marketing mix: e-commerce, digital communication. 	<p>Students look at a case study in the media based on a small and large business, examining the factors that may affect their marketing mix and evaluating whether the mix would change if the business was different.</p> <p>Teacher assessed.</p>	
<p>Summer 1</p>	<p>1.4.4 Business plans</p>	<p>Knowledge/skills:</p> <p>The role and importance of a business plan:</p> <ul style="list-style-type: none"> • To identify: the business idea; business aims and objectives; target market (market research); forecast revenue, cost and profit; cash-flow forecast; sources of finance; location; marketing mix. <p>The purpose of planning business activity:</p> <p>The role and importance of a business plan in minimising risk and obtaining finance.</p>		<p>Business day trip to the Eleveden Estate to look at the way the framing industry operates and sustainable business. This provides talks from industry professionals and an enterprise challenge for students to participate in with other students from other schools.</p>

	<p>1.5.3 Legislation and business</p>	<p>Knowledge/skills:</p> <p>The purpose of legislation:</p> <ul style="list-style-type: none"> • Principles of consumer law: quality and consumer rights • Principles of employment law: recruitment, pay, discrimination, and health and safety <p>The impact of legislation on businesses:</p> <ul style="list-style-type: none"> • Cost • Consequences of meeting and not meeting these obligations. 		
<p>Summer 2</p>	<p>1.5.4 The economy and business</p> <p>1.5.5 External influences</p>	<p>Knowledge/skills:</p> <p>The impact of the economic climate on businesses:</p> <p>Unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates.</p> <p>Knowledge/skills:</p> <p>The importance of external influences on business:</p> <p>Introducing the idea that some factors beyond the business can impact on the business.</p> <p>Possible responses by the business to changes in:</p> <p>Technology, legislation, the economic climate.</p>	<p>Shared document providing questions on terms and definitions relating to taxation and exchange rates. Self-assessment against stored answers.</p> <p>Analysing the welfare state, taking the role of a political party standing for election, providing a manifesto in groups linked to the use of taxation and how changes may impact on the social and economic issues facing the country. Peer assessed based.</p>	<p>How the electoral system works and the influencing factors that shape the economy. This topic helps students to develop a mature awareness of how economic activity is likely to impact on their lives.</p>

Hobart High School Key Stage 4 Curriculum Map – Year 11

Department / Syllabus link: Business – GCSE Business (Edexcel) Theme 2.

	GCSE Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	<p>Topic 2.1 Growing the business</p> <p>2.1.1 Business growth</p>	<p>Knowledge/skills:</p> <p>Methods of business growth and their impact:</p> <ul style="list-style-type: none"> • Internal (organic) growth: new products (innovation, research and development), new markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas). • External (inorganic) growth: merger, takeover. <p>The types of business ownership for growing businesses:</p> <ul style="list-style-type: none"> • Public limited company (plc). <p>Sources of finance for growing and established businesses:</p> <ul style="list-style-type: none"> • Internal sources: retained profit, selling assets. 	<p>End of topic test (Multiple choice through to longer extended questions to mirror the final exams).</p> <p>Revision 10 questions as lesson starters.</p> <p>The Year 10 and Year 11 Business students have an opportunity to participate in a stock market competition. They get to invest £10,000 and choose up to 10 companies listed in the top 250 on the London Stock Exchange. 2019 has been a turbulent year for the UK economy and the students get to see how these events impact on their investments. Student self-assessment.</p> <p>Individual topic questions which finish in an extended exam question. Teacher assessed.</p>	<p>Pupils have an opportunity to invest a fictitious budget in the stock market, this provides a deeper understanding of how businesses grow and the other ways of investing money. As part of the competition students are encouraged to discuss the competition with parent or carers which creates a positive dialogue.</p>

