

## Scheme of Work

# Cambridge International AS & A Level Business 9609

For examination from 2023



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## Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class.

### Key concepts

This scheme of work is underpinned by the assumption that Business is about making decisions in familiar and unfamiliar business contexts. The skills in this syllabus aim to help learners understand the process of making and evaluating business decisions to reach objectives. The key concepts are highlighted as a separate item in the new syllabus. Reference to the Key Concepts is made throughout the scheme of work using the key shown below:

**Key Concept 1 (KC1) – Change**

**Key Concept 2 (KC2) – Context**

**Key Concept 3 (KC3) – Decision-making**

**Key Concept 4 (KC4) – Enterprise**

**Key Concept 5 (KC5) – Innovation**

**Key Concept 6 (KC6) – Strategy**

### Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 hours for Cambridge International AS Level, and 360 hours for Cambridge International A Level. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours are recommended for each topic.

Topic	Suggested teaching time (hours / % of the course)	Suggested teaching order
1. Business and its environment (AS Level)	It is recommended that this should take about 18 hours/10% of the course.	This should be the first topic taught.
2. Human resource management (AS Level)	It is recommended that this should take about 18 hours/10% of the course.	This topic should be taught in the first year.
3. Marketing (AS Level)	It is recommended that this should take about 18 hours/10% of the course.	This topic should be taught in the first year.

Topic	Suggested teaching time (hours / % of the course)	Suggested teaching order
4. Operations management (AS Level)	It is recommended that this should take about 18 hours/10% of the course.	This topic should be taught in the first year.
5. Finance and accounting (AS Level)	It is recommended that this should take about 18 hours/10% of the course.	This topic should be taught in the first year.
6. Business and its environment (A Level)	It is recommended that this should take about 18 hours/10% of the course.	This should be the last topic taught at A Level.
7. Human Resource management (A Level)	It is recommended that this should take about 18 hours/10% of the course.	This topic should be taught in the second year.
8. Marketing (A Level)	It is recommended that this should take about 18 hours/10% of the course.	This topic should be taught in the second year.
9. Operations management (A Level)	It is recommended that this should take about 18 hours/10% of the course.	This topic should be taught in the second year.
10. Finance and accounting (A Level)	It is recommended that this should take about 18 hours/10% of the course.	This topic should be taught in the second year.

## Resources

You can find the endorsed resources on the Published resources tab of the syllabus page on our [public website](#)

Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. All endorsed textbooks are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

Teaching tools – designed to help you to deliver interactive classroom activities and engage learners.

Tool to support remote teaching and learning – find out about and explore the various online tools available for teachers and learners.

## School Support Hub

The School Support Hub is a secure online resource bank and community for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other teaching and learning resources. This scheme of work is available as PDF and an editable version in Microsoft Word format. If you are unable to use Microsoft Word you can download Open Office free of charge from [www.openoffice.org](http://www.openoffice.org)

## Scheme of Work

### Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

## How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

This scheme of work provides some ideas and suggestions of how to cover the content of the syllabus. The following features help guide you through your course.

**Learning objectives** help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as ‘We are learning to / about...’.

**Suggested teaching activities** give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref. and  
Key Concepts (KC)

Learning  
objectives

Suggested teaching activities and resources

1.1.1 The nature of

Understand the  
production  
business  
labour,

Learners are likely to have plenty of examples of each factor of production as long as each is explained carefully. Do not use too many examples when explaining, allowing learners to find their own.

Learners create a list of as many specific examples of each factor of production under the headings: land, capital and enterprise. **(I)**

**Extension activity:** learners focus on a local business (any size) and make a list of what they think that business owns/uses for each of the factors of production.

The BBC website has some useful resources about the factors of production. Although GCSE level material it has some relevant points: [www.bbc.co.uk/bitesize/quides/zdqvf4j/revision/1](http://www.bbc.co.uk/bitesize/quides/zdqvf4j/revision/1)

**Extension activities** provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

**Independent study (I)** gives your learners the opportunity to develop their own ideas and understanding without direct input from you.

Past and specimen papers

Past/specimen papers and mark schemes are available to download from the [School Support Hub](#) **(F)**

**Past papers, specimen papers** and **mark schemes** are available for you to download from the [School Support Hub](#). Using these resources with your learners allows you to check their progress and give them confidence and understanding.

**Formative assessment (F)** is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, ‘mind maps’, or ‘concept maps’. These kinds of activities can be found in the scheme of work.

