

Scheme of Work

GCSE (9-1) Business

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Business (1BS0)

GCSE Business 2017 Scheme of Work

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Scheme of Work

This document provides a sample Scheme of Work for teaching Edexcel GCSE (9-1) Business that can be adapted by centres to fit their timetabling and staffing arrangements. It is meant as an example approach only and is not intended to be prescriptive.

This Scheme of Work matches the course planner and broadly follows the order in which the content is set out in the specification.

For the purposes of this Scheme of Work, it has been assumed that the centre is teaching Theme 1 at the start of the course. The planner assumes 28 teaching weeks in each year to allow for time taken by other events.

More recent topical events can be incorporated into the Scheme of Work and used as examples to illustrate the core content as appropriate. This document can be edited and updated over time to develop a resource bank.

The sample assessment materials can be used for question practice to enable students to build up the confidence and skills as part of their revision and exam practice.

Other course planning support

In addition to this Scheme of Work, the course planner also offers examples of possible models that you should feel free to adapt to meet your needs. This is a free downloadable resource that you can access on Pearson's GCSE (9-1) Business subject page.

Teaching resource exemplars

The Schemes of Work contain suggestions for resources that you can use to support your teaching of this specification. These are suggestions of material you may find useful only. You are encouraged to use a wide range of resources that suit the needs of your students. The suggested resources at times are specific but they are intended to demonstrate the type of resources which can be found on the internet. References to particular textbooks and a list of suggested resources will be provided below. We will update this Scheme of Work with references to Pearson's textbook as soon as it has been published.

Edexcel Subject Advisor – Colin Leith

Colin Leith, the Economics and Business Subject Advisor, is available to help you with implementation of this specification. You can contact him by e-mail at BusinessSubjectAdvisor@edexcelexperts.co.uk or by phone on 0844 372 2187.

Edexcel Additional Support

- Ask the Expert puts you in direct e-mail contact with Edexcel examiners. You can access this service via www.edexcel.com/ask

Year 1 (2-year Scheme of Work)

- Edexcel's community pages are designed to enable you to access peer-to-peer support from fellow Edexcel teaching and delivery staff in schools and colleges. Visit: <http://community.edexcel.com/business/f/28.aspx>

Other Edexcel teaching resources

Pearson produces a range of paid-for Edexcel resources for this specification, including:

- Student books — full colour textbooks for each unit of the specification.
- Teacher guides – suggested answers and mark schemes for questions in the student books.
- ActiveTeach — digital teaching resources on an easy-to-use CD ROM.
- Exam Skills Practice workbooks — two separate write-in workbooks with activities designed to support C/D borderline students and to stretch your higher achievers.

You'll find details of all of these at www.edexcel.com/business.

Paid-for resources, including those endorsed by Edexcel, are also available from other publishers, including Hodder Education.

Edexcel's paid-for resources, as well as those endorsed by Edexcel, are not a pre-requisite for the delivery of Edexcel's specifications.

Resources referenced in Scheme of Work below:

- Edexcel GCSE Business: *Introduction to Small Business* – 978-1-84690-496-7
- Nuffield-BP *Business and Economics* – 0-00-328013-6
- Nuffield-BP *Business and Economics – Teachers' Resource Pack* – 0-00-711638-1
- Case study references can be found on Pearson's GCSE (9-1) Business webpage: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Year 1 (2-year Scheme of Work)

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
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Year 1 (2-year Scheme of Work)

Term 1 Week 1	Course introduction	<ul style="list-style-type: none"> Introduction and overview to small businesses. How and why are small businesses created? Overview of key features of small businesses and recognition that small businesses operate in all economic and geographical areas. Overview of assessment structure of the course. 	<ul style="list-style-type: none"> Students debate and discuss issues involved in spotting a business opportunity. Students use different resources, including Internet research, to look at what businesses do. For example, they discuss what different businesses produce using photographs. Students investigate a local small business. Produce a report explaining the nature of business, its resources, its customers, and evaluating why it might be successful. Collate class results and create a display of the local business environment. 	<ul style="list-style-type: none"> See the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i>, Chapter 1. 'Introduction to Business Activity' - local study of businesses within one mile radius of school. Create a display and categorise the results.
2	Topic 1.1 Enterprise and entrepreneurship 1.1.1 The dynamic nature of business	<p>Why new business ideas come about:</p> <ul style="list-style-type: none"> Changes in technology. Changes in what consumers want. Products and services becoming obsolete. How new business ideas come about: <ul style="list-style-type: none"> Original ideas Adapting existing products/services/ideas 	<ul style="list-style-type: none"> Teacher distinguishes between 'why' and 'how' new business ideas come about. Teacher provides students with different examples of small businesses. Why – student groups research local high street/town centre and collate types of businesses that exist. With the full list examples can be considered of new business ideas being created due to: (i) changes in technology; (ii) changes in what consumers want; (iii) products and services becoming obsolete. How – examples of products that are original and those that are adapted from existing. 	<ul style="list-style-type: none"> How – use Cambridge Satchel Company video (www.youtube.com/watch?v=MM4HyXaYTPY) as stimulus for a new business idea. Review the Swoon Editions case study, available on the Pearson GCSE (9-1) Business webpage
3	1.1.2 Risk and reward	<p>The impact of risk and reward on business activity:</p> <ul style="list-style-type: none"> Risk: business failure, financial loss, lack of security Reward: business success, profit, independence 	<ul style="list-style-type: none"> Introduce the idea of risk in a general sense – what does it mean for young people? Consider 'risks' they may face on a typical day... Use a business example to introduce an entrepreneur – Cambridge Satchel Company. What risks does the owner of this business face? Encourage students to elicit the risks listed in the specification – business failure, financial loss, lack of security. 	<ul style="list-style-type: none"> See the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i>, Chapter 11 (p52). Review the Swoon Editions case study, available on the Pearson GCSE (9-1) Business webpage .
4	1.1.3 The role of business enterprise	<p>The role of business enterprise and the purpose of business activity:</p> <ul style="list-style-type: none"> To produce goods or services. To meet customer needs. To add value: convenience, branding, quality, design, unique selling points. 	<ul style="list-style-type: none"> Students look at a case study in the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> on a garage to identify how a business adds value, whether it has a USP, and evaluate whether that USP will make the business successful. 	<ul style="list-style-type: none"> See the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i>, Chapter 5 and 7. See Nuffield-BP <i>Business and Economics</i> case study 'Vanish' –

