



Business Studies GCSE

Key Stage 4 Framework for Learning

Year 9 2017-2018: Happy Foundations

Syllabus:

AQA GCSE Business Studies

Autumn 1

<p>Knowledge</p>	<ul style="list-style-type: none"> • Purpose of business • Reasons for starting a business • Basic functions and types of a business • Business enterprise and entrepreneurship • Dynamic nature of business • Sole traders • Partnerships • LTD's • PLC's • Not-for-profit • What are business aims & objectives? • Purpose of setting objectives • Role of objectives • Use of objectives • Main stakeholders • Objectives of stakeholders • Impact of business on stakeholders • The purpose of business planning
<p>Skills</p>	<p>3.1.1 The purpose and nature of business</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • understand what a business is and the reasons for starting a business (including producing goods, supplying services, distributing products, fulfilling a business opportunity and providing a good or service to benefit others) • understand the difference between goods and services, needs and wants • understand the meaning of factors of production – land, labour, capital, enterprise • define opportunity cost • define the three sectors of primary, secondary and tertiary and give examples of types of business that operate in each sector • understand the term enterprise and what is meant by an entrepreneur • outline the characteristics of an entrepreneur, such as hard working, innovative, organised and willingness to take a risk • outline the objectives of an entrepreneur, including to be their own boss, flexible working hours and to pursue an interest • understand that businesses face a constantly changing business environment due to changes in technology, economic situation, legislation and environmental expectations. <p>3.1.2 Business Ownership</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • understand the different legal structures that businesses adopt



- analyse the benefits and drawbacks of each legal structure (including issues such as management and control, sources of finance available, liability and distribution of profits)
 - understand the concept of limited liability and which legal structures benefit from this
 - evaluate which legal structure would be most appropriate for a variety of business examples, including new start-up businesses and large established businesses.
- Students are not expected to have an understanding of the legal process of incorporation.

3.1.3 Setting business aims and objectives

Students should be able to:

- understand the main aims and objectives for businesses: survival, profit maximisation, growth (domestic and international), market share, customer satisfaction, social and ethical objectives and shareholder value
- understand the role of objectives in running a business
- understand how and why the objectives set will differ between businesses (reasons include the size of the business, level of competition faced and type of business (not-for-profit organisations))
- understand how and why the objectives set may change as businesses evolve. Students should consider how the objectives of larger more established businesses might differ from smaller start-up businesses, e.g. becoming the dominant business in the market, international expansion, increasing shareholder value and ethical and environmental considerations
- understand the success of a business can be measured in other ways than profit.

3.1.4 Stakeholders

Students should be able to:

- understand what is meant by a stakeholder and who the main stakeholders of a business are, including owners, employees, customers, local community and suppliers
- understand stakeholders' main objectives including maximising pay for workers, minimising environmental impact on local community and high dividend payments for owners
- understand the impact and influence stakeholders have on businesses and their objectives and how businesses may face conflict between stakeholders.

3.1.5 Business locations



Students should be able to understand the factors that influence where a business is located, including proximity to the market, availability of raw materials, labour, competition and costs.

3.1.6 Business planning

Students should be able to:

- understand the reasons why businesses create plans, including importance in setting up a new business, raising finance, setting objectives and detailing how functions of a business will be organised



	<ul style="list-style-type: none"> • understand the main sections of a business plan • analyse the benefits and drawbacks of business planning. <p>Students will not be expected to write a business plan.</p>
Assessment	<p>Marking Point 1:</p> <ol style="list-style-type: none"> 1. Stakeholder table question – 6 marks 2. Exam question – product portfolio – 5 marks <p>Marking Point 2: Doddle X 2 (Aims and objective quiz and Business activity quiz)</p> <p>Marking Point 3: Written homework – Business in the real world</p>
Cultural enrichment	An external speaker from 'Barclays' will be invited talk to the class about the company and some of the legal structures within the company.
Character	<div style="display: flex; align-items: center;">   <div style="margin-left: 10px;"> <p>Happy Habits: New Beginnings & Organisation QoS - Curiosity & Responsibility CV – Self-Help, Self Responsibility</p> </div> </div> <p>Students take responsibility when calculating finances for a business. Self help with PLCs and target topics they have difficult in this half term.</p>


