

# OxfordAQA

# International GCSE

## Business (9225)

## Scheme of work

For teaching from September 2017 onwards  
For International GCSE exams in May/June 2019 onwards

Updated August 2023

# Introduction

This scheme of work suggests possible teaching and learning activities for each section of the specification. It is intended that teachers should select activities appropriate to their students and the curriculum time available. The first two columns summarise the specification references, whilst the learning outcomes indicate what most students should be able to achieve after the work is completed. The resources column indicates examples of resources that might be helpful to schools. The timings are only suggested, as are the possible teaching and learning activities.

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
<b>3.1 Business in the real world</b>					
In this section, students will explore some of the basic building blocks of business including the purpose of business, the forms that businesses can take, the role of enterprise and entrepreneurship, stakeholders' interests and business planning and growth.					
<b>3.1.1</b>	<p><b>The purpose and nature of businesses</b></p> <p>Purpose of business and the reasons for starting a business.</p> <p>Goods/services.</p> <p>Needs/wants.</p> <p>Factors of production – land, labour, capital and enterprise.</p> <p>Opportunity cost.</p> <p>Sectors – primary, secondary and tertiary.</p> <p>The meaning of enterprise and entrepreneur.</p> <p>The changing business environment.</p>	<p>Students should 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).</p> <p>Students should understand the differences between goods and services and needs and wants.</p> <p>Students should understand the meaning of factors of production – land, labour, capital and enterprise.</p>	5 hours	<p>As an introduction to the course, students may be invited to suggest business ideas that they have. Future concepts to be developed throughout the course may be applied to these businesses if the teacher feels they are appropriate.</p> <p>An activity in which students make hypothetical choices between goods/services suggested by the teacher may be an appropriate way of reinforcing the concept of opportunity cost.</p> <p>Some real life entrepreneurs could be introduced into the discussion by the teacher in order to introduce the concept of enterprise and</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 1: Understanding business activity.</p> <p><a href="http://tutor2u.net/business/gcse/organisation_starting_a_business.htm">tutor2u.net/business/gcse/organisation_starting_a_business.htm</a></p> <p><a href="http://tutor2u.net/business/reference/starting-a-business-qualities-of-an-entrepreneur">tutor2u.net/business/reference/starting-a-business-qualities-of-an-entrepreneur</a></p>

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		<p>Students should be able to define opportunity cost.</p> <p>Students should be able to define the three sectors of primary, secondary and tertiary and give examples of businesses that operate in each sector.</p> <p>Students should be able to understand the term enterprise and what is meant by an entrepreneur, and outline the characteristics of an entrepreneur.</p> <p>Students should be able to understand the objectives of an entrepreneur, such as earning more money or filling a gap in the market.</p> <p>Students should understand that businesses face a</p>		<p>explore the characteristics of an entrepreneur. The students could be told to research these people as a homework activity.</p> <p>Teacher led discussion about the factors that can influence a constantly changing business environment, such as technology, economic situation and legislation. Students could be invited to suggest examples of well known businesses that have failed due to one or more of these reasons.</p> <p>Students could work in groups to produce a large diagram identifying the different primary, secondary and tertiary industries involved in getting a product to customers. Examples could include cars, buildings such as houses and food items.</p>	

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		constantly changing business environment due to changes in technology, economic situation, legislation and environmental expectations.		<p>The teacher could use recordings of suitable news items to illustrate the changing business environment. For homework, students could write a short news item to explain how a change in the business environment might affect certain businesses.</p> <p><b>Homework:</b> Students should keep a business diary (journal) for a week, outlining at least one local, one national and one international business that has been affected by changes in technology/economic situation/environment.</p>	
<b>3.1.2</b>	<b>Business ownership</b> Sole traders, partnerships and not-for-profit organisations.	Students should understand the nature of the different businesses structures and be able to analyse the advantages and disadvantages of these structures in terms of things such as	5 hours	Students can be provided with a list of businesses of varying sizes and sectors. Working in groups or as individuals students can identify with clear reasons which legal structure they	International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 1: Understanding business activity.

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	<p>Benefits and drawbacks of these structures.</p> <p>Limited liability.</p> <p>Private and public sectors.</p>	<p>management and control, sources of finance available and distribution of profits.</p> <p>Students should understand the concept of limited liability and for which structures it is appropriate.</p> <p>Students should be able to evaluate which legal structure would be most appropriate for a variety of business examples, including new start-up businesses and large established businesses.</p> <p>Students should be able to distinguish between private sector and public sector ownership in a mixed economy.</p> <p>Students are not expected to have an understanding of the legal process of gaining limited liability status.</p>		<p>feel is most appropriate for each business.</p> <p>Students could produce a diagram to illustrate the main types of business organisations with advantages and disadvantages of each type given</p> <p><b>Homework:</b> Students should produce an information sheet for businesspeople on the benefits of gaining limited liability status.</p>	<p><a href="http://tutor2u.net/business/gcse/organisation%20sole%20trader.htm">tutor2u.net/business/gcse/organisation sole trader.htm</a></p> <p><a href="http://tutor2u.net/business/gcse/organisation%20partnerships.htm">tutor2u.net/business/gcse/organisation partnerships.htm</a></p>

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3.1.3	<p><b>Setting business aims and objectives</b></p> <p>Aims and objectives – survival, profit maximisation, growth, market share, customer satisfaction, shareholder value, social and ethical objectives.</p> <p>The role of objectives in running a business.</p> <p>Why businesses have different objectives – size of business, level of competition faced, and type of business.</p> <p>Changing objectives over time – from start-up to market leader.</p> <p>Profit is not the only measure of business success.</p>	<p>Students should understand the main aims and objectives for businesses, and the role of objectives in running a business.</p> <p>Students should understand how and why the objectives set will differ between businesses for reasons such as the size of the business and the level of competition faced.</p> <p>Students should understand how and why the aims and objectives of a business can change over time as the business evolves, and that the success of a business can be gauged in terms of its objectives, rather than profit.</p>	4 hours	<p>Students could be introduced to the different business aims and objectives and make themselves familiar with the role of objectives in running a business and how success is judged by how well objectives are realised.</p> <p>Students could be invited to discuss how a focus on different aims might result in two businesses being run differently. This could be a discussion about how profit maximisation may conflict with increasing market share.</p> <p>The teacher can then introduce students to the factors that can influence the aims a business chooses, such as size of business and level of competition.</p> <p><b>Homework:</b> Students to research what SMART</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 1: Understanding business activity.</p> <p><a href="https://www.tutor2u.net/business/gcse/organisation_aims_objectives.htm">tutor2u.net/business/gcse/organisation_aims_objectives.htm</a></p>