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		<p>The role of entrepreneurship:</p> <ul style="list-style-type: none"> An entrepreneur: organises resources, makes business decisions, takes risks. 	<ul style="list-style-type: none"> In groups, students take three products, break them down into their component parts, and describe which raw materials were used and what other costs would have been incurred in their production. They discuss why consumers are prepared to pay the price for the product, and the main ways that the business adds value. 	<p>p20. Dated, but still works well for the topic of added value.</p> <ul style="list-style-type: none"> See Nuffield-BP <i>Business and Economics</i> Activity – Chocoholics – p27-8. Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Molnar Garage – p27.
5	<p>Topic 1.2 Spotting a business opportunity 1.2.1 Customer needs</p>	<p>Identifying and understanding customer needs:</p> <ul style="list-style-type: none"> What customer needs are: price, quality, choice, convenience. <p>The importance of identifying and understanding customers: generating sales, business survival.</p>	<ul style="list-style-type: none"> Students look at a case study in the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> on a cake-making business, explaining how the business used market research and evaluating whether this was successful. Students investigate market research figures produced by a business and explain what they show. Students discuss customer needs using case studies. 	<ul style="list-style-type: none"> For an introduction to customer needs see the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i>, Chapter 2. Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Grace and Peter Fletcher (p15).
6	1.2.2 Market research	<p>The purpose of market research:</p> <ul style="list-style-type: none"> To identify and understand customer needs. To identify gaps in the market. To reduce risk. To inform business decisions. 	<ul style="list-style-type: none"> Archibald’s is a good introduction to how a business might use market research data Teacher will need to be selective on the tasks as they cover some content not yet covered. For example, students could complete stage 1, stage 2 (q2-4) and stage 3. Teacher to decide based on class. 	<ul style="list-style-type: none"> See the Edexcel GCSE Business Studies Student Book <i>Building a Business</i>, Chapter 1. See Nuffield-BP <i>Business and Economics Teachers’ Resource Pack</i> case study Archibald’s Fish and Chips (p107).
7	1.2.2 Market research	<p>Types of market research:</p> <ul style="list-style-type: none"> Methods of primary research: survey, questionnaire, focus group, observation Methods of secondary research: Internet, market reports, government reports The use of qualitative and quantitative market research data <p>The role of social media in collecting market research data.</p> <p>The importance of the reliability of market research data.</p>	<ul style="list-style-type: none"> Introduction – teacher sets up an activity where students in different groups answer the following question: ‘What is the average height of students in our class?’ Group 1 – use ruler/tape measure to calculate the average height of students in the class. Group 2 – use generic secondary data on heights to state the average height in the class (use p1 from the link; don’t worry that this is from Australia – this will be useful when assessing the merits of this data). Discuss findings. Then discuss the advantages and disadvantages of each. Students investigate different types of market research – knowledge. 	<ul style="list-style-type: none"> See the Edexcel GCSE Business Studies Student Book <i>Building a Business</i>, Chapter 1. Activity – measuring students or using secondary data (https://mathspig.wordpress.com/tag/average-height-of-aussie-students)

Year 1 (2-year Scheme of Work)

			<ul style="list-style-type: none"> • Student research into how social media is used to collect market research – collate class results. • Reliability – teacher presentation on reliability, using work from this topic as stimulus. 	
8	1.2.3 Market segmentation	<p>How businesses use market segmentation to target customers:</p> <ul style="list-style-type: none"> • Identifying market segments: location, demographics, lifestyle, income, age • Market mapping to identify a gap in the market and the competition 	<ul style="list-style-type: none"> • Teacher plans to ensure that student understand market segments are groups of customers with different characteristics. • Students use a series of resources looking at customers and market segments. For example, they look at the Yellow Pages or Thomson Local Directory to identify 20 different businesses and write down what type of customers these businesses might have. They match market segments with types of business, using photographs and examples. • Students choose different local businesses -takeaways, restaurants, clothing – and construct a market map related to price and quality. • Students analyse the position of different businesses on a market map. 	<ul style="list-style-type: none"> • See Nuffield-BP <i>Business and Economics Teachers' Resource Pack</i> Activity – 'Which segment?' (p26).
9	1.2.4 The competitive environment	<p>Understanding the competitive environment:</p> <ul style="list-style-type: none"> • Strengths and weaknesses of competitors based on: price, quality, location, product range and customer service. <p>The impact of competition on business decision making.</p>	<ul style="list-style-type: none"> • Identify a particular type of business in the local area – takeaways, clothing, hairdressers/cosmetics, etc. • Students select a specific business and, in groups, analyse the market by considering the strengths and weaknesses of competitors. • Source material for the analysis to include: visit to local area, web research, TripAdvisor-type reviews, etc. • Individual write-up in the form of market report. 	<ul style="list-style-type: none"> • Individual market report activity.
10	<p>Topic 1.3 Putting a business idea into practice</p> <p>1.3.1 Business aims and objectives</p>	<p>What business aims and business objectives are.</p> <p>Business aims and objectives when starting up:</p> <ul style="list-style-type: none"> • Financial aims and objectives: survival, profit, sales, market share, financial security 	<ul style="list-style-type: none"> • Students create a mind map showing the different business objectives. • Teacher-led input to categorise and define different objectives for a business start-up • Students examine business objectives using case studies. 	<ul style="list-style-type: none"> • Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Emma Ratner Pharmacy (p67).