Autumn 2

Knowledge	<ul style="list-style-type: none"> • Methods of expansion • Benefits and drawbacks of expansion • Economies of scale • Diseconomies of scale • E-commerce • Digi communication • Impact on traffic congestion • Recycling • Disposing of waste • Noise and air pollution • Global warming • Using scarce resources • Interest rates • Level of employment • Consumer spending • Better designs • Higher quality products at lower prices • Exchange rates
Skills	<p>3.1.7 Expanding a business Students should be able to:</p> <ul style="list-style-type: none"> • understand the methods used by businesses when expanding (organic growth through franchising, opening new stores and expanding through ecommerce and external growth through mergers and takeovers) • understand the benefits of growth in terms of unit cost advantages due to economies of scale and the drawbacks of growth due to diseconomies of scale • understand the meaning of purchasing and technical economies of scale • understand that with growth businesses increase the risk of diseconomies of scale occurring due to poor communication, coordination issues and




	<p>reduced staff motivation</p> <ul style="list-style-type: none">• calculate and interpret average unit costs. <p>3.2.1 Technology Students should understand the impact of the changing use of ICT and how it influences business activity. E-commerce to access wider markets. Digital communication changing the way businesses communicate with stakeholders. Students are expected to know relevant examples of digital technology/communication.</p> <p>3.2.2 Ethical and environmental considerations Students should be able to identify and analyse where there may be a possible trade off between ethics and profit. Ethical behaviour requires businesses to act in ways that stakeholders consider to be both fair and honest. Students should be able to demonstrate knowledge and understanding of how business and consumers accept greater environmental responsibility in their decision making and the costs and benefits of businesses behaving this way. Students should be able to identify and analyse where there may be a possible trade-off between ethics and profit.</p> <p>3.2.3 The economic climate on business Students should be able to demonstrate and understand how businesses might be affected by changes in the rate of interest. Students should be able to identify how and why businesses might be affected by changes in levels of employment. Students should be able to discuss how demand for products and services may change as incomes fluctuate. Economic theory relating to how/why interest rates change is not required.</p> <p>3.2.4 Globalization Students should be able to demonstrate knowledge and understanding of globalisation and the benefits and drawbacks that it offers UK businesses Students should understand the impact of exchange rates on the profit and sales of those businesses that import and/or export. They will not be asked to calculate exchange rate conversions.</p>
Assessment	<p>Marking Point 1:</p> <ol style="list-style-type: none">1. Environmental question – 3 marks2. Analysing the competition – 6 marks <p>Marking Point 2: Doddle X 3 (Protecting quiz, economy quiz and business and economy quiz)</p> <p>Marking Point 3: Progress Test (1.5 hours covered content from first few weeks in Aut 1)</p>
Cultural enrichment	<p>Students will learn about Globalization and watch clips about the impact of this on the economy. They will discuss important issues around the effect on different parts of the world.</p>



<p>Character</p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Happy Communities: Conduct QofS - Empathy CV –Solidarity & Social Responsibility</p> </div> </div> <p>Students should consider the ethical and environment impact businesses can create. Discuss how this might affect a range of different people and the environment and how it can be reduced.</p>
<h2 style="margin: 0;">Spring 1</h2>	
<p>Knowledge</p>	<ul style="list-style-type: none"> Employment Law Health & Safety Law Consumer law Impact of business of operating in competitive markets Uncertainty and risks businesses face Methods of production Efficiency in production Managing stock Factors affecting choice of suppliers Costs and benefits of maintaining quality
<p>Skills</p>	<p>3.2.5 Legislation Students should be able to assess the impact of legislation on businesses. Employment law including:</p> <ul style="list-style-type: none"> national minimum wage/living wage the Equality Act (2010). <p>Health and safety law including: The Health and Safety at Work Act (1974). Consumer law including trade descriptions. Only brief knowledge of each law is needed. More emphasis should be placed on the effects of the legislation on businesses.</p> <p>3.2.6 Competitive environment understand the meaning of a market and competition</p> <ul style="list-style-type: none"> analyse potential impacts of competition on businesses and identify situations when businesses face minimal or no competition understand the risks businesses face and the reasons why all businesses face uncertainty understand the reason why entrepreneurs embark on running businesses and the activities businesses can undertake to minimise risks. <p>3.3.1 Production processes Students should be familiar with job and flow production methods and understand when each is appropriate.</p> <p>3.3.2 The role of procurement Students should be able to evaluate the use of managing stock using JIT to a given business. Students should recognise that the benefits of reduced costs must be balanced against the cost of more frequent deliveries and lost purchasing economies of scale. The benefits of having spare stock to satisfy demand balanced against the cost of holding buffer stock. Students will not be asked to draw or interpret stock control charts.</p> <p>3.3.3 The concept of quality Students should be aware of the possible quality issues as businesses grow, particularly if outsourcing is used.</p>
<p>Assessment</p>	