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				objectives are and explain each of its five features.	
<b>3.1.4</b>	<p><b>Stakeholders</b></p> <p>Stakeholders as owners, employees, customers, local community, government and suppliers.</p> <p>Stakeholder objectives and considerations.</p> <p>The impact of business activity on stakeholders.</p> <p>The impact of stakeholders on the operations of a business.</p>	<p>Students should understand what is meant by a stakeholder and who the main stakeholders of a business are, including owners, employees, customers, local community, government and suppliers.</p> <p>Students should understand stakeholders' main objectives including maximising pay for workers, minimising environmental impact on local community and high dividend payments for owners.</p> <p>Students should understand the impact and influence</p>	4 hours	<p>Students may be given examples of specific businesses and then discuss possible stakeholders in that business. An activity in which students identify how the activities of the business affect each stakeholder could lead naturally to the idea of stakeholder objectives and considerations.</p> <p>Students may identify ways that a business might have to change its operations due to stakeholders, and when this might be more likely to happen.</p> <p><b>Homework:</b> Produce a piece of writing to consider the view that owners of a</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 1: Understanding business activity.</p> <p><a href="https://www.tutor2u.net/business/gcse/organisation-stakeholders-ethics">tutor2u.net/business/gcse/organisation-stakeholders-ethics</a></p>



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		stakeholders have on businesses and their objectives and how businesses may face conflict between stakeholders.		business are the most important stakeholders.	
<b>3.1.5</b>	<p><b>Business location</b></p> <p>Factors affecting the location decision of a business.</p> <p>Proximity to market.</p> <p>Availability of raw materials.</p> <p>Labour.</p> <p>Competition.</p> <p>Costs.</p>	Students should understand the factors that influence where a business is located, including proximity to the market, availability of raw materials, labour, competition and costs.	4 hours	<p>Students could engage in an activity to identify and analyse the most appropriate location for an existing or hypothetical business from a list of choices, in terms of the location factors and the nature of the specific business.</p> <p>Choose a business in the students' local area. Discuss the advantages the business receives by operating in its current location. List these and discuss which the students believe are the most significant advantages to the business.</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 1: Understanding business activity.</p> <p><a href="https://www.tutor2u.net/business/gcse/production-business-location.htm">tutor2u.net/business/gcse/production-business-location.htm</a></p>

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3.1.6	<p><b>Business planning</b></p> <p>The purpose of business planning and the reasons for creating a business plan.</p> <p>Main sections of a business plan.</p> <p>Basic financial terms and calculations – variable costs, fixed costs, total costs, revenue, costs, profit and loss</p>	<p>Students should 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.</p> <p>Students should understand the main sections of a business plan.</p> <p>Students should be able to analyse the benefits and drawbacks of business planning.</p> <p>Students should understand the difference between variable costs, fixed costs and total costs.</p> <p>Students should understand the concept</p>	4 hours	<p>Students could be provided with example financial data from which they can identify costs, revenues and profit and loss.</p> <p>Students could produce a Question and Answer information sheet designed to inform an entrepreneur about the benefits of having a business plan for a new venture.</p> <p>Groups of students could collaborate in producing a business plan for a possible product or service.</p> <p><b>Homework:</b> Provide the students with a blank business plan template. These are readily available on the internet. Ask the students to annotate each section on why the information asked for is needed by banks etc intending to invest in the business.</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 1: Understanding business activity.</p> <p><a href="https://www.tutor2u.net/business/gcse/enterprise_startup_plan_content_s.html">tutor2u.net/business/gcse/enterprise_startup_plan_content_s.html</a></p>

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		of revenue, costs, profit and loss.  Students will not be expected to write a business plan.			
3.1.7	<p><b>Expanding a business</b></p> <p>Organic and inorganic growth and the benefits and drawbacks.</p> <p>Economies of scale and diseconomies of scale and the advantages and disadvantages of expansion in this context.</p>	<p>Students should be able to discuss the advantages and disadvantages of methods of growth, and understand the methods used by businesses when expanding.</p> <p>Students are not expected to have a knowledge of merger/takeover legislation.</p> <p>Students should 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.</p>	5 hours	<p>Students could be introduced to the concept of economies and diseconomies of scale and be invited to think of possible examples of these.</p> <p>Students could work in groups to produce leaflets suitable to be given to existing business owners to explain the concepts of economies and diseconomies of scale.</p> <p>Students produce a spread sheet to show economies of scale and the effects on profit. For example, using output in units of 100 from 0 to 1,000, with a price of \$15, fixed costs of \$600 and variable costs of \$4.</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 1: Understanding business activity.</p> <p><a href="http://tutor2u.net/business/gcse/production_diseconomies_of_scale.htm">tutor2u.net/business/gcse/production_diseconomies_of_scale.htm</a></p>

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		<p>Students should understand the meaning of purchasing and technical economies of scale.</p> <p>Students should understand that with growth businesses increase the risk of diseconomies of scale occurring due to poor communication, coordination issues and reduced staff motivation.</p> <p>Students should be able to calculate and interpret average unit costs.</p>		<p>Show how profit increases as output expands.</p> <p><b>Possible homework activity:</b> students to write a case study (either real or fictitious) on how the business has been badly affected by expanding.</p>	

