

GCSE



WJEC GCSE in BUSINESS

APPROVED BY QUALIFICATIONS WALES

GUIDANCE FOR TEACHING

Teaching from 2017



This Qualifications Wales regulated qualification is not available to centres in England.

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Introduction

The **WJEC GCSE Business specification** is available for first teaching from September 2017. The specification can be delivered and assessed in centres in Wales. It will be awarded for the first time in summer 2019.

The WJEC GCSE Business specification fully meets the demands of the subject content for Business and the regulator in Wales, Qualifications Wales.

This Guidance for Teaching is one of a number of ways in which WJEC provides assistance to teachers delivering this specification. Other useful resources are:

- Sample Assessment Materials (question papers and marking schemes)
- easy access to the specification and other key documents on the WJEC website
- CPD advice available via the WJEC website
- easy access to both the Subject Officer and to administrative sections
- digital resources on content available in Summer 2017 on our resource website
- guidance on delivering quantitative skills available in Spring 2017 on our resource website
- set of classroom posters available in Spring 2017 on our resource website

The principal aim of the Guidance for Teaching is to offer support to teachers in delivery of the new WJEC GCSE Business specification and offers guidance as to the requirements of the qualification and the assessment process.

The guidance is not intended as a comprehensive reference, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

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Subject page

<http://www.wjec.co.uk/qualifications/business-studies/r-business-gcse-2017/>

CPD has been delivered to assist in explaining the WJEC GCSE Business qualification. We will continue to deliver CPD in Wales for each year of the qualification.

Please use the following link to search for CPD events and make bookings:

<http://www.wjec.co.uk/teachers/teacher-support/face-to-face-courses-for-teachers>

Specification at a glance

The content is not divided into individual units. The specification is truly linear with 100% external assessment at the end of the 2 year course.

There are two units (examination papers):

Unit	Length of exam	Total marks	Qualification weighting
1 Business World	2 hours	100	62.5%
2 Business Perceptions	1 hour 30 mins	60	37.5%

The focus for each unit is the style of the examination paper:

- Unit 1 is a mixture of short and structured questions that cover a broad sample of the content. This examination paper is very similar to the exam paper used in the legacy qualification.
- Unit 2 is a data response paper. Learners are expected to apply their understanding of business content to specific contexts.

The content is divided into 6 areas:

Business activity
Influences on business
Business operations
Finance
Marketing
Human resources

The specification requires the development of a range of skills and these will be assessed in the examination papers:

- A minimum of 10% of total qualification marks will assess quantitative skills – these include the calculation and interpretation of quantitative data.
- Reading and using qualitative data in order to make informed judgements.
- Showing good business acumen.
- Apply knowledge and understanding to different business contexts.

Subject content

The subject content has been updated and greater amplification has been given.

Much of the content is the same and has been reorganised. In places the description of key terms may have changed but the concept is the same. The specification is much more detailed than previous specifications and it may look, at a glance, that there is more content, when actually the greater number of pages is due to the increased amplification.

The following table maps the new content against the old content. The left hand column lists the content from the new specification (note it does not list the amplification). The right hand column lists the coverage in the legacy specification (this will refer to both the specification and the teacher guidance document).

The empty rows in the right hand side column show where there is new content in the new specification. At times the legacy content is repeated against the new content, this shows how the new content has a greater level of amplification and guidance for teachers. The empty rows will also show the increased importance of applying knowledge and understanding to different business contexts.

Mapping the new specification content with the legacy content

2017 Specification		Legacy Specification / Guidance
Business activity		
The nature of business activity	The nature of business activity	An understanding of the dynamics of business activity that reflects the integrated nature of organisations.
	Use business data in a variety of different formats to understand business activity and aid problem solving and decision-making	Use a variety of presentation techniques as a means of presenting numerical data.
	Use mathematical techniques to calculate data in a business context	Construct cash flow forecasts, profit and loss accounts and break-even charts.
	Interpret qualitative and quantitative data in business contexts to solve problems and support, inform and justify business decisions	Present, interpret and use market research finding in written, numerical and graphical form in order to aid decision making.
Providing goods and services	The provision of goods and services for consumers and producers	Distinguish between goods and services. Classify goods and services into <ul style="list-style-type: none"> • consumer goods - single use and durable • producer/capital goods • personal/direct and commercial services
	Distinguish between the private and public sector in the provision of goods and services	Distinguish between the private and public sectors. Apply knowledge of these sectors to select the types of goods and services which are most likely to be produced by each sector
	The resources needed to produce goods and services	
Business enterprise	What is business enterprise?	Demonstrate knowledge and understanding of the concept of enterprise in business.
	The role of the entrepreneur in business activity and assisting business start-up	Understand that enterprise is a systematic activity and involves taking risks, showing initiative/innovation, a willingness to undertake new ventures, organising production.
	The advice and help available to business start-ups	
	The characteristics of an entrepreneur	Understand that enterprise is a systematic activity and involves taking risks, showing initiative/innovation, a willingness to undertake new ventures, organising production.

	The motives of entrepreneurs	Explain the variety of motives for wanting to start a business including profit, to provide employment/income for owner, personal satisfaction, using interests/hobbies/skills challenge, being own boss, making own decisions, security, legacy - continuing family business, social enterprises e.g. businesses run by community, charity shops.
	The risks and rewards of business enterprise	Understand that the reward for success in these activities is profit.
Business planning	Recognise the importance of business planning	
	The role of the business plan in business start-ups	
	The main sections of a business plan	<p>List the main contents in a business plan.</p> <p>Items that might be:</p> <ul style="list-style-type: none"> • legal details – name and address of business • current owners • type of ownership • type of product/service • current and projected financial information e.g. cash flow forecast, profit and loss account , balance sheet • details of market research • purpose of the loan <p>Candidates should be able to distinguish between financial and non-financial items.</p>
Business aims and objectives	The main types of business aims	<p>Demonstrate knowledge and understanding of the aims and objectives of the business organisations.</p> <p>Aims to include:</p> <ul style="list-style-type: none"> • survival • profit maximisation • growth • social/community aims • ethical aims • environmental aims
	The role of business objectives in helping a business achieve its aims, make decisions and to measure business performance	Demonstrate knowledge and understanding of the aims and objectives of the business organisations.
	Use of SMART objectives in business	
	How business aims and objectives differ for different business organisations	
	How aims and objectives change in a competitive and dynamic business environment	
	The range of stakeholders involved in	Define the term stakeholders and provide

	business activity	examples of stakeholders. Business stakeholders include owners, workers, managers, customers, suppliers and government.
	How stakeholders influence business activity and business decisions	Understand the importance of stakeholders in influencing the objectives of businesses.
	The impact of business aims and objectives on stakeholders	Recognise that business decision making has different effects on different stakeholders and the problems a business may face in meeting the demands of all stakeholders.
	How business decisions may have contradictory effects on stakeholders	Recognise that the decisions may have contradictory effects on stakeholders.
Business ownership	The main features of unlimited liability business organisations	Explain the principle of unlimited liability and understand the implications of this in making a choice on the business status. Demonstrate understanding, in theory and practice, of the following types of business organisations: <ul style="list-style-type: none"> • sole traders • partnerships
	The main features of limited liability business organisations	Explain the principle of limited liability and understand the implications of this in making a choice on the business status. Demonstrate understanding, in theory and practice, of the following types of business organisations: <ul style="list-style-type: none"> • private • public limited companies
	The advantages and disadvantages of choosing different business ownership	Demonstrate understanding, in theory and practice, of the following types of business organisations: <ul style="list-style-type: none"> • private and public limited companies social enterprises such as co-operatives and charities
	The main features of co-operatives and charities	Demonstrate understanding, in theory and practice, of social enterprises such as co-operatives and charities.
	The most appropriate business structure in different contexts and scenarios	Make critical comparisons and informed selections of the most appropriate business structure for a firm to adopt by considering issues such as: <ul style="list-style-type: none"> • aims and objectives • formation • ownership • management • control • liability • size • sources of finance • distribution of profits taking into account e.g.

		<ul style="list-style-type: none"> • size of business • legal considerations e.g. Deed of Partnership • financial requirements
Business growth	The reasons why businesses grow	<p>Explain why businesses grow.</p> <ul style="list-style-type: none"> • increase profit • improved market share • reduced competition • security of market/supplies • spreading of risks • benefits from internal economies of scale <p>Knowledge and understanding of internal economies of scale i.e.</p> <ul style="list-style-type: none"> • purchasing • marketing • technical • financial • managerial
	<ul style="list-style-type: none"> • Internal (organic) growth 	Internal growth using appropriate methods.
	<ul style="list-style-type: none"> • External growth (integration) 	External growth through mergers and acquisitions.
	<ul style="list-style-type: none"> • Franchising 	Explain the nature of franchises and show that they can involve any type of business organisation.
	The advantages and disadvantages of operating as a franchisor and franchisee	Explain the advantages and disadvantages of operating as a franchisee or franchisor and evaluate these in the decision whether or not a business should set up or join a franchise.
	The most appropriate method of growth for different businesses in different contexts and scenarios	
	The reasons why some businesses remain small	<p>Understand why some businesses remain small. e.g.</p> <ul style="list-style-type: none"> • market size limitations • availability of capital • desire of the entrepreneur
Business location	The factors influencing where a business locates	<p>Identify the factors affecting location of the production unit and retailing – locally, nationally and internationally.</p> <p>Identify the main factors that determine location decisions for businesses and apply this knowledge to specific situations.</p>
	The factors influencing the siting of a business	Understand that these factors may apply to the location of an industry but not necessarily to the siting of a specific business.
	Selecting the most appropriate location and site for different businesses in different contexts and scenarios	

Interdependent nature of business	The role of the main functions in a business	<p>Explain the roles of the main departments in a typical business organisation i.e.</p> <ul style="list-style-type: none"> purchasing production marketing sales personnel (human resources) finance/accounts departments <p>Show how their roles are linked.</p>
	How the different functions of business are connected and work together to achieve aims and objectives	Interrelationship of functional departments.

2017 Specification		Legacy Specification / Guidance
Influences on Business		
Technological influence	How changes in technology affect business activity	Technology in terms of production techniques and new products.
	The use of technology in the workplace	The changing use of ICT in business and economic activity e.g. <ul style="list-style-type: none"> • administration • communication • buying materials
	The use of e-commerce and m-commerce in the selling of goods and services	Use of e-commerce.
	The use of digital media and social media to communicate with customers	
	The advantages and disadvantages of using new technology for businesses and their stakeholders	
Ethical influence on business	What is meant by business ethics	Explain why some businesses operate ethically.
	The conflict between ethics and profit	
	The types of ethical issues that impact on business activity	Understand that policies often go beyond legal requirements.
	The advantages and disadvantages of adopting ethical policies on businesses and their stakeholders	Understand the advantages and disadvantages of ethical policies.
Environmental influence on business	The possible environmental costs of business activity	Demonstrate knowledge and understanding of environmental issues, e.g. <ul style="list-style-type: none"> • the use of finite resources • pollution • global warming • congestion
	What is meant by sustainability	Environmental factors (including sustainability).
	How businesses can respond to environmental issues and act in a sustainable manner	Demonstrate knowledge and understanding of how businesses are responding to pressure for greater environmental responsibility.
	The advantages and disadvantages of implementing environmentally friendly policies on businesses and their stakeholders	Analyse and discuss the consequences for businesses, e.g. <ul style="list-style-type: none"> • bio-degradable packaging • “plant a tree” schemes • recycling schemes • marketing opportunities • fair trade • carrier bags

Economic influence on business	The economic factors that affect business activity	Candidates will need to know the general effects of changes in the macro-economic environment on a variety of stakeholders and how these effects may impact on businesses. Describe income tax, VAT, corporation tax and how changes may affect business activity.
	The impact of these economic factors on businesses and its stakeholders	Candidates will need to know the general effects of changes in the macro-economic environment on a variety of stakeholders and how these effects may impact on businesses.
The impact of globalisation on business	What is meant by international trade	Explain the importance of international trade to business.
	The advantages and disadvantages of international trade to UK businesses	Identify the resulting problems, threats and opportunities that face businesses operating in the global market place. This will include the advantages and disadvantages to businesses of trading internationally.
	What is meant by globalisation	Identify the resulting problems, threats and opportunities that face businesses operating in the global market place.
	The opportunities and threats to businesses operating in a global marketplace	Identify the resulting problems, threats and opportunities that face businesses operating in the global market place.
	The impact of globalisation on UK businesses and their stakeholders	Identify the resulting problems, threats and opportunities that face businesses operating in the global market place.
	What is a multinational company	Candidates will need to demonstrate knowledge and understanding of multinational companies showing why they exist and how they overcome some of the problems associated with international trade.
	The impact of multinationals setting up in the UK	They will also need to consider the impact of multinationals setting up in the UK.
	What are the European Union and the European single market	Understand the importance of membership of the European Union.
	The impact of membership and non-membership of the European Union to businesses and their stakeholders	Demonstrate an understanding of the advantages. These will relate to: <ul style="list-style-type: none"> • size of the market • no tariffs between member countries • flexible labour market • financial support and disadvantages of UK membership to businesses. These will relate to laws relating to:

		<ul style="list-style-type: none"> • product descriptions • product design • competition policy • output restrictions
The impact of legislation on business	The need for legislation in business	Government legislation
	The constraints and responsibilities that legislation puts on business activity	Demonstrate a broad understanding of the constraints and responsibilities that such legislation puts on business.
	Employment law protects employees in a number of ways such as contracts of employment, discrimination, equal pay and unfair dismissal	Government legislation, including: <ul style="list-style-type: none"> • employment law • health and safety law
	Consumer law protects consumers in a number of ways such as product quality, fit for purpose, advertising and trade descriptions	Government legislation, including: <ul style="list-style-type: none"> • consumer law
	Intellectual property protects the originator of inventions, literary and artistic works through the use of patents, copyright and trademarks	Government legislation, including: <ul style="list-style-type: none"> • copyright law
	The impact of legislation on businesses and their stakeholders	Demonstrate a broad understanding of the constraints and responsibilities that such legislation puts on business.

