

**Oxford Cambridge and RSA Examinations**



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**OCR GCSE IN BUSINESS STUDIES A**

**1951**

**SCHEMES OF WORK**

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## Introduction

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This scheme of work has been written by one of the Principal Examiners for GCSE Business Studies A. It has been made available to Centres as an additional resource to use if they wish. It is not compulsory to use this scheme to deliver the specification. It may be adapted by Centres to suit their own particular needs.

The scheme of work can be obtained in electronic format (in Word) by contacting the Business and Commerce team at OCR's Birmingham Office.

Throughout the scheme of work, reference is made to the relevant section of the textbook "*Business Studies for OCR GCSE*" published by Hodder and Stoughton and endorsed by OCR for use with OCR GCSE in Business Studies A (1951). There are further materials available in the accompanying Teacher's Book. It is not necessary for Centres to have these textbooks in order to use the scheme of work, nor to deliver the specification. The references are included as an aid to those who have access to the textbooks. There is a wide range of textbooks and resources available which are suitable for use with GCSE Business Studies A. A full list is given in the specification.

A word of introduction is provided by the Principal Examiner.

The Business Studies teachers in my school have used similar "Record of Achievement – Subject Review Sheet" for several years now. They have helped the students to review their progress, to promote a positive attitude towards achievement and develop self-esteem.

The Outline Lesson Plans are a more recent development. Teachers have used these in one of three ways. Sometimes they have used the lesson outlines as they stand, sometimes they have amended them and sometimes they have preferred to use their own lesson plans. This is how I have used them as well. We remain, I hope, a profession where the judgement of the teacher, based on their experience, interests and personalities and the nature of the students and resources available, is paramount in deciding how best to educate the pupils they are responsible for. The Scheme has been available in electronic form on the school network and teachers have found it a useful template for developing their own plan and record of their lessons.

I hope that you find the materials of some use – at the very least, something that stimulates thinking about how to achieve the best for the students you teach.

I gave the "Notes on the Schemes" (see below) to the teachers in my school, to explain my thinking about using them.

Principal Examiner, GCSE Business Studies A

## UNITS

The specification is divided up into eight units of study. (Students study **either** Unit 8 (Business and Change option) **or** Unit 9 (Business Communication and Marketing option).) It is recommended that the units are dealt with in numerical order. Timings are approximate and are based on three, one hour lessons per week in Year 10 and two in Year 11.

Unit Number	Year	Number of Weeks of Study	Title of Unit
1	10	3	External Environment of Business
2	10	5	Business Structure and Organisation
3	10	5	Finance
4	10 / 11	9	Production
5	11	10	Marketing (includes work to prepare for coursework)
6	10 / 11	7	People in Business
7	11	7	Aiding and Controlling Business
8	11	8	Business and Change
9	11	8	Business Communications and Marketing
<b>Total</b>		<b>54</b>	

## OUTLINE OF SCHEMES

Each unit contains the following:

- |                                |   |
|--------------------------------|---|
| Knowledge Content              | - What the students must know.  |
| Language for Learning          | - A list of vocabulary specific to that unit. The vocabulary is divided into sections; related terms are grouped together in <i>italics</i> or normal font.                     |
| Subject Skills                 | - Skills needed when completing this unit.  |
| Personal Key Skills Activities | - This section gives details of key skills activities which have been built into lesson plans in order to develop students' skills in these areas.                              |
| Resources                      | - At present, reference made to the textbook " <i>Business Studies for OCR GCSE</i> ". Teachers should record their own resources in this section as well.                      |
| Assessment                     | - This gives a statement of how students are to be assessed throughout the unit and at the end.   |
| Out of school learning         | - Some brief suggestions are given, where appropriate.  |
| Lesson outlines                | - These direct teachers to cover the content of the unit using the OCR Business Studies for GCSE textbook. It is recommended that teachers adapt these to suit their own style. |
| Subject Review Sheets          | - These are for completion by the students.   |

## USING THE SCHEME

The lesson outlines are suggested lesson structures including homeworks. They also include a reference to relevant sections of the textbook and the accompanying Teacher's Book. Teachers are encouraged to use/amend/substitute according to their professional judgement. The Teacher's Book contains activities which may be an alternative to some of the note-making activities suggested. These activities should also provide some useful additional work including some "entertainment" end-of-term type exercises.

Revision is built in. It is suggested that students complete the first two sections of the review sheet before they sit the unit test. This will help them to focus on what to revise.

The language for learning should be used in two ways – it may be useful for students to build up a glossary of terms and teachers may want to use them for the revision lesson (going over the terms in class).

Also useful for revision are the Examination Summary Tips at the end of each of the units in the text which give an overview of the main points of the unit.

## SUBJECT SKILLS

It is important to remember that the GCSE examination is designed to test four skills in relation to Business Studies and that lessons should be designed to develop these skills.

The skills are:

- Knowledge - of terms, techniques and principles;
- Application - of terminology to describe business activity;
- Analysis - to identify advantages and disadvantages;
- Evaluation - to make reasoned judgements about success or failure, based on evidence or argument.

## PERSONAL KEY SKILLS

This section identifies some of the activities that have been built in to the lesson outlines that will develop these skills.

The "main" key skills of Communication, Numeracy and Information Technology have been included in the list of personal skills so that the importance of them is highlighted for the students. Communication and Application of Number skills are particularly important in the examinations. Approximately 5% of the marks available to candidates are awarded for QWC (Quality of Written Communication). Also a number of questions will require candidates to carry out calculations and interpret numerical information. In addition, many students find IT skills useful to help with the completion of coursework.

## **RESOURCES**

This section gives a summary of what is in the textbook '*Business Studies for OCR GCSE*'. Teachers may wish to include additional resources that they like to use.

## **ASSESSMENT**

This is a summary statement of how students can be assessed during and at the end of each unit of study.

## **OUT OF SCHOOL LEARNING**

This is intended to highlight some opportunities that it may be useful to draw to the students' attention or to draw upon these experiences in lessons.

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# 1 UNIT 1 The External Environment of Business

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**NUMBER OF WEEKS OF STUDY: 3**

## 1.1 Knowledge Content

- Knowledge of factors of production - land, labour, capital, enterprise.
- The basic economic problem - wants, resources, scarcity, choice, opportunity cost. Different sectors of the economy - primary, secondary, tertiary - meaning, changes in relative importance, reasons for changes.
- Business objectives - private sector, public sector - meaning of terms, different objectives of each sector.
- The Community and Business - social costs and benefits of business, organisations that affect businesses in the community - local and national government, pressure groups.
- Stakeholders in business - types of stakeholders, interests in business.

## 1.2 Language for Learning

- |                          |                    |                   |
|--------------------------|--------------------|-------------------|
| • Factors of production  | • Primary Sector   | • Social costs    |
| • Land                   | • Secondary Sector | • Social benefits |
| • Labour                 | • Tertiary Sector  | • Government      |
| • Capital                | • Profits          | • Pressure groups |
| • Basic economic problem | • Growth           |                   |
| • Wants                  | • Survival         |                   |
| • Resources              | • Private Sector   |                   |
| • Choice                 | • Public Sector    |                   |
| • Scarcity               | • Stakeholders     |                   |

### **1.3 Personal Key Skills (including Literacy and Numeracy)**

#### **Communications (includes literacy)**

Students will need to complete several pieces of written work.

Students take part in a discussion.

#### **Application of Number (includes Numeracy)**

Interpretation of data re changing importance of sectors, construction and interpretation of bar charts.

#### **IT**

Use of word processing, graphics packages, spreadsheets and the internet to research data.

#### **Organisation including Time-Management**

Meeting deadlines with work.

### **1.4 Resources**

Textbook - Section 1, All Units

Teacher's Book

### **1.5 Assessment**

#### **Questioning in class**

**Activities** - to develop understanding and to assess learning - used in class and for homework.

**Past Examination questions** - see end of each unit in the Textbook.

#### **End of unit test**

#### **Out of school learning**

Activity 2, Page 9 suggests information that the students could collect to bring in prior to the lesson on primary, secondary and tertiary sectors.



## LESSON OUTLINES

Lesson	Objectives	Activities	Resources	Homework
1	Introduction to the purpose and nature of business activity	Introductory Activity – Section 1	Text, P1	
2	Knowledge of the factors of production Scarcity and how it affects businesses	Class explanation/discussion re terms/illustrations Notes on factors and scarcity Activity 1 Feedback from individuals about Activity 1	Text P4	Exam Practice Question P4
3	Knowledge of the sectors of the economy, Interdependence of sectors - specialisation and value added  Changing importance of sectors	Class explanation/discussion re terms/illustrations Dictated definitions of terms Activity 1, Qs 1 and 4 Class explanation/discussion re terms/illustrations Copy bullet points	P8	Exam Practice Question P10
4	The objectives of business Meaning of private/public sectors Knowledge of objectives of different sectors Stakeholders and examples of	Classification of business and likely objectives  Activity 1 and Activity 2 Class explanation/discussion re terms/illustrations Notes – one sentence to illustrate how affected by business activity	P12-14  P15	
5	Social costs and benefits – meaning Ability to construct and interpret bar charts	Class explanation/discussion re terms/illustrations Activity 3	P22	
6	How businesses deal with the community - problems faced, government and pressure groups	Class explanation/discussion re terms/illustrations Activity 2	P21	Exam Practice Question P25
7	Unit Test			



## Record of Achievement – Subject Review

Name \_\_\_\_\_ Form \_\_\_\_\_

### UNIT 1 – The External Environment of Business

#### Knowledge Content

(Tick if confident about this, cross if not)

<input type="checkbox"/>	Knowledge of factors of production - land, labour, capital, enterprise.
<input type="checkbox"/>	The basic economic problem - wants, resources, scarcity, choice, opportunity cost. Different sectors of the economy - primary, secondary, tertiary - meaning, changes in relative importance, reasons for changes.
<input type="checkbox"/>	Business objectives - private sector, public sector - meaning of terms, different objectives of each sector.
<input type="checkbox"/>	The community and business - social costs and benefits of business, organisations that affect businesses in the community - local and national government, pressure groups.
<input type="checkbox"/>	Stakeholders in business - types of stakeholders, interests in business.

#### Language for Learning

Vocabulary that you must learn to spell and to use properly.

(Tick if confident about the meaning of the term, cross if not).

<input type="checkbox"/>	<i>Factors of production</i>	<input type="checkbox"/>	Primary Sector	<input type="checkbox"/>	Social costs
<input type="checkbox"/>	<i>Land</i>	<input type="checkbox"/>	Secondary Sector	<input type="checkbox"/>	Social benefits
<input type="checkbox"/>	<i>Labour</i>	<input type="checkbox"/>	Tertiary Sector	<input type="checkbox"/>	Government
<input type="checkbox"/>	<i>Capital</i>	<input type="checkbox"/>	<i>Profits</i>	<input type="checkbox"/>	Pressure groups
<input type="checkbox"/>	<i>Basic economic problem</i>	<input type="checkbox"/>	<i>Growth</i>		
<input type="checkbox"/>	<i>Wants</i>	<input type="checkbox"/>	<i>Survival</i>		
<input type="checkbox"/>	<i>Resources</i>	<input type="checkbox"/>	Private Sector		
<input type="checkbox"/>	<i>Choice</i>	<input type="checkbox"/>	Public Sector		
<input type="checkbox"/>	<i>Scarcity</i>	<input type="checkbox"/>	Stakeholders		

#### Review

Write down any work that you are particularly proud of in this unit.

Please continue overleaf

## Review Continued

Write SMART targets to say how you can improve your understanding of this unit.

## Personal Key Skills

**(Communications, Application of Number, Information Technology, Working with Others, Research, Organisation including Time-Management).**

Write down any work where you have used the Personal Key Skills in your work in this unit and that you are particularly proud of.

Write SMART targets to say how you can improve your Personal Key Skills.

Signed (Student) \_\_\_\_\_ Date \_\_\_\_\_

Signed (Teacher) \_\_\_\_\_ Date \_\_\_\_\_

## 2 UNIT 2: Business Structure and Organisation

NUMBER OF WEEKS OF STUDY: 5

### 2.1 Knowledge Content (Tick if confident, cross if not)

<input type="checkbox"/>	Private and public sectors
<input type="checkbox"/>	Types of private sector businesses
<input type="checkbox"/>	Types of public sector organisations
<input type="checkbox"/>	Incorporated and Unincorporated Businesses
<input type="checkbox"/>	Sole traders – features, advantages and disadvantages
<input type="checkbox"/>	Partnerships – Deed of Partnership, features, advantages and disadvantages
<input type="checkbox"/>	Private and Public Limited Companies – features, differences/similarities, advantages and disadvantages
<input type="checkbox"/>	Shareholders, shares, dividends, capital gains
<input type="checkbox"/>	Franchises – features, advantages and disadvantages
<input type="checkbox"/>	Holding companies – Meaning
<input type="checkbox"/>	Multi-national companies – features, advantages and disadvantages
<input type="checkbox"/>	Public corporations – privatisation and nationalisation

### 2.2 Language for Learning

<ul style="list-style-type: none"> <li>• <i>Private sector</i></li> <li>• <i>Public sector</i></li> <li>• <i>Sole traders</i></li> <li>• <i>Partnerships</i></li> <li>• <i>Private limited companies</i></li> <li>• <i>Public limited companies</i></li> <li>• <i>Shareholders</i></li> <li>• <i>Unincorporated businesses</i></li> <li>• <i>Unlimited liability</i></li> <li>• <i>Incorporated businesses</i></li> <li>• <i>Legal identity</i></li> <li>• <i>Limited liability</i></li> <li>• <i>Insolvency</i></li> <li>• <i>Bankruptcy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Finance</i></li> <li>• <i>Capital</i></li> <li>• <i>Deed of Partnership</i></li> <li>• <i>Sleeping partner</i></li> <li>• <i>Board of Directors</i></li> <li>• <i>Shareholders</i></li> <li>• <i>Shares</i></li> <li>• <i>Dividends</i></li> <li>• <i>Capital gains</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Franchise</i></li> <li>• <i>Franchisor</i></li> <li>• <i>Franchisee</i></li> <li>• <i>Royalty</i></li> <li>• <i>Holding company</i></li> <li>• <i>Subsidiary company</i></li> <li>• <i>Multinational company</i></li> <li>• <i>Public corporation</i></li> <li>• <i>Privatisation</i></li> <li>• <i>Nationalisation</i></li> </ul>
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## **2.3 Personal Key Skills (including Literacy and Numeracy)**

### **Communications (includes literacy)**

Pupils will need to complete several pieces of written work.

