

Year 11 Scheme of Work GCSE Business Studies 9-1

Exam board: AQA – 100% terminal Examination: 2 papers sat in Year 11

Curriculum intent: Year 11 Business aims to consolidate the learning of all Business themes and maintain interest in the subject, maintaining deep understanding of the links between key concepts and overarching topics. Practicing analytical and evaluative skills is also key. We continue to enthuse students with case studies and examples of real business, with which they can apply their extensive knowledge. We will focus on assessment types to illustrate the final demands of the course. Students will have the skills to provide well developed, analytical and evaluative response.

Curriculum Implementation- The course continues to be delivered as 5 fortnightly lessons. The year curriculum is designed to cover the more complex topics of Marketing and Finance, which builds on the previous taught “Businesses in the Real World” etc. We use common assessment points to allow all classes to move through the plan at a similar pace (with stretch and challenge built in for the higher achieving students through exposure to more complicated examples or Year 12 theory) to better prepare students for the terminal examinations and Post 16 curriculum. Our main focus with regards implementation is to focus upon developing skills in relation to providing, clear and concise explanations of knowledge, whilst providing ample opportunity to allow for the contextualised analysis required for the higher grades (PE CAn technique to be reinforced and used in every topic). Students will be able to access “A-Level challenges” so that they are aware of their future options and what studying Business in the Sixth Form may look like.

Curriculum impact: Students will recall their initial understanding of key Business concepts such as Business Ownership, Motivation and Expansion. Students will improve their understanding of research techniques (physical and analytical) applying KS3 and GCSE level Mathematical skills. Students will also gain increased knowledge of strategies selected by businesses and the ethical and environmental impact of these. Students will appreciate the importance of profits and the link with corporate social responsibility. In terms of wider skill development, we feel there will be a huge impact on literacy skills, to complement the numeracy skills we focus upon in the delivery of the Finance unit, as well as encouraging resilience, determination and empathy. The impact on our students goes far beyond assessment criteria and helps to build the cultural capital required to operate in the various employment sectors of our modern societies. Furthermore, the topic areas covered will further strengthen the fundamental British values required to be an effective citizen in today’s local community.

Pink = Autumn 1 Blue = Autumn 2 Purple = Spring 1 Yellow = Spring 2 Green = Summer 1 Orange = Summer 2

Week	Intent	Implementation	Impact	Subject Specific Skills/ Cross Curricular Links	Stretch & Challenge	SEND	SMSC
1	Identifying and understanding customers	Students will identify why Cadbury suffered due to their decision over raising money for sports equipment – didn't understand their market and customer needs. Snapchat customer needs Hello Fresh - A box full of goodness	Understanding of the need for identifying and satisfying customer needs to increase sales; to select the correct marketing mix, therefore setting the scene for whole module	Real life business examples Analysis of strategies chosen and Evaluation of brand names actions	Discuss how the economic climate could impact customer needs.	Students will be provided with scaffolding sheets to aid learning specific to Marketing	Work together to share ideas and experiences about customer experience
2	Types of segmentation	Students create a list of the main criteria businesses can use to segment a market. Show a variety of products - which customers they are targeted towards. Students should consider the age, gender, location and income. Students to think of a product that could be targeted to all customers rather than a specific market.	To understand the methods and criteria businesses use to segment the market. To understand why businesses, use segmentation	Real life business examples Evaluation of brand names actions	Discuss how a business could segment their market via the behaviours of their customers.	Formal language used in Marketing including the models, to be explained fully-glossary	To listen to the opinions of others and share ideas