## 1. Business and its environment (AS Level)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>1.1 Enterprise</b>		
1.1.1 The nature of business activity <b>KC5 Innovation</b>	Understand the purpose of business activity	<p>In groups learners use their existing knowledge/awareness to agree a definition of 'business' and an explanation of what businesses do. Each group presents its ideas to the class.</p> <p>It can be very useful to use the school as a business and find out your schools' purpose. The school may have a mission/vision statement or a clear set of objectives. If not, learners can come up with their own based on their knowledge.</p> <p>Learners give a presentation about a local business including what the business sells/provides and what they think is are the most likely purposes of those businesses.</p> <p><b>Extension activity:</b> learners complete a written assignment such as, 'Identify four businesses and explain the main purpose of each of them'. <b>(I)</b></p> <p>Make this session as lively as possible – relate business activities to learners' own experiences e.g., the range of products and services that they have used that day.</p>
1.1.1 The nature of business activity <b>KC4 Enterprise</b>	Understand the factors of production needed for business activity: land, labour, capital and enterprise	<p>Learners are likely to have plenty of examples of each factor of production as long as each is explained carefully. Try not to use too many examples when explaining, allowing learners to find their own.</p> <p>Learners create a list of as many specific examples of each factor of production under the headings: land, labour, capital and enterprise. <b>(I)</b></p> <p><b>Extension activity:</b> learners focus on a local business (any size) and make a list of what they think that business owns/uses for each of the factors of production.</p> <p>The BBC website has some useful resources about the factors of production. Although GCSE level material it covers relevant points: <a href="http://www.bbc.co.uk/bitesize/quides/zdqvf4j/revision/1">www.bbc.co.uk/bitesize/quides/zdqvf4j/revision/1</a></p>
1.1.1 The nature of business activity <b>KC5 Innovation</b>	Understand the concept of adding value	<p>Explain the concept of 'creating/adding value' by introducing the idea of 'selling for a higher price than the cost of bought-in materials'.</p> <p>In groups, give each one a list of four (different) businesses. Ask them to discuss how each business could 'create more value' and present their ideas to the class.</p>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Follow this up by asking each group what a business could do to create value from a cheap aluminium tray (NOT carrying food). Each group presents its ideas to the class, who discuss and vote on the best ideas.</p> <p>Adding value and creating value – essentially the same concept BUT creating value gives a more proactive meaning to the process. Effective business decisions can create value, even to basic materials.</p> <p>Learners should not become confused between ‘added value’ and ‘profit’.</p> <p><a href="http://www.tutor2u.net/blog/index.php/business-studies/comments/adding-value-creative-uses-of-a-aluminium-tray">www.tutor2u.net/blog/index.php/business-studies/comments/adding-value-creative-uses-of-a-aluminium-tray</a></p>
<p>1.1.1 The nature of business activity</p> <p><b>KC3 Decision-making</b></p>	<p>Understand the nature of economic activity, the problem of choice and opportunity cost</p>	<p>Introduce the concept of ‘scarcity’ and emphasise it does not mean ‘not enough money’. Lead a class discussion on the need for economic activity as a means of production and therefore producing more to meet consumer and business needs. In pairs learners discuss the following questions:</p> <ul style="list-style-type: none"> <li>• what choices have you had to make with scarce resources?</li> <li>• what was the opportunity cost?</li> <li>• how can opportunity cost be applied to the choices you may have made about subjects or the school you attend?</li> <li>• what examples can you think of where a business or government has had to make a choice?</li> <li>• what was the opportunity cost?</li> </ul> <p>Learners report back to the whole class.</p> <p>As an additional option, try the ‘popcorn’ activity: <a href="http://www.unomaha.edu/college-of-business-administration/center-for-economic-education/teacher-resources/k-5/popcorn-economics.pdf">www.unomaha.edu/college-of-business-administration/center-for-economic-education/teacher-resources/k-5/popcorn-economics.pdf</a>. Use lined paper instead if food is not allowed and tell learners they have to write an essay and need to come and get the paper from a ‘box’ rather than a ‘bag’.</p> <p><b>Extension activity:</b> set learners a written assignment such as, ‘Evaluate, using the concept of opportunity cost, how you made your A Level choice’. <b>(I)</b></p> <p>Learners should understand that scarcity occurs even in wealthy countries and that the problem of opportunity cost applies to all decision makers – government, business and individuals.</p>
<p>1.1.1 The nature of business activity</p> <p><b>KC1 Change</b></p> <p><b>KC5 Innovation</b></p>	<p>Understand the dynamic business environment</p>	<p>In groups learners discuss:</p> <ul style="list-style-type: none"> <li>• how have your parents’ lives changed since their childhood?</li> <li>• what products are available today which were not available 10 years ago?</li> <li>• what products do you think might be available in the next 10 years?</li> <li>• how could businesses respond to changes such as these?</li> <li>• what have been the main causes of recent change in the local area?</li> </ul> <p>Class discussion on the topic, ‘Change is always good for business.’ Highlight key learning points.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p><b>Extension activity:</b> learners complete a written assignment such as, ‘Analyse how any business of your choice could be affected by changes in the business environment’. <b>(I) (F)</b></p>
<p>1.1.1 The nature of business activity</p> <p><b>KC3 Decision-making</b></p> <p><b>KC4 Enterprise</b></p>	<p>Understand why businesses succeed</p>	<p>The factors businesses need to succeed can be taught by planning a new enterprise. Many UK schools operate Young Enterprise schemes – research to see if similar schemes exist in your country that enable groups of learners to set up their own mini-enterprises and compete with each other for the best new ideas. In pairs, learners decide:</p> <ul style="list-style-type: none"> <li>• what they think it takes to organise a concert</li> <li>• what the five most important elements for success are</li> <li>• why each one is important.</li> </ul> <p>Each pair feeds back to the class to see what range of ideas are provided. Focus on the most important (venue, marketing, the band, security, car parking/transport, merchandise, sales of refreshments, ticketing, etc.)</p> <p>If possible, arrange a class talk with a young entrepreneur, e.g., a former learner at the school/college. Ask them to talk about:</p> <ul style="list-style-type: none"> <li>• how they succeeded when many new businesses fail?</li> <li>• what were the key factors in this success?</li> <li>• do these factors transfer to other business types?</li> </ul> <p>Young Enterprise (or similar activity) could be used over a period of weeks or months to develop the skills needed to create a business start-up. Learners taking part in such schemes are also better able to understand the role and importance of ‘entrepreneurs’ (see next section).</p> <p>The links are to the UK and Malaysian schemes or do an internet search for similar organisations in your own country. <a href="http://www.young-enterprise.org.uk/">www.young-enterprise.org.uk/</a> The Tycoon challenge is also a good way to run a small enterprise activity in school/college. Although the competition may not be available in your country, the resources may be available and similar competitions, such as the £10 challenge can be used if time permits <a href="http://www.tycoon.com/">www.tycoon.com/</a></p>
<p>1.1.1 The nature of business activity</p> <p><b>KC5 Innovation</b></p>	<p>Understand why many businesses fail</p>	<p>The reason why new businesses fail can also be taught through learners’ experience of planning their own business – see previous activity for links to Young Enterprise programmes. In groups allocate each one an example of a real business failure. Learners should:</p> <ul style="list-style-type: none"> <li>• use the internet to research why the business failed</li> <li>• discuss the possible reasons for failure, e.g. lack of original idea, poor/inexperienced management, lack of finance</li> <li>• briefly present their findings to the whole class.</li> </ul> <p><b>Extension activity:</b> learners complete a written assignment, e.g. ‘Analyse <b>two</b> reasons why small businesses are more likely to fail than large ones’ <b>(I)</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Example business failures learners could use for the group activity include:</p> <ul style="list-style-type: none"> <li>• Pan Am</li> <li>• DeLorean Motor Company</li> <li>• Polaroid</li> <li>• Enron</li> <li>• Woolworths.</li> <li>• MySpace</li> <li>• Blockbuster</li> <li>• Blackberry.</li> </ul> <p>The Forbes website provides a good but quite advanced article on the reasons for new businesses failing. <a href="http://www.forbes.com/sites/ellevate/2019/10/24/eight-common-reasons-small-businesses-fail/?sh=55a2b3944fbb">www.forbes.com/sites/ellevate/2019/10/24/eight-common-reasons-small-businesses-fail/?sh=55a2b3944fbb</a></p>
<p>1.1.1 The nature of business activity</p> <p><b>KC2 Context</b></p>	<p>Understand the differences between local, national and multinational businesses</p>	<p>Learners will already know examples of each type of business (local, national and multinational). Many media sources make little or no distinction between international and multinational businesses. In Business the distinction is that international businesses trade in other countries, whereas a multinational business has capital/assets in another country.</p> <p>Divide learners into three groups and allocate each group one type of business (local, national, and multinational). Each group should come up with 10 examples of businesses in their category. For each category learners should come up with two advantages of their given type of business and two disadvantages of their given type of business.</p> <p><b>Extension activity:</b> using Paper 2 data (small case studies) learners contextualise their advantages and disadvantages of local and national businesses. Examples of data include:</p> <ul style="list-style-type: none"> <li>• 9609/22 Nov 2020 Local – Gemini Theatre</li> <li>• 9609/22 Nov 2020 National – Energy Solutions. <b>(F)</b></li> </ul>
<p>1.1.2 The role of entrepreneurs and intrapreneurs</p> <p><b>KC4 Enterprise</b></p>	<p>Understand the qualities entrepreneurs and intrapreneurs need for success</p>	<p>In groups give learners five minutes to prepare a list of the personal qualities and skills needed by successful entrepreneurs. Either give different business contexts to each group or approach as a general exercise.</p> <p>Each group feeds back its ideas to the class. Develop a definitive list from this information. Learners research an entrepreneur and present to the rest of the class the qualities that their given entrepreneur has, including:</p> <ul style="list-style-type: none"> <li>• what the entrepreneur was most well-known for doing?</li> <li>• what were their most important qualities?</li> <li>• did they make any mistakes? (bankruptcy, etc.)</li> </ul> <p>Intrapreneurs are a new addition to the 2023 specification and refer to allowing employees to use their entrepreneurial skills within a business (as opposed to an entrepreneur who uses their abilities to start a</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>business). Learners think about their school/college. Discuss ‘how could the organisation encourage intrapreneurial activities?’</p> <p>A list of successful entrepreneurs can be found at: <a href="https://entrepreneurhandbook.co.uk/advice-from-10-of-the-worlds-richest-entrepreneurs/">https://entrepreneurhandbook.co.uk/advice-from-10-of-the-worlds-richest-entrepreneurs/</a></p> <p>The difference between entrepreneurs and intrapreneurs: <a href="http://www.tutor2u.net/business/reference/intrapreneurship">www.tutor2u.net/business/reference/intrapreneurship</a></p> <p>Qualities of an intrapreneur: <a href="http://www.entrepreneur.com/article/305337">www.entrepreneur.com/article/305337</a></p>
<p>1.1.2 The role of entrepreneurs and intrapreneurs</p> <p><b>KC4 Enterprise</b> <b>KC5 Innovation</b></p>	<p>Understand the role of entrepreneurship in creating and starting up a business</p>	<p>Entrepreneurs are responsible for combining the other three factors of production (land, labour and capital). An option could be to find an empty shop in a town near the school/college. Learners come up with a brief plan of what type of shop could be set up in the space. Learners should come up with the labour and capital items needed to start up their chosen business. The results can be presented in a business report or orally during a lesson. Feedback to learners should focus on the entrepreneurial decisions that need to be made to set up the business.</p> <p><b>Extension activity:</b> find a local business that has started up recently. Learners think about the entrepreneurial decisions that would have needed to be made when starting up that business. Discuss the results.</p> <p>The role of the entrepreneur in starting up a business: <a href="http://www.bbc.co.uk/bitesize/guides/zjc22sg/revision/2#:~:text=Entrepreneurs%20have%20an%20important%20role,steps%20to%20start%20the%20business">www.bbc.co.uk/bitesize/guides/zjc22sg/revision/2#:~:text=Entrepreneurs%20have%20an%20important%20role,steps%20to%20start%20the%20business</a></p>
<p>1.1.2 The role of entrepreneurs and intrapreneurs</p> <p><b>KC4 Enterprise</b> <b>KC5 Innovation</b></p>	<p>Understand the role of intrapreneurship in the ongoing success of a business</p>	<p>As opposed to an entrepreneur starting a business, an intrapreneur is involved in the ongoing success. Learners think about the decisions that need to be made once a business has already been set up to continue to make it successful.</p> <p>Steve Jobs (Apple) was one of the first people to use the term intrapreneur and his role in the ongoing success of Apple was one of the main reasons for the business’s success. Learners research what decisions Apple was forced to make to resurrect its success in the 1990’s and continue its success now.</p> <p><b>Extension activity:</b> Steve Jobs died in 2011 and Apple lost its main intrapreneur. Discuss how has/should the business try to develop new intrapreneurial skills to maintain the success of the business? Have a balloon debate about which is the best smartphone brand today. One learner takes the role of each of the main brands that are available in your country (Apple, Samsung, LG etc.) and argues that recent intrapreneurial activities of the firm are the best today. The other learners vote as to which firm/learner has made the best case.</p> <p>Financial times article about Steve Jobs coining the term ‘intrapreneur’: <a href="http://www.ft.com/content/fb6c6008-2181-11ea-b8a1-584213ee7b2b">www.ft.com/content/fb6c6008-2181-11ea-b8a1-584213ee7b2b</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
1.1.2 The role of entrepreneurs and intrapreneurs <b>KC5 Innovation</b>	Understand the barriers to entrepreneurship	<p>Learners come up with a list of reasons why they have not set up their own business. The list is likely to include:</p> <ul style="list-style-type: none"> <li>• too young</li> <li>• no money/capital</li> <li>• no experience</li> <li>• no financial backing</li> <li>• too scary.</li> </ul> <p>This can develop into a list of barriers to entrepreneurship. There is no definitive list, although each of the above is a barrier to entrepreneurship.</p>
1.1.2 The role of entrepreneurs and intrapreneurs <b>KC5 Innovation</b>	Understand business risk and uncertainty	<p>Explain to learners the difference between risk and uncertainty. Use a piece of data from a previous Paper 2 (small case study) about an entrepreneur (9609/22 Nov 2019 – Quality Fencing is a good example) Learners think about the risks and uncertainties involved in the business decision.</p> <p>This webpage contains a useful table of the main differences between risk and uncertainty: <a href="https://keydifferences.com/difference-between-risk-and-uncertainty.html">https://keydifferences.com/difference-between-risk-and-uncertainty.html</a></p>
1.1.2 The role of entrepreneurs and intrapreneurs <b>KC2 Context</b> <b>KC4 Enterprise</b> <b>KC5 Innovation</b>	Understand the role of business enterprise in the development of a country	<p>Learners research and prepare a presentation of a recent successful new business in their own country outlining:</p> <ul style="list-style-type: none"> <li>• what benefits such businesses create for the people and economy of the country</li> <li>• what role entrepreneurship plays in fostering these benefits.</li> </ul> <p>One learner in each group presents their completed presentation.</p> <p><b>Extension activity:</b> learners complete a written assignment such as, 'Analyse <b>two</b> reasons why the government should encourage more people to become entrepreneurs. <b>(I)</b></p> <p>The Shell Livewire website link about the support offered by one multinational for young entrepreneurs is a good starting point for this activity: <a href="http://www.shell.co.uk/sustainability/society/encouraging-enterprise/shell-livewire.html">www.shell.co.uk/sustainability/society/encouraging-enterprise/shell-livewire.html</a></p>
1.1.3 Business plans <b>KC6 Strategy</b>	Understand the meaning and purpose of business plans	<p>Each business will have different needs and as such a business plan must be flexible enough to cover all of those needs. There is no set way to plan a business and learners need to be understand the purpose of the plan before analysing the advantages and disadvantages of it. Discuss the main purposes of a business plan, including:</p> <ul style="list-style-type: none"> <li>• to clarify the business idea</li> <li>• to attract finance</li> <li>• to monitor progress over time.</li> </ul> <p><b>Extension activity:</b> in a previous activity learners would have encountered risk and uncertainty. One of the main purposes of a business plan is to reduce the specific risks and uncertainties of a new business. Discuss how a good business plan can reduce risk and uncertainty and contextualise this by thinking about local businesses that may have set up recently.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		The main purposes of a business plan: <a href="https://smallbusiness.chron.com/main-purposes-business-plan-2599.html">https://smallbusiness.chron.com/main-purposes-business-plan-2599.html</a>
1.1.3 Business plans	Understand the key elements of business plans	<p>Learners discuss ideas for a business in groups and write a business plan using the business planning tools provided by banks. The exact content of their plan is less important than learners gaining familiarity with the detail and elements of the business plan in operation.</p> <p><b>Extension activity:</b> learners devise their own business planning tool, like the banks' versions, but specific to your local business area. This could include some of the external influences that are specific to your locality/country. The completed pack should be in a format that a real business could use. Most banks provide support for small businesses by producing packs for writing a business plan. If possible, use an online version or ask the bank for enough packs for group work. Some potential links are provided below.</p> <p>Business planning tools from a selection of banks (others available too):</p> <p><a href="http://www.barclays.co.uk/StartupSupport/Writingasmallbusinessplan/P1242559649359">www.barclays.co.uk/StartupSupport/Writingasmallbusinessplan/P1242559649359</a>  <a href="http://www.lloydsbank.com/business/resource-centre/business-guides/writing-a-business-plan.html">www.lloydsbank.com/business/resource-centre/business-guides/writing-a-business-plan.html</a>  <a href="http://www.rcroyalbank.com/business/advice/starting-a-business.html?utm_source=redirect&amp;utm_medium=redirect&amp;utm_campaign=bfs_srvr_redirect">www.rcroyalbank.com/business/advice/starting-a-business.html?utm_source=redirect&amp;utm_medium=redirect&amp;utm_campaign=bfs_srvr_redirect</a>  <a href="https://bizconnect.standardbank.co.za/start/business-planning/reference-documents/business-plan-template.aspx">https://bizconnect.standardbank.co.za/start/business-planning/reference-documents/business-plan-template.aspx</a>  <a href="http://www.business.hsbc.uk/en-qb/corporate/qb/article/business-plan">www.business.hsbc.uk/en-qb/corporate/qb/article/business-plan</a></p>
1.1.3 Business plans <b>KC6 Strategy</b>	Understand the benefits and limitations of business plans	<p>Divide the class into four groups – large businesses, small businesses, established businesses and start-up businesses. Each group produces a table presenting the benefits of using a business plan for the following stakeholders of the business type you have allocated to them:</p> <ul style="list-style-type: none"> <li>• owners</li> <li>• banks</li> <li>• employees</li> <li>• managers</li> <li>• local community</li> <li>• suppliers</li> <li>• customers.</li> </ul> <p>For each stakeholder, learners develop a chain of analysis for each benefit. The chain of analysis should go through the (likely) effects on the business. It is essential when analysing that learners think about the whole process, not just go straight to increase profit or enable survival.</p> <p>The benefits of a business plan for a small business can be found here and makes a good starting point: <a href="https://smallbusiness.chron.com/benefits-business-plan-3245.html">https://smallbusiness.chron.com/benefits-business-plan-3245.html</a></p>