Lesson 4 requires a group discussion.

### **Application of Number (includes Numeracy)**

None in this unit (unless you want to add some calculations about dividend payments or insolvency as concrete examples).

### **IT**

Use of word processing, graphics packages, spreadsheets and the internet to research data.  
Internet to access web sites for data (Lessons 8 and 10).

### **Working with Others**

#### **Research**

Lessons 8 and 10 require research activities using the Internet.

#### **Organisation including Time-Management**

Meeting deadlines with work.

## **2.4 Resources**

Textbook – Section 2, All Units

Teacher's Book

## **2.5 Assessment**

### **Questioning in class**

### **Activities**

To develop understanding and to assess learning – used in class and for homework.

### **Past Examination questions**

See end of each Unit in the Textbook.

### **End of unit test**

## LESSON OUTLINES

Lesson	Objectives	Activities	Resources	Homework
1	Introduction – Private and Public Sectors Types of private sector businesses Types of public sector organisations	Explanation and class discussion Classification exercises	Introductory Activity P27/8	
2	Incorporation and unincorporation – meaning (no detail of process) Legal identity Unlimited and limited liability Insolvency, bankruptcy Finance and capital Shareholders	Explanation and class discussion Dictated notes on meaning of terms	Unit 2.1	Exam Practice Question P34
3	Sole traders – features Advantages Disadvantages	Explanation and class discussion Draw up table of features Draw up tables of advantages and disadvantages Exam Practice Question P40	Unit 2.2	
4	Partnerships Deed of Partnership Advantages and Disadvantages	Group activity – Activity P40  Build up boxes on board using suggestions from class – copy up	Unit 2.2	
5	Ownership of Limited Companies Shareholders, shares Dividends, Capital gains Voting rights Reading the share prices in the paper	Explanation and class discussion Activity 2  Illustration from P46	Unit 2.3 P45	Activity 3 P47



Lesson	Objectives	Activities	Resources	Homework
6	Private Limited Companies - Features Advantages and disadvantages	Use Unit 2.3 to build up boxes of features, advantages and disadvantages on board – pupils copy	Unit 2.3	
7	Public Limited Companies Features Advantages and disadvantages	Use Unit 2.3 to build up boxes of features, advantages and disadvantages on board – pupils copy	Unit 2.3	Exam Practice Question P48
8	Franchises – Features, advantages/disadvantages	Explanation and class discussion Notes – boxes for features, advantages/disadvantages Activity 1 – if access to computer OR Exam Practice Question P54	Unit 2.4  P52	
9	Holding Companies – meaning and reasons for operating as a holding company	Explanation and class discussion Copy diagram P51 Activity 2	Unit 2.4  P53	
10	Multi-national companies – features, advantages and disadvantages	Explanation and class discussion Boxed notes for meaning, advantages/disadvantages. Activity 3 – if access to computer	Unit 2.4  P53	
11	Public Corporations and Privatisation	Explanation and class discussion Own notes on Public Corporations (meaning), Privatisation (meaning and reasons for)	Unit 2.5	
12	Revision Lesson			
13	Unit Test			

## Record of Achievement – Subject Review

Name \_\_\_\_\_ Form \_\_\_\_\_

### UNIT 2 – Business Structure and Organisation

Knowledge Content (Tick if confident, cross if not)	
<input type="checkbox"/>	Private and public sectors
<input type="checkbox"/>	Types of private sector businesses
<input type="checkbox"/>	Types of public sector organisations
<input type="checkbox"/>	Incorporated and Unincorporated Businesses
<input type="checkbox"/>	Sole traders – features, advantages and disadvantages
<input type="checkbox"/>	Partnerships – Deed of Partnership, features, advantages and disadvantages
<input type="checkbox"/>	Private and Public Limited Companies – features, differences/similarities, advantages and disadvantages
<input type="checkbox"/>	Shareholders, shares, dividends, capital gains
<input type="checkbox"/>	Franchises – features, advantages and disadvantages
<input type="checkbox"/>	Holding companies – meaning
<input type="checkbox"/>	Multi-national companies – features, advantages and disadvantages
<input type="checkbox"/>	Public corporations – privatisation and nationalisation

Language for Learning		
Vocabulary that you must learn to spell and to use properly.		
(Tick if confident about the meaning of the term, cross if not)		
<input type="checkbox"/> <i>Private sector</i>	<input type="checkbox"/> <i>Finance</i>	<input type="checkbox"/> <i>Franchise</i>
<input type="checkbox"/> <i>Public sector</i>	<input type="checkbox"/> <i>Capital</i>	<input type="checkbox"/> <i>Franchisor</i>
<input type="checkbox"/> <i>Sole traders</i>	<input type="checkbox"/> <i>Deed of Partnership</i>	<input type="checkbox"/> <i>Franchisee</i>
<input type="checkbox"/> <i>Partnerships</i>	<input type="checkbox"/> <i>Sleeping partner</i>	<input type="checkbox"/> <i>Royalty</i>
<input type="checkbox"/> <i>Private limited companies</i>	<input type="checkbox"/> <i>Board of Directors</i>	<input type="checkbox"/> <i>Holding company</i>
<input type="checkbox"/> <i>Public limited companies</i>	<input type="checkbox"/> <i>Shareholders</i>	<input type="checkbox"/> <i>Subsidiary company</i>
<input type="checkbox"/> <i>Shareholders</i>	<input type="checkbox"/> <i>Shares</i>	<input type="checkbox"/> <i>Multinational company</i>
<input type="checkbox"/> <i>Unincorporated businesses</i>	<input type="checkbox"/> <i>Dividends</i>	<input type="checkbox"/> <i>Public corporation</i>
<input type="checkbox"/> <i>Unlimited liability</i>	<input type="checkbox"/> <i>Capital gains</i>	<input type="checkbox"/> <i>Privatisation</i>
<input type="checkbox"/> <i>Incorporated businesses</i>		<input type="checkbox"/> <i>Nationalisation</i>
<input type="checkbox"/> <i>Legal identity</i>		
<input type="checkbox"/> <i>Limited liability</i>		
<input type="checkbox"/> <i>Insolvency</i>		
<input type="checkbox"/> <i>Bankruptcy</i>		

## Review

Write down any work that you are particularly proud of in this unit.

Write SMART targets to say how you can improve your understanding of this unit.

## Personal Key Skills

**(Communications, Application of Number, Information Technology, Working with Others, Research, Organisation including Time-Management).**

Write down any work where you have used the Personal Key Skills in your work in this unit and that you are particularly proud of.

Please continue overleaf

## Personal Key Skills Continued

Write SMART targets to say how you can improve your Personal Key Skills.

Signed (Student) \_\_\_\_\_ Date \_\_\_\_\_

Signed (Teacher) \_\_\_\_\_ Date \_\_\_\_\_

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## 3 UNIT 3: Finance

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**NUMBER OF WEEKS OF STUDY: 5**

### 3.1 Knowledge Content

- Profits – the meaning.
- Gross and net profit, cost of goods sold, expenses.
- Profit and sales revenue – gross and net profit ratios (margins).
- Factors determining profit or loss.
- Importance of profit.
- The need for finance.
- Types of finance – internal and external, short, medium and long term.
- Kinds of financial information – Trading and Profit and Loss Accounts, Balance Sheets – uses of this information.
- The profit and loss account - The trading account, the profit and loss account, the appropriation account.
- Analysing profit and loss accounts – ratio analysis.
- Balance sheets – the structure of the vertical balance sheet – fixed assets, current assets, current liabilities, net working capital, net assets employed, shareholders funds, long term liabilities, capital employed, drawings (in sole trader/partnership accounts).
- Analysing balance sheets – ratio analysis (current ration, acid test ratio, working capital, return on capital employed – liquidity and performance).
- Liquidation, incorporated and unincorporated businesses.
- Cash flow forecasts and statements, preparing a forecast.
- Managing a negative cash flow.
- Uses of cash flow forecasts, limitations of forecasts.

## 3.2 Language for Learning

<ul style="list-style-type: none"> <li>• <i>Finance</i></li> <li>• <i>Internal finance</i></li> <li>• <i>External finance</i></li> <li>• <i>Short term finance</i></li> <li>• <i>Overdraft</i></li> <li>• <i>Trade credit</i></li> <li>• <i>Factoring</i></li> <li>• <i>Medium term finance</i></li> <li>• <i>Bank loan</i></li> <li>• <i>Lease</i></li> <li>• <i>Hire purchase</i></li> <li>• <i>Grants</i></li> <li>• <i>Long term finance</i></li> <li>• <i>Bank loan</i></li> <li>• <i>Mortgage</i></li> <li>• <i>Savings</i></li> <li>• <i>Shares</i></li> <li>• <i>Lease</i></li> <li>• <i>Hire purchase</i></li> <li>• <i>Debentures</i></li> </ul>	<ul style="list-style-type: none"> <li>• Trading account</li> <li>• Profit</li> <li>• Sales revenue</li> <li>• Costs of production</li> <li>• Cost of goods sold</li> <li>• Gross profit</li> <li>• Profit and loss account</li> <li>• Expenses</li> <li>• Net profit</li> <li>• Interest</li> <li>• Operating profit</li> <li>• Appropriation account</li> <li>• Corporation Tax</li> <li>• Profit after tax</li> <li>• Dividends</li> <li>• Retained profit</li> <li>• Gross profit margin</li> <li>• Net profit margin</li> <li>• Drawings</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Balance sheets</i></li> <li>• <i>Fixed assets</i></li> <li>• <i>Depreciation</i></li> <li>• <i>Current assets</i></li> <li>• <i>Current liabilities</i></li> <li>• <i>Debtors</i></li> <li>• <i>Creditors</i></li> <li>• <i>Working capital</i></li> <li>• <i>Shareholders funds</i></li> <li>• <i>Long term liabilities</i></li> <li>• <i>Liquidity</i></li> <li>• <i>Current ratio</i></li> <li>• <i>Acid test ratio</i></li> <li>• <i>Working capital ratio</i></li> <li>• <i>Return on capital employed</i></li> <li>• <i>Liquidation</i></li> <li>• Cash flow forecasts</li> <li>• Cash flow statements</li> <li>• Balance carried forward</li> </ul>
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## 3.3 Personal Key Skills (including Literacy and Numeracy)

### Communications (includes literacy)

Students will need to complete several pieces of written work.

### Application of Number (includes Numeracy)

Lesson 3 – additions, subtractions, multiplications of cost/revenue figures,

Lesson 4 – additions used in Profit accounts,

Lesson 5 – ratio analysis and interpretation in profit and loss accounts,

Lesson 6 – additions/subtractions used in Balance sheets,

Lesson 7 – ratio analysis and interpretation in Balance sheets,

Lesson 8 and 9 – additions/subtractions in cashflow forecasts,

Lessons 10 and 11 – as for lessons 3 to 7

## **IT**

Use of word processing, graphics packages, spreadsheets and the internet to research data. Spreadsheets may be useful for constructing accounts, also for cash flow forecasts (given or create own with formula).

## **Working with Others**

### **Research**

### **Organisation including Time-Management**

Meeting deadlines with work.