2017 Specification		Legacy Specification / Guidance
Business operations		
Methods of production	The methods of production	<p>Explain the methods of production in relation to both quality and quantities produced:</p> <ul style="list-style-type: none"> • job • batch • flow production
	The advantages and disadvantages of each of the different methods of production for businesses and their stakeholders	Explain the methods of production in relation to both quality and quantities produced.
	The influence of technology on production	<p>Technology in terms of production techniques and new products. e.g. CAD and CAM.</p> <p>Understand the nature of these techniques and how they differ from older methods of production.</p> <p>Understand the effects on business with regards to investment, innovation, marketing, employment opportunities and threats.</p>
	Suggest the most appropriate method of production in different contexts	Identify which is most appropriate in given circumstances.
Quality	Customer expectation of quality	Demonstrate an understanding of the importance of quality in maintaining sales, reputation etc.
	How a business achieves quality	<p>Demonstrate an understanding of how quality is achieved with the use of :</p> <ul style="list-style-type: none"> • quality materials • quality workers/training • up to date technology • design • quality management • packaging to protect finished goods
	The importance of quality to a business	Demonstrate an understanding of the importance of quality in maintaining sales, reputation etc.
Supply chain	<ul style="list-style-type: none"> • Procurement 	
	<ul style="list-style-type: none"> • Logistics 	
	<ul style="list-style-type: none"> • Stock control 	<p>Understand the importance of effective stock control management in the production process.</p> <p>Compare the process of JIT with traditional methods of stock control.</p>
	The relationship between the functional areas of a business and its supply chain	

	The impact of supply and logistical decisions on businesses and their stakeholders	
Sales process	The various stages involved in the sales process	
	How the sales process is adapted in different situations	
	The relationship between sales and other functions in the business	
	The importance of good customer service and meeting customer expectations	
	The features of good customer service	
	The situations when business interact with customers	
	How customer service is carried out online	

2017 Specification		Legacy Specification / Guidance
Finance		
Sources of finance	The main internal and external sources of finance to new and established businesses	<p>Distinguish between the main internal and external sources of finance for business including:</p> <p>Internal</p> <ul style="list-style-type: none"> • owners' funds • reinvested profit • selling assets <p>External</p> <ul style="list-style-type: none"> • additional partners • share issues • loans and overdrafts • hire purchase • leasing • trade credit • government grants (local, national and European) • venture capital
	The advantages and disadvantages of the different sources of finance	Candidates will need to know and understand the advantages and disadvantages of each of these sources.
	The suitability of the different sources of finance in different contexts such as business start-up, cash-flow issues and expansion	<p>Select and justify the types of finance which are appropriate for different circumstances, e.g.</p> <ul style="list-style-type: none"> • when starting up • when seeking to ease cash-flow problems • when expanding <p>Candidates will need knowledge and understanding of factors businesses take into account in deciding which to choose for specific purposes. e.g.</p> <ul style="list-style-type: none"> • availability of finance • interest charged • how repayment is made • time for repayment • amount of money needed • capital and revenue finance • long and short term • effect on business ownership • liability • administration charges
Revenue and costs	What is meant by revenue, costs and profit	<p>Understand the nature of, calculate and interpret the following:</p> <ul style="list-style-type: none"> • fixed costs • total variable costs • total costs • total revenue

	Calculate and interpret: <ul style="list-style-type: none"> • Fixed costs • Variable costs • Total costs • Total revenue • Profit 	Understand the nature of, calculate and interpret the following: <ul style="list-style-type: none"> • fixed costs • total variable costs • total costs • total revenue
	What is meant by break-even	Use break-even analysis as an aid to decision making.
	Construct and interpret a break-even chart	Candidates should be able to construct and interpret a break-even chart.
	Calculate break-even through contribution	
	The effects on break-even of changes in costs and/or prices	Pupils should be able to determine break-even output and profit/loss at various levels of output/sales.
	The use of profit as a reward for business investment	
Profit and loss accounts	The main components of a profit and loss account	Define the main elements of simple profit and loss accounts.
	Construct and calculate a profit and loss account	Calculate the main elements of simple profit and loss accounts.
	Interpret a profit and loss account	Interpret a simple profit and loss account.
	Calculate and interpret gross and net profit margins to comment on business performance	Use a profit and loss account to calculate profit as a percentage of turnover.
	Recommend and justify how to improve profit/reduce costs	Recommend what can be done to improve profit/reduce loss.
Cash-flow	The importance of cash to a business	Understand the role and importance of cash to the operation of a business and to its success.
	What is meant by a cash-flow forecast	Explain the principle of cash-flow and the purpose of a cash-flow forecasts.
	Construct, calculate and interpret cash-flow forecasts	Complete and interpret simple cash-flow forecasts.
	The impact of cash-flow forecasts on a business and its stakeholders	Explain why they are an important aid to decision making.
	Recommend and justify what can be done to improve cash-flow problems	Recommend and evaluate what can be done to improve an unfavourable cash-flow situation. e.g. <ul style="list-style-type: none"> • cutting costs • increasing revenue • re-scheduling payments and receipts of income

Financial performance	Use data on revenue, costs, profit, profit and loss accounts, cash-flow to analyse business performance and to make business decisions	e.g. <ul style="list-style-type: none">• current performance• performance over time• against other firms' performance• against alternative investment opportunities• against set targets and from the perspective of a range of stakeholders.
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2017 Specification		Legacy Specification / Guidance
Marketing		
Identifying and understanding customers	The importance to a business of identifying and understanding its customers	In order to be successful they must identify customer needs.
	How markets are segmented	<p>Explain how markets are segmented.</p> <p>Explain with suitable examples how markets can be segmented e.g.</p> <ul style="list-style-type: none"> • age • gender • income • socio-economic groupings • geographical area • cultural / religious groupings
	The reasons why businesses segment the market	Explain why markets are segmented.
Market research	The importance of carrying out market research	Appreciate the importance of market research in identifying customer needs.
	Distinguish between primary (field) and secondary (desk) research	Appreciate the importance of desk and field research in identifying customer needs.
	The methods of primary and secondary research	<p>Candidates should be familiar with appropriate methods of market research likely to be used by businesses including:</p> <ul style="list-style-type: none"> • questionnaires • telephone and other surveys • focus groups • internet research • newspapers • government statistics • etc.
	The advantages and disadvantages of carrying out primary and/or secondary research for different businesses in different contexts and scenarios	
	The need for accurate and up-to-date market research data	
	Distinguish between qualitative and quantitative market research data	Present, interpret and use market research findings in written, numerical and graphical form
	Interpret, analyse and evaluate marketing research data to solve problems and inform business decisions	<p>Present, interpret and use market research findings in written, numerical and graphical form in order to aid decision-making.</p> <p>using appropriate</p> <ul style="list-style-type: none"> • pie graphs • bar graphs • line graphs • etc.

The marketing mix	The need for businesses to create a successful mix of the right product, sold at the right price, in the right place and with the most suitable promotion	Demonstrate knowledge and critical understanding of the marketing mix.
	How the 4P's of the marketing mix, product, price, promotion and place, work together to achieve the aims and objectives of a business	Demonstrate knowledge and critical understanding of the marketing mix.
	How the marketing mix is used to inform and implement business decisions	Demonstrate knowledge and critical understanding of the marketing mix.
	How businesses will alter their marketing mix over time and in response to changing market factors	
	How the marketing mix will differ for different types and sizes of businesses	
Product	A product is any good or service offered for sale to customers	Product includes <ul style="list-style-type: none"> • range/mix • design innovation • name/branding • packaging
	The use of the product life cycle diagram to show how demand for a product or service might change over time	Demonstrate an understanding of the product life cycle.
	The stages of a product life cycle	Candidates should be familiar with how the demand for a product or service might change over time and the various stages of the product life cycle: <ul style="list-style-type: none"> • introduction/launch • growth • maturity • saturation • decline
	What is meant by an extension strategy	The strategies that might be used to extend the life cycle of a product.
	Construct and interpret a product life cycle diagram	Candidates should be able to explain what is happening in each of the stages and the effects on the business with regards to: <ul style="list-style-type: none"> • sales • revenue • costs <p>Candidates should be able to interpret at which stage a product is on in the cycle whether this information is given in a graphical or tabular form.</p>
	The usefulness of product life cycles in making business decisions	

Price	The different pricing strategies used by businesses	<p>Strategies include:</p> <ul style="list-style-type: none"> • cost plus market orientated pricing • competitive pricing • the role of demand and supply • skimming • penetration • loss leaders • psychological pricing • price discrimination
	The use of different pricing strategies for different businesses in different contexts and scenarios	Candidates will need to know and understand the advantages and disadvantages of the elements of the marketing mix and be able to recommend appropriate marketing methods from the marketing mix.
Promotion	The promotional methods used by businesses	<p>Methods include</p> <ul style="list-style-type: none"> • media advertising • media selection • range of sales promotions • direct marketing e.g. junk mail/spam
	The media available to businesses when advertising their products and services	Media selection
	How technology has impacted on the promotional activities of businesses	
	The importance for a business of selecting the most appropriate promotional method for different businesses in different contexts and scenarios	Candidates will need to know and understand the advantages and disadvantages of the elements of the marketing mix and be able to recommend appropriate marketing methods from the marketing mix.
Place	The channels that are used to distribute the products to the customer	<p>This includes</p> <ul style="list-style-type: none"> • chain/channels of distribution • retailing - its functions and importance to business and customers • retailing - locally/in town/out of town
	The different distribution channels used by businesses	Chain/channels of distribution.
	The role and increasing importance of e-commerce and m-commerce (online shopping)	The growing importance of e-commerce.
	How businesses use multi-channel distribution	
	The importance for a business of selecting the most appropriate marketplace and distribution channel for its goods and services	Candidates will need to know and understand the advantages and disadvantages of the elements of the marketing mix and be able to recommend appropriate marketing methods from the marketing mix.

2017 Specification		Legacy Specification / Guidance
Human resources		
Recruitment	The importance of having an effective recruitment process to employ the right people with the right job skills	Businesses must recruit the right staff.
	The recruitment process and how this will differ for different businesses in different contexts	Demonstrate knowledge and understanding of the recruitment process. This includes the following steps: <ul style="list-style-type: none"> • job description • person specification • appropriate advertising • letters of application/CV • short listing • reference • interview
	The different methods of recruitment used by different businesses in different contexts	Demonstrate knowledge and understanding of the recruitment process.
	The advantages and disadvantages of the different methods of recruitment	Demonstrate knowledge and understanding of the recruitment process.
	The most appropriate recruitment process and methods for different businesses in different contexts and scenarios	
Training	The benefits of effective training	Appreciate the purpose of induction training and re-training.
	The situations when training is needed	Appreciate the purpose of induction training and re-training to cope with the changing working environment due to, for example, new health and safety requirements, new working practices, new technology, new government training schemes.
	On-the-job	Understand that training can involve internal training.
	Off-the-job	Understand that training can involve external training.
	The advantages and disadvantages of on-the-job and off-the-job training	Candidates should be aware of the advantages and disadvantages of on the job training and off-the-job training.
	The most appropriate training for employees for different businesses in different contexts and scenarios	

Motivation	The benefits of a motivated workforce	Benefits of having well-motivated work force.
	The methods which businesses use to motivate its workforce	Explain how management can achieve motivation through effective leadership. Candidates will need to explain the differences between a wage and a salary and the different methods of making payments i.e. time rates and piece rates, bonus and commission, e.g. fringe benefits, promotion prospects.
	The most appropriate method a business can use to motivate employees in different contexts and scenarios	
Organisational structure	Recognise that businesses of all sizes need to organise their workforce	Demonstrate an understanding of organisation charts, e.g. hierarchy, span of control, chain of command. Candidates will need to know the purpose of organisation charts, e.g. <ul style="list-style-type: none"> • control • delegation • effective communication • accountability • career path
	The different job roles and responsibilities within a business	Demonstrate knowledge and understanding of the roles, responsibilities and relationships of employers and employees.
	The characteristics of different job roles	Demonstrate knowledge and understanding of the roles, responsibilities and relationships of employers and employees.
	The characteristics of horizontal (flat) structures and hierarchical (tall) structures	Demonstrate an understanding of organisation charts, e.g. hierarchy, span of control, chain of command.
	The advantages and disadvantages of using different organisational structures	Candidates will need to know the purpose of organisation charts, e.g. <ul style="list-style-type: none"> • control • delegation • effective communication • accountability • career path
	Interpret organisation charts for flat and tall structures	Demonstrate an understanding of organisation charts.
	The importance of effective communication in the workplace and the consequences of poor communication	Know the importance of effective communication.
	The evolving nature of working practices	

	How organisational structures and working practices will differ between businesses and will depend on a number of factors such as the size of the business, its aims and the market it operates in	
	How the different functions of business are connected and work together to achieve aims and objectives	

Areas of content that have been removed from the new specification:

- Minimising waste
- Detailed understanding and role of the public sector
- Leadership and leadership styles
- Pay slips - gross and net pay
- Non regulatory marketing constraints
- Balance sheets
- Trade unions
- Appropriateness of different methods of communication
- Inflation
- Exchange rates - now just a basic understanding
- Unforeseen events

Areas of content that are new to the specification:

- Advice for business start-ups
- SMART objectives
- E-commerce and m-commerce
- Digital media
- Supply chain
- Contribution calculation
- Sale process and customer service
- Technology used in promotion
- Multi-channel distribution
- Working practices
- Interdependence nature of business and business functions - more understanding now required

Other existing areas of content have some more depth added to them, such as:

- Importance of business planning
 - Changing aims and objectives
 - Marketing mix
 - Product life cycles
- Apply knowledge and understanding to a range of businesses in different contexts and scenarios

This specification requires learners to be familiar with current issues in business and develop an understanding of the dynamics of business activity. Learners should investigate the real business world to develop an understanding of contemporary business opportunities and issues. Every opportunity should be taken to use current developments in the business environment to enhance the specification content. Learners should also be encouraged to be aware of business news either online, in the press or on television.

Centres are encouraged to use news articles in their teaching. For example, the business section of the bbc.co.uk website has excellent succinct new stories every week that could be collected, edited and used when appropriate by the centre.

In the specification the content is presented consistently throughout in two columns.

The first column sets out the content area to be studied, and the second amplification column gives more information and clarification on the content in the first column.

The amplification column is important as it gives clear guidance on the depth and breadth needed. Particular attention has been given for the new content where much more amplification has been given to help understand the requirements of this new content.

Where specific direction is needed the amplification has made clear what needs to be included, for instance, SMART objectives, sustainability, supply chain, contribution, GPM and NPM.

Careful consideration has been given to two pieces of amplification guidance:

In the amplification column much of the further guidance starts with the use of 'including' and 'such as'. These have been used to give further clarification on the breadth and depth that needs to be covered.

It also allows deliverers to extend the breadth by including other content they deem suitable and which will be rewarded, if appropriate, in assessment.

The use of 'including' gives deliverers a clear minimum requirement when teaching that topic area and 'such as' gives suggestions, but there may be alternatives.

Course Outline

The course outline (scheme of work) below has been created to help centres plan the teaching of the new specification. WJEC acknowledges that whilst a scheme of work is an essential teaching aid it can be presented in many different styles and formats.

Indeed a scheme of work is usually the creation of the practitioner and it is devised to meet a preferred teaching style, available resources and the nature of the learners following the course. It is expected that teachers/lecturers will adapt and modify the scheme of work provided or they may choose to write it and present it in a totally different way.

The references to the activities and types of learning are only suggestions.

Resources and approaches to learning will need to evolve over time; the scheme of work is therefore a working document that needs constant adapting and updating.