1.2 Business structure		
<p>1.2.1 Economic sectors</p> <p><b>KC2 Context</b></p> <p><b>KC5 Innovation</b></p>	<p>Understand the primary, secondary, tertiary and quaternary sectors and businesses within those sectors</p>	<p>Give a simple explanation of the distinction between primary, secondary, tertiary and quaternary sectors.</p> <p>Give learners a pre-prepared worksheet with the names of 20 businesses in your country. In groups, learners classify each business on the list into the relevant sector (conglomerate businesses could operate in all three). On completion, give feedback to the whole class. It may be useful to pair up each factor of production with another term, for example:</p> <ul style="list-style-type: none"> <li>• primary – extraction</li> <li>• secondary – manufacturing</li> <li>• tertiary – service</li> <li>• quaternary – information.</li> </ul> <p><b>Note:</b> the quaternary sector is an addition to the 2023-2025 syllabus.</p> <p>This Wikipedia website explains the quaternary sector:  <a href="https://en.wikipedia.org/wiki/Quaternary_sector_of_the_economy#:~:text=The%20quaternary%20sector%20describes%20the.knowledge%2Dbased%20services%20such%20as">https://en.wikipedia.org/wiki/Quaternary_sector_of_the_economy#:~:text=The%20quaternary%20sector%20describes%20the.knowledge%2Dbased%20services%20such%20as</a></p> <p>Learners need to be able to explain how businesses in all four sectors could ‘create value’. This is often easier to do in the secondary/manufacturing sector but the concept needs to be applied to the other three sectors as well. The quaternary sector is the newest and perhaps the least well-known among learners.</p> <p>The explanation of the sector in the following resource is appropriate for A Level Business: <a href="https://geography-revision.co.uk/qcse/industry/quaternary-industry/">https://geography-revision.co.uk/qcse/industry/quaternary-industry/</a></p>
<p>1.2.1 Economic sectors</p> <p><b>KC2 Context</b></p>	<p>Understand the public and private sectors and businesses within those sectors</p>	<p>Give a simple explanation of the main differences between the public and private sector and ask learners to respond with examples of each from their own country.</p> <p>To consolidate learning, set learners a written assignment such as ‘Evaluate why some businesses operate in the private sector and some operate in the public sector in our country’. Learners should not confuse public sector organisations with public limited companies.</p> <p>The Wikipedia link is a useful reference to the sort of private and public sector organisations to cover:  <a href="https://en.wikipedia.org/wiki/State-owned_enterprise">https://en.wikipedia.org/wiki/State-owned_enterprise</a></p> <p>The SlideShare link helps show the difference between private and public sector organisations in UK/USA, but can be easily adapted to your own country: <a href="http://www.slideshare.net/mraali/difference-between-public-and-private-sector">www.slideshare.net/mraali/difference-between-public-and-private-sector</a></p>
<p>1.2.1 Economic sectors</p> <p><b>KC2 Context</b></p>	<p>Understand the reasons for and consequences of the changing relative importance of these sectors</p>	<p>Learners research the level of public ownership of industry in their country. What industries does your country have in public ownership? Learners then analyse one advantage to the country of having public ownership.</p> <p>The process of taking industries or firms from public to private ownership is called privatisation. Investigate one example of privatisation that learners may be familiar with. The process of taking industries from private to public ownership is called nationalisation. Investigate one example of nationalisation that learners may be familiar with.</p>