## **3.4 Resources**

Textbook – Section 3, All Units

## **3.5 Assessment**

### **Questioning in class**

**Activities** – to develop understanding and to assess learning – used in class and for homework.

**Past Examination questions** – see end of each Unit in the Textbook.

### **End of unit test**

## LESSON OUTLINES

Lesson	Objectives	Activities	Resources	Homework
1	Finance – the need for finance  Difference between internal and external and short and long term finance	Explanation and Class discussion Copy up table P68 Explanation and Class discussion Copy tables on P69	Unit 3.2	
2	Different sources of finance – what they are and when they are useful	Reference to P71 table Activity 1 Activity 2	Unit 3.2 P71 P71-2	Exam Practice Question Q1 a), b) and Q2 c), d)
3	Meaning of key terms – sales revenue, cost of goods sold, expenses, gross and net profit	Explanation and Class discussion Dictation of definitions Examples to be calculated		
4	Profit accounts – construction – trading account profit and loss account appropriation account Definitions of terms	Illustration of construction of the accounts – use and copy constructions on P82 and 83 Activity Question 1	Unit 3.4  P86	
5	Interpreting accounts – Gross profit, operating profit and net profit ratios	Illustration – use P85 Activity Question 2	Unit 3.4 P86	Exam Practice Question P95



Lesson	Objectives	Activities	Resources	Homework
6	Balance sheet – construction – vertical style Definitions of terms	Illustration using P91 Activity 1 Creation of table of definitions using P91 – 92 text	Unit 3.5 P94	Activity 2 Question 1 P95
7	Interpreting balance sheets Liquidity – current ratio, acid test ratio, working capital Performance – ROCE	Explanation of the importance of liquidity and performance and how measured Notes giving definitions, formula for calculating and purpose of each (could be presented as a table with three columns) Activity 2 Questions 2 - 5	Unit 3.5  P95	Exam Practice Question P98 (may be done part hwk, part classwork)
8	Cash flow forecasts and statements – construction	Illustration using P75 Notes on purpose and meaning of terms Activity 1 (using student’s own or given figures)	Unit 3.3  P77	
9	Cash flow forecasts – reinforcement of construction, negative cash flow, managing cash flow, limitations of cash flow	Activity 2 (Student’s own) notes of negative cash flow, managing cash flow, limitations of forecasts	P79	Exam Practice Question P80
10	Revision – Profit accounts	Exam summary tips and additional calculation/interpretation exercises		
11	Revision – Balance sheets	Exam summary tips and additional calculation/interpretation exercises		
12	Unit test			

## Record of Achievement – Subject Review

Name \_\_\_\_\_ Form \_\_\_\_\_

### UNIT 3 – FINANCE

<b>Knowledge Content</b> (Tick if confident, cross if not)	
<input type="checkbox"/>	Profits – the meaning.
<input type="checkbox"/>	Gross and net profit, cost of goods sold, expenses.
<input type="checkbox"/>	Profit and sales revenue – gross and net profit ratios (margins).
<input type="checkbox"/>	Factors determining profit or loss.
<input type="checkbox"/>	Importance of profit.
<input type="checkbox"/>	The need for finance.
<input type="checkbox"/>	Types of finance – internal and external, short, medium and long term.
<input type="checkbox"/>	Kinds of financial information – Trading and Profit and Loss Accounts, Balance Sheets – uses of this information.
<input type="checkbox"/>	The profit and loss account - The trading account, the profit and loss account, the appropriation account.
<input type="checkbox"/>	Analysing profit and loss accounts – ratio analysis.
<input type="checkbox"/>	Balance sheets – the structure of the vertical balance sheet – fixed assets, current assets, current liabilities, net working capital, net assets employed, shareholders funds, long term liabilities, capital employed, drawings (in sole trader/partnership accounts).
<input type="checkbox"/>	Analysing balance sheets – ratio analysis (current ration, acid test ratio, working capital, return on capital employed – liquidity and performance).
<input type="checkbox"/>	Liquidation, incorporated and unincorporated businesses.
<input type="checkbox"/>	Cash flow forecasts and statements, preparing a forecast.
<input type="checkbox"/>	Managing a negative cash flow.
<input type="checkbox"/>	Uses of cash flow forecasts, limitations of forecasts.

## Language for Learning

Vocabulary that you must learn to spell and to use properly.

(Tick if confident about the meaning of the term, cross if not)

<input type="checkbox"/> <i>Finance</i>	<input type="checkbox"/> Trading account	<input type="checkbox"/> <i>Balance sheets</i>
<input type="checkbox"/> <i>Internal finance</i>	<input type="checkbox"/> Profit	<input type="checkbox"/> <i>Fixed assets</i>
<input type="checkbox"/> <i>External finance</i>	<input type="checkbox"/> Sales revenue	<input type="checkbox"/> <i>Depreciation</i>
<input type="checkbox"/> <i>Short term finance</i>	<input type="checkbox"/> Costs of production	<input type="checkbox"/> <i>Current assets</i>
<input type="checkbox"/> <i>Overdraft</i>	<input type="checkbox"/> Cost of goods sold	<input type="checkbox"/> <i>Current liabilities</i>
<input type="checkbox"/> <i>Trade credit</i>	<input type="checkbox"/> Gross profit	<input type="checkbox"/> <i>Debtors</i>
<input type="checkbox"/> <i>Factoring</i>	<input type="checkbox"/> Profit and loss account	<input type="checkbox"/> <i>Creditors</i>
<input type="checkbox"/> <i>Medium term finance</i>	<input type="checkbox"/> Expenses	<input type="checkbox"/> <i>Working capital</i>
<input type="checkbox"/> <i>Bank loan</i>	<input type="checkbox"/> Net profit	<input type="checkbox"/> <i>Shareholders funds</i>
<input type="checkbox"/> <i>Lease</i>	<input type="checkbox"/> Interest	<input type="checkbox"/> <i>Long term liabilities</i>
<input type="checkbox"/> <i>Hire purchase</i>	<input type="checkbox"/> Operating profit	<input type="checkbox"/> <i>Liquidity</i>
<input type="checkbox"/> <i>Grants</i>	<input type="checkbox"/> Appropriation account	<input type="checkbox"/> <i>Current ratio</i>
<input type="checkbox"/> <i>Long term finance</i>	<input type="checkbox"/> Corporation Tax	<input type="checkbox"/> <i>Acid test ratio</i>
<input type="checkbox"/> <i>Bank loan</i>	<input type="checkbox"/> Profit after tax	<input type="checkbox"/> <i>Working capital ratio</i>
<input type="checkbox"/> <i>Mortgage</i>	<input type="checkbox"/> Dividends	<input type="checkbox"/> <i>Return on capital employed</i>
<input type="checkbox"/> <i>Savings</i>	<input type="checkbox"/> Retained profit	<input type="checkbox"/> <i>Liquidation</i>
<input type="checkbox"/> <i>Shares</i>	<input type="checkbox"/> Gross profit margin	<input type="checkbox"/> <i>Cash flow forecasts</i>
<input type="checkbox"/> <i>Lease</i>	<input type="checkbox"/> Net profit margin	<input type="checkbox"/> <i>Cash flow statements</i>
<input type="checkbox"/> <i>Hire purchase</i>	<input type="checkbox"/> Drawings	<input type="checkbox"/> <i>Balance carried forward</i>
<input type="checkbox"/> <i>Debentures</i>		

## Review

Write down any work that you are particularly proud of in this unit.

Please continue overleaf

## Review Continued

Write SMART targets to say how you can improve your understanding of this unit.

### Personal Key Skills

**(Communications, Application of Number, Information Technology, Working with Others, Research, Organisation including Time-Management).**

Write down any work where you have used the Personal Key Skills in your work in this unit and that you are particularly proud of.

Write SMART targets to say how you can improve your Personal Key Skills.

Signed (Student) \_\_\_\_\_ Date \_\_\_\_\_

Signed (Teacher) \_\_\_\_\_ Date \_\_\_\_\_

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## 4 UNIT 4: Production

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**NUMBER OF WEEKS OF STUDY: 9**

### 4.1 Knowledge Content

- Specialisation – meaning, advantages and disadvantages.
- Multi-skilling - meaning, advantages and disadvantages.
- Terminology of organisation charts – function, line/staff, hierarchy, layers, accountability, chain of command, line manager/line of communication, subordinates, span of control, delegation.
- Uses of organisation charts.
- Formal and informal groups.
- Tall and flat organisations.
- De-layering.
- Sales revenues – sales revenues (meaning and ways of increasing).
- Costs of production – fixed and variable, total, average.
- Managing costs.
- Production costs and pie charts.
- Break-even – meaning, construction of break even graphs, calculation of break even, limitations.
- Economies of scale – meaning, kinds of economies, diseconomies.
- Growth of firms – methods of growth, kinds of integration, advantages of integration.
- Choosing the scale of production.
- Producing goods – key considerations, overview of the process.
- Methods of production – job, batch , flow – advantages and disadvantages of each.
- Technology and manufacturing – mechanisation/automation, CAD, CAM, CIM – advantages/disadvantages.
- Lean production.
- Quality control – importance, traditional methods and total quality management.

## 4.2 Language for Learning

<ul style="list-style-type: none"> <li>• <i>Specialisation</i></li> <li>• <i>Multi-skilling</i></li> <li>• <i>Organisation charts</i></li> <li>• <i>Functions</i></li> <li>• <i>Staff</i></li> <li>• <i>Hierarchy</i></li> <li>• <i>Layers</i></li> <li>• <i>Accountability</i></li> <li>• <i>Chain of command</i></li> <li>• <i>Line of communication</i></li> <li>• <i>Line manager</i></li> <li>• <i>Subordinates</i></li> <li>• <i>Span of control</i></li> <li>• <i>Delegation</i></li> <li>• <i>Formal groups</i></li> <li>• <i>Informal groups</i></li> <li>• <i>Tall organisations</i></li> <li>• <i>Flat organisations</i></li> <li>• <i>De-layering</i></li> <li>• <i>Empowerment</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sales revenue</li> <li>• Sales turnover</li> <li>• Fixed costs</li> <li>• Variable costs</li> <li>• Total costs</li> <li>• Average costs</li> <li>• <i>Break even analysis</i></li> <li>• <i>Break even output</i></li> <li>• <i>Margin of safety</i></li> <li>• <i>Contribution</i></li> <li>• Economies of scale</li> <li>• Purchasing economies</li> <li>• Managerial economies</li> <li>• Financial economies</li> <li>• Marketing economies</li> <li>• Risk-bearing economies</li> <li>• Technical economies</li> <li>• Diseconomies of scale</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mergers</i></li> <li>• <i>Take-overs</i></li> <li>• <i>Internal growth</i></li> <li>• <i>Types of integration</i></li> <li>• <i>Backward vertical integration</i></li> <li>• <i>Forward vertical integration</i></li> <li>• <i>Horizontal integration</i></li> <li>• <i>Lateral integration</i></li> <li>• <i>Diversification</i></li> <li>• <i>Job production</i></li> <li>• <i>Batch production</i></li> <li>• <i>Flow production</i></li> <li>• <i>Mechanisation</i></li> <li>• <i>Automation</i></li> <li>• <i>CAD</i></li> <li>• <i>CAM</i></li> <li>• <i>CIM</i></li> <li>• <i>Lean production</i></li> <li>• <i>TQM</i></li> </ul>
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## 4.3 Personal Key Skills (including Literacy and Numeracy)

### Communications (includes literacy)

Pupils will need to complete several pieces of written work.

Use of images – Lessons 4, 5 (organisation charts)

Lesson 12 – diagram of economies of scale.

Lesson 13 – types of integration.

### Application of Number (includes Numeracy)

Lesson 7 – calculations of revenues.

Lesson 8 – calculation of cost including averages.

Lesson 9 – construction and interpretation of pie charts.

Lesson 10 – construction and interpretation of break-even line graphs.

Lesson 11 – calculations of changes in average costs as outputs and total costs change.

Lesson 14 – reading and interpreting statistical data.

## **IT**

Use of word processing, graphics packages, spreadsheets and the Internet to research data.

Lesson 4 – word processing.

## **Working with Others**

### **Research**

Lesson 1 – Introductory Activity.

Lesson 17 – finding out about production in a work experience setting.

## **Organisation including Time-Management**

Meeting deadlines with work.

## **4.4 Resources**

Textbook – Section 4, All Units apart from Unit 4.6.

Teacher's Book.

## **4.5 Assessment**

### **Questioning in class**

**Activities** – to develop understanding and to assess learning – used in class and for homework.

**Past Examination questions** – see end of each Unit in the Textbook.

### **End of unit test**

### **Out of school learning**

During work experience and any part-time employment that pupils' have – experiences may be used in lessons.

## LESSON OUTLINES

Lesson	Objectives	Activities	Resources	Homework
1	Overview of what production involves	Explanation and class discussion Summary notes of issues to be considered Preparation for Activity	Section 4, Introductory activity  P100	Carry out interview for activity, record answers
2	Overview of what production involves	Write up interview (word process report if possible)		
3	Specialisation and multi-skilling – meaning, advantages and disadvantages	Make “boxed” notes of meaning, advantages and disadvantages (P102) Activity 1 Activity 2 (or homework)	Unit 4.1  P102	
4	Organisation charts – knowledge of terms associated	Illustration (P103) Build glossary of terms	Unit 4.1	Activity 3
5	Organisation charts – benefits, formal and informal groups, tall and flat organisations	Feedback on homework Meaning of terms – add to glossary Boxed notes on advantages of tall/flat structures	Unit 4.1	
6	De-layering – meaning and benefits	Activity 4 – word process if possible	Unit 4.1 P 106	Exam Practice Question P107
7	Revenues - meanings of terms, calculations. Increasing revenues	Explanation of terms Raising sales revenue Activity 1 and Activity 2 Discussion of factors influencing when price rises/falls will increase revenue Activity 3	Unit 4.2  P109 and 110  P110	



Lesson	Objectives	Activities	Resources	Homework
8	Business Costs – fixed and variable, total and average	Explanation and discussion Short notes of definition and how to calculate Activity 4	Unit 4.2  P112	Own notes on Managing Costs
9	Production costs and pie charts	Illustration of use of pie charts in business studies and how to interpret NB Critical point – comparing one year with next Activity 5	Unit 4.2  P114	Exam Practice Question P116
10	Break-even	Illustration of data and break-even chart, break even output and margin of safety Activity 1	Unit 4.3  P119	
11	Limitations of break even Calculating break even	Explanation, notes Illustration using P118 Activity 3	Unit 4.3  P120	Exam Practice Question P121
12	Economies of scale – meaning of scale, calculation of effect of increased scale on average costs Diseconomies of scale Kinds of economies	Illustration of idea of scale and effect on costs using P123 Short notes of definitions Activity 1 Copy diagram Activity 2	Unit 4.4  P124 P124 P125	
13	The growth of businesses – mergers, takeovers, internal growth and types of integration	Explanations of terms Notes to define mergers, takeovers, internal expansion Use and copy P125 diagram Activity 3	Unit 4.4  P126	

Lesson	Objectives	Activities	Resources	Homework
14	The Size of Businesses – how measured, choosing the scale	Explanations of kinds of measures Activity 4 Exam Practice Question OR Activity 5 or 6	Unit 4.4 P126 P128	Complete Exam Practice Question P128 OR Activity 5 or 6
15	Producing the goods – overview of process and key considerations Methods of Production	Illustrate using diagram P130 Activity 1 used as part of class discussion or group activities – with feedback of ideas to whole class Boxed notes of each one – complete for homework	Unit 4.5 P132	Exam Practice Question
16	Technology in Production – Meaning of terms	Explanation and illustration Boxed notes define terms and list advantages and disadvantages Activity 2	Unit 4.5  P133	Complete Activity 2
17	Quality Control – traditional and TQM	Own notes Preparation for Activity 3 Questions – adapt to use with parents, friends if work experience not appropriate	Unit 4.5 P134	Complete Activity 3
18	Revision Lesson – use of Exam Summary Tips and Language for Learning			
19	Unit Test			