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		<ul style="list-style-type: none"> Non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control <p>Why business aims and objectives differ between businesses.</p>	<ul style="list-style-type: none"> Invite local small business owner to be interviewed by students to establish objectives when starting up. 	
11	1.3.2 Business revenues, costs and profits	<p>The concept and calculation of:</p> <ul style="list-style-type: none"> Revenue Fixed and variable costs Total costs Profit and loss Interest 	<ul style="list-style-type: none"> Introductory task explaining a business scenario, using figures. Case study – Pet grooming business/Chinese takeaway. Students practise calculations to ensure confidence in this area. 	<ul style="list-style-type: none"> For the Chinese takeaway case study, see Edexcel eBus (GCSE Business Studies Email Support Service): 2005 – The Ho Li Takeaway. Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Pets Heavens (p75). See Nuffield-BP <i>Business and Economics Teachers’ Resource Pack</i> Activity – ‘Which segment?’ – pp85–87 and 101–102 Team-based activity – Vacancies. Opportunity for practice. <i>Note</i> – this game includes reference to net and gross profit which can be briefly explained and will be picked up in Theme 2.
12	1.3.2 Business revenues, costs and profits	<p>Interpretation of break-even diagrams:</p> <ul style="list-style-type: none"> The impact of changes in revenue and costs Break-even level of output Margin of safety Profit and loss 	<ul style="list-style-type: none"> Teacher gives presentation on break-even analysis – can be edited to suit. Students look at case studies on break-even. Students look at case study from the Edexcel GCSE Business Studies Student Book <i>Building a Business</i> on explaining and evaluating break-even at a bakery. 	<ul style="list-style-type: none"> See Edexcel eBus (GCSE Business Studies Email Support Service): October 2005 – Break-Even Exercise and Ho Li Takeaway.
13	1.3.3 Cash and cash-flow	<p>The importance of cash to a business:</p> <ul style="list-style-type: none"> To pay suppliers, overheads and employees. To prevent business failure (insolvency). The difference between cash and profit. <p>Calculation and interpretation of cash-flow forecasts:</p> <ul style="list-style-type: none"> Cash inflows Cash outflows 	<ul style="list-style-type: none"> Students look at case studies in the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> on a T-shirt maker calculating cash-flow, and on a travel agency, explaining the uses of a business plan. Students use a series of resources including practical activities on forecasting cash-flow. Students use a large-scale simulation that enables them to input details into a cash-flow forecast and ‘run’ a business for a 	<ul style="list-style-type: none"> See the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i>, Chapters 16 and 17. For a cash-flow case study see <i>Business Case Studies for GCSE Business Studies</i> by M. Hancock (Pearson, 2007) – Case Study 26, Peterborough United FC.

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		<ul style="list-style-type: none"> Net cash-flow Opening and closing balances 	<p>year, responding to possible changes in circumstances that affect cash-flow.</p> <ul style="list-style-type: none"> Students estimate and evaluate cash-flow using a case study. Students analyse the features of a good business plan. 	
14	1.3.4 Sources of business finance	<p>Sources of finance for a start-up or established small business:</p> <ul style="list-style-type: none"> Short-term sources: overdraft and trade credit Long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowd funding 	<ul style="list-style-type: none"> Students look at a case study in the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> on a manufacturer of drilling equipment, examining reasons for obtaining finance and evaluating appropriate sources. Teacher displays names of all different sources of finance for a small business. In groups students try to categorise the sources. Teacher elicits the short-term and long-term sources. Students have secure knowledge of each type, including advantages and disadvantages (table). Students take part in a series of tasks and activities looking at different ways in which businesses can raise finance, both for start-ups and for running the business. For example, they consider how changes in interest rates affect repayments, and assess the suitability of different types of short- and long-term finance. Activity – in groups, using websites such as Crowdfunder or Crowdcube, students research different businesses seeking crowd funding. Prepare a case for which business they would invest in – based on wider research and business knowledge. Winning group rewarded by teacher/school investing £50 in their chosen business. 	<ul style="list-style-type: none"> See Nuffield-BP <i>Business and Economics Teachers' Resource Pack</i> Activity – Museum Finances – p100. Example – Good and Proper Tea (www.crowdfundinsider.com/2015/05/68309-kickstarter-success-good-proper-tea-gains-over-140000-on-crowdcube-to-build-new-shops). Teacher to select information from the business website to show how crowd funding can be used by entrepreneurs. Crowd funding websites can be used to identify examples of real business start-ups. Examples include www.crowdfunder.co.uk and www.crowdcube.com
Term 2 Week 1	Topic 1.4 Making the business effective 1.4.1 The options for start-up and small businesses	<p>The concept of limited liability:</p> <ul style="list-style-type: none"> Limited and unlimited liability. The implications for the business owner(s) of limited and unlimited liability. 	<ul style="list-style-type: none"> Students look at a case study examining the advantages and disadvantages of limited liability for business. Students discuss the effects of limited liability for a sole trader and a limited company. 	<ul style="list-style-type: none"> Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Westwick Scaffolding (p99).

Year 1 (2-year Scheme of Work)

			<ul style="list-style-type: none"> • Students create a mind map on the principle of limited liability. • Students consider guidelines on setting up different types of business organisation. 	
2	1.4.1 The options for start-up and small businesses	<p>The types of business ownership for start-ups:</p> <ul style="list-style-type: none"> • Sole trader, partnership, private limited company. • The advantages and disadvantages of each type of business ownership. <p>The option of starting up and running a franchise operation:</p> <ul style="list-style-type: none"> • The advantages and disadvantages of franchising. 	<ul style="list-style-type: none"> • Teacher introduction to different types of business ownership. • Students create a mind map on the principle of limited liability. • Students consider guidelines on setting up different types of business organisation. • Use <i>The Simpsons</i> – ‘The Twisted World of Marge Simpson’ – as an introduction to the topic of franchising. • Students take part in a series of activities involving starting a business. For example, they make a list of the reasons why they think a person might want to start up a business, ranking the reasons in order of priority. They design a poster advertising the benefits of starting up a new business, taking into account the fact that it needs to attract attention and include information about starting a business. 	<ul style="list-style-type: none"> • Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Merry Maids (p31). • View ‘The Twisted World of Marge Simpson’ episode of <i>The Simpsons</i>.
3	1.4.2 Business location	<p>Factors influencing business location:</p> <ul style="list-style-type: none"> • Proximity to: market, labour, materials and competitors • Nature of the business activity • The impact of the internet on location decisions: e-commerce and/or fixed premises 	<ul style="list-style-type: none"> • Arrange visit/walk into local town centre/high street to identify features of location which are important to different businesses, 	<ul style="list-style-type: none"> • Contact CIPS Branch Manager to arrange visit to a business where location is important – www.cips.org/en-GB/community/branches/branchlisting
4	1.4.3 The marketing mix	<p>What the marketing mix is and the importance of each element:</p> <ul style="list-style-type: none"> • Price, product, promotion, place 	<ul style="list-style-type: none"> • Teacher-led introduction to the marketing mix, stressing the significance of each element, and the fact that it is the ‘mix’ that needs to be right for individual businesses, • Students look at a case study in the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> on a clothing designer, examining the factors that may affect its marketing mix and evaluating whether the mix would change if the business was different. 	<ul style="list-style-type: none"> • Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Hannah Abrequah Clothing (p95).
5	1.4.3 The marketing mix	<p>How the elements of the marketing mix work together:</p>	<ul style="list-style-type: none"> • Students individually investigate a local small business to identify its marketing mix. 	<ul style="list-style-type: none"> • Student web or primary research.