	<p>Marking Point 1:</p> <ol style="list-style-type: none"> 1. Stock control multiple questions – 10 marks 2. Customer service case study – 4 marks <p>Marking Point 2: Doddle X 2 (Competition quiz and types of competition quiz)</p> <p>Marking Point 3: Written homework – Influence on business</p>
Cultural enrichment	Students will read about real case studies where employees have been effected in the workplace and where Employment Law has come into effect to protect employees and the business.
Character	 <p>Happy Resolutions: New Year, New You! QoS - Resiliency CV – Openness & Honesty</p> <p>Students should start the new year with a good optimism for their outcome this year. They should write a statement with the grade they want and how they plan to achieve it.</p>

Spring 2

Knowledge	<ul style="list-style-type: none"> • Methods of good service • Benefits of good customer service • Dangers of poor customer service • The ways in which advances in ICT have allowed customer services to develop • Organisation structures • Centralization and decentralization • The need for recruitment • Methods of recruitment • Importance of motivation in the workplace • Methods to motivate staff • Importance of training the workforce • Types of training undertaken by business
Skills	<p>3.3.4 Good customer service Students should understand the sales process. Students should be able to understand the importance of providing good service to customers and analyse the techniques businesses use to provide good customer service.</p> <p>3.4.1 Organizational structures Students should be able to understand:</p> <ul style="list-style-type: none"> • internal organisational structures, span of control, chain of command, delayering and delegation • why businesses have internal organisational structures, including an understanding of different job roles and responsibilities throughout the business • the impact that having a tall or flat organisational structure has on how a business is managed • how organisational structure may affect the different ways of communication. <p>3.4.2 Recruitment and selection Students should be able to:</p> <ul style="list-style-type: none"> • understand the difference between internal and external recruitment and the benefits and drawbacks of each approach • outline the main stages in the recruitment and selection process, including an understanding of job analysis, job description, person specification, and selection methods • analyse the benefits of having an effective





	<p>recruitment and selection process for a business, including high productivity, high quality output or customer service and staff retention.</p> <p>3.4.3 Motivating employees Students should be able to:</p> <ul style="list-style-type: none"> • understand the benefits of a motivated workforce, such as staff retention and high productivity • understand the use of financial methods of motivation (including an understanding of the main methods of payment including salary, wage, commission and profit sharing) • understand the use of non-financial methods of motivation, including styles of management, importance of training and greater responsibility, fringe benefits. <p>Specific motivational theories (such as Maslow) will not be examined.</p> <p>3.4.4 Training Students should be able to:</p> <ul style="list-style-type: none"> • explain the benefits of training employees for a business, including increased productivity, ability to deal with changes in technology, increased motivation, staff retention, production of high quality goods and good customer service • understand the methods of training undertaken by businesses, including induction training, on the job training and off the job training • explain the benefits of induction training • analyse the benefits and drawbacks of on the job and off the job training and evaluate which would be the most appropriate method for a variety of businesses.
Assessment	<p>Marking Point 1:</p> <ol style="list-style-type: none"> 1. Recruitment multiple questions – 10 marks 2. Training advantages and disadvantages table – 6 marks <p>Marking Point 2: Doddle X 3 (Business structure, employment law and business revision mini quiz)</p> <p>Marking Point 3: Progress Test (1.5 hours covered content from first few weeks in spr 1)</p>
Cultural enrichment	<p>Students will interview people who have had bad customer service as part of their assessment, they will be asked to produce a report based on their findings and suggest solutions for how the company they had experience with can help to rectify the problem.</p>
Character	<div style="display: flex; align-items: center;">  <div> <p>Happy Hearts & Minds: Cultural Capital QofS - Creativity CV – Equality & Equity</p> </div> </div> <p>Students should be allowed the opportunity to investigate different business recruitment process and be allow opportunity to see how a business operates in the real world.</p>
Summer 1	
Knowledge	<ul style="list-style-type: none"> • The importance of identifying and satisfying customer needs • Types of segmentation • Purpose of market research • Methods of market research • Use of market research • Pricing methods • Factors including pricing • Product differentiation





