

Department / Syllabus Link: Business – GCSE Business (Edexcel) Theme 1.

	GCSE Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	Topic 1.1 Enterprise and entrepreneurship 1.1.1 The dynamic nature of business 1.1.2 Risk and reward 1.1.3 The role of business enterprise	 Knowledge/skills: Why and how new business ideas come about: Changes in technology. Changes in what consumers want. Products and services becoming obsolete. How new business ideas come about: Original ideas Adapting existing products/services/ideas Knowledge/skills: Risk: business failure, financial loss, lack of security. Reward: business success, profit, independence. Knowledge/skills: The role of business enterprise and the purpose of business activity: To produce goods or services. To meet customer needs. To add value: convenience, branding, quality, design, unique selling points. The role of entrepreneurship: 	 End of topic test (Multiple choice through to longer extended questions to mirror the final exams). Revision 10 questions as lesson starters. Shared document where students will be reviewing technologies in existing businesses and evaluating (using written judgements) whether those businesses have a product or service that may become obsolete. Teacher assessed. Half term teacher assessment where students to choose a small business and produce a report that answers a specific question from one of the following: 1. How does your Small or medium business meet customer needs and what is the most important way they do? How does your small or medium business add value and what is the most important way they do it? 	There is an opportunity to choose a small business to study for the half-term assessment report. This helps students consider the local business community. The enterprise task offers a challenge for students to create, produce and advertise a product or service. Students have an opportunity to pitch and present their ideas with a view to being selected to run their enterprise at the school open evening.

		Knowing the characteristics of an entrepreneur: organises resources, makes business decisions, takes risks.	Analysing an entrepreneur – identifying and selecting appropriate evidence to demonstrate entrepreneurial characteristics. Peer assessed.	
Autumn 2	Topic 1.2 Spotting a business opportunity 1.2.1 Customer needs	 Knowledge/skills: Identifying and understanding customer needs: What customer needs are: price, quality, choice, convenience. The importance of identifying and understanding customers: Generating sales and business survival. 	End of topic test (Multiple choice through to longer extended questions to mirror the final exams). Revision 10 questions as lesson starters. Enterprise challenge – Subway competition or cake/biscuit design. Peer assessed.	The enterprise task offers a challenge for students to work in groups to create, produce and advertise a product or service. Students have an opportunity to pitch and present their ideas with a view to being selected
	1.2.2 Market research	 Knowledge/skills: The purpose of market research: To identify and understand customer needs. To identify gaps in the market. To reduce risk. 		to run their enterprise at the school open evening.
		 To inform business decisions. Types of market research: Methods of primary research: survey, questionnaire, focus group, observation Methods of secondary research: Internet, market reports, government reports The use of qualitative and quantitative market research data. 		
		The role of social media in collecting market research data.		

		The importance of the reliability of market research data.		
	1.2.3 Market segmentation	Knowledge/skills:		
		How businesses use market segmentation to target customers:		
		 Identifying market segments: location, demographics, lifestyle, income, age. Market mapping to identify a gap in the market and the competition. 		
	1.2.4 The competitive environment	Knowledge/skills:		
		Understanding the competitive environment:		
		 Strengths and weaknesses of competitors based on: price, quality, location, product range and customer service. 		
		The impact of competition on business decision making.	KFC SWOT analysis. Teacher assessment.	
Spring 1	Topic 1.3 Putting a business idea into practice		End of topic test (Multiple choice through to longer extended	Modelling a business's finances provides
	1.3.1 Business aims and	Knowledge/skills:	questions to mirror the final exams).	student with an insight into the real income and
	objectives	What business aims and business objectives are?	Revision 10 questions as lesson starters.	expenditure attached to running a small business,
		Business aims and objectives when starting up:	Pink Panther aims and objectives	it will also cover fixed and variable costs which
		 Financial aims and objectives: survival, profit, sales, market share, financial security Non-financial aims and objectives: social 	(establishing the aims and objectives of a small independent record shop retailer). Teacher assessed.	helps students to learn the importance of budgeting.
		objectives, personal satisfaction, challenge, independence and control	Country Attire Revenue model with explanation tasks. Teacher assessed.	