Year 1 (2-year Scheme of Work)

		<ul style="list-style-type: none"> Balancing the marketing mix based on the competitive environment. The impact of changing consumer needs on the marketing mix. The impact of technology on the marketing mix: e-commerce, digital communication. 	<ul style="list-style-type: none"> Consider the impact of competition on this mix. Teacher – use class research to consider how changing consumer needs has affected – or might affect – different businesses. Consider the impact of changing technology on businesses marketing mix. For example, takeaways that offer online ordering. What if they did not offer this service? 	
6	1.4.4 Business plans	<p>The role and importance of a business plan:</p> <ul style="list-style-type: none"> To identify: the business idea; business aims and objectives; target market (market research); forecast revenue, cost and profit; cash-flow forecast; sources of finance; location; marketing mix. <p>The purpose of planning business activity:</p> <ul style="list-style-type: none"> The role and importance of a business plan in minimising risk and obtaining finance. 	<ul style="list-style-type: none"> Teacher introduces the idea of risk and how new businesses might minimise risk. In groups students look at examples of business plans. Teacher uses the activity to co-construct with class a list of features of a business plan. Visit/talk by an entrepreneur to go through the importance and process of business planning. Case study work to consolidate understanding. 	<ul style="list-style-type: none"> For business plans see 'How to write a business plan' at www.tutor2u.net/business/reference/starting-a-business-contents-of-a-startup-business-plan Examples of business plans – www.accaglobal.com/uk/en/business-finance/business-plans/example-plan.html See Nuffield-BP <i>Business and Economics Teachers' Resource Pack</i> Activity – The business plan (p97). Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Kenton Travel (p83).
7	<p>Topic 1.5 Understanding external influences on business</p> <p>1.5.1 Business stakeholders</p>	<p>Who business stakeholders are and their different objectives:</p> <ul style="list-style-type: none"> Shareholders (owners), employees, customers, managers, suppliers, local community, pressure groups, the government <p>Stakeholders and businesses:</p> <ul style="list-style-type: none"> How stakeholders are affected by business activity. How stakeholders impact business activity. Possible conflicts between stakeholder groups. 	<ul style="list-style-type: none"> Group activity – Moving Mountains introduces the idea of different stakeholders. Following the activity, teacher leads work to secure understanding of stakeholder model, making clear the distinction between stakeholders and shareholders. Teacher uses a local example to illustrate how conflict can occur between stakeholders. For example, a local manufacturer expanding their operation. Consider how technology influences stakeholders – social media and its role in influencing business decisions. 	<ul style="list-style-type: none"> See Nuffield-BP <i>Business and Economics Teachers' Resource Pack</i> Activity – Moving Mountains (pp36–38). Team activity which explores how a business can impact on different stakeholders.
8	1.5.2 Technology and business	<p>Different types of technology used by business:</p> <ul style="list-style-type: none"> E-commerce Social media 	<ul style="list-style-type: none"> Teacher displays the four different types of technology individually on flipchart paper. Students move around the room and add examples to each page. 	<ul style="list-style-type: none"> SproutSocial contains useful data and a good infographic on how small businesses use social media:

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		<ul style="list-style-type: none"> Digital communication Payment systems <p>How technology influences business activity in terms of:</p> <ul style="list-style-type: none"> Sales Costs Marketing mix 	<ul style="list-style-type: none"> Teacher displays all four pages to show how technology is used extensively by all businesses. Groups are assigned one type of technology and research this to produce a report showing how their type of technology affects sales, costs and the marketing mix. 	http://sproutsocial.com/insights/social-media-for-small-business
9	1.5.3 Legislation and business	<p>The purpose of legislation:</p> <ul style="list-style-type: none"> Principles of consumer law: quality and consumer rights Principles of employment law: recruitment, pay, discrimination, and health and safety <p>The impact of legislation on businesses:</p> <ul style="list-style-type: none"> Cost <p>Consequences of meeting and not meeting these obligations.</p>	<ul style="list-style-type: none"> Teacher leads class discussion on possible reasons why consumers and workers might need legal protection. Use topical news stories to illustrate – for example, online ticket touts. 	<ul style="list-style-type: none"> See the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i>, Chapter 23. Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Freeman’s Garage (p111).
10	1.5.4 The economy and business	<p>The impact of the economic climate on businesses:</p> <ul style="list-style-type: none"> Unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates 	<ul style="list-style-type: none"> Teacher leads discussion to establish what is meant by the term ‘economic climate’. Activity – Boom Town – Gloom Town. Student research activity: collect topical information on unemployment, income levels, inflation, interest rates, taxation and exchange rates. Use this information to justify the likely impact of the current economic climate on small businesses. 	<ul style="list-style-type: none"> Background on the economic/business cycle – www.tutor2u.net/economics/reference/economic-cycle Creating a resource like the ‘Business cycle in music’ – selection of music which students place at different stages of the cycle. See Nuffield-BP <i>Business and Economics Teachers’ Resource Pack</i> Activity – Boom Town – Gloom Town (pp112–113).
Term 3 Week 1	1.5.5 External influences	<p>The importance of external influences on business: introducing the idea that some factors beyond the business can impact on the business</p>	<ul style="list-style-type: none"> Teacher-led examination of possible external influences on business – technology, legislation and the economic climate. Teacher provides examples of different (local) businesses and groups to consider the impact on the businesses of changes in technology, legislation and the economic cycle. 	<ul style="list-style-type: none"> Student web or primary research on local business and how external factors have influenced different sectors. Produce poster resource.
2	1.5.5 External influences	<p>Possible responses by the business to changes in: technology, legislation, the economic climate.</p>	<ul style="list-style-type: none"> Revision opportunity for this topic. Teacher provides examples of different (local) businesses and groups to consider the possible responses of the businesses to 	<ul style="list-style-type: none"> Student web or primary research on local business and how external factors have influenced different sectors. Produce poster resource.