WJEC GCSE in business

Course Outline

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

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

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

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

YEAR ONE

TERM ONE – Business Activity (plus some Finance)

Week	Specification Content	Specification Amplification	Possible Activities	Using business data, calculating and interpreting data
1 & 2	<p>THE NATURE OF BUSINESS ACTIVITY</p> <p>Why do businesses exist? What is the purpose of business?</p> <p>Reasons for starting a business</p> <p>Factors of production</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of what a business is, why and how businesses start • Define the three sectors of industry and give examples of businesses that operate in each sector • Outline the four factors of production 	<p>Thought Shower – (whole class or paired work): what businesses do (including producing goods and providing services, distributing products) and reasons why people start up in business. This may include:</p> <ul style="list-style-type: none"> - Ideas for a new product or service - Ideas to improve an existing product or service - Spotting a gap in the market - To gain employment / redundancy - To be their own boss - To earn an income / make a profit - To utilise particular skills or qualities - Legacy <p>Paired Work – Learners to use handouts with information about the four factors of production (Land, Labour, Capital and Enterprise) to provide a brief description of what they are and why they are important to business activity.</p> <p>Teacher-led – Introduce the different sectors of Industry and provide activities for the learners to be able to identify examples of business and products / services provided in the primary,</p>	<p>Calculate profit using basic information on sales revenue and costs.</p> <p>Provide raw data or graphs illustrating the number of people employed in each sector of industry, how much money they contribute to the economy and or the % of people employed in various industries such as agriculture, mining, construction, manufacturing and retailing.</p>

	<p>Basic functions and types of business</p> <p>The competitive business environment</p> <p>Different business scale</p> <p>The dynamic nature of business</p>	<ul style="list-style-type: none"> • Interdependence of business functions • Identify different types of business in the local area and describe their operations • Suggest how a business can be affected by the changing business environment 	<p>secondary and tertiary sector. <u>PowerPoint Presentation and Worksheets</u></p> <p>Student Activity - Identify local businesses by sketching the main street/industrial estate of their local town, identifying businesses from different sectors of industry, listing the names of as many businesses as possible. Using relevant examples from the sketch and potential interviews with management outline the features of successful businesses. For example:</p> <ul style="list-style-type: none"> - How do they provide the needs and wants of different groups in society? - What makes them unique from similar shops? - How do they attract customers? - Why is their location good? - How the businesses may be affected by; changing technology, the economy, legislation and the environment. <p>Paired Work - learners to identify products and services that have changed over time.</p>	<p>Learners could then interpret the data to answer data response questions similar to those in SAM's.</p> <p>Learners could also use numeracy skills to create charts using raw data.</p>
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<p>3</p>	<p>BUSINESS ENTERPRISE</p> <p>What is business enterprise</p> <p>The role of the entrepreneur in business activity and assisting business start-up</p> <p>The characteristics of an entrepreneur</p> <p>The motives of entrepreneurs</p> <p>The risks and rewards of business entrepreneurs</p> <p>The advice and help available to business start-ups</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Understand the term enterprise and what is meant by an entrepreneur • Outline the characteristics of an entrepreneur such as being a risk taker, using initiative, making decisions, organising the business, being innovative, hardworking and determined • Outline the motives of an entrepreneur, including financial, non-financial and social/community (social enterprises) • Identify and explain the rewards and risks of being an entrepreneur • Including Welsh Government schemes (such as Business Wales), small business advice websites, commercial banks and The Prince's Trust 	<p>Whole Class Activity – Who is an entrepreneur and what do they do?</p> <p>Show video clips from Dragons Den to support learners in providing a response to these questions.</p> <p>Teacher-led – outline the definition of enterprise and entrepreneur and provide a number of examples.</p> <p>Independent Activity / ICT – Learners to research one entrepreneur e.g. Richard Branson to produce a report on the history of an entrepreneur. Present to the class to outline:</p> <ul style="list-style-type: none"> - How they started and an outline to what products/services they offer - What factors have led to their success (spotting a gap in the market) and how they have overcome failures / risks - What qualities and skills does the entrepreneur have that have contributed to their success - What rewards have they gained from being an entrepreneur e.g. profit, being their own boss, working flexible hours, job satisfaction, and good customer feedback. <p>Teacher-led – Outline the main characteristics of an entrepreneur and the risks and rewards of being an entrepreneur. Use question and answer to assess the learners understanding.</p>	<p>Learners could use data from Dragons Den video clips or case studies provided by the teacher on entrepreneurs.</p> <p>Opportunity for learners to make basic calculations such as calculating total revenue, total costs and profit.</p>
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<p>4</p>	<p>BUSINESS PLANNING</p> <p>Recognise the importance of business planning</p> <p>The role of the business plan in business start-ups</p> <p>The main sections of a business plan</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Outline the benefits of having a business plan • Explain the reasons why entrepreneurs and businesses create a business plan • Identify the main sections of a business plan 	<p>Whole Class Teaching – Discuss why a business plan is required. Who could help write one?</p> <p>Consider the sections of a business plan and what each section would include.</p> <p>Video Clip – Learners could watch clips from Dragons Den which emphasis the key sections of a business plan. Learners could consider the key questions the ‘Dragons’ ask to identify the importance of a business plan in terms of:</p> <ul style="list-style-type: none"> • Providing focussed aims and objectives • Providing a marketing plan • Providing financial forecasts to aim for <p>https://www.gov.uk/write-business-plan</p>	<p>Learners could use examples of business plans to interpret and answer comprehension questions.</p> <p>Search for business plan templates and advice online.</p>
<p>5</p>	<p>REVENUE, COSTS AND PROFIT</p> <p>What is meant by revenue, costs and profit</p> <p>Calculate and interpret revenue, costs and profit</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Define key terms including; revenue, fixed costs, variable costs and profit • Make calculations using raw data 	<p>Teacher-led – Introduce the key terms relating to revenue and costs and demonstrate formulas. <u>PowerPoint & Worksheets</u></p> <p>Independent Work / Case Study – Teacher to generate a variety of scenarios using businesses of different size and nature. Raw data provided relating to fixed costs, variable costs and selling price.</p> <p>Learners to identify the types of costs faced by the businesses in the case studies.</p> <p>Learners to use the data to calculate total fixed costs, total variable costs, total costs, total revenue and profit.</p> <p>Whole Class – Discuss ways in which the businesses could improve profit levels and outline consequences. Thought-Shower / Mind Mapping.</p>	<p>Case study material to be utilised to make calculations relating to:</p> <ul style="list-style-type: none"> • Fixed Costs • Variable Costs • Total Costs • Total Revenue • Profit

<p>6</p>	<p>PROVIDING GOODS AND SERVICES</p> <p>The provision of goods and services for consumers and producers</p> <p>Distinguish between the private and public sector</p>	<p>Learners should be able to identify and distinguish:</p> <ul style="list-style-type: none"> • Consumer and producer goods • Durable and non-durable goods • Personal and commercial services <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Recognise the purpose of the private and public sector • Identify organisations in the private and the public sector • Identify the types of goods and services provided by the private and the public sectors 	<p>Teacher-led – Distinguish between consumer and producer goods, durable and non-durable goods and personal and commercial goods. <u>PowerPoint & Worksheets</u></p> <p>Class activity – use a PowerPoint presentation to flash products on the screen and students to identify the different categories of goods and services.</p> <p>Teacher-led – Outline the definition of the private and the public sector and why they exist. <u>PowerPoint Presentation.</u></p> <p>ICT Activity – Learners could use the Internet to research the local council website</p> <p>Find out the roles and goods or services provided by the local councils.</p>	
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<p>7</p>	<p>BUSINESS OWNERSHIP</p> <p>The main features of unlimited liability business organisations including:</p> <ul style="list-style-type: none"> • Sole Traders • Partnerships 	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of unlimited liability and understand the implications in deciding on business ownership • Explain the advantages and disadvantages of sole traders and partnerships 	<p>Teacher-led – whole class discussion to identify key features of each form of ownership. <u>PowerPoint & Worksheets</u></p> <p>Group work – learners work in groups of three to research one form of ownerships. Using different resources e.g. textbooks, Internet, a case study, each student to identify and define key terms as well as the advantages and disadvantages. Pupils to collaborate to agree on the definitions and advantages and disadvantages.</p> <p>Independent Work – learners to work on the completion of comprehension exercises and past paper questions relating to the key feature if and benefits and drawbacks of sole traders and partnerships.</p>	
<p>8</p>	<p>BUSINESS OWNERSHIP</p> <p>The main features of limited liability business organisations including:</p> <ul style="list-style-type: none"> • Private limited companies (Ltd) • Public limited companies (Plc) 	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of limited liability and understand the implications in deciding on business ownership • Explain the advantages and disadvantages of private limited companies and public limited companies 	<p>Teacher-led – whole class discussion to identify key features of each form of ownership. <u>PowerPoint & Worksheets</u></p> <p>'Market Place' – class split into groups and each group will be given information about either private limited companies or public limited companies. Each group to synthesise key information about the advantages and disadvantages of the form of ownership. One person from each group to visit another group and returns with more information about the forms of ownership.</p> <p>Whole class question answer to reinforce learning from activity and ensure learners have a set of common advantages and disadvantages.</p>	

<p>10</p>	<p>BUSINESS AIMS AND OBJECTIVES</p> <p>The main types of aims</p> <p>The role of business objectives in helping a business achieve its aims, make decisions and to measure performance</p> <p>Use of SMART objectives in business</p> <p>How business aims and objectives differ for different business organisations and how they change in a competitive and dynamic business environment</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the difference between an aim and an objective • Identify the main types of business aims and objectives including; survival, profit maximisation, growth, market share, customer satisfaction, social/community and ethical and environmental • Compose and analyse SMART objectives • Apply knowledge of business objectives to different business contexts 	<p>Teacher-led – teacher to outline the difference between an aim and an objective. This can be followed by an explanation of SMART objectives in business. <u>PowerPoint and Worksheets</u></p> <p>Independent Work – learners to set personal aims (targets) relating to academics and / or personal life.</p> <p>Whole class discussion as learners’ feedback their aims to the class and a discussion can take place on the importance of setting aims – this can be related back to business organisations.</p> <p>Whole class discussion to discuss whether or not the student targets were SMART and justify with reasons.</p> <p>Using the same scenarios from the Business Ownership activity in week7. Learners to set aims and objectives for the different businesses. Provide an explanation as to why the aims and objectives differ for the different businesses; consider factors such as business size, control, level of competition, size of the market etc.</p> <p>ICT activity - Investigate an environmentally friendly business using the Internet and produce a report outlining the purpose of the business and how they try to achieve the aims and objectives.</p>	<p>Interpret information from real businesses to identify whether or not they have achieved aims and objects. For example, compare financial figures from Profit and Loss accounts or compare market share figures.</p> <p>Opportunities to calculate market share and then interpret whether or a business has been successful.</p>
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<p>11</p>	<p>STAKEHOLDERS AND BUSINESS ACTIVITY</p> <p>The range of stakeholders involved in business activity</p> <p>How stakeholders influence business activity and business decisions</p> <p>The impact of business aims and objectives on stakeholders</p> <p>How business decisions may have contradictory effects on stakeholders</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> Define the term stakeholder, identify stakeholders and explain why they have an interest in the business 	<p>Teacher-led – teacher to outline the definition of a stakeholder and explain why various stakeholders are interested in business activity. Stakeholders include; owners, employees, managers, customers, suppliers, government and local community. <u>PowerPoint and Worksheets</u></p> <p>Student activity – Identify all the stakeholders of their school and explain why they have an interest in the activities of the school. Transfer this knowledge into a local medium to large business and complete the same activity.</p> <p>Independent Work – Use a case study that illustrates business strategy and aims and objectives. Learners to identify possible conflicts between stakeholders and the business strategy, aims and objectives.</p> <p>Mind mapping activity – produce a mind map of stakeholders, their interests and possible conflicts.</p>	<p>Use case studies on business strategy – learners to identify the stakeholders that are affected by the aims, objectives and strategic decisions of a business.</p> <p>Learners could then extend this by explaining how certain aims, objectives or strategic decisions impact on different stakeholders either negatively or positively e.g. To increase profit may be good for owners but workers may worry that jobs or pay could be cut. Customers may also be concerned about pricing.</p>
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<p>12</p>	<p>BUSINESS LOCATION AND SITE</p> <p>Factors influencing where a business locates</p> <p>The factors influencing the siting of a business</p> <p>Selecting the most appropriate location and site for different businesses in different contexts and scenarios</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Identify factors influencing the siting or location of a business • Apply their knowledge of location to select suitable locations and sites 	<p>Teacher-led – teacher to outline the factors affecting location or siting of different types of business from manufacturers to retailers. <u>PowerPoint and Worksheets</u></p> <p>Independent Work – Learners provided with many different scenarios relating to location. Learners to select suitable locations/site for various businesses and provide reasons for their decisions.</p>	<p>Use diagrams of local shopping centres to interpret the factors influencing location such as; access, transport links, competition, nearness to market etc.</p>
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<p>14</p>	<p>BUSINESS GROWTH</p> <p>Different methods of growth;</p> <ul style="list-style-type: none"> • Internal (organic) growth • External Growth 	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Define internal and external growth • Identify and explain how business can grow internally and externally • Explain the benefits and costs of forward / backward integration and diversification 	<p>Teacher-led – teacher to provide definitions of key terms and identify how businesses could grow. <u>PowerPoint and Worksheets</u></p> <p>Independent Work or Paired activity - Investigate several examples of internal and external growth e.g. Kraft Foods takeover of Cadbury’s to identify and explain:</p> <ul style="list-style-type: none"> • Difference between internal and external growth • How businesses grow internally • Difference between mergers and takeovers • What is meant by horizontal and vertical integration • The advantages and disadvantages of internal and external growth • What is meant by diversification • The benefits of diversification <p>(Various resources could be used including textbooks, Internet, case studies etc.)</p>	
<p>15</p>	<p>BUSINESS GROWTH</p> <p>Different methods of growth:</p> <ul style="list-style-type: none"> • Franchising 	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Define the terms franchising, franchisor and franchisee • The advantages and disadvantages of operating as a franchisor and franchisee 	<p>Teacher-led – teacher to provide definitions of key terms and identify how businesses could grow. <u>PowerPoint and Worksheets</u></p> <p>Independent Work / Think – Pair – Share - Investigate franchise businesses from the point of view of the franchisor and the franchisee. Identify and explain the advantages and disadvantages to both from franchising.</p> <p>(Use <u>www.businessstudiesonline.co.uk</u> for case studies such as McDonalds.</p>	

TERM TWO
Influences on Business and Marketing

Week	Specification Content	Specification Amplification	Possible Activities	Using business data, calculating and interpreting data
16	<p>THE IMPACT OF GLOBALISATION ON BUSINESSES</p> <p>What is meant by international trade?</p> <p>The advantages and disadvantages of international trade to UK businesses</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Distinguish between imports and exports • Identify and explain advantages and disadvantages of international trade 	<p>Teacher-led - Define key terms and investigate the UK's main imports and exports and its main trading partners. <u>PowerPoint and Worksheets</u></p> <p>Independent Work / ICT activity - Investigate one instance of success by a UK business in developing new markets overseas and one failure. Assess the reasons for the success/failure.</p> <p>(Possible opportunities to challenge learners to explain how UK businesses and consumers benefit from free trade and how they are affected by protectionist policies.)</p>	