	Why business aims and objectives differ between	
	businesses.	
1.3.2 Business revenues, costs		
and profits	Knowledge/skills:	
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	The second sector between the	
	The concept and calculation of:	
	Revenue	
	 Fixed and variable costs 	
	Total costs	
	 Profit and loss 	
	Interest	
	Interpretation of break-even diagrams:	
	interpretation of break-even diagrams.	
	• The impact of changes in revenue and costs	
	 Break-even level of output 	
	 Margin of safety 	
	 Profit and loss 	
1.3.3 Cash and cash-flow	Knowledge/skills:	
	The importance of cash to a business:	
	The importance of cash to a business.	
	To now examine a contract on a complexity of	
	• To pay suppliers, overheads and employees.	
	 To prevent business failure (insolvency). 	
	 The difference between cash and profit. 	
	Calculation and interpretation of cash-flow	
	forecasts:	
	Cash inflows	
	Cash outflows	
	Net cash-flow	
	 Opening and closing balances 	

Spring 2	1.3.4 Sources of business finance	Knowledge/skills:		
		Sources of finance for a start-up or established small business:		
		• Short-term sources: overdraft and trade credit		
		• Long-term sources: personal savings, venture		
		capital, share capital, loans, retained profit and crowd funding.		
	Topic 1.4 Making the business effective			
	1.4.1 The options for start-up		End of topic test (Multiple choice	Understanding
	and small businesses	Knowledge/skills:	through to longer extended questions to mirror the final exams).	franchising as an alternative route into
		The types of business ownership for start-ups:	Revision 10 questions as lesson	running a business provides students with a
		• Sole trader, partnership, private limited	starters.	greater perspective of
		company.		business activity and
		• The advantages and disadvantages of each type of business ownership.	Franchising is it a good opportunity? Students select an established business from the BFA (British	helps them make informed decisions when applying for employment
		The option of starting up and running a franchise operation:	Franchise Association) or Franchise Direct. They will promote the idea of	opportunities.
		operation.	a franchise to attract <u>suitable</u> people	
		The advantages and disadvantages of franchising.	to invest in the business (designed in the form of a leaflet). Peer assessed.	
	1.4.2 Business location	Knowledge/skills:	Business start-up extended answer	
		For the second second second second	exam questions. Teacher assessed.	
		Factors influencing business location:	Students to use Google Earth to take	
		Proximity to: market, labour, materials and	a virtual visit/walk into the local	
		competitors	town centre/high street (Loddon) to	
		Nature of the business activity	identify features of location which	
		The impact of the internet on location decisions: e-	are important to different businesses. They the select a	
		commerce and/or fixed premises.	location for a new start-up. Peer	
			assessed.	

	1.4.3 The marketing mix	 Knowledge/skills: What the marketing mix is and the importance of each element: 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. 	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. Teacher assessed.	
Summer 1	1.4.4 Business plans	 Knowledge/skills: The role and importance of a business plan: 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. The purpose of planning business activity: The role and importance of a business plan in minimising risk and obtaining finance. 		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.