			to target customers.				
3	Purpose of market research	What would businesses be interested in finding out via market research?	To understand why businesses, conduct market research. To understand the types of information collected in market research.	Students discuss the benefits gained by businesses through conducting market research – discussion aids presentation skills	What is sampling and how could a business use it to help them with their market research?	Students will be provided with scaffolding sheets to aid learning	Be able to conduct group work and share ideas to create your own market research
4	Methods of market research	Begin a marketing task in creating a new non-alcoholic drink or chocolate bar. Students create a questionnaire to help make product decisions, e.g. research what ingredients customers would want in their chocolate bar. Students continue marketing task in creating a new non-alcoholic drink or chocolate bar. Students complete secondary research to help make product decisions, e.g. what types of chocolate bars are currently available, how much do they sell for etc.	To understand the meaning of secondary market research and the methods used to collect secondary data. To understand the difference between qualitative and quantitative	Note taking, decoding of exam questions and learning the exam structure: PeCAn AJIM Through the calculation of value of companies when looking at PLCs, students will be developing Maths skills	Using the information generated from the secondary research students create a market map for the chocolate (drinks) market.	Students will be provided with model answers to aid learning	Moral: Understand the role of advertising in society

			market research.				
5	Use of market research: information that may help decision making	Using the experiences identified in previous lessons when students have collected primary and secondary research students create a table for the main benefits and drawbacks of each option. 9-mark question evaluating the most effective form of market research when researching the chocolate market to help create a new product.	Students will have understanding of how important market research is to the success of an enterprise Students will be able to manipulate and interpret data from tables and charts.	Students will continue to learn key words and develop literacy skills Students given the opportunity to interpret qualitative and quantitative market research findings. Link to maths	Independent research and personalisation of topic areas to suit level of experience	Students will be provided with close text to aid learning	Moral and Social: Group work, sharing of ideas.
6-7	Pricing methods	Show four products – mobile phone, petrol, bread, designer clothes – students brainstorm the factors that would impact the level of price charged for each product, e.g. quality, brand, age of product, features, tax level etc. Teacher led explanation of price skimming and price penetration.	Students will understand price skimming and price penetration, competitive pricing, loss leader and cost-plus pricing and	Students will have the opportunity to use Maths skills in the costing of products	Is Price the most important part of the Marketing Mix?	Students will be provided with scaffolding sheets to aid learning	Moral: Understand the poverty in society

		Students to think of examples of products that use these pricing strategies. Teacher led discussion on the impacts these pricing decisions will have on the business. Students complete an analysis question on pricing strategies, for example – explain two benefits for PlayStation of using price skimming when launching their latest console.	the impact these pricing decisions will have on the business. Students will understand that as prices rise demand is likely to fall.				
8	The factors that influence pricing decisions	Teacher led discussion on the impacts these pricing decisions will have on the business	Students should have an understanding of the main features of pricing methods and the impact they will have on a business.	Students will have the opportunity to use RE theory in relation to the pricing of goods	To evaluate the factors and use them to assess the suitability of pricing methods for a given business.	Students will be provided with model answers to aid learning	Moral and Social: Group work, sharing of ideas.
9-10	Product	Why would it be beneficial for a business to produce the first commercial driverless car? What are the issues of creating a new product?	Students will understand the benefits and risks of developing new products and the importance of	Students will have the opportunity to use Design Technology theory in relation to new product development	Why could a product be detrimental to a business's market share?	Students will be provided with scaffolding sheets to aid learning	<i>Be able to understand the relationship between a product and your consumers</i>

			product design, image and the needs of the target market when designing new products. Students will understand the importance of product design, image and the needs of the target market when designing new products.				
11	Product differentiation	Teacher led explanation of product differentiation and unique selling points. Students explain what the unique selling point is for three products, e.g. Polo mints, Terry's chocolate orange etc. Students continue their non-alcoholic cocktail or chocolate project by creating a brand for their product.	Students will understand the significance of having a USP in a competitive market. Students will understand the importance of		Research to discover examples of products with USP	Students will be provided with model answers to aid learning	Understand why businesses may have different product portfolios based on their culture

			a good brand image.				
12	The product life cycle	Show products that were once successful – Nokia 3310, loom bands, Sega Megadrive etc. Students discuss why these products no longer exist. Teacher led explanation of the product life cycle. Students draw the product life cycle and explain each stage. In pairs they should label their diagram with an example for each stage. Show images of a variety of products or music bands – students have to decide which stage of the product life cycle they are currently at. Show a product that is entering the decline stage of the product life cycle – in groups students generate three strategies they could adopt to try and increase the level of sales. Each group should present one strategy to the class and justify why they think their strategy is the best one.	Students will understand the product life cycle. Students will be able to demonstrate how the demand for a product or service might change over time. Students will understand what is meant by an extension strategy. Students will evaluate the effectiveness of extension strategies and when they would be suitable.	Students will continue to use Design Technology theory in relation to product life cycle	How could a business use the product lifecycle and the Boston Matrix?	Students will be provided with the diagrams to label	Understand why businesses may have different product portfolios based on their culture