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<p><b>3.2 Influences on business</b></p> <p>This section looks at the importance of external influences on business and how businesses change in response to these influences. Areas of study include the expansion of e-commerce and technology, environmental and ethical considerations, and economic and legal factors.</p>					
3.2.1	<p><b>Technology</b></p> <p>ICT in business.</p> <p>E-commerce and the benefits of this to a business.</p> <p>Digital communication and the role of stakeholders – social media.</p>	<p>Students should understand the impact of the changing use of ICT and how it influences business activity.</p> <p>Students should understand the impact of digital communication changing the way that businesses communicate with stakeholders.</p> <p>Students are expected to know relevant examples of digital technology/communication.</p>	5 hours	<p>Students could use the internet to locate the website or social media account of an existing business, and discuss how these facilitate communication.</p> <p><b>Homework:</b> Students should talk to an older person who was part of a business before ICT was commonplace. (Alternatively invite such a person into school to talk to the class). Ask this person how business arranged the following things before computers: keeping financial records,</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 2: Influences on business.</p> <p><a href="https://www.tutor2u.net/business/gcse/external-environment-technology.htm">tutor2u.net/business/gcse/external-environment-technology.htm</a></p>

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				communicating with customers and suppliers, researching competitors' prices, advertising etc.	
3.2.2	<p><b>Ethical and environmental considerations</b></p> <p>Ethical considerations – Stakeholder concerns, religious observance, charitable giving.</p> <p>Environmental considerations – traffic congestions, recycling, waste disposal, noise and air pollution.</p> <p>Sustainability – global warming, scarce/non-renewable resources.</p>	<p>Students should be able to identify and analyse where there may be a possible trade-off between ethics and profit.</p> <p>Students should understand that ethical behaviour requires businesses to act in ways that stakeholders consider to be both fair and honest, including religious observance/charitable giving.</p> <p>Students are expected to know relevant examples of ways in which a business can behave ethically and the benefits</p>	5 hours	<p>Working in groups the students could produce a three minute video to explain the benefits to different stakeholders if a business decides to operate in a more ethical manner.</p> <p><b>Homework:</b> the students could list ways in which a typical business might behave unethically.</p> <p>Using an example found locally, the students could be set an assignment to explain how a local area that has suffered environmental harm from business might affect the people who live nearby.</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 2: Influences on business.</p> <p><a href="https://www.tutor2u.net/business/gcse/external_environment_business_ethics.html">tutor2u.net/business/gcse/external_environment_business_ethics.html</a></p>

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		<p>and drawbacks of ethical behaviour.</p> <p>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.</p> <p>Students should be able to identify and analyse where there may be a possible trade-off between sustainability and profit.</p>			
3.2.3	<p><b>The economic climate on businesses</b></p> <p>Interest rates – fluctuations can impact on businesses that have or need</p>	<p>Students should be able to demonstrate and understand how businesses might be affected by changes in the rate of interest, including Sharia compliant alternatives.</p>	5 hours	<p>Students could be provided with a list of scenarios relating to interest rates, employment and consumer spending, and be asked to identify ways in which these things could affect the</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 2: Influences on business.</p>

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	<p>overdrafts and loans for finance, and can influence consumer and business spending overall.</p> <p>Employment/unemployment.</p> <p>Consumer spending.</p>	<p>Students should be able to identify how and why businesses might be affected by changes in levels of employment.</p> <p>Students should be able to discuss how demand for products and services may change as incomes fluctuate.</p> <p>Economic theory relating to how/why interest rates change is not required.</p>		<p>operations of a particular business.</p> <p>Teachers should use local and national news items on economic factors to present to students. Such media clips could then be used as the basis for discussions on how these factors affect businesses.</p>	<p><a href="https://www.tutor2u.net/business/gcse/external_environment_economic_interest_rates.htm">tutor2u.net/business/gcse/external_environment_economic_interest_rates.htm</a></p> <p><a href="https://www.tutor2u.net/business/gcse/external_environment_economic_labour_unemployment.htm">tutor2u.net/business/gcse/external_environment_economic_labour_unemployment.htm</a></p>
<b>3.2.4</b>	<p><b>Globalisation</b></p> <p>Competing internationally – better designs, quality, pricing.</p> <p>Exchange rates and their impact on the profit and sales of businesses who import and/or export.</p>	<p>Students should be able to demonstrate knowledge and understanding of globalisation and the benefits and drawbacks that it offers businesses.</p> <p>Students should understand the impact of exchange rates on the profit and sales of those businesses that import and/or export.</p>	4 hours	<p>Students could be invited to discuss globalisation in terms of existing large corporations or hypothetical start-ups, and identify the opportunities or problems that globalisation could present.</p> <p>Students could monitor fluctuations in relevant exchange rates on a spreadsheet. Formulas can then be applied to work out how the prices of certain goods</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 2: Influences on business.</p> <p><a href="https://www.tutor2u.net/business/gcse/external_environment_globalisation.html">tutor2u.net/business/gcse/external_environment_globalisation.html</a></p>



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		Students will not be asked to calculate exchange rate conversions.		in one country vary with those in another as a result of these fluctuations.	
<b>3.2.5</b>	<p><b>Legislation</b></p> <p>Employment law, health and safety law and consumer law, and the impact of these on businesses. The costs and benefits to businesses of these laws existing</p> <p>The consequences of failing to follow legislation.</p>	<p>Students should be able to assess the impact of legislation on businesses, for example cost, training needs, recruitment and the consequences of failure to follow legislation for the business.</p> <p>Students should be aware of the benefits and drawbacks to businesses of having laws requiring them to provide a safe working environment and having a national minimum wage.</p> <p>Students should be aware of how consumer protection laws can impact on businesses.</p>	3 hours	<p>Students could produce an information leaflet directed at employees explaining local laws on employment.</p> <p>Students could prepare a short presentation on how health and safety legislation can cause businesses' costs to rise and making them less competitive.</p> <p>If deemed suitable, students could produce a poster to highlight the rights that consumers have in your country when they purchase goods and services.</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 2: Influences on business.</p> <p><a href="https://www.tutor2u.net/business/gcse/external_environment_legislation.htm">tutor2u.net/business/gcse/external_environment_legislation.htm</a></p>