## Record of Achievement – Subject Review

Name \_\_\_\_\_ Form \_\_\_\_\_

### UNIT 4 – Production

#### Knowledge Content

(Tick if confident about this cross if not)

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Specialisation – meaning, advantages and disadvantages.  |
| <input type="checkbox"/> | Multi-skilling - meaning, advantages and disadvantages.  |
| <input type="checkbox"/> | Terminology of organisation charts – function, line/staff, hierarchy, layers, accountability, chain of command, line manager/line of communication, subordinates, span of control, delegation. |
| <input type="checkbox"/> | Uses of organisation charts.   |
| <input type="checkbox"/> | Formal and informal groups.  |
| <input type="checkbox"/> | Tall and flat organisations.   |
| <input type="checkbox"/> | De-layering.   |
| <input type="checkbox"/> | Sales revenues – sales revenues (meaning and ways of increasing).  |
| <input type="checkbox"/> | Costs of production – fixed and variable, total, average.  |
| <input type="checkbox"/> | Managing costs.  |
| <input type="checkbox"/> | Production costs and pie charts.   |
| <input type="checkbox"/> | Break-even – meaning, construction of break even graphs, calculation of break even, limitations.   |
| <input type="checkbox"/> | Economies of scale – meaning, kinds of economies, diseconomies.  |
| <input type="checkbox"/> | Growth of firms – methods of growth, kinds of integration, advantages of integration.  |
| <input type="checkbox"/> | Choosing the scale of production.  |
| <input type="checkbox"/> | Producing goods – key considerations, overview of the process.   |
| <input type="checkbox"/> | Methods of production – job, batch , flow – advantages and disadvantages of each.  |
| <input type="checkbox"/> | Technology and manufacturing – mechanisation/automation, CAD, CAM, CIM – advantages/disadvantages.   |
| <input type="checkbox"/> | Lean production.   |
| <input type="checkbox"/> | Quality control – importance, traditional methods and total quality management.  |

## Language for Learning

Vocabulary that you must learn to spell and to use properly.

(Tick if confident about the meaning of the term, cross if not)

<input type="checkbox"/> <i>Specialisation</i>	<input type="checkbox"/> Sales revenue	<input type="checkbox"/> <i>Mergers</i>
<input type="checkbox"/> <i>Multi-skilling</i>	<input type="checkbox"/> Sales turnover	<input type="checkbox"/> <i>Take-overs</i>
<input type="checkbox"/> <i>Organisation charts</i>	<input type="checkbox"/> Fixed costs	<input type="checkbox"/> <i>Internal growth</i>
<input type="checkbox"/> <i>Functions</i>	<input type="checkbox"/> Variable costs	<input type="checkbox"/> <i>Types of integration</i>
<input type="checkbox"/> <i>Staff</i>	<input type="checkbox"/> Total costs	<input type="checkbox"/> <i>Backward vertical integration</i>
<input type="checkbox"/> <i>Hierarchy</i>	<input type="checkbox"/> Average costs	<input type="checkbox"/> <i>Forward vertical integration</i>
<input type="checkbox"/> <i>Layers</i>	<input type="checkbox"/> <i>Break even analysis</i>	<input type="checkbox"/> <i>Horizontal integration</i>
<input type="checkbox"/> <i>Accountability</i>	<input type="checkbox"/> <i>Break even output</i>	<input type="checkbox"/> <i>Lateral integration</i>
<input type="checkbox"/> <i>Chain of command</i>	<input type="checkbox"/> <i>Margin of safety</i>	<input type="checkbox"/> <i>Diversification</i>
<input type="checkbox"/> <i>Line of communication</i>	<input type="checkbox"/> <i>Contribution</i>	<input type="checkbox"/> <i>Job production</i>
<input type="checkbox"/> <i>Line manager</i>	<input type="checkbox"/> Economies of scale	<input type="checkbox"/> <i>Batch production</i>
<input type="checkbox"/> <i>Subordinates</i>	<input type="checkbox"/> Purchasing economies	<input type="checkbox"/> <i>Flow production</i>
<input type="checkbox"/> <i>Span of control</i>	<input type="checkbox"/> Managerial economies	<input type="checkbox"/> <i>Mechanisation</i>
<input type="checkbox"/> <i>Delegation</i>	<input type="checkbox"/> Financial economies	<input type="checkbox"/> <i>Automation</i>
<input type="checkbox"/> <i>Formal groups</i>	<input type="checkbox"/> Marketing economies	<input type="checkbox"/> <i>CAD, CAM, CIM</i>
<input type="checkbox"/> <i>Informal groups</i>	<input type="checkbox"/> Risk-bearing economies	<input type="checkbox"/> <i>Lean production</i>
<input type="checkbox"/> <i>Tall organisations</i>	<input type="checkbox"/> Technical economies	<input type="checkbox"/> <i>TQM</i>
<input type="checkbox"/> <i>Flat organisations</i>	<input type="checkbox"/> Diseconomies of scale	
<input type="checkbox"/> <i>De-layering</i>		
<input type="checkbox"/> <i>Empowerment</i>		

## Review

Write down any work that you are particularly proud of in this unit.

Please continue on next page

## Review Continued

Write SMART targets to say how you can improve your understanding of this unit.

### Personal Key Skills

**(Communications, Application of Number, Information Technology, Working with Others, Research, Organisation including Time-Management).**

Write down any work where you have used the Personal Key Skills in your work in this unit and that you are particularly proud of.

Write SMART targets to say how you can improve your Personal Key Skills.

Signed (Student) \_\_\_\_\_ Date \_\_\_\_\_

Signed (Teacher) \_\_\_\_\_ Date \_\_\_\_\_



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## 5 UNIT 5: Marketing

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**NUMBER OF WEEKS OF STUDY: 10**

### 5.1 Knowledge Content

- The elements of marketing – price, place, product, promotion, packaging and customer services.
- Market research – meaning, primary/secondary data, field and desk research. Purpose of research.
- Analysing the market – product/market orientation, market segmentation.
- Product – product mix/range, product and market segmentation. Branded and non-branded products. The product life cycle.
- Price decisions – pricing strategies and their appropriateness.
- Place- importance, different methods of distribution.
- Promotion – meaning – sales promotions, public relations, sponsorship, advertising (informative, persuasive, generic, different media and factors influencing choice), controls on advertising.

### 5.2 Language for Learning

- |  |                                   |                           |
|--|-----------------------------------|---------------------------|
| • <i>Market research</i>   | • Price strategies                | • Promotion               |
| • <i>Primary or field research (surveys, consumer panels, testing)</i>     | • Competitor pricing              | • Sales promotion         |
| • <i>Secondary or desk research (census data, internet, internal data)</i> | • Cost plus pricing               | • Price reductions        |
| • <i>Sampling techniques (random, quota)</i>                               | • Penetration pricing             | • Loss leaders            |
| • Market segments  | • Skimming                        | • Added value             |
| • Socio-economic grouping  | • Differential pricing            | • Gifts                   |
| • The marketing mix  | • Promotional pricing             | • Point of sale           |
| • <i>Distribution</i>  | • Psychological pricing           | • Competition             |
| • <i>Producer</i>  | • Product                         | • Free samples            |
| • <i>Wholesaler</i>  | • <i>Research and development</i> | • Merchandising           |
| • <i>Retailer</i>  | • <i>Product mix</i>              | • After sales service     |
| • <i>Consumer</i>  | • <i>Branding</i>                 | • Public relations        |
| • <i>Direct sales</i>  | • <i>Product life cycle</i>       | • Sponsorship             |
|  | • <i>Introduction</i>             | • Advertising             |
|  | • <i>Growth</i>                   | • Informative advertising |
|  | • <i>Maturity</i>                 | • Persuasive advertising  |
|  | • <i>Saturation</i>               | • Advertising media       |
|  | • <i>Decline</i>                  |                           |

## **5.3 Personal Key Skills (including Literacy and Numeracy)**

### **Communications (includes literacy)**

Pupils will need to complete several pieces of written work.

Coursework activity.

### **Application of Number (includes Numeracy)**

Analysis of questionnaire results – tally sheets, percentages.

### **IT**

Use of word processing, graphics packages, spreadsheets and the internet to research data.

Use of internet to research data about the coursework business.

Use of IT to complete the coursework – especially word processing and spreadsheet (to produce graphs of questionnaire results), scanned materials, graphics (if necessary).

### **Working with Others**

#### **Research**

Designing and asking the questionnaires.

#### **Organisation including Time-Management**

Meeting deadlines with work.

Action plan recommended for coursework, especially lessons 15 – 20).

## **5.4 Resources**

Textbook – Section 5, All Units

Teacher's Book –



## 5.5 Assessment

### Questioning in class

**Activities** – to develop understanding and to assess learning – used in class and for homework.

**Past Examination questions** – see end of each Unit in the Textbook.

### End of unit test

### Out of school learning

Pupils to be encouraged to think about advertising etc that they come across on TV, in magazines etc.

## 5.6 Special Feature - Coursework

Students often base their coursework on the marketing unit of the specification. Teachers may want to write sections of the coursework as they study the unit – lessons have been built in to achieve this. Students may do either a practice coursework or the one that they will hand in as their actual coursework. If they do a common practice piece, students will need to complete their own coursework in their own time.

Either way, students should research materials at the outset of the unit – use the internet, write to the firm they want to study etc – so that the materials are available to them as they complete the unit of study.

## LESSON OUTLINES

Lesson	Objectives	Activities	Resources	Homework
1	Introduction to marketing	Introductory activity – the marketing of mobile phones	P147	
2	Market research – information required by businesses Field research (primary data) – Desk research (secondary data) Surveys and questionnaires	Copy bullet points of Information needed (P152) Explanation and discussion of methods – summary notes Surveys – Example of questionnaire	Unit 5.2	Design questionnaire for either Practice coursework activity or real coursework
3	Sampling techniques – random and quota sampling Advantages and disadvantages of questionnaires	Activity 2  Discussion - Summary notes	Unit 5.2 P155	
4	Desk research – meaning, types, advantages and disadvantages	Class explanation and discussion Summary notes	Unit 5.2	
5	Marketing mix and packaging	Class discussion and explanation Summary notes Exam practice question (P162)	Unit 5.3	
6	Analysing the market – product/market orientation Market segmentation	Class explanation and discussion Activity 1 – as a group activity	Unit 5.1	Exam Practice Question

Lesson	Objectives	Activities	Resources	Homework
7	Product – Mix/Range, Branding The Product Life Cycle – meaning, extending the life cycle	Definitions of terms Class discussion using examples about life cycle (Cadbury’s Dairy Milk v. Computer games etc.) Copy and label diagram. (P176). Summary definition of each stage. Copy Bullet points – extending the life cycle Exam Practice Question	Unit 5.4  P176	Complete Exam Practice Question
8	Coursework activity	Analysis of how coursework business segments the market and the products it produces for each segment. Also explanation of the life cycle of that product (IT)		
9	Price strategies – what they are, when appropriate	Building a box of notes with help of class – term, definition, example Activity 4	Unit 5.4  P174	Exam Practice Question P171
10	Coursework Activity	Write about the different pricing strategies that the business could use. Discuss, with evidence, those that they do use. (IT)		
11	Place – Methods of distribution	Diagrams of the different methods, advantages/disadvantages of each under each Exam Practice Question	Unit 5.6  P180	Complete Exam Practice Question

Lesson	Objectives	Activities	Resources	Homework
12	Promotion – Overview (Sales Promotion, PR, Sponsorship, Advertising) Detail on Sales Promotion	Explanation of promotion Summary notes of overview Explanation and discussion of kinds of sales promotion Complete glossary of terms Activity 1	Unit 5.7  P184	Complete Activity 1 Also collect 5 example advertisements each for next lesson
13	Advertising – kinds (informative, persuasive, generic), media for advertising	Illustrations of different kinds of advertising – class discussion Summary notes of different kinds Group activity – Activity 4 – recommendations/class review	Unit 5.7	
14	Control of Advertising	Discussion and notes Exam Practice Question	Unit 5.7 P190	
15 - 20	Completing the Coursework	Bring together the sections already written Write Aims, Objectives method Ask questions (may be group/class activity) Number crunch – write up analysis of questionnaires Make recommendations based on questionnaire results and other sections		
21	Revision			
22	Unit Test			

## Record of Achievement – Subject Review

Name \_\_\_\_\_ Form \_\_\_\_\_

### UNIT 5 – Marketing

#### Knowledge Content

(Tick if confident about this, cross if not)

<input type="checkbox"/>	The elements of marketing – price, place, product, promotion, packaging and customer services.
<input type="checkbox"/>	Market research – meaning, primary/secondary data, field and desk research. Purpose of research.
<input type="checkbox"/>	Analysing the market – product/market orientation, market segmentation.
<input type="checkbox"/>	Product – product mix/range, product and market segmentation. Branded and non-branded products. The product life cycle.
<input type="checkbox"/>	Price decisions – pricing strategies and their appropriateness.
<input type="checkbox"/>	Place- importance, different methods of distribution.
<input type="checkbox"/>	Promotion – meaning – sales promotions, public relations, sponsorship, advertising (informative, persuasive, generic, different media and factors influencing choice), controls on advertising.

#### Language for Learning

Vocabulary that you must learn to spell and to use properly.