Year 1 (2-year Scheme of Work)

			changes in technology, legislation and the economic cycle.	
3-4	Enhancement activity - Theme 1	Consolidation of topic content.	<ul style="list-style-type: none"> • Involvement and participation in an enterprise/business national programme, such as The Real Business Challenge, Tycoon in Schools, etc., is a good strategy to enable students to contextualise the learning from this topic. 	<ul style="list-style-type: none"> • The Real Business Challenge – www.therealexperience.co.uk/the-real-business-challenge • Tycoon in Schools – www.tycooninschools.com • National Enterprise Challenge – www.nationalenterprisechallenge.co.uk
5	Exam skills/end of Theme 1 exam	Consolidation of topic content and development of exam technique and skills.	<ul style="list-style-type: none"> • Teacher-led input on exam technique for different styles of question. • Theme 1 – mock exam. 	<ul style="list-style-type: none"> • Review the 'Analysing Meringue' case study, available on the Pearson GCSE (9-1) Business webpage. • Use SAM or EAM for exam.

Year 1–2 (3-year Scheme of Work)

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
Term 1 Week 1–3	Course introduction	<ul style="list-style-type: none"> Introduction and overview to small businesses. How and why are small businesses created? Overview of key features of small businesses and recognition that small businesses operate in all economic and geographical areas. Overview of assessment structure of the course. 	<ul style="list-style-type: none"> Students debate and discuss issues involved in spotting a business opportunity. Students use different resources, including Internet research, to look at what businesses do. For example, they discuss what different businesses produce using photographs. Students investigate a local small business and produce a report explaining the nature of business, its resources, its customers, and evaluating why it might be successful. Collate class results and create a display of the local business environment. 	<ul style="list-style-type: none"> See the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i>, Chapter 1. 'Introduction to Business Activity' - local study of businesses within one mile radius of school. Create a display and categorise the results.
4	Topic 1.1 Enterprise and entrepreneurship 1.1.1 The dynamic nature of business	Why new business ideas come about: <ul style="list-style-type: none"> Changes in technology Changes in what consumers want Products and services becoming obsolete How new business ideas come about: <ul style="list-style-type: none"> Original ideas Adapting existing products/services/ideas 	<ul style="list-style-type: none"> Teacher distinguishes between 'why' and 'how' new business ideas come about. Teacher provides students with different examples of small business... Why – student groups research local high street/town centre and collate types of businesses that exist. With the full list examples can be considered of new business ideas being created due to: (i) changes in technology; (ii) changes in what consumers want; (iii) products and services becoming obsolete. How – examples of products that are original and those that are adapted from existing. 	<ul style="list-style-type: none"> How – use Cambridge Satchel Company video as stimulus for a new business idea. Review the Swoon Editions case study, available on the Pearson GCSE (9-1) Business webpage
5	1.1.2 Risk and reward	The impact of risk and reward on business activity: <ul style="list-style-type: none"> Risk: business failure, financial loss, lack of security Reward: business success, profit, independence 	<ul style="list-style-type: none"> Introduce the idea of risk in a general sense – what does it mean for young people? Consider 'risks' they may face on a typical day... Use a business example to introduce an entrepreneur – Cambridge Satchel Company. What risks does the owner of this business face? Encourage students to elicit the risks listed in the specification – business failure, financial loss, lack of security. 	<ul style="list-style-type: none"> See the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i>, Chapter 11. Review the Swoon Editions case study, available on the Pearson GCSE (9-1) Business webpage

6	1.1.3 The role of business enterprise	<p>The role of business enterprise and the purpose of business activity:</p> <ul style="list-style-type: none"> To produce goods or services. To meet customer needs. To add value: convenience, branding, quality, design, unique selling points. <p>The role of entrepreneurship: An entrepreneur: organises resources, makes business decisions, takes risks.</p>	<ul style="list-style-type: none"> Students look at a case study in the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> on a garage to identify how a business adds value, whether it has a USP, and evaluate whether that USP will make the business successful. In groups, students take three products, break them down into their component parts, and describe which raw materials were used and what other costs would have been incurred in their production. They discuss why consumers are prepared to pay the price for the product, and the main ways that the business adds value. 	<ul style="list-style-type: none"> See the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i>, Chapters 5 and 7. Case study – Vanish – from Nuffield-BP <i>Business and Economics</i> (p20). Dated, but still works well for the topic of added value. Nuffield-BP Activity – Chocoholics (pp27–8). Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Molnar Garage (p27).
7–9	<p>Enhancement activity for Topic 1. Mini investigation into a local business for one content area, for example: added value or entrepreneurs. <i>Added value: What is the most significant source of added value for the business you have chosen?</i> <i>Entrepreneurs: What has been the most important enterprise skill required by the owner of a local business?</i></p>			
10	<p>Topic 1.2 Spotting a business opportunity 1.2.1 Customer needs</p>	<p>Identifying and understanding customer needs:</p> <ul style="list-style-type: none"> What customer needs are: price, quality, choice, convenience. <p>The importance of identifying and understanding customers: generating sales, business survival.</p>	<ul style="list-style-type: none"> Students look at a case study in the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> on a cake-making business, explaining how the business used market research and evaluating whether this was successful. Students investigate market research figures produced by a business and explain what they show. Students discuss customer needs using case studies. 	<ul style="list-style-type: none"> For an introduction to customer needs see the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i>, Chapter 2. Case study – Grace and Peter Fletcher (p15).
11	1.2.2 Market research	<p>The purpose of market research:</p> <ul style="list-style-type: none"> To identify and understand customer needs. To identify gaps in the market. To reduce risk. To inform business decisions. 	<ul style="list-style-type: none"> Archibald’s is a good introduction to how a business might use market research data. Teacher will need to be selective on the tasks as they cover some content not yet covered. For example, students could complete stage 1, stage 2 (q2–4) and stage 3. Teacher to decide based on class. 	<ul style="list-style-type: none"> See the Edexcel GCSE Business Studies Student Book <i>Building a Business</i>, Chapter 1. Case study – Archibald’s Fish and Chips – from Nuffield-BP <i>Business and Economics TRP</i> (p107).
12	1.2.2 Market research	<p>Types of market research:</p> <ul style="list-style-type: none"> Methods of primary research: survey, questionnaire, focus group, observation Methods of secondary research: Internet, market reports, government reports 	<ul style="list-style-type: none"> Introduction – teacher sets up an activity where students in different groups answer the following question: ‘What is the average height of students in our class?’ Group 1 – use ruler/tape measure to calculate the average height of students in the class. Group 2 – use generic <u>secondary data</u> on heights to state the average height in the 	<ul style="list-style-type: none"> See the Edexcel GCSE Business Studies Student Book <i>Building a Business</i>, Chapter 1. Activity – measuring students or using secondary data (https://mathspig.wordpress.com/ta)