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3.2.6	<p><b>Competitive environment</b></p> <p>Possible impacts on businesses of competition.</p> <p>Uncertainty and risk for businesses and how it can be minimised.</p>	<p>Students should understand the meaning of a market and competition.</p> <p>Students should be able to analyse potential impacts of competition on businesses and identify situations when businesses face minimal or no competition.</p> <p>Students should understand the risks businesses face and the reasons why all businesses face uncertainty.</p> <p>Students should understand the reason why entrepreneurs embark on running businesses and the activities businesses can undertake to minimise risks.</p>	4 hours	<p>Students could be introduced the concept of a market through real world examples of businesses that provide similar goods/services. This could lead them to understand the nature of competition and how there can be varying levels of competition in a market.</p> <p>Students could be invited to discuss the possible impacts on a business of having little or no competition or of having a large amount of competition.</p> <p>Students could be divided up into groups that represented different businesses all selling the same good/service. The teacher could play the role of a potential customer, demonstrating how the level</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 2: Influences on business.</p> <p><a href="https://www.tutor2u.net/business/gcse/enterprise/competition.html">tutor2u.net/business/gcse/enterprise/competition.html</a></p>

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				of competition could affect the business' decisions.	
<p><b>3.3 Business operations</b></p> <p>In this section of the content, students will look at factors to do with the production of goods and the provision of services. The concepts of quality and customer service will be considered for their impact on businesses.</p>					
<b>3.3.1</b>	<p><b>Production processes</b></p> <p>Job production/flow production – when each is appropriate.</p>	Students should be familiar with job and flow production methods and understand when each is appropriate.	5 hours	Students could be introduced to job and flow production through examples of businesses which may use them, and students may discuss what	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 3: Business operations.</p> <p><a href="https://tutor2u.net/business/gcse/production_flow.htm">tutor2u.net/business/gcse/production_flow.htm</a></p>

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	Just in time (JIT), Kaizen and cell production and their impact on efficiency.	Students should consider how production might be made more efficient by the use of just in time, Kaizen and cell production techniques.		<p>factors could influence the businesses' choice of which to use.</p> <p>Teachers could use a practical activity to illustrate the benefits (and disadvantages) of flow production over job production. A paper decoration could be designed (or similar item not requiring many resources to produce it). The item should have at least six stages in its production. The class is split into two equal sized groups. One group has each student making the items on his/her own, illustrating job production. The other group breaks the production down into different stages with a student being responsible for each stage. After a certain amount of time, the number of completed items is counted for each of the</p>	<p><a href="http://tutor2u.net/business/gcse/production_business_location.htm">tutor2u.net/business/gcse/production_business_location.htm</a></p>

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				two groups. A discussion can then follow highlighting the good and bad points of both systems of production.	
<b>3.3.2</b>	<p><b>The role of procurement</b></p> <p>Just in time – benefits and drawbacks.</p> <p>Choosing a supplier – price, quality and reliability.</p>	<p>Students should be able to evaluate the use of managing stock using JIT to a given business.</p> <p>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.</p> <p>The benefits of having spare stock to satisfy demand balanced against the cost of holding buffer stock.</p> <p>Students will not be asked to draw or interpret stock control charts.</p>	3 hours	<p>Students could be invited to discuss the impact of price, quality and reliability on the businesses' choice of supplier.</p> <p>Students could work together in groups to produce a list of conditions that suppliers have to adhere to in order to get a contract to supply a business that uses JIT. These could include: deliveries have to be made 09:30 to 10:00 hours each day otherwise a 25% discount must be given; at least 99% of the supplies must be fit to be used.</p> <p><b>Homework:</b> Research information about JIT. Where did it start? Why did it take off? What is the</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 3: Business operations.</p> <p><a href="http://tutor2u.net/business/gcse/production_stock_control.htm">tutor2u.net/business/gcse/production_stock_control.htm</a></p>

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		Students should be able to analyse the factors that affect the choice of supplier for a given business.		difference between JIT stock control and JIT production?	
<b>3.3.3</b>	<p><b>The concept of quality</b></p> <p>Consequences of quality issues and how businesses identify these issues.</p> <p>Total quality management and the advantages of this to a business.</p> <p>Maintaining quality during growth – franchising/outsourcing.</p>	<p>Students should have an understanding of customer expectations of quality in terms of production of goods and the provision of services.</p> <p>Students should understand how businesses identify quality problems and how businesses measure quality and the consequences of these issues.</p> <p>Students should be aware of the methods of maintaining consistent quality and be able to identify the advantages to a business of using total quality management (TQM).</p>	4 hours	<p>Students could be introduced to the concept of quality through a discussion about real world goods/services that they have purchased, and how their experience of these things compared to their expectations of quality. Students could be invited to consider what their approach to that same good/service will be in future – would they buy it again/would they tell someone else not to buy it, etc.</p> <p>Split the students into two groups. One group to produce a statement on why having high quality products is important to businesses. The other</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 3: Business operations.</p> <p><a href="https://www.tutor2u.net/business/gcse/production-quality-introduction.htm">tutor2u.net/business/gcse/production-quality-introduction.htm</a></p> <p><a href="https://www.tutor2u.net/business/gcse/production-quality-management.htm">tutor2u.net/business/gcse/production-quality-management.htm</a></p>