(Tick if confident about the meaning of the term, cross if not)

<input type="checkbox"/>	<i>Market research Primary or field research (surveys, consumer panels, testing)</i>	<input type="checkbox"/>	Price strategies	<input type="checkbox"/>	Promotion
<input type="checkbox"/>	<i>Secondary or desk research (census data, internet, internal data)</i>	<input type="checkbox"/>	Competitor pricing	<input type="checkbox"/>	Sales promotion
<input type="checkbox"/>	<i>Sampling techniques (random, quota)</i>	<input type="checkbox"/>	Cost plus pricing	<input type="checkbox"/>	Price reductions
<input type="checkbox"/>	Market segments	<input type="checkbox"/>	Penetration pricing	<input type="checkbox"/>	Loss leaders
<input type="checkbox"/>	Socio-economic grouping	<input type="checkbox"/>	Skimming	<input type="checkbox"/>	Added value
<input type="checkbox"/>	The marketing mix	<input type="checkbox"/>	Differential pricing	<input type="checkbox"/>	Gifts
<input type="checkbox"/>	<i>Distribution</i>	<input type="checkbox"/>	Promotional pricing	<input type="checkbox"/>	Point of sale
<input type="checkbox"/>	<i>Producer</i>	<input type="checkbox"/>	Psychological pricing	<input type="checkbox"/>	Competition
<input type="checkbox"/>	<i>Wholesaler</i>	<input type="checkbox"/>	<i>Product</i>	<input type="checkbox"/>	Free samples
<input type="checkbox"/>	<i>Retailer</i>	<input type="checkbox"/>	<i>Research and development</i>	<input type="checkbox"/>	Merchandising
<input type="checkbox"/>	<i>Consumer</i>	<input type="checkbox"/>	<i>Product mix</i>	<input type="checkbox"/>	After sales service
<input type="checkbox"/>	<i>Direct sales</i>	<input type="checkbox"/>	<i>Branding</i>	<input type="checkbox"/>	Public relations
		<input type="checkbox"/>	<i>Product life cycle</i>	<input type="checkbox"/>	Sponsorship
		<input type="checkbox"/>	<i>Introduction</i>	<input type="checkbox"/>	Advertising
		<input type="checkbox"/>	<i>Growth</i>	<input type="checkbox"/>	Informative advertising
		<input type="checkbox"/>	<i>Maturity</i>	<input type="checkbox"/>	Persuasive advertising
		<input type="checkbox"/>	<i>Saturation</i>	<input type="checkbox"/>	Advertising media
		<input type="checkbox"/>	<i>Decline</i>		

## Review

Write down any work that you are particularly proud of in this unit.

Write SMART targets to say how you can improve your understanding of this unit.

## Personal Key Skills

**(Communications, Application of Number, Information Technology, Working with Others, Research, Organisation including Time-Management).**

Write down any work where you have used the Personal Key Skills in your work in this unit and that you are particularly proud of.

Please continue on next page

Write SMART targets to say how you can improve your Personal Key Skills.

Signed (Student) \_\_\_\_\_ Date \_\_\_\_\_

Signed (Teacher) \_\_\_\_\_ Date \_\_\_\_\_





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## 6 UNIT 6: People in Business

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**NUMBER OF WEEKS OF STUDY: 7**

### 6.1 Knowledge Content

- Importance of people in business.
- Recruiting process – needs analysis, advertising the post, selecting from candidates.
- Needs analysis – job descriptions and person specifications.
- Advertising the post – designing an advertisement, media to use, internal/external advertisement.
- Selecting from applicants – sources of information about candidates.
- Maslow's hierarchy of needs.
- Pay advice slips.
- Methods of pay.
- Non-pay methods of motivation.
- Training needs.
- On the job and off the job training.
- Lifelong learning.
- Staff appraisal.
- Investors in People.
- Employment tribunals – what they do.
- Major employment laws.
- Contract of employment and statement of particulars.
- Minimum wage.
- Redundancy.
- Trade unions – jobs, benefits to members, industrial action (including costs), Single union agreements, ACAS.

## 6.2 Language for Learning

<ul style="list-style-type: none"> <li>• <i>Needs analysis</i></li> <li>• <i>Job description</i></li> <li>• <i>Person specification</i></li> <li>• <i>Media</i></li> <li>• <i>Internal recruitment</i></li> <li>• <i>External recruitment</i></li> <li>• <i>Recruitment agencies</i></li> <li>• <i>Letter of application</i></li> <li>• <i>Application form</i></li> <li>• <i>Curriculum Vitae (CV)</i></li> <li>• <i>References</i></li> <li>• <i>Interviews</i></li> <li>• <i>Psychometric tests</i></li> <li>• <i>Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Physiological needs</li> <li>• Safety</li> <li>• Social needs</li> <li>• Self-esteem</li> <li>• Self-actualisation</li> <li>• <i>Gross Pay</i></li> <li>• <i>Net Pay</i></li> <li>• <i>National insurance</i></li> <li>• Time rate</li> <li>• Piece rate</li> <li>• Salary</li> <li>• Overtime</li> <li>• Commission</li> <li>• Bonus</li> <li>• Profit sharing</li> <li>• Fringe benefits or perks</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Job Enlargement</i></li> <li>• <i>Job rotation</i></li> <li>• <i>Empowerment</i></li> <li>• <i>Autocratic leadership</i></li> <li>• <i>Laissez-faire leadership</i></li> <li>• <i>Democratic leadership</i></li> <li>• Role plays</li> <li>• Simulations</li> <li>• Appraisal</li> <li>• <i>Employment tribunals</i></li> <li>• <i>Sex discrimination</i></li> <li>• <i>Statement of particulars</i></li> <li>• <i>Redundancy</i></li> <li>• <i>Industrial action</i></li> <li>• <i>Strikes</i></li> </ul>
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## 6.3 Personal Key Skills (including Literacy and Numeracy)

### Communications (includes literacy)

Pupils will need to complete several pieces of written work.

Feedback on why people work involves group discussion (Lesson 8).

Union management dispute involves group discussions (Lesson 15).

Pupils write CVs and Letter of Application (Lesson 6).

### Application of Number (includes Numeracy)

Calculations of gross and net pay (Lesson 8) and Methods of Pay (Lesson 9).

### IT

Use of word processing, graphics packages, spreadsheets and the internet to research data.

Use of IT to produce advertisement (Lesson 4), CV and letter of application (Lesson 6).

## **Working with Others**

### **Research**

Lessons 1 and 7 and the associated homework activities.

### **Organisation including Time-Management**

Meeting deadlines with work.

## **6.4 Resources**

Textbook – Section 6, All Units

## **6.5 Assessment**

### **Questioning in class**

**Activities** – to develop understanding and to assess learning – used in class and for homework.

**Past Examination questions** – see end of each Unit in the Textbook.

### **End of unit test**

### **Out of school learning**

Discussions with friends and family members about the work they do/skills needed, how recruited etc.

NB Also link with Careers Education activities.

## LESSON OUTLINES

Lesson	Objectives	Activities	Resources	Homework
1	The importance of people in business	Introductory Activity Preparation of interview questions for Activity 2	P203	Activity 2, P204 Interview for Hwk, (this could be typed up in class.)
2	Overview of issues related to people in business	Key in article		
3	The Recruitment Process  Needs analysis – job descriptions and person specifications	Explanation and class discussion Draw diagram Explanation and class discussion Activity 1	Examples P206, 207 P207	Write up explanation of why job descriptions and person specifications are useful in the process of recruitment
4	Internal and External Recruitment – Meaning and when appropriate Advertising Jobs	Explanation and class discussion Activity 2 Activity 1 – Use computer if appropriate.	P208 P207	
5	Media to use in job advertisements	Notes on media (P210) Explanation and discussion of factors affecting the media to use Activity 4, Q2	P212	Activity 4, Q1
6	Sources of information	Explanation and class discussion Notes on different methods Write own CV, letter of application for fictional job (invent one) Activity 5	P212	

Lesson	Objectives	Activities	Resources	Homework
7	Maslow's Hierarchy of Needs	Explanation and class discussion. Activity 1 Preparation for Activity 2 – List of questions to ask	P215	Activity 2
8	Why people work  Pay Advice slips	Group discussion – produce list (Activity 2 continued). Feedback from groups  Meaning of terms – Gross, net pay, deductions (income tax, national insurance, other)		
9	Methods of Pay	Explanation and class discussion Notes on methods	P217	Exam Practice Question P220, Q1
10	Non-pay methods of motivation	Explanation and class discussion. Brief notes on methods Activity 4 Exam Practice Question, Q2	P219 P220	
11	Training Needs  On the job, off the job training	Read over section, Training Needs. Complete Activity 1 Copy “boxed information” Activity 2	P223 P224 P225	Complete Exam Practice Question P227
12	Employment Laws	Explanation and class discussion. Copy boxed information P230 Activity 1 P231		

Lesson	Objectives	Activities	Resources	Homework
13	Health and Safety, Minimum wage, redundancy	Notes on meaning of terms Activity 2 (Could be adapted for own room or picture of a work place)	P231	
14	Trade unions – Jobs and benefits for members	Explanation and class discussion Activity 3	P233	Own notes on Industrial Action including costs and Single Union Agreements
15	Industrial relations in practice	Activity 4 and/or Activity 5	P234  P235	
16	Revision of main parts of unit			
17	Unit Test			

## Record of Achievement – Subject Review

Name \_\_\_\_\_ Form \_\_\_\_\_

### UNIT 6 – People in Business

<b>Knowledge Content</b> <b>(Tick if confident, cross if not)</b>	
<input type="checkbox"/>	Importance of people in business.
<input type="checkbox"/>	Recruiting process – needs analysis, advertising the post, selecting from candidates.
<input type="checkbox"/>	Needs analysis – job descriptions and person specifications.
<input type="checkbox"/>	Advertising the post – designing an advertisement, media to use, internal/external advertisement.
<input type="checkbox"/>	Selecting from applicants – sources of information about candidates.
<input type="checkbox"/>	Maslow’s hierarchy of needs.
<input type="checkbox"/>	Pay advice slips.
<input type="checkbox"/>	Methods of pay.
<input type="checkbox"/>	Non-pay methods of motivation.
<input type="checkbox"/>	Training needs.
<input type="checkbox"/>	On the job and off the job training.
<input type="checkbox"/>	Lifelong learning.
<input type="checkbox"/>	Staff appraisal.
<input type="checkbox"/>	Investors in People.
<input type="checkbox"/>	Employment tribunals – what they do.
<input type="checkbox"/>	Major employment laws.
<input type="checkbox"/>	Contract of employment and statement of particulars.
<input type="checkbox"/>	Minimum wage.
<input type="checkbox"/>	Redundancy.
<input type="checkbox"/>	Trade unions – jobs, benefits to members, industrial action (including costs), Single union agreements, ACAS.

## Language for Learning

Vocabulary that you must learn to spell and to use properly.

(Tick if confident about the meaning of the term, cross if not)

<input type="checkbox"/> Needs analysis	<input type="checkbox"/> Physiological needs	<input type="checkbox"/> Job Enlargement
<input type="checkbox"/> Job description	<input type="checkbox"/> Safety	<input type="checkbox"/> Job rotation
<input type="checkbox"/> Person specification	<input type="checkbox"/> Social needs	<input type="checkbox"/> Empowerment
<input type="checkbox"/> Media	<input type="checkbox"/> Self-esteem	<input type="checkbox"/> Autocratic leadership
<input type="checkbox"/> Internal recruitment	<input type="checkbox"/> Self-actualisation	<input type="checkbox"/> Laissez-faire leadership
<input type="checkbox"/> External recruitment	<input type="checkbox"/> Gross Pay	<input type="checkbox"/> Democratic leadership
<input type="checkbox"/> Recruitment agencies	<input type="checkbox"/> Net Pay	<input type="checkbox"/> Role plays
<input type="checkbox"/> Letter of application	<input type="checkbox"/> National insurance	<input type="checkbox"/> Simulations
<input type="checkbox"/> Application form	<input type="checkbox"/> Time rate	<input type="checkbox"/> Appraisal
<input type="checkbox"/> Curriculum Vitae (CV)	<input type="checkbox"/> Piece rate	<input type="checkbox"/> Employment tribunals
<input type="checkbox"/> References	<input type="checkbox"/> Salary	<input type="checkbox"/> Sex discrimination
<input type="checkbox"/> Interviews	<input type="checkbox"/> Overtime	<input type="checkbox"/> Statement of particulars
<input type="checkbox"/> Psychometric tests	<input type="checkbox"/> Commission	<input type="checkbox"/> Redundancy
<input type="checkbox"/> Presentations	<input type="checkbox"/> Bonus	<input type="checkbox"/> Industrial action
	<input type="checkbox"/> Profit sharing	<input type="checkbox"/> Strikes
	<input type="checkbox"/> Fringe benefits or perks	



## Review

Write down any work that you are particularly proud of in this unit.

Write SMART targets to say how you can improve your understanding of this unit.

## Personal Key Skills

**(Communications, Application of Number, Information Technology, Working with Others, Research, Organisation including Time-Management).**

Write down any work where you have used the Personal Key Skills in your work in this unit and that you are particularly proud of.

Write SMART targets to say how you can improve your Personal Key Skills.

Signed (Student) \_\_\_\_\_ Date \_\_\_\_\_

Signed (Teacher) \_\_\_\_\_ Date \_\_\_\_\_



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## 7 UNIT 7: Aiding and Controlling Business Activity

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**NUMBER OF WEEKS OF STUDY: 7**

### 7.1 Knowledge Content

- Economic systems – planned, market, mixed. Advantages and disadvantages of each.
- Government and the Mixed Economy – public and merit goods, economic objectives of government (low inflation/unemployment, good economic growth, Balance of Payments), Managing the economy (fiscal, interest rate, supply-side policies).
- Types of markets – competition, oligopoly, monopoly.
- Advantages and disadvantages of different types of market.
- Location of industry – factors influencing, Enterprise Zones, Regional Development Agencies.
- International Trade – benefits/problems, practical difficulties, protectionism (methods of and reasons for) exchange rates and trade.
- European Union – Member countries, benefits/problems of membership.
- Single European Currency – advantages and disadvantages.