Topic 1.5 Understanding		End of topic test (Multiple choice	A greater awareness of
external influences on		through to longer extended	topical issues (shale gas
business		questions to mirror the final exams).	as a sustainable energy
1.5.1 Business stakeholders	Kaandadaa (akillar	· · · · · · · · · · · · · · · · · · ·	source) which have an
1.5.1 Business stakenoiders	Knowledge/skills:	Revision 10 questions as lesson	impact on the business
	Who business stakeholders are and their different	starters.	world and the wider
	objectives:		general public.
	 Shareholders (owners), employees, customers, 	Shale Gas case study: Students will	
	managers, suppliers, local community, pressure	identify and explain stakeholders;	
	groups, the government	these are any group who are	
	groups, the government	affected by your activities, they may	
	Stakeholders and businesses:	be internal or external. Students will	
		explain how each of these groups	
	How stakeholders are affected by business	are affected by the exploration of	
	activity.	Shale Gas. Some groups may be in	
	How stakeholders impact business activity.	conflict (Some for and some against).	
	 Possible conflicts between stakeholder groups. 	Use this page for your explanations.	
		Teacher assessed.	
1.5.2 Technology and business	Knowledge/skills: Different types of technology used by business:	Business legislation leaflet: Students will design a leaflet using Publisher to inform and explain the legislation. Teacher assessed.	
	E-commerce Social media		
	 Digital communication 		
	Payment systems		
	• Fayment systems		
	How technology influences business activity in		
	terms of:		
	• Sales		
	• Costs		
	Marketing mix		
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	1.5.3 Legislation and business	Knowledge/skills:		
		The purpose of legislation:		
		 Principles of consumer law: quality and consumer rights Principles of employment law: recruitment, pay, discrimination, and health and safety 		
		The impact of legislation on businesses:		
		• Cost		
		• Consequences of meeting and not meeting these obligations.		
Summer 2	1.5.4 The economy and business	Knowledge/skills:	Shared document providing questions on terms and definitions	How the electoral system works and the
	business	The impact of the economic climate on businesses:	relating to taxation and exchange rates. Self-assessment against	influencing factors that shape the economy. This
		Unemployment, changing levels of consumer	stored answers.	topic helps students to
		income, inflation, changes in interest rates, government taxation, changes in exchange rates.	Analysing the welfare state, taking	develop a mature awareness of how
		government taxation, changes in exchange rates.	the role of a political party standing	economic activity is likely
	1.5.5 External influences	Knowledge/skills:	for election, providing a manifesto in groups linked to the use of taxation	to impact on their lives.
		The importance of external influences on business:	and how changes may impact on the social and economic issues facing the	
		Introducing the idea that some factors beyond the business can impact on the business.	country. Peer assessed based.	
		Possible responses by the business to changes in:		
		Technology, legislation, the economic climate.		

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	Topic 2.1 Growing the		End of topic test (Multiple choice	Pupils have an
	business		through to longer extended	opportunity to invest a
			questions to mirror the final exams).	fictitious budget in the
	2.1.1 Business growth	Knowledge/skills:		stock market, this
			Revision 10 questions as lesson	provides a deeper
		Methods of business growth and their impact:	starters.	understanding of how
		Ç .		businesses grow and the
		 Internal (organic) growth: new products 	The Year 10 and Year 11 Business	other ways of investing
		(innovation, research and development), new	students have an opportunity to	money. As part of the
		markets (through changing the marketing mix or	participate in a stock market	competition students are
		taking advantage of technology and/or expanding	competition. They get to invest	encouraged to discuss
		overseas).	£10,000 and choose up to 10	the competition with
		• External (inorganic) growth: merger, takeover.	companies listed in the top 250 on	parent or carers which
			the London Stock Exchange. 2019	creates a positive
		The types of business ownership for growing	has been a turbulent year for the UK	dialogue.
		businesses:	economy and the students get to see	
			how these events impact on their	
		• Public limited company (plc).	investments. Student self-	
			assessment.	
		Sources of finance for growing and established		
		businesses:	Individual topic questions which	
			finish in an extended exam question.	
		• Internal sources: retained profit, selling assets.	Teacher assessed.	

	 External sources: loan capital, share capital, including stock market flotation (public limited companies). 	Hotel case study looking at how a student will evaluate the financial options for growth and how they will rank and explain their choices based on the given options. Peer assessed.	
2.1.2 Changes in business aims and objectives	Knowledge/skills:	Lego and Mattel case study evaluating the impact of operating on a global market and the challenges faced when facing	Ethical awareness.
	Why business aims and objectives change as businesses evolve:	negative publicity for their behaviour. Students assess the impact on brand appeal and the	
	 In response to: market conditions, technology, performance, legislation, internal reasons. 	ethical responsibilities a business could and should have. Teacher assessed.	
	How business aims and objectives change as businesses evolve:		
	 Focus on survival or growth. Entering or exiting markets. Growing or reducing the workforce Increasing or decreasing product range. 		
2.1.3 Business and globalisation	Knowledge/skills:		
	The impact of globalisation on businesses:		
	 Imports: competition from overseas, buying from overseas 		
	 Exports: selling to overseas markets Changing business locations Multinationals. 		
	Barriers to international trade:		