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		Students should be aware of the possible quality issues as businesses grow, especially if outsourcing or franchising is used.		group to produce a statement on why businesses should avoid worrying about producing high quality products. Ask each group to read their statements out formally in class (possibly record these). Use the statements to stimulate a discussion on issues of quality in business.  <b>Homework:</b> Students to research and write about what is meant by 'good enough' quality.	
<b>3.3.4</b>	<b>Good customer services</b>  Customer service techniques – product knowledge, customer engagement, post sales service.  Benefits of good customer service.  Costs of poor customer service.	Students should understand the importance of providing good service to customers and analyse the techniques businesses use to provide good customer service.  Students should be able to understand the benefits of good	5 hours	Students could be introduced to customer service techniques through their own experiences, discussing these in the context of product knowledge, customer engagement, and post sales service. Students could be asked how these vary between a variety of	International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 3: Business operations.  <a href="https://www.tutor2u.net/business/gcse/marketing/understanding-customers.html">tutor2u.net/business/gcse/marketing/understanding-customers.html</a>

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
	<p>The role of websites, e-commerce and social media in providing good customer service.</p>	<p>customer service, such as an increase in customer satisfaction and customer loyalty.</p> <p>Students should understand the costs of poor customer service, such as dissatisfied customers and a poor reputation.</p> <p>Students should understand the role of websites, e-commerce and social media in customer services.</p>		<p>businesses that they have used.</p> <p><b>Homework:</b> Students to identify and explain 10 factors that a business can use to improve the quality of the service its customers receive. Examples might include: keeping the customer informed about new products becoming available, treating customers in a respectful manner.</p>	



Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
<p><b>3.4 Human resources</b></p> <p>The purpose of human resources, its role within business and how it influences business activity will be explored in this section. Topics for study include how businesses organise and structure their employees, methods to recruit the best employees and to keep them trained and motivated.</p>					
3.4.1	<p><b>Organisational structures</b></p> <p>Appropriateness of organisational structures.</p> <p>Centralisation and decentralisation.</p>	<p>Students should understand internal organisational structures, span of control, chain of command, layering and delegation.</p> <p>Students should understand why businesses have internal organisational structures, including an understanding of different job roles and responsibilities throughout the business.</p> <p>Students should understand the impact that having a tall or flat</p>	5 hours	<p>Students could be introduced to the concept of tall or flat organisations through a discussion about two hypothetical businesses. Students may then suggest how communication in these structures may be different.</p> <p>Ask the students to identify and describe in writing problems that can arise when an organisational structure is either too tall or too flat.</p> <p><b>Homework:</b> Students to produce a diagram of an organisational chart and</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 4: Human resources.</p> <p><a href="https://www.tutor2u.net/business/gcse/people-organisation-chart.html">tutor2u.net/business/gcse/people-organisation-chart.html</a></p> <p><a href="https://www.tutor2u.net/business/gcse/people-span-of-control.html">tutor2u.net/business/gcse/people-span-of-control.html</a></p> <p><a href="https://www.tutor2u.net/business/gcse/people-centralisation.html">tutor2u.net/business/gcse/people-centralisation.html</a></p>

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
		<p>organisational structure has on how a business is managed.</p> <p>Students should understand how organisational structure may affect the different ways of communication.</p>		<p>use this to explain these terms: chain of command, span of control, layering and delegation.</p>	
3.4.2	<p><b>Recruitment and selection of employees</b></p> <p>The need for recruitment.</p> <p>Internal and external recruitment .</p> <p>The benefits of having an effective recruitment process – high productivity, high quality output or customer service, staff retention.</p>	<p>Students should understand the difference between internal and external recruitment and the benefits and drawbacks of each.</p> <p>Students should be able to analyse the benefits of having an effective recruitment selection process for a business, such as high productivity or high quality output.</p>	4 hours	<p>Students could be invited to discuss the types of recruitment in terms of the likely pool of applicants – their skill level, their knowledge of the business, the impact on other staff, and also consider the cost to the business of each method.</p> <p>Students are to imagine they have been instructed to arrange a day’s selection program for a new member of the school’s staff. The students should put together the program with details of each part of the day indicating what the</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 4: Human resources.</p> <p><a href="http://tutor2u.net/business/gcse/people_recruitment_introduction.htm">tutor2u.net/business/gcse/people_recruitment_introduction.htm</a></p> <p><a href="http://tutor2u.net/business/gcse/people_recruitment_methods.htm">tutor2u.net/business/gcse/people_recruitment_methods.htm</a></p>

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
				<p>applicants are expected to do.</p> <p><b>Homework:</b> Students to produce a table explaining three benefits to a business of recruiting new staff internally and three benefits of external recruitment.</p>	
3.4.3	<p><b>Motivating employees</b></p> <p>Benefits of a motivated workforce – staff retention, high productivity.</p> <p>Financial motivation – salary, wage, commission and profit sharing.</p> <p>Non-financial motivation – styles of management, importance of training, greater responsibility, fringe benefits.</p>	<p>Students should understand the benefits of a motivated workforce, such as staff retention and high productivity.</p> <p>Students should understand the use of financial methods of motivation (including an understanding of the main methods of payment including salary, wage, commission and profit sharing).</p> <p>Students should understand the use of non-financial methods of motivation, including</p>	4 hours	<p>Students could be introduced to the concept of employee motivation by discussing a variety of businesses and the possible impacts on that business of having happy and motivated staff compared to unhappy, unmotivated staff.</p> <p>Provide the students with a list of factors (about 10) that might motivate an employee (both monetary and non-monetary). Ask them individually to rank them from most to least important in motivating people. They should then</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 4: Human resources.</p> <p><a href="https://www.tutor2u.net/business/gcse/people/motivation/introduction.htm">tutor2u.net/business/gcse/people/motivation/introduction.htm</a></p> <p><a href="https://www.tutor2u.net/business/gcse/people/motivation/non-financial-rewards.htm">tutor2u.net/business/gcse/people/motivation/non-financial-rewards.htm</a></p> <p><a href="https://www.tutor2u.net/business/gcse/people/motivation/financial-rewards.htm">tutor2u.net/business/gcse/people/motivation/financial-rewards.htm</a></p>