### 7.2 Language for Learning

<ul style="list-style-type: none"> <li>• Economic system</li> <li>• Planned economy</li> <li>• Market economy</li> <li>• Mixed economy</li> <li>• Public Goods</li> <li>• Merit goods</li> <li>• <i>Unemployment</i></li> <li>• <i>Inflation</i></li> <li>• <i>Economic growth</i></li> <li>• <i>Balance of Payments</i></li> <li>• <i>Fiscal policy</i></li> <li>• <i>Direct taxes</i></li> <li>• <i>Indirect taxes</i></li> <li>• <i>Interest rate policy</i></li> <li>• <i>Demand in the Economy</i></li> <li>• <i>Supply-side policies</i></li> </ul>	<ul style="list-style-type: none"> <li>• Competition</li> <li>• Oligopoly</li> <li>• Monopoly</li> <li>• <i>Location of Industry</i></li> <li>• <i>Enterprise Zones</i></li> <li>• <i>Assisted Area</i></li> <li>• <i>Regional Development Agencies</i></li> <li>• International trade</li> <li>• Infant industries</li> <li>• Protectionism</li> <li>• Tariffs</li> <li>• Quotas</li> <li>• Technical restrictions on trade</li> <li>• Retaliation</li> <li>• Exchange rate</li> <li>• Rise in exchange rate</li> <li>• Fall in exchange rate</li> </ul>	<ul style="list-style-type: none"> <li>• <i>European Union</i></li> <li>• <i>Enlarged market</i></li> <li>• <i>Common standards</i></li> <li>• <i>Single Market</i></li> <li>• <i>Social Charter</i></li> <li>• <i>Single European Currency – the Euro</i></li> </ul>
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## **7.3 Personal Key Skills (including Literacy and Numeracy)**

### **Communications (includes literacy)**

Pupils will need to complete several pieces of written work.

Lesson 14 – production of a leaflet

### **Application of Number (includes Numeracy)**

Lesson 11 calculation of exchange rate changes.

### **IT**

Use of word processing, graphics packages, spreadsheets and the internet to research data.

Lesson 14 – production of leaflet, research for minimum wage using internet.

### **Working with Others**

#### **Research**

Using internet to find minimum wage.

#### **Organisation including Time-Management**

Meeting deadlines with work.

## **7.4 Resources**

Textbook – Section 7, All Units

## **7.5 Assessment**

### **Questioning in class**

**Activities** – to develop understanding and to assess learning – used in class and for homework.

**Past Examination questions** – see end of each Unit in the Textbook.

### **End of unit test**

### **Out of school learning**

Awareness of stories in the news. Students should be encouraged to watch the news and read newspapers on this topic.

## LESSON OUTLINES

Lesson	Objectives	Activities	Resources	Homework
1	Economic systems market, planned, mixed	Boxed notes of meaning, advantages/disadvantages of planned/mixed built up on board. Activity 2	Unit 7.1  P243	Complete Activity 3
2	Feedback on lesson 1  Public and merit goods	Summary bullet points of advantages of mixed economy. Explanation and discussion Activity 3	Unit 7.1  P243	
3	Objectives of economic policy	Explanation and class discussion. Notes using P244 Activity 4	Unit 7.1  P244	
4	Fiscal Policy – direct and indirect taxes  Interest rate policy  Changing demand	Definitions built up, copied from board Boxed notes P246	Unit 7.1  P246	Activities 5 and 6
5	Supply-side economic policies – why necessary, how they work	Boxed notes		Exam Practice Questions P248
6	Main types of markets – competition, oligopoly, monopoly	Explanation and class discussion. Boxed notes copied P251 Activity 1	Unit 7.2  P252	Activity 2 P253

<b>Lesson</b>	<b>Objectives</b>	<b>Activities</b>	<b>Resources</b>	<b>Homework</b>
7	Location of Industry – Importance and factors influencing	Introduction to location – Activity 1 using local example as an illustration. Notes on the factors affecting location. Case study exercise – what factors would influence the location of specimen business activities	Unit 7.3 P260  Activity to be designed-also see Teachers' Book for suitable materials	
8	Location of Industry – government influence - Assisted Areas, Enterprise Zones, Regional Development Agencies	Explanation and summary notes Activity	Unit 7.3 P260	Exam Practice Question
9	International Trade – benefits to consumers and to businesses Problems of international trade Practical difficulties	Introductory Activity – Activity 1 Questions 1 and 2 Boxed notes – benefits to consumers, benefits to producers.	Unit 7.5 P270	Copy box of practical difficulties (P270)
10	Protectionism – Reasons for protection, methods of protection	Review of problems of trade (reasons for protection) Discussion of methods of protection – going through customs (illustration) Activity 2	Unit 7.5  P271	
11	Exchange Rates – meaning Rise/fall in exchange rate and effect on imports and exports	Illustration through concrete example Copy example Copy notes (Table 7.12) Activity 3	Unit 7.5  P273	Exam Practice Question – P273

Lesson	Objectives	Activities	Resources	Homework
12	European Union – member countries Benefits and problems of membership for businesses	Use photocopied map of Europe without names (Geography Dept) – fill in names of member countries (P263 for reference map) Explanation and discussion of benefits and problems Summary notes	Unit 7.4	
13	European Union	Activity 2	Unit 7.4 P266	
14	The Euro – meaning, benefits, problems	Class explanation and discussion Copy boxed notes (P266)	Unit 7.4	Exam Practice Question
15	Revision			
16	Unit Test			



## Record of Achievement – Subject Review

Name \_\_\_\_\_ Form \_\_\_\_\_

### UNIT 7 – Aiding and Controlling Business Activity

<b>Knowledge Content</b> <b>(Tick if confident about this, cross if not)</b>	
<input type="checkbox"/>	Economic systems – planned, market, mixed. Advantages and disadvantages of each.
<input type="checkbox"/>	Government and the Mixed Economy – public and merit goods, economic objectives of government (low inflation/unemployment, good economic growth, Balance of Payments), Managing the economy (fiscal, interest rate, supply-side policies).
<input type="checkbox"/>	Types of markets – competition, oligopoly, monopoly.
<input type="checkbox"/>	Advantages and disadvantages of different types of market.
<input type="checkbox"/>	Location of industry – factors influencing, Enterprise Zones, Regional Development Agencies.
<input type="checkbox"/>	International Trade – benefits/problems, practical difficulties, protectionism (methods of and reasons for) exchange rates and trade.
<input type="checkbox"/>	European Union – Member countries, benefits/problems of membership.
<input type="checkbox"/>	Single European Currency – advantages and disadvantages.

### Language for Learning

Vocabulary that you must learn to spell and to use properly.

(Tick if confident about the meaning of the term, cross if not)

<input type="checkbox"/> Economic system	<input type="checkbox"/> Competition	<input type="checkbox"/> <i>European Union</i>
<input type="checkbox"/> Planned economy	<input type="checkbox"/> Oligopoly	<input type="checkbox"/> <i>Enlarged market</i>
<input type="checkbox"/> Market economy	<input type="checkbox"/> Monopoly	<input type="checkbox"/> <i>Common standards</i>
<input type="checkbox"/> Mixed economy	<input type="checkbox"/> <i>Location of Industry</i>	<input type="checkbox"/> <i>Single Market</i>
<input type="checkbox"/> Public Goods	<input type="checkbox"/> <i>Enterprise Zones</i>	<input type="checkbox"/> <i>Social Charter</i>
<input type="checkbox"/> Merit goods	<input type="checkbox"/> <i>Assisted Area</i>	<input type="checkbox"/> <i>Single European Currency – the Euro</i>
<input type="checkbox"/> <i>Unemployment</i>	<input type="checkbox"/> <i>Regional Development Agencies</i>	
<input type="checkbox"/> <i>Inflation</i>	<input type="checkbox"/> International trade	
<input type="checkbox"/> <i>Economic growth</i>	<input type="checkbox"/> Infant industries	
<input type="checkbox"/> <i>Balance of Payments</i>	<input type="checkbox"/> Protectionism	
<input type="checkbox"/> <i>Fiscal policy</i>	<input type="checkbox"/> Tariffs	
<input type="checkbox"/> <i>Direct taxes</i>	<input type="checkbox"/> Quotas	
<input type="checkbox"/> <i>Indirect taxes</i>	<input type="checkbox"/> Technical restrictions on trade	
<input type="checkbox"/> <i>Interest rate policy</i>	<input type="checkbox"/> Retaliation	
<input type="checkbox"/> <i>Demand in the Economy</i>	<input type="checkbox"/> Exchange rate	
<input type="checkbox"/> <i>Supply-side policies</i>	<input type="checkbox"/> Rise in exchange rate	
	<input type="checkbox"/> Fall in exchange rate	

### Review

Write down any work that you are particularly proud of in this unit.

Please continue overleaf  
Please continue on next page

Write SMART targets to say how you can improve your understanding of this unit.

### **Personal Key Skills**

**(Communications, Application of Number, Information Technology, Working with Others, Research, Organisation including Time-Management).**

Write down any work where you have used the Personal Key Skills in your work in this unit and that you are particularly proud of.

Write SMART targets to say how you can improve your Personal Key Skills.

Signed (Student) \_\_\_\_\_ Date \_\_\_\_\_

Signed (Teacher) \_\_\_\_\_ Date \_\_\_\_\_



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## 8 UNIT 8: Business and Change Option

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### NUMBER OF WEEKS OF STUDY 8

The options test a lot of content from the core of the specification. This will have been taught in the previous units. The scheme of work deals with the additional content that needs to be taught to prepare pupils for this unit.

#### 8.1 Knowledge Content

- *Economic systems – market, planned, mixed systems – features, advantages and disadvantages.*
- *Types of markets – competition, oligopoly, monopoly – features including market shares, advantages and disadvantages.*
- *The control of monopolies – OFT, DTI, Competition Commission, Utility Regulators.*
- International trade – reasons for, factors influencing, exchange rates and trade.
- Government support for business – grants, support for trade.
- Government controls on business – taxation, interest rates, *control of external costs of production.*
- Changes in the relative importance of different sectors of the economy – primary, secondary, tertiary.
- Location of industry – factors determining.
- *Changes in the labour market – changes in labour costs, flexibility of labour, part-time employment, tele-working, out-sourcing.*
- The Single European currency – meaning, advantages and disadvantages.
- Structure of business organisations – sole traders, partnerships, limited companies, public corporations, holding companies. Changing structures, appropriateness of structures for different types of businesses.
- Integration of businesses – mergers, take-overs, horizontal, vertical and lateral integration (meaning and advantages of).
- Rationalisation and businesses – meaning, benefits, problems.
- Internal growth of organisations – how financed, benefits (economies of scale).
- Organisation charts and growth – changes in span of control, chain of command, degree of centralisation. Communications problems related to growth.
- Costs and changes in output – spreading fixed costs, economies and diseconomies of scale.
- Break-even charts.
- Social costs and benefits of business.
- Cash flow forecasts.
- Sources of finance – internal (retained profit), external – long and short term.
- Accounts – trading and profit and loss accounts. Ratio analysis.

## 8.2 Language for Learning

<ul style="list-style-type: none"> <li>• <i>Market economy</i></li> <li>• <i>Planned economy</i></li> <li>• <i>Mixed economy</i></li> <li>• <i>Public goods</i></li> <li>• <i>Merit goods</i></li> <li>• <i>Fiscal policy</i></li> <li>• <i>Direct taxes</i></li> <li>• <i>Indirect taxes</i></li> <li>• <i>Interest rates</i></li> <li>• <i>Supply side policies</i></li> <li>• <i>Inflation</i></li> <li>• <i>Unemployment</i></li> <li>• <i>Economic growth</i></li> <li>• <i>Balance of payments</i></li> <li>• <i>Social costs production</i></li> <li>• <i>Regulations of social costs</i></li> <li>• <i>Green taxes</i></li> <li>• <i>Competition</i></li> <li>• <i>Oligopoly</i></li> <li>• <i>Monopoly</i></li> <li>• <i>Product differentiation</i></li> <li>• <i>Non-price competition</i></li> <li>• <i>Restrictive practices</i></li> <li>• <i>Market shares</i></li> <li>• <i>International trade</i></li> <li>• <i>Imports</i></li> <li>• <i>Exports</i></li> <li>• <i>Exchange rates</i></li> <li>• <i>The Euro</i></li> <li>• <i>Primary sector</i></li> <li>• <i>Secondary sector</i></li> <li>• <i>Tertiary sector</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Location of industry</i></li> <li>• <i>Assisted areas</i></li> <li>• <i>Enterprise Zones</i></li> <li>• <i>Infrastructure</i></li> <li>• <i>Labour market</i></li> <li>• <i>Flexiblelabour</i></li> <li>• <i>Labour costs</i></li> <li>• <i>Part time working</i></li> <li>• <i>Out-sourcing</i></li> <li>• <i>Tele-working</i></li> <li>• <i>Sole traders</i></li> <li>• <i>Partnerships</i></li> <li>• <i>Private limited companies</i></li> <li>• <i>Public limited companies</i></li> <li>• <i>Integration of businesses</i></li> <li>• <i>Horizontal integration</i></li> <li>• <i>Backward vertical integration</i></li> <li>• <i>Forward vertical integration</i></li> <li>• <i>Lateral/comglomerate integration</i></li> <li>• <i>Mergers</i></li> <li>• <i>Take-overs</i></li> <li>• <i>Rationalisation</i></li> <li>• <i>Internal growth</i></li> <li>• <i>Economies of scale</i></li> <li>• <i>Diseconomies of scale</i></li> <li>• <i>Organisation charts</i></li> <li>• <i>Chain of command</i></li> <li>• <i>Span of control</i></li> <li>• <i>Flat structures</i></li> <li>• <i>Tall structures</i></li> <li>• <i>Centralisation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Break even charts</i></li> <li>• <i>Margin of safety</i></li> <li>• <i>Cash flow forecasts</i></li> <li>• <i>Trading accounts</i></li> <li>• <i>Sales revenue</i></li> <li>• <i>Cost of goods sold</i></li> <li>• <i>Gross profit</i></li> <li>• <i>Profit and loss account</i></li> <li>• <i>Expenses</i></li> <li>• <i>Net Profit</i></li> <li>• <i>Profit after tax</i></li> <li>• <i>Corporation tax</i></li> <li>• <i>Gross/Net Profit margins</i></li> <li>• <i>Balance sheets</i></li> <li>• <i>Fixed assets</i></li> <li>• <i>Current assets</i></li> <li>• <i>Current liabilities</i></li> <li>• <i>Working capital</i></li> <li>• <i>Net assets</i></li> <li>• <i>Capital employed</i></li> <li>• <i>Current ratio</i></li> <li>• <i>Acid test ratio</i></li> <li>• <i>Return on Capital employed</i></li> <li>• <i>Debtors</i></li> <li>• <i>Creditors</i></li> </ul>
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## **8.3 Personal Key Skills (including Literacy and Numeracy)**

### **Communications (includes literacy)**

Pupils will need to complete several pieces of written work.