		<p>Divide learners into two groups. One group should think about as many advantages to the business of operating in the public sector. The other group should think about as many advantages to the business of operating in the private sector.</p> <p>This Wikipedia page shows the relative size of public sector size in different countries:  <a href="https://en.wikipedia.org/wiki/List_of_countries_by_public_sector_size">https://en.wikipedia.org/wiki/List_of_countries_by_public_sector_size</a></p> <p>The BBC (British Broadcasting Corporation) is a UK public sector business and can provide a useful case study of the advantages and disadvantages of public sector ownership. There is much debate whether the BBC should maintain its status as publicly funded and this may provide a useful business to focus on in this area. When discussing the public and private sector, make clear that analytical points should be focused on either the business or a clear stakeholder of the business, not simply debate over the ethics of public ownership.</p>
<p>1.2.2 Business ownership  <b>KC4 Enterprise</b></p>	<p>Understand the main features of different types of business ownership; sole traders, partnerships, private limited companies, public limited companies, franchises, co-operatives, joint ventures and social enterprises</p>	<p>Give learners details of a number of businesses in different situations, e.g. family business, start-up business, multinational business aiming to expand, etc. In pairs, learners suggest and justify an appropriate legal structure for each (one business each or all depending on time). Each pair feeds back their proposals to the class.</p> <p><b>Extension activity:</b> learners complete a written assignment such as, ‘The correct legal structure for a business depends on what factors?’. Learners complete with at least four factors explained.</p> <p>A case study approach works well for this topic. Each exam series provides many case studies and data extracts that can be used to analyse the advantages and disadvantages of different forms of ownership. Longer case studies can be found in Paper 3, whereas shorter business examples exist in Paper 2. Most of these examples include identification of the ownership of the business. Examples from Paper 2 include:</p> <ul style="list-style-type: none"> <li>• 9609/23 Nov 2020 Braid Runner – sole traders</li> <li>• 9609/22 Nov 2020 Energy Solutions – private limited companies</li> <li>• 9609/21 Nov 2020 Electric Cars – public limited companies</li> <li>• 9609/23 Jun 2019 First Nature – co-operatives</li> <li>• 9609/22 Jun 2019 Too Tasty – joint ventures</li> <li>• 9609/23 Nov 2019 U-Learn – social enterprises. <b>(F)</b></li> </ul>
<p>1.2.2 Business ownership  <b>KC3 Decision-making</b></p>	<p>Understand the appropriateness of different types of business ownership</p>	<p>Prepare a presentation highlighting the main features of each legal form of business. It is essential that you cover issues such as, limited liability, raising finance, owner’s independence and control versus ownership. Learners produce their own mind-map on this topic. <b>(I)</b></p> <p>It is important that learners realise that each form of legal ownership can be appropriate depending on the context. This topic is a good time to work on evaluative skills, so learners can use case studies (such as those identified in the previous topic) and evaluate what could change in the context that might mean the business should change its business ownership.</p> <p>Give learners an example of a business and ask them to analyse why it has the specific ownership that it does. Evaluate what could change that may lead the business to change ownership.</p>