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
		<p>styles of management, importance of training and greater responsibility, fringe benefits.</p> <p>Students are not expected to know about specific motivational theories such as Maslow.</p>		<p>compare their list with another student's and try to reach agreement on a joint order of importance. Use this activity to focus on a discussion that people are motivated by different things.</p>	
<b>3.4.4</b>	<p><b>Training</b></p> <p>Benefits of training employees – increased productivity, ability to deal with changes in technology, increased motivation, staff retention, high quality goods, good customer service.</p> <p>Methods of training – induction training, on the job training, and off the job training.</p> <p>The benefits and drawbacks of the</p>	<p>Students should be able to 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.</p> <p>Students should understand the methods of training undertaken by businesses, including induction training, on the job training and off the</p>	4 hours	<p>Students could be invited to consider their own hypothetical businesses or a real world business and suggest specific ways in which training could affect that business. As a basis, students could compare possible effects on a manufacturing business compared with a provider of a service.</p> <p>Tell the students they are the personnel managers (human resource managers) for a large national business. There are 10 new recruits joining</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 4: Human resources.</p> <p><a href="https://www.tutor2u.net/business/gcse/people-training-introduction.htm">tutor2u.net/business/gcse/people-training-introduction.htm</a></p> <p><a href="https://www.tutor2u.net/business/gcse/people-training-types.htm">tutor2u.net/business/gcse/people-training-types.htm</a></p>

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
	different training methods.	job training, and explain the benefits of each.  Students should be able to 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.		the business soon. The students' job is to produce a day's induction training program for them. The recruits will need to meet the people with whom they will be working, as well as being told about any rules the business has and take part in a team building exercise to make them feel they belong to the organisation.  <b>Homework:</b> Produce a table to explain three benefits of on the job training and three benefits of off the job training.	
<p><b>3.5 Marketing</b></p> <p>The marketing section will consider the purpose of marketing and its role within business. Marketing strategies will be studied with respect to market research and the four Ps of marketing and how it influences business activity.</p>					
<b>3.5.1</b>	<b>Identifying and understanding customers</b>  Identifying customer needs in order to	Students should understand the importance of identifying and satisfying customer needs, in order to	4 hours	Students to produce a questionnaire to gain information on what type of restaurant they would like to see in their local town. The	International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 5: Marketing.

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
	provide a product or service that customers will buy.	provide a product or service that customers will buy.		students should use the questionnaire to potentially gather as much information as possible. For example, the amount they would be willing to pay, how often they would visit etc.	<a href="https://www.tutor2u.net/business/gcse/marketing/understanding-customers.html">tutor2u.net/business/gcse/marketing/understanding-customers.html</a>
<b>3.5.2</b>	<b>Market segmentation</b> Types of segmentation – gender, age, location and income.	Students should understand how and why different businesses use segmentation to target customers, including gender, age, location and income.	4 hours	Students could be introduced to the concept of segmentation through real world examples of goods/services that they may use, and discussing whether types of segmentation such as by gender, age, location or income could be being used.  Tell the students that they are to describe the type of holidays (or another service of good) that the following groups of people are likely to want to enjoy: <ul style="list-style-type: none"> <li>a family which includes young children, and parents</li> </ul>	International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 5: Marketing.  <a href="https://www.tutor2u.net/business/gcse/marketing/segmentation-introduction.htm">tutor2u.net/business/gcse/marketing/segmentation-introduction.htm</a>

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
				<ul style="list-style-type: none"> <li>a group of people who are aged 60 or older</li> <li>a family with teenagers who have a high income.</li> </ul> <p><b>Homework:</b> View 10 advertisements (this could be on television, posters or any other medium). Briefly describe each advertisement and state which market segment it is targeting. Try to get a variety of advertisement.</p>	
<b>3.5.3</b>	<p><b>The purpose and methods of market research</b></p> <p>Purpose of market research.</p> <p>Types of research – qualitative and quantitative research, primary and secondary market research.</p>	<p>Students should understand why businesses conduct market research, such as to identify market opportunities and to get a better insight into their customers and competitors.</p> <p>Students should understand the difference between qualitative and</p>	9 hours	<p>An activity may take place where students conduct market research on their class, with the results then being discussed in the context of some real world or hypothetical businesses.</p> <p>Imagine a yoghurt manufacturer would like to bring out a new flavour of its product. Ask the students to work in groups to produce a market</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 5: Marketing.</p> <p><a href="https://www.tutor2u.net/business/gcse/marketing_research_introduction.htm">tutor2u.net/business/gcse/marketing_research_introduction.htm</a></p> <p><a href="https://www.tutor2u.net/business/gcse/marketing_research_quantqual.html">tutor2u.net/business/gcse/marketing_research_quantqual.html</a></p> <p><a href="https://www.tutor2u.net/business/gcse/marketing_research_primary.htm">tutor2u.net/business/gcse/marketing_research_primary.htm</a></p>

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
	Using market research – interpreting the data.	<p>quantitative and primary and secondary market research.</p> <p>Students should be able to identify the benefits and drawbacks for various market research techniques, and select the best method for a given business.</p> <p>Students should be able to interpret and use market research findings to help make appropriate decisions for different types of businesses.</p> <p>Students should be expected to manipulate and interpret data from tables and charts.</p>		<p>research program that allows them to gather information about people’s tastes etc. The students could use a focus group, questionnaires or any other suitable method.</p> <p><b>Homework:</b> It is important that market research questionnaires are clear for people to answer. Produce five poor standard questions that might be used in a questionnaire and explain what it is that makes them unsuitable.</p>	
<b>3.5.4</b>	<b>The elements of the marketing mix: price, product, promotion and place</b>	Students should understand the main features of pricing methods and the impact they will have on a business, such as	15 hours	An activity in which students discuss existing or extinct products or services and discuss them in terms of stages of the product lifecycle.	International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 5: Marketing.



Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
	<p>Pricing strategies – skimming, penetration, competitive, loss leader and cost-plus.</p> <p>Influences on pricing – productions costs, degree of competition and product lifecycle.</p> <p>The benefits and risks of developing new products.</p> <p>Brand image and unique selling point (USP) and their importance in a competitive market.</p> <p>The product lifecycle and extension strategies.</p> <p>Product portfolio.</p> <p>Promotional methods and the benefits and drawbacks of each to a business.</p>	<p>skimming, penetration, competitive, loss leader and cost plus. Students should understand the meaning and suitability of these strategies.</p> <p>Students should be able to recognise the factors, such as production costs, degree of competition and the stage the product is in the product life cycle, which might influence the pricing decision, particularly as businesses expand. They should be able to evaluate the factors and use them to assess the suitability of pricing methods for a given business.</p> <p>Students should understand the benefits and risks of developing new products.</p>		<p>Ask the students to describe each of the pricing strategies stated in the specification. Then they should explain a reason why a business might not want to use each particular strategy.</p> <p>Use the types of pricing strategies to allow students to practise their skills of numeracy. Examples could include:</p> <p>A business has variable costs of \$4 for each item made and fixed costs of \$1,200. If 1,000 items are made, what price should the business charge to make \$800 on the sale of these items?</p> <p>Another business uses the price skimming strategy. It sells the first two editions of a new magazine for \$1 then the next 4 editions for \$2.50. If it sells 4,000 copies for the first two</p>	<p><a href="http://tutor2u.net/business/gcse/marketing_strategy_marketing_mix.htm">tutor2u.net/business/gcse/marketing_strategy_marketing_mix.htm</a></p> <p><a href="http://tutor2u.net/business/gcse/marketing_product_life_cycle.htm">tutor2u.net/business/gcse/marketing_product_life_cycle.htm</a></p> <p><a href="http://tutor2u.net/business/gcse/marketing_pricing_introduction.htm">tutor2u.net/business/gcse/marketing_pricing_introduction.htm</a></p> <p><a href="http://tutor2u.net/business/gcse/marketing_promotion.html">tutor2u.net/business/gcse/marketing_promotion.html</a></p> <p><a href="http://tutor2u.net/business/gcse/marketing_products_differentiation.html">tutor2u.net/business/gcse/marketing_products_differentiation.html</a></p> <p><a href="http://tutor2u.net/business/gcse/marketing_distribution_channels.html">tutor2u.net/business/gcse/marketing_distribution_channels.html</a></p> <p><a href="http://tutor2u.net/business/gcse/marketing_distribution.htm">tutor2u.net/business/gcse/marketing_distribution.htm</a></p>

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	<p>Distribution channels – retailers, wholesalers and telesales.</p>	<p>Students should understand the importance of product design, image and the needs of the target market when designing new products.</p> <p>Students should appreciate the significance of having a USP in a competitive market and the importance of a good brand image.</p> <p>Students should have an understanding of the product life cycle and demonstrate how demand for a product or service might change over time.</p> <p>Students should be able to evaluate the effectiveness of extension strategies and when they would be suitable.</p>		<p>editions and half this amount afterwards, what will be the revenue it receives from the sale of the six editions?</p> <p>Provide the students will a simple item (such as a basic item of packaged food). Use this to lead a discussion on what the manufacturer of this product could do to it to make it more distinctive from its competitors.</p> <p><b>Homework:</b> Produce a list of all the extension strategies that might be used to increase the demand for a model or car or motorcycle (or any other suitable product) which has become less attractive to consumers.</p> <p>Choose a business the students will be aware of and ask them to research the range of products it makes. An example might</p>	

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
		<p>Students should understand how and why businesses might broaden and balance their product.</p> <p>Students should be familiar with suitable promotional methods which are likely to be used by a given business.</p> <p>Students should appreciate the benefits and drawbacks of promotional methods used by businesses.</p> <p>Students should be able to analyse factors influencing the selection of the promotion mix to assess their suitability for a given business.</p> <p>Students should be familiar with the different channels of distribution used by businesses to</p>		<p>be Unilever. Present these on a diagram, showing links/similarities between the different products. Use this diagram to explain importance (as possible disadvantages) of making a wide range of different products.</p> <p><b>Homework:</b> Ask students to research on the internet the costs of newspaper, magazine, billboard, television, etc advertising. Their results should be presented in table.</p> <p>Ask the students how the products their families use get to them. Do they buy directly from the manufacturer? What are retailers, wholesalers? Get the students to produce a series of flow charts to show the different ways goods get from manufacturer to consumer.</p>	

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
		<p>gain access to potential customers.</p> <p>Students should be able to analyse the appropriateness of each distribution method for a given scenario.</p> <p>Students should be able to analyse the growing importance of e-commerce and how it can extend the reach of businesses to include international markets.</p> <p>Students should be able to identify the benefits and drawbacks of a business using e-commerce via computer and mobile/cell phone commerce.</p> <p>Students should be aware of the importance of the four elements of the marketing mix and how they work together.</p>		<p><b>Homework:</b> Explain the advantages to consumers of buying the goods they need using e-commerce.</p> <p>Consider a local retailer that the students will be aware of. Ask them to identify ways in which e-commerce might be used to help that retailer. Discuss why is it the retailer does not already use these forms of e-commerce.</p>	

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
		<p>Students should be able to recommend appropriate marketing activities for a given business.</p> <p>Students should be able to recognise how a suitable marketing mix might change over time and evaluate how businesses may react to this.</p>			
<p><b>3.6 Finance</b></p> <p>This final section explores the finance function of businesses. Students will need to consider the suitability of a range of funding sources, recognise how cash flow can affect a business's operations and have some knowledge of business accounts, such as they are able to make sense of simplified financial documents and scenarios.</p>					
3.6.1	<p><b>Sources of finance</b></p> <p>Methods of finance and their advantages and disadvantages.</p> <p>Suitability of sources of finance for new and established businesses.</p>	<p>Students should 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,</p>	4 hours	<p>As a class, produce a table of the main sources of finance. Working in smaller groups of students, ask them to identify and explain the advantages and disadvantages. Go through the groups' responses allowing them to</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 6: Finance.</p> <p><a href="https://www.tutor2u.net/business/gcse/finance/choosing-right-sources.htm">tutor2u.net/business/gcse/finance/choosing-right-sources.htm</a></p>