### **Application of Number (includes Numeracy)**

Lesson 7 - Construction and interpretation of pie charts,

Lesson 13 Ratio analysis

### **IT**

Use of word processing, graphics packages, spreadsheets and the internet to research data.

Lesson 8 Research for case studies of competition problems

### **Working with Others**

#### **Research**

Lesson 8

### **Organisation including Time-Management**

Meeting deadlines with work.

## **8.4 Resources**

Textbook – Section 7 is the major section. All sections however contain some content that is relevant.

## **8.5 Assessment**

### **Questioning in class**

**Activities** – to develop understanding and to assess learning – used in class and for homework.

**Past Examination questions** – see end of each Unit in the Textbook.

### **End of unit test**

## LESSON OUTLINES

Lesson	Objectives	Activities	Resources	Homework
1	Economic systems – market economy	Class explanation – what an economy does, meaning, advantages and disadvantages Boxed notes on advantages and disadvantages (P240) Activity 1	Unit 7.1  P241	
2	Planned economy and mixed economy	Discussion of planned economy. Own notes on meaning and boxed notes on advantages/disadvantages		
3	The mixed economy	Discussion of public and merit goods – Activity 3 Group activity to develop list of possible advantages of mixed economy Pooling of group ideas	P241	Activity 23
4	Managing the economy – government economic objectives	Class explanation and discussion Photocopy of P242 Activity 4	Unit 7.1  P243	
5	Economic policy - fiscal policy (including types of taxes and examples) Interest rate policy	Definitions of terms including taxes Notes of definitions Exam Practice Question	Unit 7.1  P248	Complete exam practice question.
6	Economic policy – demand management	Class discussion with notes on board to build up table similar to P244 Activity 5 Activity 6	Unit 7.1  P244 P244	Copy up notes on supply side economics P247



Lesson	Objectives	Activities	Resources	Homework
7	Economic Policy – Supply side policies	Discuss the aims of supply side policies – notes on increasing output through efficiency and innovation.		Activity 6, P244
8	Market Forms – features	Build up diagram similar to P258	Unit 7.2	Activity 2 P250
9	Market forms – advantages/disadvantages	Review homework to recall meanings of different types of markets. Groups to discuss Activity 2 P251. Feedback to whole class recording correct answers on board / OHT(may be useful to number the bullet points). Students record.	Unit 7.1	Exam Practice Question P254
10	Market shares – using pie charts	Explanation of term Activity 3 Activity 4	Unit 7.1 P252 P252	
11	Control of monopolies – kinds of illegal activities, organisations concerned	Discuss the approach of government – treat each market/business on its merits (with reasons). Discuss possible anti-competative activities – make notes. Discuss the work of organisations – make notes on their responsibilities.	P252/3	
12	Control of monopolies – research activity	Activity 5	Unit 7.1 P253	
13	The Labour Market – labour costs - labour flexibility, part-time costs, tele-working and out-sourcing	Review costs of production – fixed and variable and total and average costs P111. Discuss the importance of managing costs. Discuss how costs can be reduced – bullet point notes to get general picture.		

Lesson	Objectives	Activities	Resources	Homework
14	The efficiency of labour	Provide case studies of how the efficiency of labour can be increased – review pay and motivation (Unit 6.2), and Production and Technology (Unit 4.5). Build in to discussions changes in work practices e.g. part-time work, shift work, working from home.		
15	Revision – Integration	These revision activities should extend and develop the student's understanding of these aspects of business studies. The focus should be on business wanting to/needing to change.  Past question papers will be useful for developing lessons/activities that are appropriate.		
16/17	Revision – Business Structures			
18	Revision – Organisation Charts			
19	Revision – Accounts and ratios – Profit and Loss and Balance Sheets			
20	Unit Test			

## Record of Achievement – Subject Review

Name \_\_\_\_\_ Form \_\_\_\_\_

### UNIT 8 – Business and Change Option

**NOTE** – Items in italics - are new content. Items not in italics – you will have studied these as part of another unit.

<b>Knowledge Content</b> <b>(Tick if confident about this, cross if not)</b>	
<input type="checkbox"/>	<i>Economic systems – market, planned, mixed systems – features, advantages and disadvantages.</i>
<input type="checkbox"/>	<i>Types of markets – competition, oligopoly, monopoly – features including market shares, advantages and disadvantages.</i>
<input type="checkbox"/>	<i>The control of monopolies – OFT, DTI, Competition Commission, Utility Regulators.</i>
<input type="checkbox"/>	International trade – reasons for, factors influencing, exchange rates and trade.
<input type="checkbox"/>	Government support for business – grants, support for trade.
<input type="checkbox"/>	Government controls on business – taxation, interest rates, <i>control of external costs of production.</i>
<input type="checkbox"/>	Changes in the relative importance of different sectors of the economy – primary, secondary, tertiary.
<input type="checkbox"/>	Location of industry – factors determining.
<input type="checkbox"/>	<i>Changes in the labour market – changes in labour costs, flexibility of labour, part-time employment, tele-working, out-sourcing.</i>
<input type="checkbox"/>	The Single European currency – meaning, advantages and disadvantages.
<input type="checkbox"/>	Structure of business organisations – sole traders, partnerships, limited companies, public corporations, holding companies. Changing structures, appropriateness of structures for different types of businesses.
<input type="checkbox"/>	Integration of businesses – mergers, take-overs, horizontal, vertical and lateral integration (meaning and advantages of).
<input type="checkbox"/>	Rationalisation and businesses – meaning, benefits, problems.
<input type="checkbox"/>	Internal growth of organisations – how financed, benefits (economies of scale).
<input type="checkbox"/>	Organisation charts and growth – changes in span of control, chain of command, degree of centralisation. Communications problems related to growth.
<input type="checkbox"/>	Costs and changes in output – spreading fixed costs, economies and diseconomies of scale.

<input type="checkbox"/>	Break-even charts.
<input type="checkbox"/>	Social costs and benefits of business.
<input type="checkbox"/>	Cash flow forecasts.
<input type="checkbox"/>	Sources of finance – internal (retained profit), external – long and short term.
<input type="checkbox"/>	Accounts – trading and profit and loss accounts. Ratio analysis.

### Language for Learning

Vocabulary that you must learn to spell and to use properly.

**(Tick if confident about the meaning of the term, cross if not)**

<input type="checkbox"/>	<i>Market economy</i>	<input type="checkbox"/>	<i>Location of industry</i>	<input type="checkbox"/>	<i>Break even charts</i>
<input type="checkbox"/>	<i>Planned economy</i>	<input type="checkbox"/>	<i>Assisted areas</i>	<input type="checkbox"/>	<i>Margin of safety</i>
<input type="checkbox"/>	<i>Mixed economy</i>	<input type="checkbox"/>	<i>Enterprise Zones</i>	<input type="checkbox"/>	<i>Cash flow forecasts</i>
<input type="checkbox"/>	<i>Public goods</i>	<input type="checkbox"/>	<i>Infrastructure</i>	<input type="checkbox"/>	<i>Trading accounts</i>
<input type="checkbox"/>	<i>Merit goods</i>	<input type="checkbox"/>	<i>Labour market</i>	<input type="checkbox"/>	<i>Sales revenue</i>
<input type="checkbox"/>	<i>Fiscal policy</i>	<input type="checkbox"/>	<i>Flexible labour</i>	<input type="checkbox"/>	<i>Cost of goods sold</i>
<input type="checkbox"/>	<i>Direct taxes</i>	<input type="checkbox"/>	<i>Labour costs</i>	<input type="checkbox"/>	<i>Gross profit</i>
<input type="checkbox"/>	<i>Indirect taxes</i>	<input type="checkbox"/>	<i>Part time working</i>	<input type="checkbox"/>	<i>Profit and loss account</i>
<input type="checkbox"/>	<i>Interest rates</i>	<input type="checkbox"/>	<i>Out-sourcing</i>	<input type="checkbox"/>	<i>Expenses</i>
<input type="checkbox"/>	<i>Supply side policies</i>	<input type="checkbox"/>	<i>Tele-working</i>	<input type="checkbox"/>	<i>Net Profit</i>
<input type="checkbox"/>	<i>Inflation</i>	<input type="checkbox"/>	<i>Sole traders</i>	<input type="checkbox"/>	<i>Profit after tax</i>
<input type="checkbox"/>	<i>Unemployment</i>	<input type="checkbox"/>	<i>Partnerships</i>	<input type="checkbox"/>	<i>Corporation tax</i>
<input type="checkbox"/>	<i>Economic growth</i>	<input type="checkbox"/>	<i>Private limited companies</i>	<input type="checkbox"/>	<i>Gross/Net Profit margins</i>
<input type="checkbox"/>	<i>Balance of payments</i>	<input type="checkbox"/>	<i>Public limited companies</i>	<input type="checkbox"/>	<i>Balance sheets</i>
<input type="checkbox"/>	<i>Social costs production</i>	<input type="checkbox"/>	<i>Integration of businesses</i>	<input type="checkbox"/>	<i>Fixed assets</i>
<input type="checkbox"/>	<i>Regulations of social costs</i>	<input type="checkbox"/>	<i>Horizontal integration</i>	<input type="checkbox"/>	<i>Current assets</i>
<input type="checkbox"/>	<i>Green taxes</i>	<input type="checkbox"/>	<i>Backward vertical integration</i>	<input type="checkbox"/>	<i>Current liabilities</i>
<input type="checkbox"/>	<i>Competition</i>	<input type="checkbox"/>	<i>Forward vertical integration</i>	<input type="checkbox"/>	<i>Working capital</i>

<input type="checkbox"/> Oligopoly	<input type="checkbox"/> Lateral/comglomerate integration	<input type="checkbox"/> <i>Net assets</i>
<input type="checkbox"/> Monopoly	<input type="checkbox"/> Mergers	<input type="checkbox"/> <i>Capital employed</i>
<input type="checkbox"/> Product differentiation	<input type="checkbox"/> Take-overs	<input type="checkbox"/> <i>Current ratio</i>
<input type="checkbox"/> Non-price competition	<input type="checkbox"/> Rationalisation	<input type="checkbox"/> <i>Acid test ratio</i>
<input type="checkbox"/> Restrictive practices	<input type="checkbox"/> Internal growth	<input type="checkbox"/> <i>Return on Capital employed</i>
<input type="checkbox"/> Market shares	<input type="checkbox"/> Economies of scale	<input type="checkbox"/> <i>Debtors</i>
<input type="checkbox"/> <i>International trade</i>	<input type="checkbox"/> Diseconomies of scale	<input type="checkbox"/> <i>Creditors</i>
<input type="checkbox"/> <i>Imports</i>	<input type="checkbox"/> <i>Organisation charts</i>	
<input type="checkbox"/> <i>Exports</i>	<input type="checkbox"/> <i>Chain of command</i>	
<input type="checkbox"/> <i>Exchange rates</i>	<input type="checkbox"/> <i>Span of control</i>	
<input type="checkbox"/> <i>The Euro</i>	<input type="checkbox"/> <i>Flat structures</i>	
<input type="checkbox"/> Primary sector	<input type="checkbox"/> <i>Tall structures</i>	
<input type="checkbox"/> Secondary sector	<input type="checkbox"/> <i>Centralisation</i>	
<input type="checkbox"/> Tertiary sector		

## Review

Write down any work that you are particularly proud of in this unit.

Write SMART targets to say how you can improve your understanding of this unit.

**Personal Key Skills**

**(Communications, Application of Number, Information Technology, Working with Others, Research, Organisation including Time-Management).**

Write down any work where you have used the Personal Key Skills in your work in this unit and that you are particularly proud of.

Write SMART targets to say how you can improve your Personal Key Skills.

Signed (Student) \_\_\_\_\_ Date \_\_\_\_\_

Signed (Teacher) \_\_\_\_\_ Date \_\_\_\_\_

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## 9 UNIT 9: Business Communication and Marketing Option

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**NUMBER OF WEEKS OF STUDY: 8**

### 9.1 Knowledge Content

- Communications – meaning and types of communication (verbal, non-verbal, text, images, one-way/two-way communication, internal and external). Importance of communication in business.
- Barriers to effective communication.
- ICT and communications – uses of ICT in businesses – different types of software/hardware – electronic data transmission, , stock control systems.
- ICT and employment – changes in skills required, regional distribution centres and on-line ordering, job losses because of ICT, working at home.
- Meaning of e-commerce – advertising using the web, on-line purchasing (including discounts).
- Benefits and problems of e-commerce.
- Security issues of e-commerce – encryption and security IDs.
- Types of marketing – niche, mass and test markets.
- Market research – sampling methods – random, quota and stratified.
- Market segmentation and the use of socio-economic groups.
- SWOT Analysis – meaning and uses of.
- Price Theory – demand and supply analysis, price elasticity of demand (calculation and uses of).
- Innovation in marketing.
- Marketing strategies – using the 4Ps.
- Ethical considerations and marketing – product development, packaging, public relations including advertising.
- Electronic information and marketing – databases, loyalty cards, direct marketing.
- Credit – kinds of (HP, credit cards, charge cards).
- Consumer protection – need for, means of (laws and organisations).