13	Product portfolio	Starter – students list as main brands/products that are made by Nestle or the cars that are produced by Ford. Teacher led explanation of product portfolio. Students discuss why businesses such as Ford and Nestlé have large product portfolios. Teacher led explanation on the Boston Matrix. Students draw the Boston Matrix and explain the characteristics of each section.	Students will understand how and why businesses might broaden and balance their product portfolio using the Boston Matrix. Students will be able to identify and explain the four categories of the Boston Box.	Students will continue to use Design Technology theory in relation to Boston Matrix	How could a business use the product lifecycle and the Boston Matrix?	Students will be provided with the diagrams to label	Understand why businesses may have different product portfolios based on their culture
14-15	Promotional methods	Teacher led definition of promotion. Students brainstorm reasons for promotion. Show adverts and students discuss why they think they have been so successful Students discuss their favourite/most memorable form of promotion – famous TV advert, radio advert, poster etc.	Students will understand what is meant by promotion and the reasons for promotion. Reasons for promotion include inform/ remind customers	Students will develop their creative skills	To analyse the factors influencing the selection of the promotion mix to assess their suitability for a given business. To assess the suitability of the promotional	Print out of Promotional methods provided to annotate	To listen to the opinions of others and share ideas

		Methods of advertising, include newspapers, magazines, television, internet and billboards. Other promotional methods include PR, sales promotion (point of sales, displays, two for one offers, free gifts, samples, coupons and competitions), sponsorship and social media.	about the product, create or increase sales, create or change the image of the product and to persuade customers to buy the product. Students will understand the use of advertising by a given business. Students will understand the benefits and drawbacks of advertising.		mix for a given business.		
16	Place (the different channels of distribution used by businesses)	Definition of retailers, wholesalers and telesales. Students draw a diagram illustrating the main channels of distribution.	Students will understand the different channels of distribution used by businesses to	Develop analytical writing	Students will analyse the appropriateness of each distribution method for a given scenario.	Diagrams fully labelled provided	Social – the changes in society relating to high streets and shopping areas

		Students discuss why the direct channel of distribution is increasingly the most popular.	gain access to potential customers.		Students investigate a range of products, for each one, students have to explain which channel of distribution is the best option		
17	e-commerce and m-commerce	Ask students whether they've ever bought anything through their mobile phone or online. Students discuss why they use these technologies. Teacher led definitions of e-commerce and m-commerce. Teacher led explanation of the opportunities e-commerce and m-commerce have in reaching international markets. Students create a table listing the main benefits and drawbacks of a business using e-commerce and m-commerce.	Students will analyse the growing importance of e-commerce and m-commerce and how it can extend the reach of businesses to include international markets. Students will understand the benefits and drawbacks of	Link to Computer Science related to e and m commerce	Students will analyse the appropriateness of m commerce for a selection of businesses	Scaffolding provided	Social – the changes in society relating to high streets and shopping areas

			a business using e-commerce and m-commerce.				
18	Integrated nature of the marketing mix Using the marketing mix to inform and implement business decisions	Show examples of products/promotional materials from the past and discuss how they are different to that of today:	Students will understand the importance of the 4Ps and how they work together. Students will be able to recommend appropriate marketing activities for a given business. Students will recognise how the marketing mix evolves over time	Develop analytical writing	Students will analyse the appropriateness of the marketing mix for a given business	Scaffolding provided	Social – the changes in business over time and changes in different countries