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		<p>and government and charitable grants).</p> <p>Students should be able to analyse the advantages and disadvantages of each method for a given situation.</p> <p>Students should be able to evaluate the suitability of sources of finance for new and established businesses.</p>		fill in gaps or correct inaccuracies.	
<b>3.6.2</b>	<p><b>Cash flow</b></p> <p>Importance of cash to businesses.</p> <p>Consequences of cash flow problems.</p> <p>The effect of positive cash flow</p> <p>How cash flow forecasts are constructed and interpreted.</p> <p>Possible solutions to cash flow problems.</p>	<p>Students should understand the consequences of cash flow problems and the effect of positive cash flow.</p> <p>Students should understand how and why cash flow forecasts are constructed.</p> <p>Students should be able to complete and interpret sections of a cash flow forecast (this includes an</p>	5 hours	<p>An activity in which students discuss an example cash flow forecast and suggest possible effects of this or solutions to this.</p> <p>Use a spread sheet to produce a cash flow forecast. Link, where possible, the cells so the values will adjust when another cell's value changes. Use the spread sheet to illustrate how 'what</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 6: Finance.</p> <p><a href="https://www.tutor2u.net/business/gcse/finance/cashflow/intro.html">tutor2u.net/business/gcse/finance/cashflow/intro.html</a></p>

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
		<p>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).</p> <p>Students should be able to evaluate possible solutions to cash flow problems, including rescheduling payments, overdrafts, reducing cash outflow, increasing cash inflow and finding new sources of finance.</p>		<p>if?’ analysis can help businesses see the effects of possible solutions to cash flow problems.</p> <p><b>Homework:</b> Provide students with cash flow statements with missing data. Get them to complete the gaps using other values in the statement or by providing them with additional information to help them calculate the missing values.</p>	
<b>3.6.3</b>	<p><b>Financial terms and calculations</b></p> <p>Variable costs, fixed costs and total costs, revenue, costs, profit and loss.</p> <p>Types of investment projects.</p>	<p>Students should understand the difference between variable costs, fixed costs and total costs.</p> <p>Students should understand the concept of revenue, costs, profit and loss.</p>	6 hours	<p>Students could be provided with example data which they could use to identify the different types of costs.</p> <p>This section provides another opportunity to practise the students’ numeracy skills. Typical questions could include:</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 6: Finance.</p> <p><a href="https://www.tutor2u.net/business/gcse/finance/business_costs.htm">tutor2u.net/business/gcse/finance/business_costs.htm</a></p> <p><a href="https://www.tutor2u.net/business/gcse/finance/breakeven.htm">tutor2u.net/business/gcse/finance/breakeven.htm</a></p>

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
	<p>Break even output and break even charts.</p>	<p>Students should understand the main investment projects that businesses undertake, including investment in new machinery, buildings and vehicles and be able to calculate payback period for these projects.</p> <p>Students should understand the meaning of the term break even output and interpret break even charts.</p> <p>Students should be able to identify the break even level of output and margin of safety from a break even chart.</p> <p>Students should be able to evaluate the value of using break even analysis to a business.</p> <p>Students will not be expected to draw break</p>		<p>The price of a product is \$12 and the business has variable costs of \$3 for each item and fixed costs of \$3,600. Calculate the business' break even output.</p> <p>A business makes and sells 500 items. The fixed costs are \$800 and variable costs are \$2 for each item. If a profit of \$2,000 is made on the sales, what price was charged?</p> <p>An investment project has an initial cost of \$15,000. The project is expected to bring in a net return of \$2,500 each year, calculate the payback period.</p> <p>Similar questions can be set for homework.</p> <p>Such calculations can be used as a basis for making judgement on issues like the usefulness of break</p>	



Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resources
		even charts or use the break even formula.		even analysis and investment appraisal.	
<b>3.6.4</b>	<p><b>Analysing the financial performance of a business</b></p> <p>Financial statements and business performance.</p> <p>Income statement and statement of financial position.</p> <p>Interpreting financial statements and gauging performance.</p> <p>Gross profit margin and net profit margin.</p>	<p>Students should understand the importance of financial statements for assessing business performance and helping make business decisions.</p> <p>Students should be able to identify the main components of the income statement and the statement of financial position.</p> <p>Students should understand the difference between assets and liabilities and that the statement of financial position is a snapshot in time.</p> <p>Students should be able to make judgements on the performance of a business through the interpretation of the</p>	5 hours	<p>Students could be provided with example financial statements and make suggestions about the performance of that business.</p> <p>Spread sheets can be used to perform ‘what if?’ calculations by changing one or more variable. For example, what would happen to the gross profit margin if indirect costs rise but direct costs fall by varying amounts?</p> <p><b>Homework:</b> Students could be given simplified income statements for more than one year and asked to suggest reasons why the profit margins have changed.</p> <p>Students should be encouraged to look at real world income statements</p>	<p>International GCSE Business Studies for Oxford International AQA Examinations student book – Unit 6: Finance.</p> <p><a href="https://www.tutor2u.net/business/gcse/finance/accounts/financial-introduction.htm">tutor2u.net/business/gcse/finance/accounts/financial-introduction.htm</a></p> <p><a href="https://www.tutor2u.net/business/gcse/finance/balance-sheet.htm">tutor2u.net/business/gcse/finance/balance-sheet.htm</a></p> <p><a href="https://www.tutor2u.net/business/gcse/finance/profit.htm">tutor2u.net/business/gcse/finance/profit.htm</a></p>

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		<p>information contained in income statements.</p> <p>Students should be able to consider current performance, performance against previous years, performance against competitors and performance from the perspective of a range of stakeholders.</p> <p>Students should be able to calculate gross profit margin and net profit margin to help assess financial performance.</p> <p>Students will not be given formulae in an exam.</p>		<p>and statements of financial position but these may need to be simplified to help the students understand them.</p>	