		<p>The teaching of this topic does not have to be specifically related to the business legal structures of each country if these are slightly different from those referred to in the syllabus – although local examples can be used to illustrate the main differences between these forms of ownership.</p> <p>The gov.uk website link is one useful source of information for this activity: <a href="http://www.gov.uk/business-legal-structures/limited-company">www.gov.uk/business-legal-structures/limited-company</a></p>
1.2.2 Business ownership	Understand the concepts of unlimited liability and limited liability and their importance	<p>Class discussion on the nature of liability and what a business could be liable for, such as:</p> <ul style="list-style-type: none"> <li>• debts</li> <li>• accidents at work</li> <li>• consumer injuries.</li> </ul> <p>Discuss why business owners might want to limit the amount of liability they incur. Limited liability is an essential concept for learners to understand. Make sure learners know why owners may prefer to have limited liability.</p>
<b>1.3 Size of business</b>		
1.3.1 Measurement of business size <b>KC2 Context</b>	Understand the appropriateness of different methods of measuring the size of a business	<p>Introduce the class to the main measures used to compare business size, such as:</p> <ul style="list-style-type: none"> <li>• number of employees</li> <li>• sales turnover</li> <li>• capital employed</li> <li>• market capitalisation</li> <li>• market share.</li> </ul> <p>In groups and using a pre-prepared hand-out or by asking learners to complete their own research (e.g. into public limited companies in own country), ask them to rank the size of up to 10 businesses using the different measures you specify. Ask why the results give different rank orders?</p> <p>Discuss the findings of the group task and discuss which measurement method might be most useful in different industries. The important issue to convey is that the different methods of measuring business size can be contradictory – so there is no ‘correct method’.</p> <p><b>Note:</b> profit is not a measure of size but of performance.</p>
1.3.2 Significance of small businesses	Understand advantages and disadvantages of being a small business	<p>If possible, arrange for learners to interview at least one owner of a small business, asking them what they see as being the advantages and disadvantages of such a business. Each group feeds back to the whole class.</p> <p>Alternatively, if this is not practical to deliver, in groups, learners compare a small business with a large one in the same industry, e.g. a convenience store and large supermarket group. They then analyse the advantages and disadvantages of the small business compared to the large organisation. Each group feeds back to the class.</p> <p>The advantages of operating a large business can usually be ‘turned round’ to become the disadvantages of small businesses.</p> <p>The two websites listed provide a good starting point for learners to research information for this activity:</p>

		<a href="https://courses.lumenlearning.com/ivytech-introbusiness/chapter/reading-advantages-and-disadvantages-of-small-business-ownership/">https://courses.lumenlearning.com/ivytech-introbusiness/chapter/reading-advantages-and-disadvantages-of-small-business-ownership/</a> <a href="https://businesscasestudies.co.uk/the-importance-of-entrepreneurship-in-small-businesses">https://businesscasestudies.co.uk/the-importance-of-entrepreneurship-in-small-businesses</a>
1.3.2 Significance of small businesses	Understand strengths and weaknesses of family businesses	<p>Circulate one or more case studies of family businesses in your own country and in groups learners suggest the possible strengths and weaknesses of it being operated/managed by the family. Ideally, each group would consider a different business. Each group feeds back their findings to whole class.</p> <p>Conclude with a whole class debate: Should management of family businesses always be 'kept in the family'? Hand out the data for 9609/22 Nov 2017 (Occasion Cards). The data includes the quote 'OC's employees benefit from the business being owned by a family'. Learners create a list of benefits to the employees of working or a family business. Discuss the possible benefits and any possible disadvantages for the employees.</p> <p>Not all family businesses are small businesses – although many are. The following link identifies some of the biggest family businesses in the world: <a href="http://www.businessinsider.com/the-worlds-21-biggest-family-owned-businesses-2015-7?r=US&amp;IR=T#21-sun-pharmaceutical-1">www.businessinsider.com/the-worlds-21-biggest-family-owned-businesses-2015-7?r=US&amp;IR=T#21-sun-pharmaceutical-1</a>  <a href="http://www.campdenfb.com/article/study-reveals-strengths-and-weaknesses-family-businesses">www.campdenfb.com/article/study-reveals-strengths-and-weaknesses-family-businesses</a></p>
1.3.2 Significance of small businesses	Understand the importance of small businesses and their role in the economy	<p>Learners investigate the role of small businesses in their own country and consider the benefits of small businesses to the wider economy. Discuss with learners:</p> <ul style="list-style-type: none"> <li>• what proportion of total employment are small businesses responsible for?</li> <li>• do they export?</li> <li>• have they created new product ideas/solutions? (I)</li> </ul> <p>Most businesses start small and learners can be set a research task to investigate how larger businesses grew from smaller ones. The story of McDonalds can be used to demonstrate how a small business grew into the current global business. The film 'The Founder' can be a useful resource and tells of how the original McDonalds restaurant became the current franchise giant. It also includes references to how a franchise model works and can be a useful recap of franchises.</p> <p><b>Extension activity:</b> learners complete a written assignment such as, 'Small businesses are important to my country's economy for the following reasons...'. Learners should have at least four reasons considered. Discuss the main points as a class.</p> <p>The two websites listed provide a useful source of ideas for this topic.  <a href="https://businesscasestudies.co.uk/the-importance-of-entrepreneurship-in-small-businesses">https://businesscasestudies.co.uk/the-importance-of-entrepreneurship-in-small-businesses</a>  <a href="http://smallbusiness.chron.com/important-small-businesses-local-economies-5251.html">smallbusiness.chron.com/important-small-businesses-local-economies-5251.html</a></p>
1.3.2 Significance of small businesses <b>KC4 Enterprise</b>	Understand the role of small businesses as part of the industry structure in some industries	<p>Take examples of small businesses in, for example, the car industry or tourist industry, and explain the benefits they can offer to the whole industry as:</p> <ul style="list-style-type: none"> <li>• suppliers of specialist goods/services</li> <li>• innovators (prepared to try out new ideas)</li> <li>• competitors (encouraging efficiency improvements).</li> </ul>