	<p>2.1.4 Ethics, the environment and business</p>	<ul style="list-style-type: none"> • Tariffs. • Trade blocs. <p>How businesses compete internationally:</p> <ul style="list-style-type: none"> • The use of the internet and e-commerce. • Changing the marketing mix to compete internationally. <p>Knowledge/skills:</p> <p>The impact of ethical and environmental considerations on businesses:</p> <ul style="list-style-type: none"> • How ethical considerations influence business activity: possible trade-offs between ethics and profit. • How environmental considerations influence business activity: possible trade-offs between the environment, sustainability and profit. • The potential impact of pressure group activity on the marketing mix. 		
<p>Autumn 2</p>	<p>Topic 2.2 Making marketing decisions</p> <p>2.2.1 Product</p>	<p>Knowledge/skills:</p> <p>The design mix:</p> <ul style="list-style-type: none"> • Function, aesthetics, cost. <p>The product life cycle:</p>	<p>End of topic test (Multiple choice through to longer extended questions to mirror the final exams).</p> <p>Revision 10 questions as lesson starters.</p> <p>Product life cycle assessment – to define and explain with examples the various stages. Teacher assessed.</p>	

	<p>2.2.2 Price</p> <p>2.2.3 Promotion</p> <p>2.2.4 Place</p> <p>2.2.5 Using the marketing mix to make business decisions</p>	<ul style="list-style-type: none"> • The phases of the product life cycle. • Extension strategies. <p>The importance to a business of differentiating a product/service.</p> <p>Knowledge/skills:</p> <p>Price:</p> <ul style="list-style-type: none"> • pricing strategies • Influences on pricing strategies: technology, competition, market segments, product life cycle. <p>Knowledge/skills:</p> <p>Promotion:</p> <ul style="list-style-type: none"> • Appropriate promotion strategies for different market segments: advertising, sponsorship, product trials, special offers, branding. • The use of technology in promotion: targeted advertising online, viral advertising via social media, e-newsletters. <p>Knowledge/skills:</p> <p>Place:</p> <ul style="list-style-type: none"> • Methods of distribution: retailers and e-tailers (e-commerce). <p>Knowledge/skills:</p> <ul style="list-style-type: none"> • How each element of the marketing mix can influence other elements? 	<p>Guerrilla Marketing a new product. Peer assessment.</p> <p>Short topic tests. Extended exam answer questions. Student self-assess against answer bank and teacher assessment.</p> <p>Mock exams for Theme 1 and 2 – Teaches assessed.</p>	
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	2.3.3 Managing quality	<ul style="list-style-type: none">• The impact of logistics and supply decisions on: costs, reputation, customer satisfaction. <p>Knowledge/skills:</p> <p>The concept of quality and its importance in:</p> <ul style="list-style-type: none">• The production of goods and the provision of services: quality control and quality assurance.• Allowing a business to control costs and gain a competitive advantage.		
Spring 1	2.3.4 The sales process	<p>Knowledge/skills:</p> <p>The sales process:</p> <ul style="list-style-type: none">• Product knowledge, speed and efficiency of service, customer engagement, responses to customer feedback, post-sales service. <p>The importance to businesses of providing good customer service.</p>		

	<p>Topic 2.4 Making financial decisions</p> <p>2.4.1 Business calculations</p>	<p>Knowledge/skills:</p> <p>The concept and calculation of:</p> <ul style="list-style-type: none"> • Gross profit. • Net profit. • Gross profit margin. • Net profit margin. • Average rate of return. 	<p>End of topic test (Multiple choice through to longer extended questions to mirror the final exams).</p> <p>Revision 10 questions as lesson starters.</p> <p>Shared documents providing questions on terms and definitions. Self-assessment against stored answers.</p>	
	<p>2.4.2 Understanding business performance</p>	<p>Knowledge/skills:</p> <p>The use and limitations of financial information in:</p> <ul style="list-style-type: none"> • Understanding business performance. • Making business decisions. 		
	<p>Topic 2.5 Making human resource decisions</p> <p>2.5.1 Organisational structures</p>	<p>Knowledge/skills:</p> <p>Different organisational structures and when each are appropriate:</p> <ul style="list-style-type: none"> • Hierarchical and flat. • Centralised and decentralised. <p>The importance of effective communication:</p>	<p>End of topic test (Multiple choice through to longer extended questions to mirror the final exams).</p> <p>Milltech engineering – designing an organisational structure and answering questions the roles and responsibilities held by employees. Teacher assessed.</p> <p>Recruitment portfolio, designing a CV, applying for 2 specific vacancies,</p>	<p>The recruitment exercise helps students to design a CV and to understand</p>