Week	Intent	Implementation	Impact	Subject Specific Skills/ Cross Curricular Links	Stretch & Challenge	SEND	SMSC
19-20	Methods businesses use to raise finance	Sources of finance available include family and friends, retained profit, a new share issue, obtaining a loan or mortgage, selling unwanted assets, overdrafts, trade credit, hire purchase and government grants.	Students will understand the main internal and external sources of finance available. Students will be able to analyse the advantages and disadvantages of each method for a given situation.	Real life business examples	Discuss how the economic climate could impact finance choices	Students will be provided with scaffolding sheets to aid learning specific to Finance	To listen to the opinions of others and share ideas
21	Appropriateness of sources of finance	Give students a range of scenarios, e.g. purchasing more stock, purchasing a new factory etc. Students explain which source of finance is most appropriate in each case.	Students will be able to evaluate the suitability of sources of finance for new and established businesses.	Calculation of interest - related to compound rates in Maths	Research interest rates for loans. Find examples of government grants	Formula sheet provided	To listen to the opinions of others and share ideas
22	Importance of cash to businesses	Teacher led definition of cash flow. Students explain why an ice cream shop may have	Students will understand the consequences of cash flow	Calculation of profits - Maths	Examples of profits for real life businesses	Formula sheet provided	Participate in discussion about cash flow problems

	Difference between cash and profit	cash flow problems during the year. Students explain the impacts on the ice cream shop of cash flow problems. Students list all the items that can be classified as cash in and all the items that can be classified as cash out. Students recap calculations for profit. Students identify the differences between cash flow and profit.	problems and the effect of positive cash flow. Students will understand the difference between cash and profit.				
23-24	Interpreting cash flow forecasts	This includes an understanding of cash inflows and outflows, net cash flow and the opening and closing balance. Solutions to cash flow problems, including re-scheduling payments, overdrafts, reducing cash outflow, increasing cash	Students will understand how and why cash flow forecasts are constructed. Students will be able to complete and interpret sections of a cash flow forecast.	Calculation of cash flow - Maths	A Level cash flow questions provided	Model answers provided	Participate in discussion about cash flow problems

		inflow and finding new sources of finance.	Students will be able to evaluate possible solutions to cash flow problems.				
25	Basic financial terms Basic financial calculations	Students write a list of costs that a retail business incurs. Students swap their list with their partner. The partner needs to identify whether the cost is variable or fixed.	Students will understand the difference between variable costs, fixed costs and total costs. Students will understand the concept of revenue, costs, profit and loss. Students will be able to calculate revenue, costs and profit.	Calculation of costs - Maths		Formula sheet provided	Realise that financial figures can be distorted
26	Average rate of return	Most businesses will base their decisions on cost of the project vs the profit they can generate from the project. Students create a list of the main investment projects businesses are concerned with.	Students will understand the main investment projects that businesses undertake. Students will be able to calculate the average rate	Calculation of ARR - Maths	A Level questions provided	Formula sheet provided	Realise that financial figures can be distorted

		Students complete average rate of return calculations for a variety of projects.	of return for these projects.				
27-28	Break-even	Students draw a break-even chart and label the cost and revenue lines. Students label the break-even point and shade in the profit and loss sections. Students label the margin of safety on their break-even chart.	Students will understand the meaning of the term break-even output and interpret break-even charts. Students will be able to identify the break-even level of output and margin of safety from a break-even chart. Students will be able to evaluate the value of using break-even analysis to a business.	Calculation of Break Even - Maths	A Level questions provided	Formula sheet provided	Realise that financial figures can be distorted
29-30	Purpose of financial statements	Students consider the reasons why businesses keep financial statements.	Students will understand the importance of financial statements for	Develop analytical writing	A Level questions provided	Model answers provided	Realise that financial figures can be distorted

			assessing business performance and helping make business decisions.				
30-31	Components of financial statements	Students draw out an income statement and highlight key calculations.	Students will identify the main components of the income statement.	Develop analytical writing	A Level questions provided	Model answers provided	Realise that financial figures can be distorted
32	Interpretation of data given on Financial statements	Students write definitions of assets and liabilities and examples of each. Students complete a statement of Financial Position	Students will identify the main components of the statement of financial position. Students will understand that the statement of financial position is a snapshot in time. Students will understand the difference between assets and liabilities.	Develop analytical writing	A Level questions provided	Model answers provided	Realise that financial figures can be distorted