		<p>Learners discuss the role of small businesses and identify why a small business is appropriate in that role. In groups each one takes one of the small business examples discussed in the previous tasks and researches their role in the industry, producing an oral report for the class of its findings.</p> <p>The website link is to a useful video resource with Steve Case of AOL explaining how large businesses can benefit from innovative small ones: <a href="http://www.mckinsey.com/insights/growth/restarting_the_us_small-business_growth_engine">www.mckinsey.com/insights/growth/restarting_the_us_small-business_growth_engine</a></p> <p>Where possible use local/national examples of how small businesses contribute to your economy.</p> <p>The following websites give some discussion of the importance to the UK economy:  <a href="https://smallbusiness.co.uk/the-importance-of-small-businesses-in-the-uk-economy-2492626/">https://smallbusiness.co.uk/the-importance-of-small-businesses-in-the-uk-economy-2492626/</a>  <a href="https://labs.com/what-are-smes-why-are-they-so-important-for-the-uk-economy/">https://labs.com/what-are-smes-why-are-they-so-important-for-the-uk-economy/</a></p>
<p>1.3.3 Business growth  <b>KC6 Strategy</b></p>	<p>Understand why and how a business might grow internally (organic growth)</p>	<p>Give pairs of learners a case study context from your country of a business that is expanding internally, e.g. more workers, more premises, more equipment. Discuss the reasons why this business is expanding and the benefits the business might gain from this. Create a list of reasons for the internal expansion. Discuss as a class.</p> <p><b>Extension activity:</b> learners complete a written assignment such as, 'The growth of a business has advantages and risks. Discuss'.</p> <p>The website link is to a simple introduction for learners on this topic, including a quiz:  <a href="http://www.bbc.co.uk/schools/gcsebitesize/business/aims/sizeandorganisationrev1.shtml">www.bbc.co.uk/schools/gcsebitesize/business/aims/sizeandorganisationrev1.shtml</a></p> <p>Apple is a good example of internal growth: <a href="http://www.businessinsider.com/apple-and-efficiently-growing-its-future-2010-5?r=US&amp;IR=T">www.businessinsider.com/apple-and-efficiently-growing-its-future-2010-5?r=US&amp;IR=T</a></p>
<p>1.3.3 Business growth  <b>KC6 Strategy</b></p>	<p>Understand the different types of external growth through merger and takeover: horizontal, vertical (backward and forward), conglomerate diversification, friendly merger, hostile takeover</p>	<p>Allocate groups one of the following types of external growth:</p> <ul style="list-style-type: none"> <li>• horizontal merger</li> <li>• vertical merger</li> <li>• horizontal takeover</li> <li>• vertical takeover</li> <li>• conglomerate</li> <li>• friendly merger</li> <li>• hostile takeover.</li> </ul> <p>Groups find as many examples of their type of external growth as they can and presents their findings to the class.</p> <p>As businesses grow, so they change. Discuss:</p> <ul style="list-style-type: none"> <li>• how do different stakeholders cope with this change?</li> <li>• how might this tie in with areas such as marketing, people and management?</li> </ul> <p><a href="http://www.s-cool.co.uk/a-level/business-studies/business-organisation/revise-it/the-growth-of-business">www.s-cool.co.uk/a-level/business-studies/business-organisation/revise-it/the-growth-of-business</a>  In comparison to Apple, Microsoft is a good example of external growth:  <a href="http://www.tutor2u.net/business/blog/external-growth-in-the-technology-sector-microsoft-buys-linkedin">www.tutor2u.net/business/blog/external-growth-in-the-technology-sector-microsoft-buys-linkedin</a></p>

		<p>The benefit of teaching both internal and external growth together means that learners can analyse and evaluate the different strategies of internal versus external growth. Learners should be asked to look at local/national examples of growth strategies and to be able to evaluate their effectiveness.</p>
1.3.3 Business growth	Understand the impact of a merger/takeover on stakeholders	<p>Give groups a current external growth (merger or take-over) news story. They then role-play the different stakeholder perspectives to external growth. The roles ideally reflect those in the news item but as a minimum include:</p> <ul style="list-style-type: none"> <li>• employees</li> <li>• managers</li> <li>• owners</li> <li>• customers.</li> </ul> <p>Throughout the role play, learners note the different objectives each stakeholder may pursue and on completion identify the potential lack of synergy. Managing change is an important concept. The role of management is to adapt, not to learn a series of rules and apply them without thought to every situation. Just because a merger or takeover makes financial sense, it may still cause many problems which need to be managed.</p>
1.3.3 Business growth <b>KC6 Strategy</b>	Understand why a merger/takeover may or may not achieve objectives	<p>Discuss how business growth can relate to business objectives. For example:</p> <ul style="list-style-type: none"> <li>• growth can help a business to increase profits (profit maximisation/satisficing)</li> <li>• growth can be a technique to allow business survival</li> <li>• growth can allow a business to gain market share.</li> </ul> <p>Learners create a mind-map of the consequences of business growth. Each element of the mind-map should represent a different stakeholder of the business and learners should build a picture of the good and bad consequences on each stakeholder of the business growth. Specific examples of business growth that has been successful and unsuccessful can be useful to demonstrate the effects of business growth on the achievement of business objectives.</p> <p>An article discussing five failures that arose from business growth: <a href="http://www.entrepreneur.com/article/310166">www.entrepreneur.com/article/310166</a></p>
1.3.3 Business growth <b>KC6 Strategy</b>	Understand the importance of joint ventures and strategic alliances as methods of external growth	<p>Using the internet as a starting point, investigate as a class the joint venture that led to the creation of the Concorde aeroplane. Learners answer the following questions:</p> <ul style="list-style-type: none"> <li>• what were the advantages of designing and manufacturing Concorde as a joint venture?</li> <li>• what were the risks for Britain and France?</li> </ul> <p>Learners investigate a joint venture or strategic alliance that has made the news more recently and write a brief report on the benefits/drawbacks to stakeholders of both organisations. <b>(I)</b></p> <p><b>Extension activity:</b> learners research the legalities of joint ventures and strategic alliances. At what point does the law intervene and why? <b>(I)</b></p> <p>Joining together with another business has extra risks and potential rewards. The planning of such ventures will be complex and require bringing together of all the aspects of business to devise a strategy that works.</p> <p><a href="http://en.wikipedia.org/wiki/Strategic_alliance">en.wikipedia.org/wiki/Strategic_alliance</a></p>

		<p><a href="https://en.wikipedia.org/wiki/Joint_venture">https://en.wikipedia.org/wiki/Joint_venture</a></p> <p>Learners may need some additional support to understand the difference between a joint venture and a strategic alliance. The following article has a useful graphic showing some differences: <a href="http://www.wallstreetmojo.com/joint-venture-vs-strategic-alliance/">www.wallstreetmojo.com/joint-venture-vs-strategic-alliance/</a></p>
<b>1.4 Business objectives</b>		
<p>1.4.1 Business objectives in the private sector and public sector</p> <p><b>KC2 Context</b></p> <p><b>KC3 Decision-making</b></p>	<p>Understand the nature and importance of business objectives at corporate, departmental and individual levels</p>	<p>In groups learners make two different lists – one of personal objectives and one of potential business objectives. Each group feeds back to the class. Use this for a discussion on the benefits of setting aims/objectives. The list should include the most likely business objectives:</p> <ul style="list-style-type: none"> <li>• profit maximisation</li> <li>• satisficing</li> <li>• growth</li> <li>• market share</li> <li>• customer satisfaction</li> <li>• survival.</li> </ul> <p>Follow this with a class debate on business objectives to consolidate learning. Demonstrate to learners how an objective can be translated from:</p> <ul style="list-style-type: none"> <li>• corporate level (for example profit maximisation)</li> <li>• departmental level (marketing team to increase sales by 5% over the next year)</li> <li>• individual level (Employee A to sell three more units in the next month).</li> </ul> <p>Learners need to consider objectives as more than being ‘make a profit’ – although this may well be the long term aim of most other corporate objectives – the impact of other possible objectives on business strategy (decision-making) needs to be discussed.</p> <p>Reinforce the idea that long term business aims need to be passed down/communicated to the rest of the organisation.</p> <p>The two websites listed provide some useful background material (including a quiz for learners in the second one).  <a href="http://www.tutor2u.net/business/strategy/objectives.htm">www.tutor2u.net/business/strategy/objectives.htm</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/business/aims/partnershiprev1.shtml">www.bbc.co.uk/schools/gcsebitesize/business/aims/partnershiprev1.shtml</a></p>
<p>1.4.1 Business objectives in the private sector and public sector</p> <p><b>KC2 Context</b></p>	<p>Understand the objectives of businesses – private sector, public sector, and social enterprise</p>	<p>In groups, give learners a specific business to work on – give half the groups public sector businesses and the other half private sector businesses. Each group draws up a table with at least one possible corporate objective for their given business, two departmental objectives that follow on from that corporate objective and four individual objectives for workers/managers within that business that will help to meet the departmental objectives.</p> <p><b>Extension activity:</b> learners complete the following essay, ‘Evaluate the different objectives of a hospital operating in the public sector, compared to a hospital operating in the private sector’.</p> <p>A short video explaining the difference between public and private sector business objectives:  <a href="http://www.youtube.com/watch?v=NJY6P7t-yD0&amp;feature=emb_loqo">www.youtube.com/watch?v=NJY6P7t-yD0&amp;feature=emb_loqo</a></p>