<p>17</p>	<p>THE IMPACT OF GLOBALISATION ON BUSINESSES</p> <p>What is meant by globalisation?</p> <p>The opportunities and threats to businesses and their stakeholders from operating in a global marketplace</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the main features of globalisation including; increased international trade, development of multinational companies and the free movement of labour and capital across international borders • Identify and explain advantages and disadvantages of globalisation • Explain the impact of globalisation on UK businesses and their stakeholders 	<p>Teacher-led – Discuss the impact of globalisation on UK businesses and their stakeholders. <u>PowerPoint and Worksheets.</u></p> <p>Whole class activity - Investigate several global companies in order to identify the reasons for their success.</p> <p>Suggest ways in which specific UK businesses might increase their global presence. What difficulties might they face, how might these difficulties be overcome?</p> <p>Mind mapping activity – learners to create a mind map showcasing examples of UK businesses operating on a global scale and highlighting the pros and cons, how they overcome consequences?</p>	<p>Use graphical data on global market shares to illustrate the opportunities of operating globally.</p>
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<p>18</p>	<p>THE IMPACT OF GLOBALISATION ON BUSINESSES</p> <p>What is a multinational business?</p> <p>The impact of multinationals setting up in the UK</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Define the term multinational • Explain the reasons why businesses wish to become multinational including; increasing market share, cheaper production costs, economies of scale, avoiding trade barriers, government grants etc. • Explain the positive and negative impact of multinationals on the UK such as job creation and exploitation of labour 	<p>Teacher-led – Discuss the impact of operating as a multinational from the viewpoint of the business and stakeholders in the UK. <u>PowerPoint and Worksheets</u></p> <p>Paired Work – Learners to investigate the activities of a multinational company selected by the teacher:</p> <ul style="list-style-type: none"> • One pupil to explain the benefits of operating in more than one country. • One pupil to evaluate impact of the business on the countries in which they operate – how do these countries benefit, what are the drawbacks? 	
<p>19</p>	<p>THE IMPACT OF GLOBALISATION ON BUSINESSES</p> <p>What are the European Union and the European Single Market?</p> <p>The impact of membership of the European Union to businesses and their stakeholders</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Outline the concept of the European Union and European Single Market in terms of providing; free trade, free movement of labour and standardised regulations affecting businesses with the European Union 	<p>Teacher-led – Discuss the impact of being a member or not being a member of the European Union / Single European Market. <u>PowerPoint and Worksheets</u></p> <p>Independent Work / Paired Work - Utilise newspaper articles from pre Brexit and after Brexit to enable learners to identify benefits and drawbacks of being part of the European Union.</p> <p>(Discussions should be based on implications to businesses and not political or social reasons)</p>	<p>Opportunities to calculate the loss to businesses in financial terms. For example, calculate potential loss in profits if tariffs are set up.</p>

<p>20</p>	<p>MARKETING</p> <p>What is marketing</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the purpose of marketing and its importance to different types of organisations in different situations. • Explain what is meant by the marketing mix 	<p>Student Activity - Investigate the marketing campaigns of different businesses, identifying the different aspects of the marketing mix. Examples might be confectionery, soft drinks, cars, and electronic equipment such as phones and tablets.</p> <p>Explain how marketing is used to differentiate products and make them appear unique in a crowded marketplace.</p>	<p>Case study material could be used to investigate different markets and the marketing mix used to create awareness of products and/or services.</p>
<p>21</p>	<p>IDENTIFYING AND UNDERSTANDING CUSTOMERS</p> <p>The importance to a business of identifying its customers</p> <p>How markets are segmented</p> <p>The reasons why businesses segment the market</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the importance of identifying and satisfying customer needs in order to: <ul style="list-style-type: none"> - Provide a product or service that customers will purchase - Increase sales - Select the correct marketing mix - Minimise waste in terms of mistakes and money - Be competitive • Suggest and describe how different businesses use segmentation to target customers • Explain why businesses use segmentation to target customers 	<p>Teacher-led - Identification of the different ways of segmenting a market and explanation as to why segmentation is important to a business.</p> <p>Student activity - Provide a variety of products or images of products and ask learners to suggest the age of the most likely consumer.</p> <p>Choose a variety of other market segments, and learners suggest five goods or services aimed at each market segment.</p> <p>Group work – using holiday brochures, produce a display showing how holidays are aimed at different market segments including, age, family dynamics, income etc.</p> <p>Homework - Learners investigate the area in which they live. Produce a PowerPoint presentation of the results to identify different segments that could be targeted.</p>	<p>Learners could be asked to examine Census data for their area to identify different market segments. The activity could be further developed with the introduction of products and learners could suggest whether or not they would be successful in the area, reasons provided.</p>

<p>22 & 23</p>	<p>MARKET RESEARCH</p> <p>The importance of carrying out market research</p> <p>Distinguish between primary (field) and secondary (desk) research</p> <p>The methods of primary and secondary research</p> <p>The advantages and disadvantages of carrying out primary and/or secondary research for different businesses in different contexts and scenarios</p> <p>The need for accurate and up-to-date market research data</p> <p>Distinguish between qualitative and quantitative market research data</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain why businesses conduct market research including; identifying market opportunities, to identify needs and wants of customers, to analyse competitor activity etc. • Define both primary and secondary research • Define both qualitative and quantitative market research data • Identify and explain the advantages and disadvantages of primary and secondary research 	<p>Thought shower - What is market research?</p> <p>Video (Episode of Apprentice) - Learners watch an episode to see how the apprentices carry out market research. Could be used to identify advantages and disadvantages of techniques used etc.</p> <p>Teacher-led / Whole class teaching: Outline the meaning of qualitative and quantitative data. Explain the advantages and disadvantages of various methods of research and questionnaire design. <u>PowerPoint presentation and worksheets.</u></p> <p>Paired activity - In pairs, design and word process a questionnaire to determine the demand for a particular product/service in school.</p> <p>Whole class teaching - Use examples of questionnaires to identify strengths and weaknesses in designs.</p> <p>Group/student activity: Each group member carries out the questionnaire designed earlier amongst learners in the school. These results can be compiled for each group and input to a spreadsheet, graphs can be produced as appropriate.</p>	<p>Case Study – Learners to use case study material from various businesses and with different context to interpret analyse and evaluate research data to solve problems and inform business decisions.</p> <p>Learners can analyse the findings of the market research activity and make recommendations as to the way forward. (Interpret graphs etc.)</p>
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<p>24</p>	<p>PRODUCT</p> <p>A product is any good or service offered for sale to customers</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Outline what is meant by product design, innovation and a product portfolio • Explain the advantages and disadvantages of having a wide product range (portfolio) • Explain the purpose of differentiation and a USP • Explain the importance of branding 	<p>Teacher-led – discussion on why businesses focus on product design, innovation and having a range of products in a portfolio. Show the learners a selection of the product mix of a well-known business, e.g. Kraft, Premier Foods and ask what all the products have in common and why the businesses produce such a range of products.</p> <p>Branding quiz – learners have to list the names of the businesses from the logo or symbol of the business. Develop discussion onto the importance of branding or key features of popular brands in terms of quality, price etc.</p>	
<p>25</p>	<p>PRODUCT</p> <p>The use of the product life cycle diagram to show how demand for a product or service might change over time</p> <p>The stages of the product life cycle</p> <p>What is meant by an extension strategy</p> <p>The usefulness of the product life cycle in making business decisions</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the product life cycle • Discuss strategies to extend the product life cycle 	<p>Teacher-led – Model an example of a product life cycle for a specific business/product.</p> <p>Student Activity - Using a blank product life cycle, learners to complete it using the names of the five stages. Match stages to given descriptions of each stage.</p> <p>Paired Activity - On a piece of A3 paper draw a large product life cycle. Cut out a variety of products from magazines and place them on the appropriate stage of the product life cycle.</p> <p>Whole class teaching – How could the product life cycle be extended?</p>	<p>Construct and interpret a product life cycle.</p>

<p>26</p>	<p>PRICING</p> <p>The different pricing strategies used by businesses</p> <p>The use of different pricing strategies for different businesses in different contexts and scenarios</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Identify and discuss a range of pricing strategies (cost-plus, skimming, penetration, psychological, loss leaders, price discrimination and competitor based pricing) • Investigate the main factors that affect price • Evaluate pricing strategies for given circumstances 	<p>Teacher-led – Introduce the importance of price in the marketing mix.</p> <p>Student activity - Match pricing strategy to given descriptions of each strategy. Develop this to match advantages and disadvantages with each strategy.</p> <p>Whole class teaching - Factors affecting the price of goods including; cost of production, competitor activity, level of consumer income, supply and demand etc.</p> <p>Student activity - Select the most suitable pricing strategy for given scenarios, justifying and evaluating the choices made.</p>	<p>Various opportunities for numerical examples of determining price.</p>
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<p>27</p>	<p>PROMOTION</p> <p>The promotional methods used by businesses</p> <p>The media available to businesses when advertising their products and services</p> <p>Howe technology has impacted on the promotional activities of businesses</p> <p>The importance for a business of selecting the most appropriate promotional methods for different businesses in different contexts and scenarios</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Demonstrate identify the most commonly used methods of promotion (advertising, sales promotion and direct marketing) • Evaluate the commonly used methods of promotion • identify the most appropriate methods of promotion in particular circumstances • Explain how technology has impacted on the promotional activities of businesses including; social media, blogs, search engine advertising, pop-ups adverts, digital adverts and mobile adverts 	<p>Teacher-led / Whole class teaching - What does promotion mean? How can businesses promote their products and services? <u>PowerPoint presentation</u></p> <p>Student activity - Match methods of promotion with given descriptions. Including; Local and National press, Online, Radio, Television, Cinema, Point of Sale, Leaflets, and Directory listings.</p> <p>Teacher led - discussion on the growth of direct marketing. <u>PowerPoint presentation</u></p> <p>Student activity - Mix and match advantages and disadvantages of the various methods of advertising. Report findings back to the class.</p> <p>Video Activity – show various adverts from TV and provide alternative methods of promotion. Provide fact sheets for all methods and then learners to identify advantages and disadvantages of each method.</p> <p>Venn Diagrams – compare various methods such as TV and Newspapers in terms of similarities and difference between key features.</p> <p>Paired activity: - Choose the most suitable methods of promotion and give reasons for choice. (use various scenarios)</p> <p>Research Activity - Investigate both a successful and an unsuccessful marketing campaign. Explain what affect the campaigns had on the image of the organisation</p>	
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<p>28</p>	<p>MARKETING MIX - PLACE</p> <p>The channels that are used to distribute the products to the customer</p> <p>The different channels of distribution channels use by businesses</p> <p>The role and increasing importance of e-commerce and m-commerce (online shopping)</p> <p>How businesses use multi-channel distribution</p> <p>The importance for a business of selecting the most appropriate marketplace and distribution channel for its goods and services</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain what is meant by the term 'marketplace' • Describe the key features, roles and functions of the distribution channels used by businesses • Discuss the impact of the chosen distribution channel on price • Evaluate the use of the Internet and mobile devices to purchase goods and services (including the impact on physical retail outlets) • Explain how businesses use multi-channel distribution 	<p>Teacher-led / Whole class teaching – what is meant by the term 'marketplace', what is meant by 'distribution channel', identify and describe the role of intermediaries in different channels of distribution including:</p> <ul style="list-style-type: none"> - Manufacturer – wholesaler – retailer – consumer - Manufacturer – retailer – consumer - Manufacturer – consumer <p><u>PowerPoint presentation</u></p> <p>Student Activity – Use the Internet to research and produce a leaflet showing the advantages and disadvantages of buying goods in shops and on the Internet.</p> <p>Paired Activity - Learners buy specified goods on the Internet. Aim is to purchase a list of products using the least amount of money. Use question and answer to identify advantages to consumers of using the Internet. What could be potential problems?</p> <p>Teacher-led / Whole class teaching – what is meant by the term 'm-commerce' and 'multi-channel' distribution. How do businesses use them?</p>	<p>Research Activity – Learners carry out research online to find out what new technology is available to small and large scale business to help them market their products and services.</p> <p>Investigate how new technology helps different businesses with their marketing effort e.g. better targeting, cost savings, greater impact, improved access to potential consumers in time and location.</p>
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TERM THREE – Marketing (Elements of Business Operations – Sales Process)

Week	Specification Content	Specification Amplification	Possible Activities	Using business data, calculating and interpreting data
29	<p>MARKETING AND ETHICS / LEGISLATION</p> <p>Impact of government legislation and business ethics on marketing decisions</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> Identify and describe the key features or functions of different legislation in relation to marketing activities such as Health and Safety, ASA, copyright and patents 	<p>Teacher-led - Discussion on marketing and ethics – production, pricing, advertising. <u>PowerPoint Presentation</u></p> <p>Student Activity - Look at case study on Primark and child labour. Use the Internet to get information and produce a presentation on the incident, what happened as a result etc.</p> <p>Learners can then research banned advertisements form the ASA site. Why have they been banned? What do they think about the advertisements which have been banned? Do the banned advertisements impact upon the opinion of the companies/products?</p> <p>http://www.asa.org.uk/</p>	<p>Use case study material to research the impact of legislation and business ethics on various businesses from different contexts.</p>

<p>30 & 31</p>	<p>Marketing Assignment</p> <p>Prepare a marketing plan for a business or product/service</p> <p>How the marketing mix is used</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Prepare a marketing plan for a business idea, product or service • Present the marketing strategy to a group to emphasis strengths and weaknesses of their marketing plan. 	<p>Student Activity - Learners to put together marketing plan for a business idea, product and or service. Link back to the 4 Ps and how they can be used when the business idea, product and or service is first established.</p> <p>Work could be presented in a “Dragon’s Den” style - as a pitch for their whole idea and marketing plan with the teacher judging who’s idea is worth investing in.</p>	<p>Various opportunities to collect, calculate and interpret market and financial data.</p>
<p>32</p>	<p>SALES PROCESS</p> <p>The various stages involved in the sales process</p> <p>How the sales process is adapted in different situations</p> <p>The relationship between sales and other functions in the business</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Identify and describe the various stages in the sales process 	<p>Teacher-led – Discuss the stages involved in sales including:</p> <ul style="list-style-type: none"> • Preparing through good product knowledge • Identifying sales opportunities • Understanding needs and wants of customers • Informing customers of the features and benefits of the product or service • Closing the sale • Following up an after sales <p>Outline how the process differs for retail sales, online sales and high value sales.</p> <p>Explain how the sales function works with marketing, finance, production and the supply chain to achieve aims and objectives of the business. <u>PowerPoint & Worksheets</u></p> <p>Field Trips / Case Study Material – Potential to visit retailers, research online retail or use case studies to identify relevant stages in the process and how it differs for different situations.</p>	