	<p>2.5.2 Effective recruitment</p>	<ul style="list-style-type: none"> • The impact of insufficient or excessive communication on efficiency and motivation. • Barriers to effective communication. <p>Different ways of working:</p> <ul style="list-style-type: none"> • Part-time, full-time and flexible hours. • Permanent, temporary, and freelance contracts. • The impact of technology on ways of working: efficiency, remote working. <p>Knowledge/skills:</p> <p>Different job roles and responsibilities:</p> <ul style="list-style-type: none"> • Key job roles and their responsibilities: directors, senior managers, supervisors/team leaders, operational and support staff. <p>How businesses recruit people:</p> <ul style="list-style-type: none"> • Documents: person specification and job description, application form, CV. • Recruitment methods used to meet different business needs (internal and external recruitment). 	<p>sifting from the class applications and short listing. Self-assessment.</p> <p>Designing a job advert for Marks and Spencer. Teacher assessed.</p> <p>Revision 10 questions as lesson starters.</p> <p>Motivational theory exercise using Maslow’s Hierarchy of needs and McGregor’s X and Y theory and applying the theories to different work place scenarios. Teacher assessed.</p> <p>Shared documents providing questions on terms and definitions. Self-assessment against stored answers.</p>	<p>the way a business will recruit, which will help them tailor their approach for more a positive outcome. The task makes the whole process of recruitment very real and the students will feel what it is like to be short listed and how to develop techniques to be more successful both as an applicant and as an employer in the future.</p>
<p>Spring 2</p>	<p>2.5.3 Effective training and development</p>	<p>Knowledge/skills:</p> <p>How businesses train and develop employees:</p> <ul style="list-style-type: none"> • Different ways of training and developing employees: formal and informal training, self-learning, ongoing training for all employees, use of target setting and performance reviews. 		

	<p>2.5.4 Motivation</p> <p>Exam skills/end</p>	<p>Why businesses train and develop employees:</p> <ul style="list-style-type: none"> • The link between training, motivation and retention. • Retraining to use new technology. <p>Knowledge/skills:</p> <p>The importance of motivation in the workplace:</p> <ul style="list-style-type: none"> • Attracting employees, retaining employees, productivity. <p>How businesses motivate employees:</p> <ul style="list-style-type: none"> • Financial methods: remuneration, bonus, commission, promotion, fringe benefits. • Non-financial methods: job rotation, job enrichment, autonomy. <p>Knowledge/skills:</p> <p>Revision of topics and final examination skills practice.</p>		<p>Gaining an awareness of what motivates them as people and what they could do to motivate others when they are in leadership positions or positions of authority or responsibility.</p>
<p>Summer 1</p>	<p>Exam skills/end</p>	<p>Knowledge/skills:</p> <p>Revision of topics and final examination skills practice.</p>	<p>Revision 10 questions as lesson starters.</p> <p>Short and extended exam questions with a combination of self-assessment and teacher assessment.</p>	
<p>Summer 2</p>	<p>Exam skills/end</p>	<p>Knowledge/skills:</p> <p>Revision of topics and final examination skills practice.</p>	<p>Revision 10 questions as lesson starters.</p> <p>Short and extended exam questions with a combination of self-</p>	

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