<p>1.4.1 Business objectives in the private sector and public sector</p> <p><b>KC6 Strategy</b></p>	<p>Understand the importance of business objectives</p>	<p>A good way to exemplify the importance of business objectives is to use an example of a journey that needs to be undertaken. You have the transport, you have a map or a Satnav, but without a destination (objective) you are unlikely to get there. The same is true of a business without objectives.</p> <p>Take a local business example and suggest three possible business objectives (for example a local fast-food restaurant). For each objective learners suggest how the business might make different decisions. For example:</p> <ul style="list-style-type: none"> <li>• profit maximisation – the business might need to analyse what the most popular opening hours are and only open at these times, reducing costs and maximising revenue</li> <li>• survival – the business might open for as many hours as possible, but with a small staff (or just the owner) to try and serve as many customers as possible</li> <li>• growth – the business might introduce more items to its menu to diversify the products offered by the business and gain more customers.</li> </ul> <p><b>Extension activity:</b> class discussion about the objectives of your school/college.</p> <ul style="list-style-type: none"> <li>• what is the objective?</li> <li>• why is the objective important?</li> <li>• what recent decisions has the school/college management made that are in line with this objective?</li> </ul>
<p>1.4.1 Business objectives in the private sector and public sector</p> <p><b>KC6 Strategy</b></p>	<p>Understand corporate social responsibility (CSR) and the triple bottom line – economic (financial), social and environmental objectives</p>	<p>Using a case study example from your own country, discuss the following questions, in groups:</p> <ul style="list-style-type: none"> <li>• why is this business spending money/resources on social/community activities that it is not legally required to?</li> <li>• should all businesses do this?</li> <li>• are there any problems with this approach?</li> </ul> <p>Each group feeds back its conclusions to the whole class. Explain that CSR often involves the focus on a triple bottom line:</p> <ul style="list-style-type: none"> <li>• economic or financial – the focus on revenue, costs and profit – most businesses would not survive without some attention to this objective</li> <li>• social – the focus on doing good for the community – this may involve some compromise of the economic/financial objective as the business needs to divert funds to helping society</li> <li>• environmental – the focus on helping/not destroying the environment – this means making the business as ‘green’ as possible and will depend on the context of the business.</li> </ul> <p><b>Extension activity:</b> learners complete a written assignment such as, ‘CSR must be adopted by all businesses if they are to be successful. Evaluate this view’. Discuss:</p> <ul style="list-style-type: none"> <li>• is CSR a help or a hindrance to long term profitability?</li> <li>• does CSR assist a business to ‘create value’?</li> </ul> <p>Learners should be able to discuss these issues by referring to actual examples once they have completed this section. Try to use own country examples where possible. The websites listed provide some useful introductory, case study, discussion and image resources to help with this. Learners need to be able to question the value of CSR too – especially if it’s perceived as not being a ‘genuine’ approach to social values by business.</p> <p><a href="http://www.google.co.uk">www.google.co.uk</a> – type ‘corporate social responsibility’ into images search.</p>

		<p><a href="http://www.bbc.co.uk/news/business-19876138">www.bbc.co.uk/news/business-19876138</a>  <a href="https://hbr.org/2015/01/the-truth-about-csr">https://hbr.org/2015/01/the-truth-about-csr</a></p>
<p>1.4.1 Business objectives in the private sector and public sector</p> <p><b>KC6 Strategy</b></p>	<p>Understand the relationship between mission statement, aims, objectives, strategy and tactics</p>	<p>Learners research company websites for mission statements. <b>(I)</b></p> <p>In pairs learners discuss the statements they found:</p> <ul style="list-style-type: none"> <li>• do they often state the same message?</li> <li>• how useful are they?</li> <li>• what is the difference between these and clear objectives?</li> </ul> <p>Each pair feeds back to the class.</p> <p>Using a team sporting activity, e.g., football, basketball, hold a class discussion on how a team might devise an objective for a match and how this can be translated into a series of strategies and then into individual tactics.</p> <p>Learners come up with their own objectives for their A Levels. Write a report on what strategies and day-to-day tactics they intend to employ to meet their objectives.</p> <p>There is a wealth of information on corporate mission statements available on many company websites. One such example (Coca-Cola) is listed here: <a href="http://www.coca-colacompany.com/our-company/mission-vision-values">www.coca-colacompany.com/our-company/mission-vision-values</a></p>
<p>1.4.2 Objectives and business decisions</p> <p><b>KC6 Strategy</b></p>	<p>Understand the different stages of decision-making, the role of objectives in the stages of business decision-making</p>	<p>Using a decision-making cycle from the suggested internet search, learners work in groups and progress through each stage using an example business decision you give them such as, 'should we expand?' or 'how can we reverse the fall in sales?'</p> <p>Discuss as a class and explain how business objectives are used to reach decisions at each of the stages in the decision-making cycle.</p> <p><b>Extension activity:</b> learners consider an important personal decision of their own, e.g., going/not going to university and then apply the decision-making cycle to this process. <b>(I)</b></p> <p>Learners feed back to the class on how well the process could be applied to their own decisions.</p> <p>The website provides some useful background material on business decision making:  <a href="http://www.tutor2u.net/business/topics/decision-making">www.tutor2u.net/business/topics/decision-making</a></p>
<p>1.4.2 Objectives and business decisions</p> <p><b>KC1 Change</b></p>	<p>Understand how objectives might change over time</p>	<p>Provide a case study example from your own country of a business that has expanded since being set up (it may be operating in new markets with new products) and discuss as a class. If no relevant local example exists, Apple is one good case study to use (see the Time magazine website link).</p> <p>In groups learners consider four objectives that this business might have established at different stages of its start-up and development. Ask them to consider if a successful new competitor entered the market, how might the objectives of the business change again? Each group feeds back to the class.</p> <p>Learners find their own local, national, or international example of business which has changed objectives over time and produce a sheet showing the timeline of the business and how different objectives were relevant at</p>