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		<ul style="list-style-type: none"> The use of qualitative and quantitative market research data <p>The role of social media in collecting market research data.</p> <p>The importance of the reliability of market research data.</p>	<p>class (use p1 from the link; don't worry that this is from Australia – this will be useful when assessing the merits of this data).</p> <ul style="list-style-type: none"> Discuss findings. Then discuss the advantages and disadvantages of each. Students investigate different types of market research – knowledge. Student research into how social media is used to collect market research – collate class results. Reliability – teacher presentation on reliability, using work from this topic as stimulus. 	g/average-height-of-aussie-students)
13	1.2.3 Market segmentation	<p>How businesses use market segmentation to target customers:</p> <ul style="list-style-type: none"> Identifying market segments: location, demographics, lifestyle, income, age Market mapping to identify a gap in the market and the competition 	<ul style="list-style-type: none"> Teacher plans to ensure that students understand market segments are groups of customers with different characteristics. Students use a series of resources looking at customers and market segments. For example, they look at the Yellow Pages or Thomson Local Directory to identify 20 different businesses and write down what type of customers these businesses might have. They match market segments with types of business, using photographs and examples. Students choose different local businesses –takeaways, restaurants, clothing – and construct a market map related to price and quality. Students analyse the position of different businesses on a market map. 	<ul style="list-style-type: none"> Activity – 'Which segment? – Nuffield-BP Activity TRP (p26).
14	1.2.4 The competitive environment	<p>Understanding the competitive environment:</p> <ul style="list-style-type: none"> Strengths and weaknesses of competitors based on: price, quality, location, product range and customer service. <p>The impact of competition on business decision making.</p>	<ul style="list-style-type: none"> Identify a particular type of business in the local area – takeaways, clothing, hairdressers/cosmetics, etc. Students select a specific business and, in groups, analyse the market by considering the strengths and weaknesses of competitors. Source material for the analysis to include: visit to local area, web research, TripAdvisor-type reviews, etc. Individual write-up in the form of market report. 	<ul style="list-style-type: none"> Individual market report activity.

<p>Term 2 1–3</p>	<p>Enhancement activity for Topic 2. Mini investigation into a local business for one content area, for example: market research or market mapping. <i>Market research: What is the most important way that the business you have chosen could improve its collection of market research data?</i> <i>Market mapping: How useful is market mapping in helping the business you have chosen to identify the key features of its market?</i></p>			
<p>4</p>	<p>Topic 1.3 Putting a business idea into practice 1.3.1 Business aims and objectives</p>	<p>What business aims and business objectives are.</p> <p>Business aims and objectives when starting up:</p> <ul style="list-style-type: none"> • Financial aims and objectives: survival, profit, sales, market share, financial security • Non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control <p>Why business aims and objectives differ between businesses.</p>	<ul style="list-style-type: none"> • Students create a mind map showing the different business objectives. • Teacher-led input to categorise and define different objectives for a business start-up. • Students examine business objectives using case studies. • Invite local small business owner to be interviewed by students to establish objectives when starting up. 	<ul style="list-style-type: none"> • Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Emma Ratner Pharmacy (p67).
<p>5</p>	<p>1.3.2 Business revenues, costs and profits</p>	<p>The concept and calculation of:</p> <ul style="list-style-type: none"> • Revenue • Fixed and variable costs • Total costs • Profit and loss • Interest 	<ul style="list-style-type: none"> • Introductory task explaining a business scenario, using figures. • Case study – Pet grooming business/Chinese takeaway . • Students practise calculations to ensure confidence in this area. 	<ul style="list-style-type: none"> • For the Chinese takeaway case study, see Edexcel eBus (GCSE Business Studies Email Support Service): 2005 – The Ho Li Takeaway. • Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Pets Heavens (p75). • Activity – ‘Which segment?’ – Nuffield-BP Activity TRP – pp85-87 and 101-102 Team-based activity – Vacancies. Opportunity for practise. <u>Note</u> – this game includes reference to net and gross profit which can be briefly explained and will be picked up in Theme 2.
<p>6</p>	<p>1.3.2 Business revenues, costs and profits</p>	<p>Interpretation of break-even diagrams:</p> <ul style="list-style-type: none"> • The impact of changes in revenue and costs • Break-even level of output • Margin of safety • Profit and loss 	<ul style="list-style-type: none"> • Teacher gives presentation on break-even analysis – can be edited to suit. • Students look at case studies on break-even. Students look at case study from the Edexcel GCSE Business Studies Student Book <i>Building a Business</i> on explaining and evaluating break-even at a bakery. 	<ul style="list-style-type: none"> • See Edexcel eBus (GCSE Business Studies Email Support Service): October 2005 – Break-Even Exercise and Ho Li Takeaway.