<p>33</p>	<p>SALES PROCESS</p> <p>The importance of good customer service and meeting customer expectations</p> <p>The features of good customer service</p> <p>The situations when business interact with customers</p> <p>How customer service is carried out online</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Describe the features of good customer service • Identify situations in which businesses interact with customers such as; sales, queries, complaints and after sales and how the interaction takes place • Explain how online businesses adapt features of good customer service for their websites <p>Learners to apply knowledge of the sales process and customer service to different business contexts.</p>	<p>Teacher-led – Discuss the importance of good customer service and meeting customer expectations including:</p> <ul style="list-style-type: none"> • Increasing customer loyalty • Increasing customer spend • Improving reputation • Attracting new customers <p>Field Trip – Organise a visit to a local supermarket and / or local clothes retailer in order to conduct a ‘Mystery Shopper’ activity. This will enable learners to identify and describe good customer service BUT also recognise poor customer service.</p> <p>Group Work - In small groups learners look at the supermarket / Clothes Retailers’ websites to determine whether the customer service differs online to the store they have visited.</p> <p>Learners should consider the following:</p> <ul style="list-style-type: none"> • Does the homepage greet the customer? If so, how well? • Is the online store interactive with the user? If so, how well does it work? • Can you ask the website to help customers find goods? • Does it build a rapport? • How well does the online store meet customer needs and expectations? • What online services and facilities are there? <p>Does the online store encourage feedback</p>	
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<p>34</p>	<p>THE IMPACT OF LEGISLATION ON BUSINESSES Consumer law protects consumers in a number of ways such as product quality, fit for purpose, advertising and trade descriptions</p>	<p>Learners should be able to:</p> <p>Identify and explain the rights of consumers and the protection they have in terms of unfair selling practices, right to accurate description of goods etc.</p>	<p>Research task – learners to use the Internet to identify legislation protecting consumers and how it protects them.</p> <p>Learners to produce a brief report of the rights of consumers and the protection they get as a result of the laws.</p> <p>Whole class – discuss findings from research task to ensure learners have made progress and to consolidate the learning.</p>	
<p>35 & 36</p>	<p>Spare weeks for overflow of previous weeks or use to develop exam technique, quantitative skills, research activity or activity to get learners to think commercially and creatively to demonstrate business acumen.</p>			
<p>37</p>	<p>REVISION FOR YEAR 1 MOCK EXAMINATIONS – UNIT 1 AND 2</p>			
<p>38 & 39</p>	<p>ASSESSMENT OPPORTUNITIES Assess learners' knowledge and understanding of topics covered throughout the first year of study</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> Recall prior knowledge of terms and concepts Apply knowledge to various scenario and different contexts Use quantitative techniques Demonstrate evaluate and discursive writing skills in higher order assessment questions 	<p>Past Papers – utilise past papers from previous specification to assess student progress.</p>	<p>Use raw data to make calculations and case studies similar to material in SAM's.</p>

YEAR TWO

TERM ONE – Human Resources and Business Operations

Week	Specification Content	Specification Amplification	Possible Activities	Using business data, calculating and interpreting data
1	<p>ORGANISATIONAL STRUCTURES</p> <p>The evolving nature of working practices</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the functions of the HR department • Explain what is meant by flexible working including; flexible working hours, home working, job sharing and zero hour contracts • Explain the impact of new technology on working practices • Evaluate the impact of changes in working patterns on employees and employers 	<p>Research Activity/Case Study – Learners to investigate two businesses in order to discover how many people they employ, in what types of job, in order to understand the importance of people, their skills and experience.</p> <p>Investigate the ways in which the nature of work has changed over time including the introduction of flexible working and the impact of technology.</p> <p>Teacher-led – Outline the role of HR and describe flexible working patterns. Assess flexible working patterns in terms of benefits and drawbacks to a business.</p>	<p>Investigate news articles to identify businesses who have undertaken changes in their workforce.</p>

<p style="text-align: center; font-size: 2em; font-weight: bold;">2 & 3</p>	<p>ORGANISATIONAL STRUCTURE</p> <p>Recognise that businesses of all sizes need to organise their workforce The role of the main functions in a business</p> <p>The different job roles and responsibilities within a business and how they are interdependent</p> <p>The characteristics of different job roles</p> <p>The characteristics of horizontal (flat) structures and hierarchical (tall) structures</p> <p>The advantages and disadvantages of using different organisational structures</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain the importance of organisation structures • Outline the roles and responsibilities of the main functional areas in an organisational structure • Describe different job roles and responsibilities within a business including; Chairperson, Managing Director, Manager, Supervisor and operatives • Outline the characteristics of horizontal and hierarchical structures • Assess the impact of different organisational structures on how a business is managed such as; delegation, delayering, span of control and chain of command 	<p>Visual Activity – Learners to use school organisational structure to illustrate terms used in organisational structures and debate to benefits and consequences of using organisational structures.</p> <p>Extend the discussion onto functional areas and then link to an organisational structure from the ‘Private Sector’ to outline the responsibilities of functional areas such as:</p> <ul style="list-style-type: none"> • Finance • Marketing • Sales • Human Resources • Production • Purchasing <p>Teacher-led – discussion on tall and flat structures. Use examples to encourage discussion from learners on the benefits and drawbacks in relation to span of control, chain of command and communication.</p> <p>Independent/Homework Activity – Learners to answer a question about ‘delayering’. Is it right for a business? Research using the Internet and prepare a short report.</p>	<p>Interpret organisational charts for flat and tall structures. Learners to use organisational charts to identify:</p> <ul style="list-style-type: none"> • Who is responsible for workers/functional areas • Who is responsible for the whole organisation • The span of control of certain directors, managers, supervisors etc.
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	<p>The importance of effective communication in the workplace and the consequences of poor communication</p>	<ul style="list-style-type: none"> • Explain the importance of effective communication to a business • Explain the consequences of poor communication to a business • Explain how organisational structure may affect the different ways of communication 	<p>Teacher-led – start a lesson on communication by playing ‘hear say’. One student whispers a statement/instruction to another and then it gets passed on to see what happens to the message. This can develop into a whole class discussion about communication methods and the benefits and drawbacks of each.</p> <p>ICT Activity – research communication in business and answer the following questions: Why is communication important? What barriers are there to effective communication? What are the consequences of poor communication?</p>	
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<p>4</p>	<p>RECRUITMENT</p> <p>The recruitment process and how this will differ for different businesses in different contexts</p> <p>The different methods of recruitment used by businesses in different contexts</p> <p>The advantages and disadvantages of the different methods of recruitment</p> <p>The most appropriate recruitment process and methods for different businesses in different contexts and scenarios</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> Identify the stages in the recruitment process including; identify a job vacancy, prepare a job description and person specification, advertising the vacancy, shortlisting, references, interview, selection and appointment Assess the different methods of recruitment 	<p>Group Quiz – On recruitment procedures, based on what the learners already know.</p> <p>Student Activity – Give out sets of cards with various stages in the recruitment process written on them and separate explanations of what they involve.</p> <p>Learners put the cards in order and match them with the correct definitions and explanations.</p> <p>Role Play – split learners into groups of three with each being given a role; interviewer, interviewee and observer.</p> <p>Each member of the group to experience each role. Observer takes notes to feedback two positives and one area to develop.</p> <p>Research / ICT Activity – Use the Internet and textbooks to research the advantages and disadvantages of different methods of recruitment.</p> <p>Case Study – Use various case studies to answer comprehension questions based on the stages in the recruitment process, the importance of certain stages to a business when recruiting and the advantages and disadvantages of internal and external recruitment.</p> <p>www.times100.co.uk</p>	<p>Use job adverts, job descriptions and person specification so that learners can identify key components and answer a series of examination style questions.</p>
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<p>5</p>	<p>RECRUITMENT</p> <p>Employment law protects employees in a number of ways such as contracts of employment, discrimination, equal pay and unfair dismissal</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Show knowledge and understanding of the legal controls that govern recruitment such as: • Right to minimum wage / national living wage • Contracts of employment • Safe working conditions • No discrimination • Protection against unfair dismissal • Outline the impact of employment law on business and their stakeholders • Apply knowledge of legislation to different business contexts <p>(Learners to not need to know specific legislation but rather be aware that legislation exists to ensure that people are treated fairly)</p>	<p>Teacher-led – Identify and describe the main features of legislation relating to recruitment and employment. <u>PowerPoint Presentation and Worksheets.</u></p> <p>Independent Activity – Learners to use examples of contracts of employment to create one using job adverts, job descriptions and person specifications.</p> <p>Learners to answer comprehension questions based on employment law whereby a variety of scenarios will be set and learners need to identify laws that may be broken and how the business could prevent the laws from being broken.</p> <p>Mind Mapping Activity - Suggest and explain the impact of employment law on various stakeholders.</p> <p>Whole class – Discuss independent responses as a class to generate debate and in-depth knowledge of the impact of employment law on businesses and stakeholders.</p>	<p>Case study material could be interpreted to identify laws, how businesses are abiding by employment law etc.</p>
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<p>6</p>	<p>TRAINING</p> <p>The benefits of effective training</p> <p>The situations when training is needed</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Identify and explain the reasons for training employees such as: • Induction, retraining, new technology, health and safety requirements and creating opportunities for employees • Discuss the importance of training such as; improving worker morale, improving the quality of products/services provided, improved customer satisfaction, reduced wastage, reduced costs and staying ahead of competition 	<p>Student Activity – Ask a few groups to set up tables in preparation for a meeting to take place without any training. Repeat the exercise with learners who have received instructions and training on how to formally set up a meeting room.</p> <p>Learners to compare the success using worksheets provided and use it have a basis for class discussion on the importance of training.</p> <p>Extension Activity – Learners to be given a variety of scenarios and then asked questions based on the reasons for training and the benefits the businesses would achieve from training.</p>	
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<p>7</p>	<p>TRAINING</p> <p>The different types of training:</p> <ul style="list-style-type: none"> • On-the-job • Off-the-job <p>The advantages and disadvantages of on-the-job and off-the-job training</p> <p>The most appropriate training for employees for different businesses in different contexts and scenarios</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Identify and describe methods of on-the-job (demonstration, coaching, mentoring, job shadowing and job rotation) and off-the-job training (sandwich courses and use of outside trainers) • Evaluate methods of training 	<p>Teacher-led – Discuss the different types of training available and through whole class question and answer, identify and explain the advantages and disadvantages. PowerPoint presentation.</p> <p>Student Activity – Complete tasks taken from textbooks and/or other sources. Learners need to apply knowledge of training to recommend the most suitable method of training for businesses in different contexts and scenarios.</p> <p>Justify recommendations by providing the benefit of the chosen method of training and the drawbacks on other methods.</p>	
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8 & 9	<p>MOTIVATION</p> <p>The benefit of a motivated workforce</p> <p>The methods which businesses use to motivate its workforce</p> <p>The most appropriate method a business can use to motivate employees in different contexts and scenarios</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain what is meant by motivation and the benefits of a motivated workforce • Explain financial methods of motivation • Explain non-financial methods of motivation • Evaluate the appropriateness of various financial and non-financial methods of motivation for a business in different contexts and scenarios <p>(Knowledge of motivational theories is <u>not</u> required.)</p>	<p>Paired Work – Learners to investigate how their school/college attempts to motivate them. Why do they do this? Use mind mapping to write responses down and whole class question and answer to identify common reasons and explanations of the benefits.</p> <p>Case Study – Using two businesses, learners to analyse the different methods of financial and non-financial motivators that they use to try to motivate their employees. Financial including; wages (fair wage), time rate, piece rate, overtime, salaries, profit sharing, share ownership, fringe benefits (such as staff discount and company cars) and performance related pay such as bonuses and commission. Non-financial motivation including job enlargement, job rotation, job enrichment, empowerment and training.</p> <p>Learners to make a note of the benefits and drawbacks of the methods in relation to different contexts e.g. manufacturing firms' vs retailing or sales.</p>	<p>Case study on two different businesses from perhaps different sectors of industry to enable learners to identify, explain and evaluate methods of motivation used.</p> <p>Learners could identify motivators that may be suitable for one business but not the other and give reasons for their response.</p>
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<p>10 & 11</p>	<p>METHODS OF PRODUCTION</p> <p>The methods of production</p> <p>The advantages and disadvantages of each of the different methods of production for businesses and their stakeholders</p> <p>Suggest the most appropriate method of production in different contexts</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Explain what is meant by job, batch and flow (mass) production • Explain the reasons why businesses decide on their chosen method of production such as; cost, quality and quantity • Explain the potential disadvantages associated with each method of production • Apply knowledge of methods of production to different business contexts 	<p>Teacher-led – Introduce the main methods of production, discussing the advantages and disadvantages. <u>PowerPoint & Worksheets</u></p> <p>Group Work – Using various presentation techniques (ICT – PowerPoint presentation). Groups of 3 research one production method each and prepare feedback to the rest of the class.</p> <p>‘VAK’ Learning Activity – In groups the learners can create a product e.g. origami characters using paper. The groups will be given a different production method to use. They can then outline the benefits and drawbacks of using the method of production considering:</p> <ul style="list-style-type: none"> • The amount of product produced in a given time • Quality of the products produced • Amount of waste • Level of job satisfaction <p>Test – Assess knowledge using a written test that could be self or peer assessed.</p> <p>Thought Shower – In groups, consider the impact of technology on production. This could be in preparation for future learning.</p> <p>Field Trip – Teacher to organise a visit to a manufacturing plant such as Cadbury’s World. Learners to investigate the production methods used and the technology used in production.</p> <p>Independently complete a series of questions designed by the teacher. This will reinforce and improve their knowledge and understanding of production methods.</p>	
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<p>12</p>	<p>QUALITY</p> <p>Customer expectations of quality</p> <p>How business achieves quality?</p> <p>The importance of quality to a business</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Identify and outline the main expectations of customers in relation to quality such as the physical products and the provision of services • Identify and explain how a business can achieve quality in different contexts • Explain why quality is important to a business in different contexts 	<p>Whole Class – Learners to discuss products / services that they consider to be quality and those that lack quality. Learners provide reasons for their choice.</p> <p>Learners to consider the impact of providing good / poor quality products in relation to sales, market share.</p> <p>Paired Work – Learners to be given case study material for two different businesses. One will have a business well recognised for quality and another that has received bad press or poor customer feedback. Learners to identify how the businesses achieved quality / failed to achieve good quality products and outline the implications.</p> <p>Learners to feedback to another pair within the class.</p> <p>Whole Class – question and answer to reinforce knowledge and ensure learners have common responses in relation to the terms and concepts studied.</p>	<p>Use newspaper articles such as:</p> <ul style="list-style-type: none"> • Horse Meat scandal • Volkswagen Emissions scandal <p>Learners too read material and use inference and deduction to identify how a business achieves quality and the benefits they gain.</p>
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<p>13</p>	<p>TECHNOLOGICAL INFLUENCE ON BUSINESS ACTIVITY</p> <p>The use of computer technology in the workplace</p> <p>The use of computer aided design (CAD) and computer aided manufacture (CAM) in producing products</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Identify and explain how technology can be used in different business scenarios e.g. administration, communication, recruitment and stock control • Define CAD and CAM • Explain the benefits to a business from using CAD and CAM • Outline the consequence of the introduction of technology to the various stakeholders of a business 	<p>Teacher-led – Identify how and when technology can be used in business e.g. administration – word processing, spreadsheets, databases etc., stock control – bar code readers etc., communication – email, video conferencing, skype etc. and production – CAD and CAM.</p> <p>Outline the benefits and drawbacks of using technology from the point of view of the business and its stakeholders.</p>	<p>Use case study material from Times100 so that learners can complete comprehension exercises to improve knowledge and understanding.</p>
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<p style="font-size: 2em; font-weight: bold; text-align: center;">14 & 15</p>	<p>SUPPLY CHAIN</p> <p>The various stages of the movement of goods and services from their source to the end customer:</p> <ul style="list-style-type: none"> • Procurement • Logistics • Stock Control <p>The relationship between functional areas of a business and its supply chain</p> <p>The impact of supply and logistical decisions on businesses and their stakeholders</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Outline the role of procurement, logistics and stock control stages of the supply chain including; the identification of suitable suppliers (sourcing) and purchasing supplies, transportation of supplies, storage and distribution to the end customer • Assess the use of traditional stock control methods, just in time (JIT) and computerised stock control • Explain how the supply chain will work with marketing, sales and finance to achieve the aims and objectives of the business • Evaluate the supply and logistical decisions on businesses and their stakeholders 	<p>Teacher-led – Introduce the key terms and concepts of the various stages of the supply chain.</p> <p>Explain how various departments are involved in the purchasing, delivery and management of stock. <u>PowerPoint & Worksheets</u></p> <p>Visual activity – Use stock control diagrams to interpret the benefits and drawbacks of traditional stock control methods and just-in-time. (Knowledge of stock control diagrams is not a requirement of the specification)</p> <p>Independent / ICT activity – Learners to research business organisations that utilise ICT to manage stock. For example, the use of EPOS / barcode readers to manage stock levels.</p> <p>Whole class question and answer to feedback and gain common responses to the use of computerised systems to control stock.</p> <p>Whole Class – Use a variety of businesses to evaluate the importance and impact on business and their stakeholders of holding too much or too little stock.</p>	<p>Use stock control diagrams to interpret the advantages and disadvantages of traditional stock control and just in time (JIT).</p>
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TERM TWO – Finance

