

KS4 Curriculum Overview: GCSE Business

Rationale: In Year 10, students will learn about different areas of business activity, from setting up a new business to ways of growing an existing business. Students will learn about entrepreneurship and the characteristics of an entrepreneur and what risks they take in the bid to be successful. Students will also learn about business plans, what they contain and why a business should create a business plan and the dangers involved in having a poor business plan. Moving on, students will then consider different types of ownership and what may influence the choice of ownership, comparing and contrasting different types of ownership. Others areas visited are aims and objectives, stakeholders and business growth to give students a wide knowledge of different factors that affect businesses both when setting up and when becoming more established. A review of marketing and marketing techniques will enable students to consolidate and deepen learning, followed by re-visiting employment issues.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Yr 10 Autumn 1	<p>The role of business enterprise and entrepreneurship</p> <ul style="list-style-type: none"> The purpose of business activity and enterprise Characteristics of an entrepreneur The concept of risk and reward <p>Business planning</p> <ul style="list-style-type: none"> The purpose of planning business activity <ul style="list-style-type: none"> The role, importance and usefulness of a business plan <p>Business ownership</p> <ul style="list-style-type: none"> The features of different types of business ownership The concept of limited liability 	A mix short answer and longer answer questions, multiple choice, revise in 5 activities and end of topic assessments.	Data response questions Exam paper questions Creation of revision materials Multiple choice questions	Full schemes of learning with associated resources on Staff Resources – Business & Economics – GCSE 9-1 – Unit 1 – Business Activity	<p align="center"><u>Knowledge</u></p> <p>Deepening knowledge on entrepreneurship – this will have been looked at in Year 9, so this will now look into this more deeply. Knowledge on how why businesses plan and why. Different forms of ownership. Key vocabulary Exam board specific terminology</p> <p align="center"><u>Skills</u></p> <p>Developing analytical and evaluation skills Presentation skills Application/contextual</p> <p align="center"><u>End points</u></p> <p>To know the key characteristics of an entrepreneur. To be able to give the main components of a business plan. To understand the different types of ownership, with benefits and drawbacks of each and why business owners may choose a particular type of ownership or why they may change ownership style over time.</p>	<ul style="list-style-type: none"> Use of case studies for students to apply knowledge in context, having to read and gain essential information from the case studies in order to come to a justified decision. Vocabulary lists Knowledge organisers with key terms/theory for each section. Encouraging students to read about news headlines either newspapers or on social media. Demonstrating and scaffolding answers so all can see how to attempt questions before doing themselves. Exemplar answers for students to mark/grade.

	<ul style="list-style-type: none"> The suitability of differing types of ownership in different business contexts 					
Y10 Autumn 2	<p>1.4 Business aims and objectives</p> <ul style="list-style-type: none"> The aims and objectives of business How and why objectives might change as businesses evolve <p>Why different businesses may have different objectives</p> <p>1.5 Stakeholders in business</p> <ul style="list-style-type: none"> The roles and objectives of internal and external stakeholder groups The effect business activity has on stakeholders 	<p>End of unit assessment – mini mock</p> <p>PPE exam – full exam paper</p> <p>A mix short answer and longer answer questions, multiple choice and end of topic assessments</p>	<p>Exam questions</p> <p>Research tasks</p> <p>Creation of revision materials/revision for PPE and other tests.</p>	<p>Full schemes of learning with associated resources on Staff</p> <p>Resources – Business & Economics – GCSE 9-1 – Unit 1 – Business Activity</p>	<p>Knowledge</p> <p>Deepening knowledge of why businesses set certain aims and objectives and how businesses need to consider different stakeholders.</p> <p>Knowledge recall.</p> <p>Business terminology.</p> <p>Skills</p> <p>Strategic thinking</p> <p>Analytical and evaluation skills</p> <p>Writing skills</p> <p>Debating skills</p> <p>End points</p> <ul style="list-style-type: none"> To be able to recall the types of aims and objectives a business set. To be able to understand why businesses have different aims and objectives. To know why objectives change over time To be able to explain what an internal stakeholder is. To be able to explain what an external stakeholder is. To understand the main interest different stakeholders may have. To understand why stakeholders views may vary/conflict To consider the influence stakeholders may have on a business. 	<ul style="list-style-type: none"> Use of case studies for students to apply knowledge in context, having to read and gain essential information from the case studies in order to come to a justified decision. Vocabulary lists Knowledge organisers with key terms/theory for each section. Encouraging students to read about news headlines either newspapers or on social media. Demonstrating and scaffolding answers so all can see how to attempt questions before doing themselves. Exemplar answers for students to mark/grade.

	<p>The effect stakeholders have on business</p> <p>1.6 Business growth</p> <ul style="list-style-type: none"> Organic growth External growth 				<ul style="list-style-type: none"> To be able to explain the different ways in which a business can grow organically. To be able to explain types of external growth. To know the benefits of growing both internally and externally To be able to give examples of internal and external growth 	
Yr 10 Spring 1	<p>2. Marketing</p> <ul style="list-style-type: none"> The role of marketing Market research Market segmentation The marketing mix 	<p>A mix short answer and longer answer questions, multiple choice and end of topic assessments</p>	<p>Exam questions Research tasks Creation of revision materials/revision for PPE and other tests.</p>	<p>Full schemes of learning with associated resources on Staff Resources – Business & Economics – GCSE 9-1 – Unit 1 – Marketing</p>	<p><u>Knowledge</u> Knowledge recall. Business terminology. Marketing techniques</p> <p><u>Skills</u> Analytical and evaluation skills Writing skills</p> <p><u>End points</u></p> <ul style="list-style-type: none"> To be able to explain the role of marketing and what the main purpose of marketing is. To be able to explain both primary and secondary market research methods and benefits and drawbacks of each. To be able to give different forms of market segmentation and explain why companies may segment in this way. Show understanding of the benefits of segmentation. Be able to name the 4 elements of the marketing mix. To be able to know each element of the marketing mix and what part each play. To be able to name different pricing strategies and apply these 	<ul style="list-style-type: none"> Use of case studies for students to apply knowledge in context, having to read and gain essential information from the case studies in order to come to a justified decision. Vocabulary lists Knowledge organisers with key terms/theory for each section. Encouraging students to read about news headlines either newspapers or on social media. Demonstrating and scaffolding answers so all can see how to attempt questions before doing themselves. Exemplar answers for students to mark/grade.