	2.1.4 Ethics, the environment and business	 Tariffs. Trade blocs. How businesses compete internationally: The use of the internet and e-commerce. Changing the marketing mix to compete internationally. Knowledge/skills: The impact of ethical and environmental considerations on businesses: 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. 		
Autumn 2	Topic 2.2 Making marketing decisions 2.2.1 Product	Knowledge/skills: The design mix: • Function, aesthetics, cost. The product life cycle:	End of topic test (Multiple choice through to longer extended questions to mirror the final exams). Revision 10 questions as lesson starters. Product life cycle assessment – to define and explain with examples the various stages. Teacher assessed.	

 The phases of the product life cycle. 	Guerrilla Marketing a new product.
Extension strategies.	Peer assessment.
The importance to a business of differentiating a product/service.	Short topic tests. Extended exam answer questions. Student self- assess against answer bank and
	teacher assessment.
Knowledge/skills:	
Price:	Mock exams for Theme 1 and 2 – Teaches assessed.
 pricing strategies Influences on pricing strategies: technology, competition, market segments, product life cycle. 	
Knowledge/skills:	
Promotion:	
 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. 	
Knowledge/skills:	
 Place: Methods of distribution: retailers and e-tailers (e-commerce). 	
Knowledge/skills:	
How each element of the marketing mix can influence other elements?	
	The importance to a business of differentiating a product/service. Knowledge/skills: Price: • pricing strategies • Influences on pricing strategies: technology, competition, market segments, product life cycle. Knowledge/skills: Promotion: • 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. Knowledge/skills: Place: • Methods of distribution: retailers and e-tailers (e-commerce). Knowledge/skills: • How each element of the marketing mix can

Topic 2.3 Making operational decisions	 Using the marketing mix to build competitive advantage. How an integrated marketing mix can influence competitive advantage. 		
2.3.1 Business operations	Knowledge/skills: The purpose of business operations:	End of topic test (Multiple choice through to longer extended questions to mirror the final exams).	
	To produce goods.To provide services.	Revision 10 questions as lesson starters.	
	 Production processes: Different types: job, batch, flow. The impact of different types of production processes: keeping productivity up and costs down and allowing for competitive prices. 	Supplier relationships, episodes of the 'Inside the factory' on BBC iPlayer. Questions relating to supply decisions, logistics and costs and how they can create economies of scale. Teacher assessed.	
	Impacts of technology on production:		
2.2.2 Monting with supplices	• Balancing cost, productivity, quality and flexibility.		
2.3.2 Working with suppliers	Knowledge/skills:		
	Managing stock:		
	Interpretation of bar gate stock graphs.The use of just in time (JIT) stock control.		
	The role of procurement:		
	 Relationships with suppliers: quality, delivery (cost, speed, reliability), availability, cost, trust. 		

	2.3.3 Managing quality	 The impact of logistics and supply decisions on: costs, reputation, customer satisfaction. Knowledge/skills: The concept of quality and its importance in: 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	 Knowledge/skills: The sales process: Product knowledge, speed and efficiency of service, customer engagement, responses to customer feedback, post-sales service. The importance to businesses of providing good customer service. 	