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7	1.3.3 Cash and cash-flow	<p>The importance of cash to a business:</p> <ul style="list-style-type: none"> • To pay suppliers, overheads and employees. • To prevent business failure (insolvency). • The difference between cash and profit. <p>Calculation and interpretation of cash-flow forecasts:</p> <ul style="list-style-type: none"> • Cash inflows • Cash outflows • Net cash-flow • Opening and closing balances 	<ul style="list-style-type: none"> • Students look at case studies in the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> on a T-shirt maker calculating cash-flow, and on a travel agency, explaining the uses of a business plan. • Student use a series of resources including practical activities on forecasting cash-flow. • Students use a large-scale simulation that enables them to input details into a cash-flow forecast and 'run' a business for a year, responding to possible changes in circumstances that affect cash-flow. • Students estimate and evaluate cash-flow using a case study. • Students analyse the features of a good business plan. 	<ul style="list-style-type: none"> • See the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i>, Chapters 16 and 17. • For a cash-flow case study see <i>Business Case Studies for GCSE Business Studies</i> by M. Hancock (Pearson, 2007) – Case Study 26, Peterborough United FC.
8	1.3.4 Sources of business finance	<p>Sources of finance for a start-up or established small business:</p> <ul style="list-style-type: none"> • Short-term sources: overdraft and trade credit • Long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowd funding 	<ul style="list-style-type: none"> • Students look at a case study in the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> on a manufacturer of drilling equipment, examining reasons for obtaining finance and evaluating appropriate sources. • Teacher displays names of all different sources of finance for a small business. In groups students try to categorise the sources. Teacher elicits the short-term and long-term sources. • Students have secure knowledge of each type, including advantages and disadvantages (table). • Students take part in a series of tasks and activities looking at different ways in which businesses can raise finance, both for start-ups and for running the business. For example, they consider how changes in interest rates affect repayments, and assess the suitability of different types of short- and long-term finance. • Activity – in groups, using websites such as Crowdfunder or Crowdcube, students research different businesses seeking crowd funding. Prepare a case for which business they would invest in – based on wider 	<ul style="list-style-type: none"> • Activity – Museum Finances – Nuffield-BP Activity TRP (p100). • Example – Good and Proper Tea. (http://www.crowdfundinsider.com/2015/05/68309-kickstarter-success-good-proper-tea-gains-over-140000-on-crowdcube-to-build-new-shops/) Teacher to select information from the business website to show how crowd funding can be used by entrepreneurs. • Crowd funding websites can be used to identify examples of real business start-ups. Examples include www.crowdfunder.co.uk and www.crowdcube.com

			research and business knowledge. Winning group rewarded by teacher/school investing £50 in their chosen business.	
9–10	Enhancement activity for Topic 3. <i>Mini investigation into a local business for one content area, for example: cash-flow. Cash-flow: To what extent is cash-flow forecasting important to the survival of the business you have chosen? Alternatively, complete a personal finance activity, such as investigating bank accounts.</i>			
Term 3 Week 1	Topic 1.4 Making the business effective 1.4.1 The options for start-up and small businesses	The concept of limited liability: <ul style="list-style-type: none"> Limited and unlimited liability. The implications for the business owner(s) of limited and unlimited liability. 	<ul style="list-style-type: none"> Students look at a case study examining the advantages and disadvantages of limited liability for business. Students discuss the effects of limited liability for a sole trader and a limited company. Students create a mind map on the principle of limited liability. Students consider guidelines on setting up different types of business organisation. 	<ul style="list-style-type: none"> Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Westwick Scaffolding (p99).
2	1.4.1 The options for start-up and small businesses	The types of business ownership for start-ups: <ul style="list-style-type: none"> Sole trader, partnership, private limited company. The advantages and disadvantages of each type of business ownership. The option of starting up and running a franchise operation: <ul style="list-style-type: none"> The advantages and disadvantages of franchising. 	<ul style="list-style-type: none"> Teacher introduction to different types of business ownership. Students create a mind map on the principle of limited liability. Students consider guidelines on setting up different types of business organisation. Use <i>The Simpsons</i> – ‘The Twisted World of Marge Simpson’ – as an introduction to the topic of franchising. Students take part in a series of activities involving starting a business. For example, they make a list of the reasons why they think a person might want to start up a business, ranking the reasons in order of priority. They design a poster advertising the benefits of starting up a new business, taking into account the fact that it needs to attract attention and include information about starting a business. 	<ul style="list-style-type: none"> Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Merry Maids (p31). View ‘The Twisted World of Marge Simpson’ episode of <i>The Simpsons</i>.
3	1.4.2 Business location	Factors influencing business location: <ul style="list-style-type: none"> Proximity to: market, labour, materials and competitors Nature of the business activity The impact of the internet on location decisions: e-commerce and/or fixed premises 	<ul style="list-style-type: none"> Arrange visit/walk into local town centre/high street to identify features of location which are important to different businesses. 	<ul style="list-style-type: none"> Contact CIPS Branch Manager to arrange visit to a business where location is important – www.cips.org/en-GB/community/branches/branchlisting

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4	1.4.3 The marketing mix	<p>What the marketing mix is and the importance of each element:</p> <ul style="list-style-type: none"> • Price, product, promotion, place 	<ul style="list-style-type: none"> • Teacher-led introduction to the marketing mix, stressing the significance of each element, and the fact that it is the 'mix' that needs to be right for individual businesses. • Students look at a case study in the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> on a clothing designer, examining the factors that may affect its marketing mix and evaluating whether the mix would change if the business was different. 	<ul style="list-style-type: none"> • Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Hannah Abruquah Clothing (p95).
5	1.4.3 The marketing mix	<p>How the elements of the marketing mix work together:</p> <ul style="list-style-type: none"> • Balancing the marketing mix based on the competitive environment. • The impact of changing consumer needs on the marketing mix. • The impact of technology on the marketing mix: e-commerce, digital communication. 	<ul style="list-style-type: none"> • Students individually investigate a local small business to identify its marketing mix. Consider the impact of competition on this mix. • Teacher – use class research to consider how changing consumer needs has affected – or might affect – different businesses. • Consider the impact of changing technology on businesses marketing mix. For example, takeaways that offer online ordering. What if they did not offer this service? 	<ul style="list-style-type: none"> • Student web or primary research.
6	1.4.4 Business plans	<p>The role and importance of a business plan:</p> <ul style="list-style-type: none"> • To identify: the business idea; business aims and objectives; target market (market research); forecast revenue, cost and profit; cash-flow forecast; sources of finance; location; marketing mix <p>The purpose of planning business activity:</p> <ul style="list-style-type: none"> • The role and importance of a business plan in minimising risk and obtaining finance 	<ul style="list-style-type: none"> • Teacher introduces the idea of risk and how new businesses might minimise risk. • In groups students look at examples of business plans. Teacher uses the activity to co-construct with class a list of features of a business plan. • Visit/talk by an entrepreneur to go through the importance and process of business planning. • Case study work to consolidate understanding. 	<ul style="list-style-type: none"> • For business plans see 'How to write a business plan' at www.tutor2u.net/business/reference/starting-a-business-contents-of-a-startup-business-plan • Examples of business plans – www.accaglobal.com/uk/en/business-finance/business-plans/example-plan.html • Activity – The business plan – Nuffield-BP Activity TRP (p97). • Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Kenton Travel (p83).
7–9	<p>Enhancement activity for Topic 4. Mini investigation into a local business for one content area, for example: location decisions or one element of the marketing mix.</p> <p><i>Location decisions: What would be the most suitable location for a small business to start up in your local area?</i></p> <p><i>Marketing mix: What is the most important way in which the business you have chosen could improve the promotion element of its marketing mix?</i></p>			
Term 4	Topic 1.5 Understanding	<p>Who business stakeholders are and their different objectives:</p>	<ul style="list-style-type: none"> • Group activity – Moving Mountains introduces the idea of different stakeholders. 	<ul style="list-style-type: none"> • Activity – Moving Mountains – Nuffield-BP Activity TRP (pp36–38).

