

Programme of study for Year 11 GCSE Business

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
Topic / Big Question: 3.5 Marketing	Topic / Big Question: 3.6 Finance	Topic / Big Question: Business in the real world – Revision	Topic / Big Question: Revision Influences on Business - Revision	Topic / Big Question: Revision – Operations / Human resources	Topic / Big Question: Public exams
<p>Skills (students should be able to do):</p> <p>AO1: Demonstrate knowledge and understanding of business concepts and issues. AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts. AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.</p> <p>Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society</p> <ul style="list-style-type: none"> • Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts • develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems • Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds <ul style="list-style-type: none"> • Use an enquiring, critical approach to make informed judgements • investigate and analyse real business opportunities and issues to construct well-argued, well evidenced, balanced and structured arguments, demonstrating their depth and breadth and understanding of business • Develop and apply quantitative skills relevant to business, including using and interpreting data. 					
Key Learning Outcomes (students should know): The importance of identifying and satisfying customer needs Types of segmentation	Key Learning Outcomes (students should know): Methods businesses use to raise finance • Appropriateness of sources of finance • Importance of cash to businesses	Key Learning Outcomes (students should know): • Purpose of business • Reasons for starting a business • Basic functions and types of business • Business enterprise and	Key Learning Outcomes (students should know): E-commerce • Digital communication Ethical considerations Environmental considerations: • impact	Key Learning Outcomes (students should know): Methods of production Factors affecting choice of suppliers	Key Learning Outcomes (students should know): Knowledge of layout of exam paper 1 and 2

<p>Purpose of market research Collect information about:</p> <ul style="list-style-type: none"> • demand • competition • target market. <p>Methods of market research to include primary and secondary:</p> <ul style="list-style-type: none"> • questionnaires • surveys • interviews • focus groups • internet research • printed press eg newspapers. <p>Use of market research: information that may help decision making</p> <p>Pricing methods, including:</p> <ul style="list-style-type: none"> • price skimming • price penetration • competitive pricing • loss leader • cost-plus. <p>The factors that influence pricing decisions, including:</p> <ul style="list-style-type: none"> • costs • nature of the market • 	<ul style="list-style-type: none"> • Interpreting cash flow forecasts • Difference between cash and profit <p>Basic financial terms</p> <ul style="list-style-type: none"> • Basic financial calculations • Average rate of return • Break-even • Purpose of financial statements • <p>Components of financial statements •</p> <p>Interpretation of data given on financial statements</p>	<p>entrepreneurship •</p> <p>Dynamic nature of business</p> <ul style="list-style-type: none"> • Sole traders • Partnerships • Private limited companies (Ltd) • Public limited companies (plc) • Not-for-profit organisations <p>What are business aims and objectives •</p> <p>Purpose of setting objectives • Role of objectives in running a business • Changing objectives • Use of objectives in judging success</p> <p>Main stakeholders of businesses • Objectives of stakeholders •</p> <p>Impact of business activity on stakeholders •</p> <p>Impact and influence stakeholders have on businesses</p> <p>Factors influencing the location decision of a business</p> <ul style="list-style-type: none"> • The purpose of business planning • The main sections within a business plan • Basic 	<p>on traffic congestion • recycling • disposing of waste • noise and air pollution.</p> <p>Sustainability: • global warming • using scarce resources.</p> <ul style="list-style-type: none"> • Interest rates: • how fluctuating interest rates can affect businesses that rely on overdrafts and loans for finance • how fluctuating interest rates can affect consumer and business spending. • Level of employment • Consumer spending <p>How UK businesses compete internationally, offering:</p> <ul style="list-style-type: none"> • better designs • higher quality products at lower prices. <p>Exchange rates</p> <ul style="list-style-type: none"> • Employment law • Health and Safety law • Consumer law • Impact on businesses of operating in competitive markets • 	<p>The effects of procurement and logistics on a business</p> <p>The value of effective supply chain management</p> <p>Methods of maintaining consistent quality: Total quality management (TQM)</p> <p>Good customer service</p> <p>The ways in which advances in ICT have allowed customer services to develop</p> <p>Organisational structures</p> <p>The need for recruitment</p> <p>Importance of motivation in the workforce</p> <p>Importance of training the workforce</p>	
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<p>degree of competition • product life cycle.</p> <p>Product</p> <p>Product differentiation: • unique selling point (USP) • brand image.</p> <p>The product life cycle: • research and development</p> <p>• introduction, growth, maturity, decline,</p> <p>extension strategies: • updating packaging • adding more or different features • changing target market • advertising • price reduction.</p> <p>Product portfolio</p> <p>Promotional methods: • advertising, including: • newspapers • magazines • television • internet • billboards. • PR • sales promotion • point of sales displays • 2 for 1 offers • free gifts • samples • coupons • competitions. • sponsorship • social media. Factors</p>		<p>financial terms • Basic financial calculations</p> <p>• The purpose of business planning • The main sections within a business plan • Basic financial terms • Basic financial calculations</p>	<p>Uncertainty and risks businesses face</p>		
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<p>influencing the selection of the promotional mix:</p> <ul style="list-style-type: none"> • finance available • competitor actions • the nature of the product or service • the nature of the market • target market. <p>Reasons for promotion:</p> <ul style="list-style-type: none"> • inform/remind customers about the product • create or increase sales • create or change the image of the product • persuade customers to buy the product. <p>Place (the different channels of distribution used by businesses):</p> <ul style="list-style-type: none"> • retailers • wholesalers • telesales. <p>E-commerce and m-commerce</p> <ul style="list-style-type: none"> • Integrated nature of the marketing mix • Using the marketing mix to inform and implement business decisions. 					
<p>Autumn Term – centrally planned, standardised and teacher marked piece(s) of work 9 mark - Market research question Mock paper 2</p>	<p>Spring Term – centrally planned, standardised and teacher marked piece(s) of work 4 mark – Cashflow MCQs unit 1-6</p>	<p>Summer Term – centrally planned, standardised and teacher marked piece(s) of work Paper 2 Public Exams</p>			