Week	Specification Content	Specification Amplification	Possible Activities	Using business data, calculating and interpreting data
16	<p>SOURCES OF FINANCE</p> <p>The main internal and external sources of finance to new and established businesses</p> <p>The advantages and disadvantages of different sources of finance</p> <p>The suitability of the different sources of finances in different contexts such as business starts up, cash-flow and expansion</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> Define and evaluate the internal and external sources of finance. Internal sources; owner’s capital (start up or additional capital), retained profits, sale of assets, debt collection. External sources; family and friends, bank loan and overdraft, additional partners or share issue, leasing, hire purchase, trade credit, government grants, venture capitalists and business angels Identify the most appropriate source of finance to be used in particular circumstances 	<p>Whole class teaching - Explain the various internal and external sources of finance, stating if the sources are likely to be used in the short, medium or long term.</p> <p>Student activity - Select the most suitable sources of finance for different scenarios.</p> <p>Whole class teaching - Focus on the factors a business needs to consider when deciding to raise finance.</p>	<p>Calculate interest rates to select suitable loans / overdrafts etc.</p>

<p>17</p>	<p>REVENUE AND COSTS</p> <p>Reinforce what is meant by revenue, costs and profit</p> <p>Revisit calculations and interpretation of revenue, costs and profit</p> <p>Calculate break-even through contribution</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Define key terms including; revenue, fixed costs, variable costs and profit • Make calculations using raw data 	<p>Teacher-led – Introduce the key terms relating to revenue and costs and demonstrate formulas. <u>PowerPoint & Worksheets</u></p> <p>Independent Work / Case Study – Raw data provided relating to fixed costs, variable costs and selling price.</p> <p>Learners to identify the types of costs faced by the businesses in the case studies.</p> <p>Learners to use the data to calculate total fixed costs, total variable costs, total costs, total revenue and profit.</p> <p>Learners to calculate break-even per unit using the formula:</p> <p><u>Fixed costs</u> Contribution per unit.</p> <p>(contribution is selling price – variable costs).</p> <p>Learners can be challenged to look at what-if scenarios.</p> <p>Whole Class – Discuss ways in which the businesses studied could improve profit levels or break-even with less customers/output and outline consequences. Thought-Shower / Mind Mapping.</p>	<p>Case study material to be utilised to make calculations relating to:</p> <ul style="list-style-type: none"> • Fixed Costs • Variable Costs • Total Costs • Total Revenue • Profit • Break-even using contribution
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<p style="text-align: center; font-size: 2em; font-weight: bold;">18 & 19</p>	<p>REVENUE AND COSTS</p> <p>Construct and interpret a break-even chart</p> <p>The effects on break-even of changes in costs and/or prices</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Draw a break-even chart, plotting fixed cost, variable cost, total cost and total revenue lines to show the break-even point • Show how changing costs and revenues can impact on break-even 	<p>Teacher-led – Demonstrate/model a break-even chart and how it is constructed from raw data. <u>PowerPoint & Worksheets</u></p> <p>Independent Work / Case Study – Teacher to generate a variety of scenarios using businesses of different size and nature. Raw data provided relating to fixed costs, variable costs and selling price.</p> <p>Learners use the data to calculate total fixed costs, total variable costs, total costs, total revenue and profit. Then they can create a number of break-even charts to practice and perfect.</p> <p>Learners to be set a series of contexts within the scenarios whereby fixed and/or variable costs and selling price changes. They then adjust the total cost and/or total revenue lines illustrating the impact on the break-even point and profit levels.</p> <p>Independent Work - Learners to provide written explanations of the impact of changing costs and revenue on break-even and profit.</p> <p>Learners to discuss the consequences of the methods used by businesses to improve profit levels and the break-even situation.</p>	<p>Using raw data to make calculation and constructing charts with accurate labels.</p>
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<p>20 & 21</p>	<p>CASH FLOW</p> <p>The importance of cash to a business</p> <p>What is meant by a cash-flow forecast?</p> <p>Construct, calculate and interpret cash-flow forecasts</p> <p>The impact of cash-flow forecasts on a business and its stakeholders</p> <p>Recommend and justify what can be done to improve cash-flow problems</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Distinguish between cash and profit • Define the term cash-flow and explain the purpose of constructing a cash flow • Define and calculate revenue, total revenue, expenses, total expenses, net cash-flow, opening balance and closing balance • Interpret data from the cash-flow to comment on the cash flow position of a business • Evaluate ways to improve cash-flow problems 	<p>Teacher-led – outline the main components of a cash-flow forecast and demonstrate calculation involved in creating a cash-flow forecast. Look at different situations and discuss ways to improve cash-flow problems.</p> <p>Group work – In groups of 3, learners will be allocated different resources to annotate the main components of a cash-flow to illustrate calculations and define key terminology e.g. definitions and calculations on wall displays, textbooks, Internet etc.</p> <p>ICT activity – Learners use a spreadsheet package to create a cash-flow using raw data. Use formulae to make calculations.</p> <p>Learners to complete a range of extension activities to look at ‘what-if’ scenarios with changing costs and revenues.</p> <p>Whole class – Teacher to lead a discussion into ways in which businesses could improve cash-flow problems such as; increasing revenue, reducing costs, delay payments and extra funding.</p>	<p>Construct, calculate and interpret cash-flow forecasts.</p>
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<p>22 & 23</p>	<p>Profit and Loss Accounts (income statements)</p> <p>The main components of a profit and loss account</p> <p>Construct and calculate a profit and loss account</p> <p>Interpret a profit and loss account</p> <p>Recommend and justify how to improve profit / reduce costs</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Define the main components of a profit and loss account • Explain the importance of a profit and loss account to a business and its stakeholders • Calculate GPM and NPM and interpret the data from different businesses and / or over time 	<p>Teacher-led – outline the main components of a profit and loss account and demonstrate calculation involved in creating a profit and loss account. Discuss why various stakeholders would want to see a profit and loss account.</p> <p>Group work – In groups of 3, learners will be allocated different resources to annotate the main components of a profit and loss account to illustrate calculations and define key terminology e.g. definitions and calculations on wall displays, textbooks, Internet etc.</p> <p>ICT activity – Learners use a spreadsheet package to create a profit and loss account using raw data. Use formulae to make calculations.</p> <p>Learners to complete a range of extension activities to calculate GPM and NPM.</p> <p>Whole class – Teacher to lead a discussion into interpreting the data from GPM and NPM calculations.</p>	<p>Construct and calculate a profit and loss account.</p> <p>Interpret a profit and loss account.</p> <p>Calculate gross profit margin (GPM) and net profit margin (NPM).</p> <p>Interpret GPM and NPM by comparing data from a single business or different businesses over time.</p>
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<p>24</p>	<p>FINANCIAL PERFORMANCE</p> <p>Use data on revenue, costs, profit, profit and loss accounts, cash-flow to analyse business performance and to make business decisions</p>	<p>Learners are expected to apply their knowledge of financial information to analyse data, solve problems, make evaluations and inform business decisions in different contexts</p> <p>Learners are expected to also consider qualitative data to inform business decisions</p>	<p>Teacher-led - Discuss how financial data is used to make judgements on business performance.</p> <p>Case studies – use a range of case studies to look at different types of businesses in different markets in order to assess business performance</p>	<p>Interpret a range of different financial data to solve problems and make decisions.</p>
<p>25</p>	<p>ASSESSMENT OPPORTUNITIES</p> <p>Assess learners' knowledge and understanding of topics covered in Finance</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Recall prior knowledge of terms and concepts • Apply knowledge to various scenario and different contexts • Use quantitative techniques • Demonstrate evaluate and discursive writing skills in higher order assessment questions 	<p>Past Papers – utilise past papers from previous specification to assess student progress.</p>	<p>Use raw data to make calculations and case studies similar to material in SAM's.</p>

<p>26</p>	<p>The interdependent nature of business</p> <p>How the different functions of business are connected and work together to achieve aims and objectives</p>	<p>Recap now that all functions have been studied in detail</p>	<p>Teacher-led – discuss how the functions work together, using examples to illustrate the point.</p> <p>Venn diagram or spider diagram to show links between the different functions.</p>	
<p>27 & 28</p>	<p>SKILLS OPPORTUNITIES</p> <p>Develop and assess learner's data handling, quantitative and decision making skills</p>	<p>Use business data in a variety of different formats to understand business activity and aid problem solving and decision-making</p>	<p>Use case studies and news articles to look at a range of business contexts that focus on learners interpreting and responding to a wide range of business scenarios.</p> <p>Teacher to prepare 300- 400 word case study on a number of different topics.</p>	<p>Selecting and interpreting qualitative and quantitative data from extended reading.</p> <p>Include numerical and graphical data.</p>

TERM THREE – Influences on Business

Week	Specification Content	Specification Amplification	Possible Activities	Using business data, calculating and interpreting data
29	<p>ETHICAL INFLUENCES ON BUSINESS ACTIVITY</p> <p>What is meant by business ethics</p> <p>The conflict between ethics and profits</p> <p>The type of ethical issues that impact on business activity</p> <p>The advantages and disadvantages of adopting ethical policies on business and their stakeholders</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Define the term business ethics • Identify and explain the types of ethical issues that impact on business activity • Evaluate the implementation of adopting ethical policies on business and its stakeholders 	<p>Teacher led - discussion on business ethics and the benefits and drawbacks to businesses of adopting ethical policies.</p> <p>Whole class - Use new development of transport links, airport, new shopping complex or similar development to illustrate the differences between social costs and benefits.</p> <p>Class debate, if appropriate, to highlight the arguments for and against a particular development.</p> <p>Student activity – use a case study on an ethical business to ask learners a number of questions based on the advantages and disadvantages of its ethical policies.</p>	<p>Case study material to interpret and develop an argument in relation to business ethics.</p>

<p>30</p>	<p>ENVIRONMENTAL INFLUENCES ON BUSINESS ACTIVITY</p> <p>The possible environmental costs of business activity</p> <p>What is meant by sustainability?</p> <p>How business can respond to environmental issues and act in a sustainable manner</p> <p>The advantages and disadvantages of implementing environmentally friendly policies on business and its stakeholders.</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Identify the environmental costs of business activity • Define the term sustainability • Identify and explain how businesses can respond to environmental issues • Evaluate the implementation of environmental policies on businesses and their stakeholders 	<p>Teacher-led - PowerPoint presentation on the environmental costs of business activity, definition of sustainability and the strategies which government can adopt to encourage businesses to produce in a more sustainable manner.</p> <p>Video clip (You Tube) - Environmental problems are illustrated and learners to note the problems raised in the clip.</p> <p>Student activity – Learners to draw a poster to show environmental problems in the local area or do some research using the Internet about a specific example in the local area.</p> <p>Learners to write a brief report on strategies those businesses can adopt to produce in a sustainable fashion.</p> <p>Whole class - discussion on the advantages and disadvantages to businesses of being environmentally friendly.</p> <p>Homework activity – examination questions.</p>	
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<p>31</p>	<p>ECONOMIC INFLUENCES ON BUSINESS ACTIVITY</p> <p>The economic factors that affect business activity</p> <p>The impact of these economic factors on businesses and their stakeholders</p> <p>Distinguish the difference between income tax, VAT and corporation tax</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> Identify and define economic factors affecting consumers and businesses Explain the impact of changing economic factors on consumers and businesses 	<p>Teacher led – Discussion on inflation, tax and the types of taxation, interest rates and exchange rates.</p> <p>Student Activity – A simple matching exercise of the key terms, definitions and the effect of the economic factor to help learners understand.</p> <p>Research Activity – Use the Internet to research the annual budget statement – what taxes have increased and decreased? What is the likely effect on consumers? What is the likely effect on business?</p>	<p>Use graphs to show change in inflation, interest rates and tax over time.</p>
<p>32-33</p>	<p align="center">REVISION FOR EXAMINATIONS – UNIT 1 AND 2</p>			

Glossary of key terms

The specification requires learners to know and understand a range of business terminology. In addition to enhancing their business knowledge, being able to define key business terms will also help learners in the assessment of GCSE Business.

The following list is not exhaustive; it is difficult to include all business terminology as the list would be extensive. It is recommended that centres use this glossary as a starting point and as a working document. The glossary can be edited and enhanced in two ways:

- Additional key terms added
- Additional details added to the definition/description

Advertising media	are the various places where advertisements may be found such as television, newspapers or the internet.
(Business) Aim	is the long term objective of the business. Its aim might be to have the largest market share in its sector.
Backward vertical integration	occurs when the suppliers of a business are taken over by that business.
Bank loans	are long to medium term loans that can be used to buy producer goods. The goods become the property of the business immediately but failure to repay the loan to the bank could lead to the business being closed down.
Batch production	is found when a small number of identical products are made at once. Batches can be made as often as required.
Blogs	provide information and allow discussion on the internet with other users producing their own entries or posts.
Break-even	occurs where the total amount of money taken in by a business is the same as the amount of money paid out. Neither a profit nor a loss is made where total revenue equals total cost.
Business angels	are wealthy individuals who invest their private capital into start-up businesses in return for a share in the business.
Business plan	helps in decision making by showing the aims and objectives of a business and the strategies and requirements needed to achieve these. It also provides information to banks and other possible providers of finance to persuade these to grant loans and other monies to the business.