1	<p>external influences on business</p> <p>1.5.1 Business stakeholders</p>	<ul style="list-style-type: none"> Shareholders (owners), employees, customers, managers, suppliers, local community, pressure groups, the government <p>Stakeholders and businesses:</p> <ul style="list-style-type: none"> How stakeholders are affected by business activity. How stakeholders impact business activity. Possible conflicts between stakeholder groups. 	<ul style="list-style-type: none"> Following the activity, teacher leads work to secure understanding of stakeholder model, making clear the distinction between stakeholders and shareholders. Teacher uses a local example to illustrate how conflict can occur between stakeholders. For example, a local manufacturer expanding their operation. Consider how technology influences stakeholders – social media and its role in influencing business decisions. 	<p>Team activity which explores how a business can impact on different stakeholders.</p>
2	<p>1.5.2 Technology and business</p>	<p>Different types of technology used by business:</p> <ul style="list-style-type: none"> E-commerce Social media Digital communication Payment systems <p>How technology influences business activity in terms of:</p> <ul style="list-style-type: none"> Sales Costs Marketing mix 	<ul style="list-style-type: none"> Teacher displays the four different types of technology individually on flipchart paper. Students move around the room and add examples to each page. Teacher displays all four pages to show how technology is used extensively by all businesses. Groups are assigned one type of technology and research this to produce a report showing how their type of technology affects sales, costs and the marketing mix. 	<ul style="list-style-type: none"> SproutSocial contains useful data and a good infographic on how small businesses use social media: http://sproutsocial.com/insights/social-media-for-small-business
3	<p>1.5.3 Legislation and business</p>	<p>The purpose of legislation:</p> <ul style="list-style-type: none"> Principles of consumer law: quality and consumer rights Principles of employment law: recruitment, pay, discrimination, and health and safety <p>The impact of legislation on businesses:</p> <ul style="list-style-type: none"> Cost <p>Consequences of meeting and not meeting these obligations.</p>	<ul style="list-style-type: none"> Teacher leads class discussion on possible reasons why consumers and workers might need legal protection. Use topical news stories to illustrate – for example, online ticket touts. 	<ul style="list-style-type: none"> See the Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i>, Chapter 23. Edexcel GCSE Business Studies Student Book <i>Introduction to Small Business</i> – Case study – Freeman’s Garage (p111).
4–5	<p>1.5.4 The economy and business</p>	<p>The impact of the economic climate on businesses:</p> <ul style="list-style-type: none"> unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates 	<ul style="list-style-type: none"> Teacher leads discussion to establish what is meant by the term ‘economic climate’. Activity – Boom Town – Gloom Town. Student research activity: collect topical information on unemployment, income levels, inflation, interest rates, taxation and exchange rates. Use this information to 	<ul style="list-style-type: none"> Background on the economic/business cycle – www.tutor2u.net/economics/reference/economic-cycle Creating a resource like the ‘Business cycle in music’ – selection of music which student place at different stages of the cycle.

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			justify the likely impact of the current economic climate on small businesses.	<ul style="list-style-type: none"> ● Activity – Boom Town – Gloom Town – Nuffield-BP Activity TRP (pp112-113).
6	1.5.5 External influences	The importance of external influences on business: introducing the idea that some factors beyond the business can impact on the business	<ul style="list-style-type: none"> ● Teacher-led examination of possible external influences on business – technology, legislation and the economic climate. ● Teacher provides examples of different (local) businesses and groups to consider the impact on the businesses to changes in technology, legislation and the economic cycle. 	<ul style="list-style-type: none"> ● Student web or primary research on local business and how external factors have influenced different sectors. Produce poster resource.
7	1.5.5 External influences	Possible responses by the business to changes in: technology, legislation, the economic climate	<ul style="list-style-type: none"> ● Revision opportunity for this topic. ● Teacher provides examples of different (local) businesses and groups to consider the possible responses of the businesses to changes in technology, legislation and the economic cycle. 	<ul style="list-style-type: none"> ● Student web or primary research on local business and how external factors have influenced different sectors. Produce poster resource.
8	<p>Enhancement activity for Topic 5. Mini investigation into a local business for one content area, for example: stakeholders or the economy. <i>Stakeholders: Who are the main stakeholders for the business you have chosen? What are their objectives and how are they different?</i> <i>The economy: To what extent have recent changes in the level of economic activity affected the business you have chosen?</i></p>			
9	Enhancement activity – Theme 1	Consolidation of topic content.	<ul style="list-style-type: none"> ● Involvement and participation in an enterprise/business national programme, such as The Real Business Challenge, Tycoon in Schools, etc., is a good strategy to enable students to contextualise the learning from this topic. 	<ul style="list-style-type: none"> ● The Real Business Challenge – www.therealexperience.co.uk/the-real-business-challenge ● Tycoon in Schools – www.tycooninschools.com ● National Enterprise Challenge – www.nationalenterprisechallenge.co.uk
10	Exam skills/end of Theme 1 exam	Consolidation of topic content and development of exam technique and skills.	<ul style="list-style-type: none"> ● Teacher-led input on exam technique for different styles of question. ● Theme 1 – mock exam. 	<ul style="list-style-type: none"> ● Case Study – 1.4.3 – Analysing Meringue. ● Use SAM or EAM for exam.