MCQs unit 1-6		
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Building understanding: Rationale / breakdown for your sequence of lessons:
 Year 11 students start with learning Marketing and Finance which is covered in paper 2. This is sequenced with revision of 2 core units – Business in the Real world and Influences on Business which appear in both papers. We choose to deliver the units which cover paper 1 (Unit 1, 2, 3 & 4) followed by (Unit 1, 2, 4 & 5)
 This allows us to teach the more complex unit of Finance in Year 11 where students are more confident in the subject.
 We place great emphasis on the continuous development of key skills within our business curriculum. Through an interleaving approach, these skills are revisited and reinforced regularly, ensuring students' proficiency and retention.

Home – Learning: MCQ x 5	Home – Learning: MCQ x 5	Home – Learning: Workbook questions MCQs	Home – Learning: Workbook questions MCQs	Home – Learning: Workbook questions MCQs	Home – Learning: Workbook questions MCQs
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Reading / High Quality Text:
 Students are provided with case studies and in class reading using the AQA Textbook. The recommended reading list is shared with students and are encouraged to read The Business review available in the school library. Oracy is built into lessons and students identify key new vocabulary and log new words.

Numeracy:

Calculations in a business context, including:

- percentages and percentage changes
- averages
- revenue, costs and profit
- gross profit margin and net profit margin ratios
- average rate of return
- cash flow forecasts, including total costs, total revenue and net cash flow.
- Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions, including:
 - information from graphs and charts
 - profitability ratios (gross profit margin and net profit margin)
 - financial data, including profit and loss, average rate of return and cash flow forecasts
 - marketing data, including market research data
 - market data, including market share, changes in costs and changes in prices.

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

In order to engage our students and foster practical understanding, we incorporate real-world examples and case studies into our teaching. By illustrating business concepts and their applications in practical situations, students are able to relate theoretical knowledge to real-life scenarios, enhancing their comprehension and skills

Our hope is for FHS Business students to become informed consumers, employees, managers, and entrepreneurs of the future. The transferable skills gained through studying business would equip them to enter a wide range of careers. Studying business will lead to students becoming more informed citizens, consumers, employees, future employers and entrepreneurs. Studying Business can lead to specific job roles in:

- Business Development
- Marketing
- Recruitment
- Banking and finance
- Administration
- Accounting and Finance
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In addition, students are encouraged to independently pursue business related enrichment activities such as attending taster courses, masterclasses and lectures. These are promoted by teachers in lessons.