	<ul style="list-style-type: none">• The product life cycle• Product portfolio• Promotional methods• PR• Place of products• E-Commerce• Marketing Mix• Methods business use to raise money
Skills	<p>3.5.1 Identifying and understanding customers Students should understand the importance of identifying and satisfying customer needs, in order to:</p> <ul style="list-style-type: none">• provide a product or service that customers will buy• increase sales• select the correct marketing mix• avoid costly mistakes• be competitive. <p>3.5.2 Segmentation Students should understand how and why different businesses use segmentation to target customers based on:</p> <ul style="list-style-type: none">• gender• age• location• income. <p>3.5.3 The purpose and methods of market research Students should understand the difference between qualitative and quantitative market research. Students should identify the benefits and drawbacks for various market research techniques and select the best method for a given business.</p> <p>3.5.4 The elements of the marketing mix (4P's) Students should be able to recognise the factors, internal and external, which might influence the pricing decision, particularly as businesses grow and expand. They should be able to evaluate the factors and use them to assess the suitability of pricing methods for a given business. Students should have an understanding of the basic relationship between price and demand i.e. as prices rise demand is likely to fall.</p> <p>3.6.1 Sources of finance Students should be able to:</p> <ul style="list-style-type: none">• understand the main internal and external sources of finance available (including 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)• analyse the advantages and disadvantages of each method for a given situation• evaluate the suitability of sources of finance for new and established businesses.
Assessment	<p>Marking Point 1:</p> <ol style="list-style-type: none">1. Market Segmentation question – 4 marks2. Product life cycle question – 4 marks <p>Marking Point 2: Doddle X 2 (Operation quiz and production methods quiz).</p> <p>Marking Point 3: Written homework- Business operations.</p>
Cultural enrichment	<p>Students will use their knowledge of customers to develop appropriate sales pitches for a range of different customers with unique needs. They will discuss how businesses advertise to different cultures and how this can have an impact on who buys a particular product.</p>



<p>Character</p>	<div style="display: flex; align-items: center;">   <div style="margin-left: 10px;"> <p>Happy Outcomes: Preparing to Succeed QoS - Motivation & Practice CV – Caring for Others,</p> </div> </div> <p>Students should be trying to meet or exceed their target through progress tests.</p>
<h2>Summer 2</h2>	
<p>Knowledge</p>	<ul style="list-style-type: none"> • Importance of cash to a business • Basic financial terms • Financial calculations • Average rate of return • Break-even • Purpose of financial statements
<p>Skills</p>	<p>3.6.2 Cash flow Students should be able to:</p> <ul style="list-style-type: none"> • understand the consequences of cash flow problems and the effect of positive cash flow • understand how and why cash flow forecasts are constructed • complete and interpret sections of a cash flow forecast (this includes an understanding of cash inflows and outflows, net cash flow and the opening and closing balance. Students are not expected to be able to construct an entire cash flow forecast) • evaluate possible solutions to cash flow problems, including re-scheduling payments, overdrafts and reducing costs. <p>3.6.3 Financial terms and calculations Students should be able to:</p> <ul style="list-style-type: none"> • understand the difference between variable costs, fixed costs and total costs • understand the main investment projects that businesses undertake, including investment in new machinery, buildings and vehicles and be able to calculate the average rate of return for these projects • understand the meaning of the term break even output and interpret break even charts • identify the break even level of output and margin of safety from a breakeven chart • evaluate the value of using break even analysis to a business. <p>Students will not be expected to draw break even charts or use the break even formula.</p> <p>3.6.4 Analyzing the financial performance of a business Students should be able to:</p> <ul style="list-style-type: none"> • understand the importance of financial statements for assessing business performance and helping make business decisions • identify the main components of the income statement and the balance sheet • understand the difference between assets and liabilities and that the balance sheet is a snapshot in time • make judgements on the performance of a business through the interpretation of the information contained in income statements • consider current performance, performance against previous years, performance against competitors and performance from the perspective of a range of stakeholders • calculate gross profit margin and net profit margin to help assess financial performance.



	Students will not be given formulae in an exam.
Assessment	<p>Marking Point 1: 1, Cash flow question – 3 marks 2.Source of finance question – 3 marks</p> <p>Marking Point 2: Doddle X 3 (Cash flow forecast, profit and loss quiz and sources of finance quiz)</p> <p>Marking Point 3: Progress Test (1.5 hours covered content from first few weeks in sum 1)</p>
Cultural enrichment	Looking at financial reviews of companies will allow students to see how companies can struggle in the economic climate these days.
Character	<div style="display: flex; align-items: flex-start;"><div style="margin-right: 20px;"> <small>Reflection</small></div><div style="margin-right: 20px;"> <small>Optimism</small></div><div><p>Happy Futures: Healthy, Happy & Successful! QoS - Reflection & Optimism</p><p>Students should reflect on their progress test results and update their PLC's and personal action plans.</p></div></div>