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Topic 2.4 Making financial decisions 2.4.1 Business calculations 2.4.2 Understanding business performance Topic 2.5 Making human resource decisions 2.5.1 Organisational	Knowledge/skills: The concept and calculation of: • Gross profit. • Net profit. • Gross profit margin. • Net profit margin. • Average rate of return. Knowledge/skills: The use and limitations of financial information in: • Understanding business performance. • Making business decisions.	End of topic test (Multiple choice through to longer extended questions to mirror the final exams). Revision 10 questions as lesson starters. Shared documents providing questions on terms and definitions. Self-assessment against stored answers. End of topic test (Multiple choice through to longer extended questions to mirror the final exams).	
	Knowledge/skills:	through to longer extended questions to mirror the final exams).	
	Different organisational structures and when each are appropriate:	Milltech engineering – designing an organisational structure and answering questions the roles and responsibilities held by employees.	
	Hierarchical and flat.Centralised and decentralised.	Teacher assessed. Recruitment portfolio, designing a	The recruitment exercise
	The importance of effective communication:	CV, applying for 2 specific vacancies,	helps students to design a CV and to understand

	2.5.2 Effective recruitment	 The impact of insufficient or excessive communication on efficiency and motivation. Barriers to effective communication. Different ways of working: Part-time, full-time and flexible hours. Permanent, temporary, and freelance contracts. The impact of technology on ways of working: efficiency, remote working. Knowledge/skills: Different job roles and responsibilities: directors, senior managers, supervisors/team leaders, operational and support staff. How businesses recruit people: Documents: person specification and job description, application form, CV. Recruitment methods used to meet different business needs (internal and external recruitment) Distance of the staff. 	sifting from the class applications and short listing. Self-assessment. Designing a job advert for Marks and Spencer. Teacher assessed. Revision 10 questions as lesson starters. 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. Shared documents providing questions on terms and definitions. Self-assessment against stored answers.	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.
development	2.5.3 Effective training and development	Knowledge/skills:		
1		2.5.3 Effective training and	communication on efficiency and motivation.Barriers to effective communication.Different ways of working:• Part-time, full-time and flexible hours.• Permanent, temporary, and freelance contracts.• The impact of technology on ways of working: efficiency, remote working.2.5.2 Effective recruitmentKnowledge/skills: Different job roles and responsibilities: error managers, supervisors/team leaders, operational and support staff.How businesses recruit people: • Documents: person specification and job description, application form, CV. • Recruitment).2.5.3 Effective training and developmentKnowledge/skills: How businesses train and develop employees: • Different ways of training and developing employees: formal and informal training, self-	communication on efficiency and motivation. and short listing. Self-assessment. Barriers to effective communication. Besigning a job advert for Marks and Spencer. Teacher assessed. Revision 10 questions as lesson starters. Different ways of working: Part-time, full-time and flexible hours. Permanent, temporary, and freelance contracts. The impact of technology on ways of working: efficiency, remote working. 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. 2.5.2 Effective recruitment Knowledge/skills: Different job roles and responsibilities: directors, senior managers, supervisors/team leaders, operational and support staff. Shared documents providing questions on terms and definitions. Self-assessment against stored answers. 2.5.3 Effective training and development Notwalinesses recruit people: • Documents: person specification and job description, application form, CV. • Recruitment methods used to meet different business needs (internal and external recruitment). Knowledge/skills: How businesses train and develop employees: • Different ways of training and developing

	2.5.4 Motivation	 Why businesses train and develop employees: The link between training, motivation and retention. Retraining to use new technology. Knowledge/skills: The importance of motivation in the workplace: Attracting employees, retaining employees, productivity. How businesses motivate employees: Financial methods: remuneration, bonus, commission, promotion, fringe benefits. Non-financial methods: job rotation, job enrichment, autonomy. 		Gaining an awareness of what motivates them as people and what they could do to motivate others when they are in leadership positions or
	Exam skills/end	Knowledge/skills: Revision of topics and final examination skills practice.		positions of authority or responsibility.
Summer 1	Exam skills/end	Knowledge/skills: Revision of topics and final examination skills practice.	Revision 10 questions as lesson starters. Short and extended exam questions with a combination of self- assessment and teacher assessment.	
Summer 2	Exam skills/end	Knowledge/skills: Revision of topics and final examination skills practice.	Revision 10 questions as lesson starters. Short and extended exam questions with a combination of self-	

	assessment and teacher	
	assessment.	