					<p>to different contexts/business scenarios.</p> <ul style="list-style-type: none"> - To be able to explain what the product life cycle is and why business want products to be at varying levels of the product life cycle. - To be able to understand the importance of branding and why businesses spend time and money developing a brand name. - To understand the difference between physical and digital distribution. - To be able to explain the different methods of promotion and the benefits and drawbacks of these methods, knowing which may be appropriate to varying situations. 	
Yr 10 Spring 2	<p>3. People</p> <ul style="list-style-type: none"> • The role of human resources • Organisational structures • Communication in business • Recruitment and selection 	<p>A mix short answer and longer answer questions and multiple choice. Revise in 5 activities/tests.</p> <p>Mini-assessment 1</p>	<p>A mix of quizzes, exam questions, revision for assessments.</p>	<p>Full schemes of learning with associated resources on Staff</p> <p>Resources – Business & Economics – GCSE 9-1 – Unit 1 – People</p>	<p><u>Knowledge</u></p> <p>Consolidation of prior learning on human resources within a business. Knowledge recall. Business terminology.</p> <p><u>Skills</u></p> <p>Problem-solving skills Analytical and evaluation skills Writing skills CV writing skills Job application skills</p> <p><u>End points</u></p> <ul style="list-style-type: none"> - To be able to explain the role of human resources and what they are responsible for. - To be able to explain both a flat structure and a tall structure and the benefits and drawbacks of each. - To be able to understand the different methods of communication a business may use. 	<ul style="list-style-type: none"> - Reading job descriptions and personal specifications – finding key details. - Job research – reading job details on adverts. - Use of knowledge organisers. - Key vocabulary lists - Case studies - News articles

					<ul style="list-style-type: none"> - To apply the what methods of communication may be appropriate when. - To be able to explain the various stages of recruitment. - To be able to give the elements of a job description. - To be able to give the elements of a person specification. - To be able to consider different methods of recruitment and which may be used and why. 	
Yr 10 Summer 1	<ul style="list-style-type: none"> • Motivation and retention • Training and development • Employment law 	<p>A mix short answer and longer answer question and multiple choice. Revise in 5 activities/tests.</p> <p>End of Unit assessment</p> <p>PPE full paper – Unit 1</p>	<p>A mix of quizzes, exam questions, revision for assessments.</p>	<p>Full schemes of learning with associated resources on Staff Resources – Business & Economics – GCSE 9-1 – Unit 1 – People</p>	<p><u>Knowledge</u> Consolidation of learning on Unit 1. Knowledge recall. Business terminology.</p> <p><u>Skills</u> Strategic thinking Analytical and evaluation skills Writing skills Exam technique</p> <p><u>End points</u> To be able to name different methods of motivation – both financial and non-financial and explain how these may motivate staff. To know the difference between training and development. Reasons why businesses train employees Know the different types of training – on the job, off the job, induction. Be able to recognise the benefits of apprenticeships to the business. To be able to know the main requirements of employment law – such as laws to protect people with disabilities, different ethnicities, from sexual discrimination, from discrimination relating to sexual orientation, religion or belief and other requirements such as working time directives, holiday entitlement. To know what a contract of employment is and key elements of this.</p>	<ul style="list-style-type: none"> - Use of case studies for students to apply knowledge in context, having to read and gain essential information from the case studies in order to come to a justified decision. - Vocabulary lists - Knowledge organisers with key terms/theory for each section. - Encouraging students to read about news headlines either newspapers or on social media. - Demonstrating and scaffolding answers so all can see how to attempt questions before doing themselves. - Exemplar answers for students to mark/grade.

Yr 10 Summer 2	<ul style="list-style-type: none"> Start Unit 2 – Operations: Production processes Quality of goods and services The sales process and customer service 	<p>A mix short answer and longer answer question and multiple choice. Revise in 5 activities/tests.</p> <p>Operations Mini Assessment 1 and 2.</p> <p>One FAR marked exam question.</p>	<p>Creation of revision materials Revision for exam Set questions to aid revision</p>	<p>See Staff resources, Business & Economics, GCSE 9-1, Unit 2.</p>	<p><u>Knowledge</u></p> <p>Knowledge recall. Business terminology.</p> <p><u>Skills</u></p> <p>Exam technique Analytical and evaluation skills.</p> <p><u>End points</u></p> <p>To be able to name the 3 main methods of production – job, batch, flow. To be able to give benefits and drawbacks of each method of production. To be able to understand why businesses may choose particular types of methods of production. To be able to understand the use of robotics used in production. To be able to explain the importance of quality. To be able to explain quality control and quality assurance and know the difference between these. To be able to give benefits and drawbacks of quality assurance and quality control. To be able to name the 3 main methods of selling – e-commerce, face to face, telesales. To be able to evaluate the importance of e-commerce. To be able to evaluate the importance of customer service. To be able to explain how product knowledge and customer engagement help develop successful businesses. To analyse and evaluate the different methods of selling a business might use.</p>	<ul style="list-style-type: none"> Case studies Vocabulary lists Knowledge organisers News articles Exemplar answers Students grading exemplar answers Scaffolding answers.