Cash	is money held by the business or in its bank accounts.
Chain of command	is the path along which orders pass within a business from the management to the shop floor.
Commercial services	are services that provide mainly to businesses such as transport and warehousing but they may also be available to individuals such as insurance and banking.
Cash-flow forecast	cash-flow involves the difference between the inflow and outflow of cash in a business. In a cash-flow forecast businesses predict what they expect to happen to their cash-flow in the future.
Competitive environment	is where there are a number of businesses attempting to persuade consumers to buy their products. Such competition will be based on such factors as price, design and quality.
Competitive pricing	is a pricing strategy which involves the business offering goods for sale at a price at or below that set by competitors.
Consumer goods	are those which are produced for the final consumer.
Consumer panels	are recruited by research companies to represent the views of consumers in a particular sector. They will be asked to comment on such things as product design and taste or on the branding and advertising of products.
Consumers	are the final users of goods and services. They are at the end of the distribution channel.
Contribution	is the amount taken from the cost of selling every good used towards paying the fixed costs of producing that good. Contribution per good is selling price minus the variable cost of the good.
Co-operatives	are generally seen as democratic social enterprise businesses owned by the employees or, most commonly, their customers.
Cost	is the amount of money used to buy a good or service.
Cost plus pricing	is a pricing strategy which involves the business adding a sum of money (the profit per good) to the cost of producing goods to determine the selling price of the good or service.

Curriculum vitae (CV)	is written by a person looking for employment. It outlines that individuals personal details, qualifications, experience and interests in the hope that these impress a possible employer.
Customer service	involves the interaction between the business and the customer in which the business understands consumer needs before, during and after the sale of a good or service. Positive reactions to service can provide benefits for the businesses in relation to reputation and future sales.
Digital adverts	use internet technologies to provide a range of advertising including using e-mail, social media messages and banner advertisements on mobile phones and websites.
Distribution	involves materials being transported or moved to the producer or the final product being moved to the consumer.
Distribution channels	involve the routes which goods follow between the manufacturer and the consumer. The route may be direct between the two but the interaction of middlemen is more likely.
Diversification	allows a business to enter a different market in addition to the one they are already involved. This enables the business to spread its risks should the original business fail.
Durable goods	are consumer goods which are not used at once and do not have to be bought frequently because they last for a long time.
E-commerce	involves the buying and selling of goods and service via the internet.
Entrepreneur	is a person who sets up a business by taking on the financial risks in the hope of making a profit.
(Business) Ethics	involve a business doing what is morally right for its stakeholders.
Extension strategies	involve a number of methods businesses might use to prolong the life cycle of their products. These will be related to marketing mix strategies.
External growth	involves increasing the size of a business by acquisition. This can include mergers or takeovers.

Feedback	is the response by a customer following the purchase of a good or service. This will be used by the producer to improve what has been produced.
Fixed cost	always stays the same no matter how many goods are produced.
Flat (horizontal) structures	involve organisational charts where there are few or no levels of middle management between staff and executives.
Flexible hours	are a working practice in which workers are no longer in their offices between two set times. Many can now work a full day within a range of hours set by the employer.
Flow (mass) production	is a method of production where goods are produced continuously usually on a production line.
Focus groups	are consumers brought together by businesses to discuss their reactions to products before they are launched.
Footfall	is the number of people passing close to the business. These are potential customers of that business.
Forward vertical integration	occurs when a business takes over another business to control the direct distribution of a businesses' products.
Franchise	is the right given by one business to another to sell goods or services using its name. They should be seen as a method of growth for the franchisor and a business opportunity for the franchisee rather than a type of business organisation.
Franchisee	is a business which pays royalties for the right to sell goods or services using established processes and under the name of another business.
Franchisor	is a business which allows a franchisee to sell using their processes, experience and name in return for royalties.
Fringe benefits	are rewards to workers not shown in their traditional pay. Such benefits may include company cars or discount on company products.
Globalisation	involves the increased interdependency of people around the world as a result of increased trade and cultural exchange. It has led to an increased worldwide production of goods and services.

Gross profit	is the profit made before expenses have been paid. It is calculated by subtracting the cost of goods sold from the total revenue from selling those goods.
Gross profit margin	is the gross profit expressed as a percentage of sales. It is calculated using the formula Gross profit margin = $\frac{\text{gross profit}}{\text{sales}} \times 100$
Hierarchical (tall) structures	involve organisational charts where there are many levels of hierarchy. In these organisations, there are usually many managers, and each manager has a small span of control.
Hire purchase	is a system of credit whereby the borrower pays a deposit to be able to use a good for a set period of time. During this time instalments are paid to cover the cost of the good plus interest. The good becomes the property of the buyer when the final payment is made. Non-payment means that the good can be taken back by the lender.
Home working	means that workers do not have to attend a workplace every day. Modern communication technology means that work can be carried out at home and can even be monitored from the workplace.
Horizontal integration	means the buying or merger of other businesses producing the same or similar products.
Induction training	is used when new workers are employed so that they become familiar with their new surroundings and the specific methods and policies of the particular business.
Intellectual property	is property which cannot be seen or touched but is the result of the creativity of an individual or group. Just as goods need to be protected from theft and damage so intellectual property is protected by patents and copyrights.
Internal economies of scale	are the benefits a business gains as a result of being large. All costs can be spread between the large number of goods produced so the cost per good is lower than for smaller businesses.
Internal (organic) growth	involves increasing the size of a business by increasing its sales, revenue, profits and work force.

Job description	is used in the recruitment process when employers outline what is involved in the work to be done by newly appointed workers. It may include job title, pay, hours to be worked, holidays etc.
Job production	involves the manufacture of an individual good from start to finish. Each product is different and offers a unique good for the consumer or meets specific consumer requirements.
Job sharing	means that instead of one worker doing one job on a full time basis, the work will be carried out by more than one person on part time basis. This is particularly important for workers with family responsibilities.
Just-in-time	requires businesses who adopt the idea to keep their stocks of finished goods and / or of materials to a minimum. Goods will only be produced when orders are received and / or materials are only received when they are needed. This process saves storage costs and avoids having assets tied up in stocks.
Leasing	is a system of renting an asset to a business. The asset remains the property of the business renting out the good.
Limited liability	means that the owners of a business are not responsible for the debts of a business. Personal belongings will not need to be given up to pay the debts of the business. The owners however will lose the money they invested in the business if it fails.
Location	is a geographical area where businesses may be found.
Logistics	involves the management of the movement of goods from where they are to where they are needed: often between the supplier and the manufacturer and the manufacturer and the consumer.
Loss leaders	are products put on sale, usually in supermarkets, at prices which make no profits and may even make losses in order to attract customers into the shop to buy other goods.
Manufacturer	is the maker of products. Also known as producer.
Marketing mix	is the combination of factors which help a business to sell its products. It is usually considered to involve the 4Ps of product, price, promotion and place.
Market research	is the way in which information and data is gathered about consumers, competitors and market trends.

Market segment	is a part of the market which contains a group of buyers who are similar. Markets can be segmented on the basis of characteristics such as age, gender, income, where they live, their cultural and ethnic backgrounds and so on.
Mass (flow) production	is a method of production where goods are produced continuously usually on a production line.
M-commerce	or mobile commerce involves buying goods and services through hand held mobile devices such as smartphones.
Multi-channel distribution	involves a business using more than one channel to distribute its goods perhaps through traditional shops and catalogues and online.
Multinational companies	are businesses with their headquarters in one country but which operate in other countries through their offices, factories and shops. A company which just sells goods abroad is not a multinational company.
Net profit	is the final profit made by a business after all costs have been paid. It is calculated using the formula: Net profit = gross profit minus expenses
Net profit margin	is the net profit expressed as a percentage of sales. It is calculated using the formula Net Profit Margin = $\frac{\text{Net Profit}}{\text{Sales}} \times 100$
Niche markets	are those involving a small and well-defined segment of the population. All marketing efforts for a particular product are aimed at that market.
Non-durable goods	are goods which are immediately consumed or which have a lifespan of less than three years.
(Business) Objective	is a short or medium term target of a business needed to reach its aim. An objective might be to increase sales by 20% in the next 5 years.
Off-the-job training	happens outside the workplace of the employee often in colleges.
On-the-job training	happens within the workplace of the employee.

Organic (internal) growth	involves increasing the size of a business by increasing its sales, revenue, profits and work force.
Overdrafts	are a form of short term loan provided by banks to cover cash-flow difficulties of businesses. The business is allowed to take more from its account than is in the account. When cash is paid into the account, the overdraft will be cleared.
Overtime pay	is paid to workers according to the number of hours worked above their contracted hours.
Partnerships	are businesses owned by between 2 and 20 who generally have unlimited liability.
Penetration pricing	is a pricing strategy which involves setting a low price for a new product to encourage sales. The price may be increased later with customer loyalty and growing market share.
Performance related pay	is an additional payment to workers who reach or exceed targets set in advance by the management.
Personal services	are those services provided for individuals. They include services for personal grooming, house maintenance, car repair etc.
Person specification	is used in the recruitment process for the employers to outline the type of person they would like to employ. It will outline skills, qualifications and experience required.
Piece rates	are paid to workers based on the number goods which are produced.
Place	in the context of the marketing mix, is where the product is available for the consumer to purchase. Place could include shops, markets, telephone sales, the internet and so on.
Pop-up adverts	these are a form of online marketing which place new browser windows on computer screens.
Price	is the amount of money a business wants to receive in order to sell a good or service or the amount of money the consumer is willing to pay to buy that product.
Price discrimination	is a pricing strategy which involves setting different prices to different market segments.

Primary research	involves collecting original information for a specific purpose: this is often called field research.
Private limited companies	are businesses which are owned by shareholders who have limited liability. Their shares are not available to others except with the agreement of other shareholders. They are generally recognised with Ltd after the business name.
Procurement	involves obtaining or buying of goods and services from an external source. These are to be used in the production process or are to be sold on.
Producer goods	are those which are produced for other businesses to be able to produce other goods and services.
Product	is the good or service provided by a business.
Product decline	is the point in the product life cycle where sales fall and may eventually cease.
Product differentiation	involves distinguishing a product or service from others. By making a product different or appearing to be different from similar products sold by rivals, a business will hope to attract more customers.
Product growth	is part of the early stage of the product life cycle when sales and profits are rising.
Product launch	is the point at which a product is put onto the market.
Product life cycle	is the stages a product passes from its earliest development until it is no longer available on the market.
Product maturity	is the point in the product life cycle where sales reach their peak.
Product portfolio	is the collection/range of all the goods and services offered by a business.
Product saturation	is the point in the product life cycle where the market is full as competitors introduce similar products.

Profit	is the difference between the total revenue of a business and the total costs of a business, when revenue is greater than cost. It is important in being precise in using this term: stating “money made” can be confusing.
Profit sharing	is an additional reward paid to workers to reflect the profits earned by the business.
Promotion	involves information and techniques used by businesses to make consumers aware of products and to persuade them to buy those products now and in the future.
Psychological pricing	is a pricing strategy which involves offering goods at prices below whole number such as £5.99 or £499, or using words such as "only". It is hoped that the consumer will believe that the product is much cheaper than if the price had been £6 or £500.
Public limited companies	are businesses which are owned by shareholders who have limited liability. Their shares are available to others by selling to the general public often at the Stock Exchange. They are generally recognised with plc after the business name.
Qualitative data	is descriptive information found by experiences or in textbooks or newspapers or reports. It can include opinions and cannot be quantified by numbers.
Quality	involves meeting a standard for a good or service to meet consumer needs and expectations.
Quality assurance	is a guarantee given by producers to consumers that certain standards have been met throughout the production process. The quality is built in to the production process.
Quality control	involves inspecting a sample of goods produced at the end of the production process to ensure that specifications have been met. Goods which do not meet the standards are scrapped or are sold as seconds.
Quantitative data	deals with measurements and figures perhaps shown in tables and graphs. It includes numerical data that can be given values and is easier to interpret and evaluate compared to qualitative data.
Retailer	sells goods to consumers. Small retailers buy their stock from wholesalers but large-scale retailers buy directly from manufacturers.

Revenue	is the amount of money taken in by a business when selling a good or service.
Salaries	are generally paid to administrative and management workers. The salary is based on their work for the year.
Sales process	involves a series of steps taken from when the potential buyer meets the prospective seller until after the final sale is made.
Search engine advertising	is a form of online marketing which places advertisements on web pages showing the results from search engine queries.
Secondary research	involves using information which already exists: this is often called desk research.
Single market	involves countries joining together in trade as if they were one country, so there are no trade barriers such as customs duties when goods cross borders within the market. An example of a single market is the European Union.
Site	is a specific place within a geographical area.
(Price) Skimming	is a pricing strategy which involves selling a product at a high price in order to earn high initial profits. Prices are then reduced at a later stage.
SMART objectives	is an acronym used as a guide to setting business objectives. It stands for Specific Measurable Agreed Realistic Timed.
Social enterprises	are businesses which operate for the benefit of the community or its workers or as a charity.
Social media	involves websites and applications which allow users to create and share information, ideas and interests with other individuals, communities and networks.
Sole traders	are businesses owned by one person who has unlimited liability. Other people can be employed but there is only one owner.
Span of control	is the number of people an individual is personally responsible for in a business organisation.
Stakeholders	are individuals and organisations who are affected by the decisions and actions of a particular business.

Supply chain	is a complex system of businesses, people, activities, information and resources involved in moving a good or service from source to customer.
Sustainability	businesses acting in a responsible manner and to ensure that our environment and resources are available for future generations to enjoy.
Time rates	are paid to workers based on the number of hours worked.
Total cost	is the full amount of money spent by a business when producing the goods sold in a particular period. It is calculated by adding its fixed costs to its variable costs.
Total revenue	is the full amount of money taken in by a business when selling all its goods in a particular period. It is calculated by multiplying the selling price by the number of goods sold.
Trade credit	is a system of interest free short-term credit for the purchase of non-durable goods. These will need to be paid for usually within one month.
Turnover	is an alternative term for revenue.
Unique selling point (USP)	is what makes a product different from ones sold by competitors. It may involve the lowest price, the best quality or the first of its kind.
Unlimited liability	means that the owners of a business are responsible for all of the debts of a business. Personal belongings may need to be given up to pay the debts of the business.
Variable cost	is the cost which varies with the number of goods produced.
Venture capital	involves private investors providing capital to new or small businesses which have the potential for growth.
Vertical integration	involves the buying or merger of businesses at different stages of production so that the supply chain may be controlled by the business.
Wages	are generally paid to shop and factory floor workers based on time rates and / or piece rates.

Warehouse	is a place where resources or finished products are stored before they are sold.
Wholesaler	buys goods from the manufacturer and sells these goods in smaller quantities to retailers.
Workforce	are the people who are working or looking for employment.
Zero hours contracts	involve a situation where employers do not offer a minimum number of hours to be worked and employees do not have to accept work being offered. This is of particular value to businesses where the demand may vary from day to day, such as those involved in retailing or catering.

Assessment objectives

The assessment objectives for WJEC GCSE Business are:

- 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

The table below shows how the assessment objectives are weighted across the two assessment units.