## 9.2 Language for Learning

<ul style="list-style-type: none"> <li>• <i>Communications</i></li> <li>• <i>Internal communications</i></li> <li>• <i>External communications</i></li> <li>• <i>Formal communications</i></li> <li>• <i>Informal communications</i></li> <li>• <i>Horizontal communications</i></li> <li>• <i>Vertical communications</i></li> <li>• <i>Verbal communications</i></li> <li>• <i>Written communications</i></li> <li>• <i>Images</i></li> <li>• <i>Feedback and communications</i></li> <li>• <i>Word-processing</i></li> <li>• <i>Spreadsheets</i></li> <li>• <i>Graphics packages</i></li> <li>• <i>Databases</i></li> <li>• <i>Presentation software</i></li> <li>• <i>E-mail</i></li> <li>• <i>Internet</i></li> <li>• <i>Intranet</i></li> <li>• <i>Data protection</i></li> <li>• <i>EDI</i></li> <li>• <i>E-commerce</i></li> <li>• <i>Web-sites</i></li> <li>• <i>Security</i></li> <li>• <i>Encryption</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Marketing</i></li> <li>• <i>Product</i></li> <li>• <i>Place</i></li> <li>• <i>Promotion</i></li> <li>• <i>Price</i></li> <li>• <i>Place</i></li> <li>• <i>Packaging</i></li> <li>• <i>After sales service</i></li> <li>• <i>Niche marketing</i></li> <li>• <i>Mass marketing</i></li> <li>• <i>Test marketing</i></li> <li>• <i>Market research</i></li> <li>• <i>Desk research</i></li> <li>• <i>Field research</i></li> <li>• <i>Sampling</i></li> <li>• <i>Random sampling</i></li> <li>• <i>Quota sampling</i></li> <li>• <i>Stratified sampling</i></li> <li>• <i>SWOT Analysis</i></li> <li>• <i>Strengths</i></li> <li>• <i>Weaknesses</i></li> <li>• <i>Opportunities</i></li> <li>• <i>Threats</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Supply</i></li> <li>• <i>Demand</i></li> <li>• <i>Equilibrium price</i></li> <li>• <i>Excess demand</i></li> <li>• <i>Excess supply</i></li> <li>• <i>Price elasticity of demand</i></li> <li>• <i>Elastic demand</i></li> <li>• <i>Inelastic demand</i></li> <li>• <i>Unit elasticity</i></li> <li>• <i>Ethics</i></li> <li>• <i>Credit cards</i></li> <li>• <i>Charge cards</i></li> <li>• <i>Debit cards</i></li> <li>• <i>Loyalty cards</i></li> <li>• <i>Direct marketing</i></li> <li>• <i>Consumer protection</i></li> </ul>
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## 9.3 Personal Key Skills (including Literacy and Numeracy)

### Communications (includes literacy)

Students will need to complete several pieces of written work.

Lesson 2 – Role plays, possibility of writing documentation.

Lesson 9 Advisory leaflet on e-commerce, Summary report for Lesson 20.



### **Application of Number (includes Numeracy)**

Lesson 15 Calculation of Price elasticity.

### **IT**

Use of word processing, graphics packages, spreadsheets and the internet to research data.

Lesson 2 – writing business documents.

Lesson 9 – advisory leaflet, Lesson – internet research for example of ethical issues.

### **Working with Others**

#### **Research**

Lesson 18 finding out examples of ethical issues.

#### **Organisation including Time-Management**

Meeting deadlines with work.

## **9.4 Resources**

Textbook – Section 5 mainly , but other sections as well especially 4.6 for communications.

Teacher's Book.

## **9.5 Teacher's Assessment Book**

### **Questioning in class**

**Activities** – to develop understanding and to assess learning – used in class and for homework.

**Past Examination questions** – see end of each Unit in the Textbook.

### **End of unit test**

### **Out of school learning**

General awareness of marketing through observation and personal experience (some through work experience).

## LESSON OUTLINES

Lesson	Objectives	Activities	Resources	Homework
1	Communications – One-way/two-way, internal/external, horizontal/vertical, formal and informal	Explanation of meaning of terms Summary definitions Activity 1	Unit 4.6  P138	
2	Methods of communications – verbal, written, using images	Role play of verbal communications – Chinese whispers Group discussions: a) Discussion of nature of, advantages/disadvantages of written communications using illustrative materials b) Discussion of images Class feedback on each	Unit 4.6	Activity 2 P139
3	Barriers to communication	Activity 3 followed by class discussion	Unit 4.6 P140	
4	ICT and Communications	Discussion of case study in text (P143) Activity 4	Unit 4.6  P143	
5	Effects of technology on work – working at home, EDI, call centres	Discussion of advantages/disadvantages of working at home Boxed notes as per P142 Activity 5	Unit 4.6  P143	Exam practice question P145
6	Importance of communications in business	Boxed notes plus Activity 6	Unit 4.6 P144	Research 10 e-commerce businesses

Lesson	Objectives	Activities	Resources	Homework
7	E-commerce – meaning  E-commerce – Advantages and disadvantages for businesses	Activity One as a class exercise Produce table and chart as per exercise  Make bullet points notes of each with class Activity 2	Unit 5.8 P190-2	Research 10 e-commerce businesses  Complete Activity 2
8	E-commerce – advantages and disadvantages to consumers	Students to write an advisory leaflet, briefing sheet for consumers	Unit 5.8 P194	
9	E-commerce and business activity	Class discussion plus bullet point notes Exam Practice Question	Unit 5.8  P195-6	
10	SWOT Analysis – meaning USP	Discussion and bullet point notes including USP Activity 1	Unit 5.2 P156	
11	Types of marketing – niche, mass and test	Revision of key elements of marketing strategies including focus on niche, mass and test markets	Unit 5.1	
12	Price Theory – Supply, Demand and Equilibrium	Construction of curves, shifts of curves – using tables and creating graphs	Unit 5.4 P164 - 167	Activity 1 P166
13	Changes in Supply, Demand and Equilibrium	Copy curves – list of bullet points for reasons for shifts in curves  Copy diagram (P167) for changes in equilibrium		Activity 2 P167
14	Price Elasticity of Demand – meaning and measurement	Dictated notes – including examples (P167-8) Activity 3 Government and elasticity	Unit 5.4  P168	

Lesson	Objectives	Activities	Resources	Homework
15	Consumer Protection – importance to businesses, main consumer protection laws	Explanation and bullet point summary notes Activity 1	Unit 5.9  P199	
16	Organisations concerned with consumer protection	Explanation and bullet point summary notes Activity 2 (Question 2 for homework)	Unit 5.9  P200	Activity 2 Question 2 P200
17	Cards used in marketing – credit, charge, debit, loyalty cards (including use of databases) HP and direct marketing	Notes on each		
18	Ethical consideration re marketing Examples of issues – P20 Other examples Product development (safety features, animal testing, use of non-toxic materials) Packaging (pressure for recycling, problems of waste disposal) Public relations (child labour, sweat shops, advertising campaigns designed to shock)	Bullet point notes (P18) Activity 2	Unit 14  P21	
19	Revision			
20	Unit Test			

## Record of Achievement – Subject Review

Name \_\_\_\_\_ Form \_\_\_\_\_

### UNIT 9 – Business Communications and Marketing

<b>Knowledge Content</b> <b>(Tick if confident about this, cross if not)</b>	
<input type="checkbox"/>	Communications – meaning and types of communication (verbal, non-verbal, text, images, one-way/two-way communication, internal and external). Importance of communication in business.
<input type="checkbox"/>	Barriers to effective communication.
<input type="checkbox"/>	ICT and communications – uses of ICT in businesses – different types of software/hardware – electronic data transmission, , stock control systems.
<input type="checkbox"/>	ICT and employment – changes in skills required, regional distribution centres and on-line ordering, job losses because of ICT, working at home.
<input type="checkbox"/>	Meaning of e-commerce – advertising using the web, on-line purchasing (including discounts).
<input type="checkbox"/>	Benefits and problems of e-commerce.
<input type="checkbox"/>	Security issues of e-commerce – encryption and security IDs.
<input type="checkbox"/>	Types of marketing – niche, mass and test markets.
<input type="checkbox"/>	Market research – sampling methods – random, quota and stratified.
<input type="checkbox"/>	Market segmentation and the use of socio-economic groups.
<input type="checkbox"/>	SWOT Analysis – meaning and uses of.
<input type="checkbox"/>	Price Theory – demand and supply analysis, price elasticity of demand (calculation and uses of).
<input type="checkbox"/>	Innovation in marketing.
<input type="checkbox"/>	Marketing strategies – using the 4Ps.
<input type="checkbox"/>	Ethical considerations and marketing – product development, packaging, public relations including advertising.
<input type="checkbox"/>	Electronic information and marketing – databases, loyalty cards, direct marketing.
<input type="checkbox"/>	Credit – kinds of (HP, credit cards, charge cards).
<input type="checkbox"/>	Consumer protection – need for, means of (laws and organisations).

**Language for Learning –**

Vocabulary that you must learn to spell and to use properly.

(Tick if confident about the meaning of the term, cross if not)

<input type="checkbox"/> <i>Communications</i>	<input type="checkbox"/> <i>Marketing</i>	<input type="checkbox"/> <i>Supply</i>
<input type="checkbox"/> <i>Internal communications</i>	<input type="checkbox"/> <i>Product</i>	<input type="checkbox"/> <i>Demand</i>
<input type="checkbox"/> <i>External communications</i>	<input type="checkbox"/> <i>Place</i>	<input type="checkbox"/> <i>Equilibrium price</i>
<input type="checkbox"/> <i>Formal communications</i>	<input type="checkbox"/> <i>Promotion</i>	<input type="checkbox"/> <i>Excess demand</i>
<input type="checkbox"/> <i>Informal communications</i>	<input type="checkbox"/> <i>Price</i>	<input type="checkbox"/> <i>Excess supply</i>
<input type="checkbox"/> <i>Horizontal communications</i>	<input type="checkbox"/> <i>Place</i>	<input type="checkbox"/> <i>Price elasticity of demand</i>
<input type="checkbox"/> <i>Vertical communications</i>	<input type="checkbox"/> <i>Packaging</i>	<input type="checkbox"/> <i>Elastic demand</i>
<input type="checkbox"/> <i>Verbal communications</i>	<input type="checkbox"/> <i>After sales service</i>	<input type="checkbox"/> <i>Inelastic demand</i>
<input type="checkbox"/> <i>Written communications</i>	<input type="checkbox"/> <i>Niche marketing</i>	<input type="checkbox"/> <i>Unit elasticity</i>
<input type="checkbox"/> <i>Images</i>	<input type="checkbox"/> <i>Mass marketing</i>	<input type="checkbox"/> <i>Ethics</i>
<input type="checkbox"/> <i>Feedback and communications</i>	<input type="checkbox"/> <i>Test marketing</i>	<input type="checkbox"/> <i>Credit cards</i>
<input type="checkbox"/> <i>Word-processing</i>	<input type="checkbox"/> <i>Market research</i>	<input type="checkbox"/> <i>Charge cards</i>
<input type="checkbox"/> <i>Spreadsheets</i>	<input type="checkbox"/> <i>Desk research</i>	<input type="checkbox"/> <i>Debit cards</i>
<input type="checkbox"/> <i>Graphics packages</i>	<input type="checkbox"/> <i>Field research</i>	<input type="checkbox"/> <i>Loyalty cards</i>
<input type="checkbox"/> <i>Databases</i>	<input type="checkbox"/> <i>Sampling</i>	<input type="checkbox"/> <i>Direct marketing</i>
<input type="checkbox"/> <i>Presentation software</i>	<input type="checkbox"/> <i>Random sampling</i>	<input type="checkbox"/> <i>Consumer protection</i>
<input type="checkbox"/> <i>E-mail</i>	<input type="checkbox"/> <i>Quota sampling</i>	
<input type="checkbox"/> <i>Internet</i>	<input type="checkbox"/> <i>Stratified sampling</i>	
<input type="checkbox"/> <i>Intranet</i>	<input type="checkbox"/> <i>SWOT Analysis</i>	
<input type="checkbox"/> <i>Data protection</i>	<input type="checkbox"/> <i>Strengths</i>	
<input type="checkbox"/> <i>EDI</i>	<input type="checkbox"/> <i>Weaknesses</i>	
<input type="checkbox"/> <i>E-commerce</i>	<input type="checkbox"/> <i>Opportunities</i>	
<input type="checkbox"/> <i>Web-sites</i>	<input type="checkbox"/> <i>Threats</i>	
<input type="checkbox"/> <i>Security</i>	<input type="checkbox"/> <i>Encryption</i>	

## Review

Write down any work that you are particularly proud of in this unit.

Write SMART targets to say how you can improve your understanding of this unit.

## Personal Key Skills

**(Communications, Application of Number, Information Technology, Working with Others, Research, Organisation including Time-Management).**

Write down any work where you have used the Personal Key Skills in your work in this unit and that you are particularly proud of.

Please continue overleaf

Write SMART targets to say how you can improve your Personal Key Skills.

Signed (Student) \_\_\_\_\_ Date \_\_\_\_\_

Signed (Teacher) \_\_\_\_\_ Date \_\_\_\_\_