	AO1	AO2	AO3	Total
Unit 1	25% (40)	22.5% (36)	15% (24)	62.5% (100)
Unit 2	10% (16)	12.5% (20)	15% (24)	37.5% (60)
Total	35% (56)	35% (56)	30% (48)	100% (160)

The bracketed figures in red give the raw marks. These weightings are fixed and will be the same for every examination series.

The weighting of assessment objectives for individual units is tailored to the specific assessment requirements and focus for each unit:

Unit 1 is a mixture of short and structured questions that covers a broad sample of the content. Of the total 56 marks available to assess knowledge and understanding for the qualification as a whole, 40 of these marks are allocated to Unit 1. These questions will be a mix of multiple choice, short questions and a contribution of marks for an extended response question. For example a 10 mark question may have 3 AO1 marks, 3 AO2 marks and 4 AO3 marks.

Unit 2 is a data response paper. Learners are expected to apply their understanding of business content to specific contexts in order to analyse and evaluate. This paper is out of 60 and 44 of the marks are given for application (AO2) and analysis and evaluation (AO3).

Individual questions in both Unit 1 and Unit 2 can include a mixture of AOs.

AO1 Demonstrate knowledge and understanding of business concepts and issues

AO1 will include questions that focus on knowledge and questions that focus on understanding. There will be a reasonable balance of knowledge questions and understanding questions in each examination paper:

Examples of knowledge questions:

What is the name given to a person who takes on a franchise? [1]

Complete the table below by identifying the missing SMART criteria. [2]

S	Specific
M	
A	Agreed
R	
T	Timed

Examples of understanding questions:

- Describe what is meant by the public sector. [2]
- What is meant by the term fixed cost? [2]
- Advise Graham on whether he should take on a business partner. [8] This question will have 2 AO1 (understanding) marks allocated to it.

AO2 Apply knowledge and understanding of business concepts and issues to a variety of contexts

AO2 will include questions that will expect learners to use their knowledge and understanding in a specific situation. This AO still assesses knowledge and understanding but the student must apply this knowledge and understanding to a particular context. Any calculations or reading of graphical data is AO2.

Examples of application questions:

- Describe one feature from the above scenario which shows that Graham could be called an entrepreneur. [2]
- Which stage of the product life cycle do these figures appear to suggest smartphones will reach in 2018? [1]
- Calculate the value of sales made by Morrisons in 2015. (Show your workings.) [2]

- Discuss the advantages and disadvantages of international trade to Energy Fixer Ltd. [8] this question will have 2 AO2 marks allocated to it.

AO3 Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions

AO3 will include questions that will expect learners to use their knowledge and understanding to (1) analyse, (2) evaluate or (3) analyse and evaluate. Some questions will expect learners to analyse and/or evaluate in a specific context.

Analysis will often ask learners to explain the impact or consequence of something on a business and/or its stakeholders. Evaluation will focus on learners making a judgement, recommendation or a balanced discussion that could lead to a conclusion.

AO3 is often used in extended questions, although it can also be used for low tariff questions, where the focus is likely to be on analysis rather than evaluation.

Questions that ask learners to evaluate/discuss/recommend etc. are likely to include analysis marks as it is difficult to evaluate without carrying out some form of analysis beforehand.

Examples of (1) analysis questions:

- Identify one problem of using a hierarchical structure and analyse how this problem could be solved. [3]
- Analyse one benefit and one problem with advertising the jobs externally. [4]
- What is a person specification and why is it important in the recruitment process? [2]

Examples of (2) evaluation (and (3) analysis) questions:

- Consider the three motivational methods shown above and recommend which method would be the most effective in improving the performance of Green Grass Golf Limited's workers. [8] 3 marks for AO3 including analysis and evaluation.
- Evaluate the different pricing strategies that a supermarket could use to increase sales. [10] 4 marks for AO3 including analysis and evaluation.
- Analyse the impact on Energy-Fixer Ltd of closing its factory in the South of England and opening a new factory in the North of England. Your analysis should include reference to: Business operations, Human resources and Marketing. Recommend which is the best option for Energy-Fixer Ltd. Justify your answer. [12] 6 marks for AO3 including analysis and evaluation.

Command words

The use of certain command words will give learners clear guidance on what assessment objective is being assessed. In the examples above command words are underlined to show what is expected.

A small set of command words will be used to give clarity on what AO is being assessed:

AO1	State Identify Name Suggest Label	Used to assess knowledge
	Define Describe Outline What is	Used to assess understanding
AO2	Calculate Select With reference to Using the information	Specific reference made to the business/context/scenario
AO3	Analyse Explain Why is it	Used to assess analysis
	Discuss Assess Recommend Evaluate Justify Consider To what extent Advise	Used to assess analysis and evaluation

Centres are encouraged to use these command words when asking questions in class, setting written work and practice tests and exams.

It is recommended that the focus when questioning learners throughout the two year study should be AO2 and AO3. Knowledge and understanding are always contained within AO2 and AO3 – learners can't apply or analyse or evaluate if they don't know the content.

Suitable ways to target AO2 and AO3 with your own candidates might be to use the following openings when posing questions during classroom activities:

1. Analyse the impacts on ...
2. Weigh up the advantages/disadvantages of ...
3. Discuss the points of view of ...
4. What are the limitations of ...?
5. To what extent do you agree?
6. Which is the best option?
7. Justify your decision/choice.
8. What are the costs and benefits?
9. How might things change in the future?
10. What might be the consequence?

Mark schemes

The questions in the examination papers will be marked either by point-based or banded mark schemes.

Point-based is usually used for low tariff questions with 1 mark given for a relevant answer, examples include:

- Award 1 mark for each correct descriptive statement about the public sector, up to 2 marks
- Award 1 mark for selection of correct data and award 1 mark for correct answer

Banded mark schemes are used for middle to high tariff questions where the student is expected to offer continuous prose or has to develop an analytical discussion. Banded mark schemes will often assess more than one AO, the AOs are assessed individually and learners are awarded marks for each AO. A detailed account of how banded mark schemes work is provided in the specimen mark schemes.

The mark awarded in banded mark schemes are not based on the quantity of ticks or the points made in the answer. The mark is awarded for the quality of the answer.

An example of a banded mark scheme is shown below:

1 (d) (ii)	Analyse why an effective supply chain is important for supermarkets.		6
Band	AO2 2 marks	AO3: 1a 4 marks	
3	There are no Band 3 marks for this assessment objective 2 marks are awarded as for Band 2	4 marks Excellent analysis on the importance of an effective supply chain for supermarkets All the key stages of the supply chain are analysed The analysis shows a clear understanding of the importance of the supply chain	
2	2 marks Good application of the supply chain to supermarkets There is clear and direct reference to supermarkets	2-3 marks Good analysis on the importance of an effective supply chain for supermarkets The analysis may focus on one or two stages only The analysis shows an understanding of the importance of the supply chain, though there may be minor omissions	
1	1 mark Limited application of the supply chain to supermarkets Some reference to supermarkets, but the response is mainly theoretical	1 mark Limited analysis on the importance of an effective supply chain for supermarkets The analysis may focus on just one stage The analysis shows a superficial understanding of the importance of the supply chain	
0	0 marks No reference is made to supermarkets	0 marks No valid analysis is given	

In this example AO2 and AO3 are assessed.

AO2 has 2 marks and there are 3 bands that the examiner can choose when deciding on a mark. If the answer makes no reference to supermarkets and the answer is a generic response then they will achieve 0 marks. If there is an attempt to analyse the importance of a supply chain in the context of supermarkets, but it is limited with just one or two references, then it will achieve 1 mark. 2 marks are awarded for answers that make a clear and consistent reference to supermarkets.

AO3 is out of 4 marks and there are 4 bands available to choose when deciding on the mark. The examiner will choose a band that best describes the student's work. As Band 2 gives the examiner an option of 2 or 3 marks, the examiner will have to make a professional judgement on whether the answer is just inside the band (and award 2 marks) or fully matches the description of the band (and award 3 marks).

The bands in the GCSE Business mark schemes are consistent for all questions:

Band 0	No reference or invalid response
Band 1	Limited
Band 2	Good
Band 3	Excellent

The number of the AO bands will depend on the AO tariff for the question, in the example above excellent AO2 is not required as there are only 2 AO2 marks.

Indicative content

For point-based and banded mark schemes indicative content will always be included. It is important that centres understand that this includes only suggested answers and that other valid content can be rewarded. If a learner offers an answer that includes content that is not in the specification, this will be credited as long as it is correct and valid to the question set.

The length of the indicative content is no indication of the length expected in the learner's answer. Not all the content in the indicative content has to be covered in order to obtain full marks. The purpose of the indicative content is to provide examiners (markers) with guidance, it is not to provide model answers for centres and learners. Nevertheless, mark schemes can be used in the classroom with learners in order to develop their understanding of how marks are awarded and to show the difference between different levels of response.

Some answers require a specific response – such as a calculation or interpreting from a graph or financial document. In this case learners must give the correct response as given in the mark scheme.

Own figure rule (OFR) is used when there is a staged calculation or the question requires a learner to use specific data in their calculation. To make sure a learner is not penalised twice OFR is used to credit later correct calculations that are based on incorrect numbers.

It is important that centres encourage learners to always write out the formula and show their workings for calculations, as they may achieve marks even if they get the final figure wrong. If a learner does just write the correct final answer, with no workings, they will achieve the full marks allocated to that question.

Quantitative skills

"Learners will be expected to use a range of mathematical skills and make justifiable decisions using both quantitative and qualitative methods applied in the context of GCSE Business".

The use of quantitative data is an important part of studying business. This new specification has a greater focus on the development of these skills; in particular, learners are expected to be able to:

- Carry out a number of calculations – a combination of general numeracy skills and specific business calculations
- Understand data presented in graphical form
- Interpret numerical and financial data
- Use quantitative data to solve problems and to make business decisions
- Use quantitative data to analyse and evaluate

The content listed in the specification includes areas that require learners to demonstrate quantitative skills.

The course outline included in this teacher guide contains some suggestions where these can be integrated into the teaching of the content and centres are encouraged to take any opportunity to develop these skills. The digital notes and textbook that accompanies this specification will also suggest areas where these skills could be developed. A separate guidance on using quantitative skills in GCSE Business is also available and can be found on the WJEC resource website.

These quantitative skills will be assessed in both examination papers, totalling at least 10% of the overall marks available for the qualification. This means that a minimum of 16 marks every summer will be allocated to the assessment of quantitative skills. There is no specific allocation to either paper; in one year Unit 1 may assess 12 quantitative skills and Unit 2 6 quantitative skills, in another year Unit 1 may assess 5 quantitative skills and Unit 2 11 quantitative skills. Learners should be prepared to respond to quantitative data, carry out calculations and analyse and evaluate quantitative data in either paper.

Learners are allowed to use calculators in both examination papers.

The appendix in the specification (page 35) lists the range of quantitative skills and the extent of mathematical techniques learners are required to apply to relevant business contexts. These are also listed on the next page.

Use of quantitative skills

The list below states the range and extent of mathematical techniques appropriate to GCSE Business. Drawing on the GCSE Business content learners are required to apply these skills to relevant business contexts.

Calculations in a business context, including:

- percentages and percentage changes
- averages
- revenue, costs and profit
- gross profit margin and net profit margin ratios
- 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

Dealing with qualitative data

The specification encourages learners to develop their understanding of business by reading, interpreting, analysing and evaluating qualitative data. In order to appreciate the contemporary business environment and to encourage greater understanding of a wide range of business activity, centres are encouraged to present learners with extended pieces of text.

The accompanying digital resources contain various examples of extended text that could be used to develop qualitative data handling skills. Many of these examples were sourced from the BBC website and were adopted to make them suitable for GCSE learners.

Centres are encouraged to build up a library of such resources that can be used to develop learners' skills that allow them to use business information critically in order to develop arguments and make justified business decisions. Using such up to date and present-day articles will also keep the subject content relevant to the current business environment, develop application skills – where learners need to apply their knowledge to specific contexts and enthuse learners to take an interest in current affairs.

An example of an article taken from the BBC is shown below:

Read the following article then answer the questions that follow:

Yorkshire Tea teapots recalled after 'breakages during brewing'



Yorkshire Tea image; Flickr Creative Commons <http://bit.ly/2u5u8QE>

Teapots and ceramics bearing the Yorkshire Tea logo are being recalled after customers reported they were breaking as they brewed up.

The bases of some one-litre teapots have reportedly fractured and fallen out during normal use, according to Yorkshire Tea. The products have the Harrogate part of the "Taylors of Harrogate" logo written in a lower case font.

Anyone with one of these products is being urged to contact the company.

The products included in the recall are the Yorkshire Tea teapots - one litre and one cup - the Yorkshire Tea Big Tea Mug and the Yorkshire Tea Milk Jug.

Yorkshire Tea, founded in Harrogate in 1886, said the products were sold by Amazon and independent retailers from 2015.

The company said in a statement: "When teapots from the same batch were tested against the relevant British Safety Standard they did not crack. However, more extensive testing revealed the potential for fracture or breakages during normal use. Therefore, in the interests of our customers' safety, we've taken the decision to implement a recall of all the ceramics made by the same manufacturer."

Source: <http://www.bbc.co.uk/news/uk-england-york-north-yorkshire-39028800>

1. Why were the products recalled?
2. What does this suggest about the quality control procedures?
3. What do you think is meant by "the relevant British Safety Standard"?
4. What affect is the recall likely to have on the business who made them?

The questions are aimed at covering the specification content in an applied way and also reinforcing business terminology. Centres are encouraged to add any further questions that they feel will fit the qualitative data presented.

Using extended pieces of qualitative data will also help learners prepare for the Unit 2 paper which requires learners to respond to an extended piece of text on a specific business or context. The questions in this paper will focus on the data and expect learners to apply their understanding in the context of the scenario.

Centres are encouraged to use mini case studies to develop learners' skills in responding to data and allowing them to identify, interpret, analyse and evaluate business concepts.

Resources

The WJEC resource website has a number of different resources that accompany this specification: <http://resources.wjec.co.uk/Pages/ResourceByArgs.aspx?subId=4&lvlId=2>

These resources include a full set of digital notes that will be made available in Word to allow centres to edit, add and personalise the resources.

A range of resources have been produced by Hodder Education. These include:

- An endorsed textbook
- Answer guide
- Whiteboard e-textbook
- Student e-textbook
- Dynamic learning package

Details of these resources are on the Hodder website: <https://www.hoddereducation.co.uk/SearchResults?text=eduqaS%20BUSINESS>

The internet

There are many business news stories every week, there is no better resource than the real world – use search engines to find current news stories that will enhance teaching.

There are many free websites that have notes, activities and other resources that are suitable for GCSE Business. WJEC will not endorse any of these sites and centres should make sure the content is suitable.

Some other businesses that have no connection with WJEC will produce materials for this specification. Many of these resources may be suitable and of a good quality, however, WJEC will have had no involvement in their creation and cannot be responsible for their suitability to this specification.

Other textbooks

A number of textbooks will be available for GCSE Business. Some of these will have been aimed at the old specification. However, certain content in these books will still be relevant to the new specification, even if the examples used may be a little out of date.