		<p>different times. Display the completed sheets on the wall for all to read:  <a href="http://www.bbc.co.uk/schools/gcsebitesize/business/aims/partnershipprev3.shtml">www.bbc.co.uk/schools/gcsebitesize/business/aims/partnershipprev3.shtml</a>  <a href="http://content.time.com/time/specials/packages/article/0,28804,1873486_1873491_1873530,00.html">content.time.com/time/specials/packages/article/0,28804,1873486_1873491_1873530,00.html</a></p>
1.4.2 Objectives and business decisions	Understand the translation of objectives into targets and budgets	<p>Your own school/college can provide a useful setting for this topic. If the long-term objective is to increase learner numbers by 20% in two years, will this require a 'dividing up' of the objective into departmental and individual targets and budgets? Learners explain why and then give examples of what these departmental targets could be.</p> <p><b>Extension activity:</b> find a well-known business which publishes its objectives. Divide learners into four groups. Each group should take on the role of a functional manager of a business (Marketing, Accounting and Finance, Operations, HRM) and should suggest:</p> <ul style="list-style-type: none"> <li>• what targets each of their departments would need to make to reach the objectives?</li> <li>• what money (budget) would be needed to make this happen?</li> </ul> <p>This links in with the previous section on objectives, strategy and tactics, and could be covered at the same time. 'Budgets' are covered in more detail in 5.5 Budgets – here it should be a brief introduction to what a budget is) perhaps based on learners' own allowance budgets).</p>
1.4.2 Objectives and business decisions	Understand the need for communication of objectives and their likely impact on the workforce	<p>In pairs, learners use a suitable case study to consider how workers might be affected by new business objectives/targets and suggest ways in which these could be communicated to the workforce. Pairs feed back to the class.</p> <p>This links to the mission statement, but is the mission statement an effective way of communicating objectives as opposed to just stating 'what our business is about'? The website link provides some interesting ideas on this.</p> <p>This activity also links with the previous one – not only the objectives but the targets and budgets need to be communicated to the workforce: <a href="http://ies.ncsu.edu/news-center/blog/the-importance-of-communicating-goals-and-objectives">ies.ncsu.edu/news-center/blog/the-importance-of-communicating-goals-and-objectives</a></p>
1.4.2 Objectives and business decisions	Understand SMART (specific, measurable, achievable, realistic, time-limited) objectives	<p>There are many versions of SMART and learners should use the ones from the syllabus. Ask learners to write their own set of SMART objectives using the link. This should allow them to focus on what is important to their life. Alternatively, the class could set a SMART objective, so that they achieve as much as possible. This could be displayed at the classroom door.</p> <p>Discuss the advantages and disadvantages of setting SMART objectives. Could the use of SMART objectives restrict a business too much?</p> <p><b>Extension activity:</b> learners complete a written assignment such as, 'Analyse why SMART objectives are important for a business' (I)</p> <p>SMART objectives are explained here: <a href="http://www.samhsa.gov/sites/default/files/nc-smart-goals-fact-sheet.pdf">www.samhsa.gov/sites/default/files/nc-smart-goals-fact-sheet.pdf</a></p>
1.4.2 Objectives and business decisions	Understand how ethics may influence	Find a recent news article about a business behaving ethically or unethically. Discuss article with learners.



<p><b>KC6 Strategy</b></p>	<p>business objectives and activities</p>	<p>In pairs, learners prepare a short presentation on, 'What is meant by business ethics,' and 'Should businesses behave ethically?' Each pair presents to the class, which in turn gives feedback on the views presented. Learners research examples from their own country of businesses acting ethically or unethically and provide a written answer to the following, 'Analyse the costs and benefits of a business having ethical objectives'. <b>(I)</b></p> <p>Learners complete a written assignment such as, 'Analyse the reasons why ethical issues are becoming increasingly important in business decision making'. <b>(I)</b></p> <p>Learners generally enjoy discussions about business ethical dilemmas. There is a close link between this section and CSR.</p> <p>Ethical business decisions mean more than just 'acting legally'.  <a href="http://business-ethics.com/">business-ethics.com/</a> – business magazine on ethical issues  <a href="http://www.tutor2u.net/business/reference/business-ethics-introduction">www.tutor2u.net/business/reference/business-ethics-introduction</a>  <a href="http://www.tutor2u.net/business/reference/business-ethics-in-practice">www.tutor2u.net/business/reference/business-ethics-in-practice</a>  <a href="https://businesscasestudies.co.uk/ethical-business-practices/">https://businesscasestudies.co.uk/ethical-business-practices/</a>  <a href="http://www.telegraph.co.uk/finance/newsbysector/industry/10624268/job-search-business-ethics.html">www.telegraph.co.uk/finance/newsbysector/industry/10624268/job-search-business-ethics.html</a> – article on the impact of business ethics on recruitment</p> <p>Case studies are a key part of effective teaching of this topic.</p>
<p><b>1.5 Stakeholders in a business</b></p>		
<p>1.5.1 Business stakeholders <b>KC2 Context</b></p>	<p>Understand individuals or groups with an interest in the activities of a business</p> <p>Understand internal stakeholders and external stakeholders</p>	<p>Give learners a local case study example of a major business development, such as a large construction project. If no suitable local examples exist, use as an example a major retailer planning to develop a new shopping centre on park land 5 km from your nearest town centre. Discuss as a class. In groups learners suggest which stakeholder groups will be affected by this development, such as:</p> <ul style="list-style-type: none"> <li>• owners/shareholders</li> <li>• managers</li> <li>• employees</li> <li>• customers</li> <li>• suppliers</li> <li>• lenders</li> <li>• government</li> <li>• local community.</li> </ul> <p>Learners produce a mind-map of all the local, national and international businesses they are stakeholders of themselves, e.g. as customers, part-time employees, living close to, or having relatives working there/owning shares. Major construction project websites often contain details of the potential advantages of such a scheme. Using this information, learners can then research the further details as required, e.g. local unemployment rate, proximity to housing, suitability of local roads for truck deliveries, etc.</p> <p>Website for any major construction project in your own country, e.g., <a href="http://www.hs2.org.uk/">www.hs2.org.uk/</a> in the UK.</p> <p>The Tutor2u.net link introduces stakeholder groups and discusses the responsibility businesses have to them.</p>

		<a href="http://www.tutor2u.net/business/qcse/organisation_stakeholders_ethics.htm">www.tutor2u.net/business/qcse/organisation_stakeholders_ethics.htm</a>
1.5.1 Business stakeholders	Understand their roles, rights and responsibilities	<p>In groups, with each group representing a different stakeholder learners use the internet to research and identify the role, rights and responsibilities of its allocated group, feeding back its findings to the whole class.</p> <p>Use the stakeholder groups covered in the previous activity as a reference for this task.</p> <p><a href="http://www.tutor2u.net/business/qcse/organisation_stakeholders_ethics.htm">www.tutor2u.net/business/qcse/organisation_stakeholders_ethics.htm</a></p>
1.5.2 The relative importance and influence of stakeholders on business activities <b>KC2 Context</b>	Understand the impact of business decisions on stakeholders and their reactions	<p>Staying in the stakeholder groups set up in the previous activity, ask each group to analyse the impact on them of the major local development selected at the start of the topic. Encourage them to look at both the potential advantages and disadvantages.</p> <p>Follow this with a class debate on, 'This development should be allowed as the advantages are greater than the disadvantages.' Each group participates in line with its stakeholder role.</p> <p>Learners research the recent launch of a new product, identify the likely reactions of the different stakeholder groups to the launch and present their findings to the class. <b>(I)</b></p> <p>Good examples for the individual task include mobile phones, games consoles, sweets/chocolate bars and cars: <a href="http://smallbusiness.chron.com/deal-multiple-stakeholders-organizations-62017.html">smallbusiness.chron.com/deal-multiple-stakeholders-organizations-62017.html</a> – some useful articles on a range of stakeholder issues</p>
1.5.2 The relative importance and influence of stakeholders on business activities <b>KC3 Decision-making</b>	Understand the impact of stakeholder aims on business decisions	<p>Stakeholders all have their own aims and these are often contrary to the business' objectives. Role play a business that is well-known to the learners. Each learner should pretend to be a different stakeholder group, discussing a business decision. An example could be that the business wants to start a night shift at their factory.</p> <p>Each stakeholder should think about their own concerns and be prepared to argue their point of view. A separate group of learners should be observers to the exercise and decide (based on the stakeholder group and the quality of the arguments) which groups will influence the business.</p> <p><b>Extension activity:</b> BBC resource on the influence of stakeholders: <a href="http://www.bbc.co.uk/bitesize/guides/z4gcd2p/revision/2">www.bbc.co.uk/bitesize/guides/z4gcd2p/revision/2</a></p> <p>Stakeholder influence grid: <a href="http://www.bbc.co.uk/bitesize/guides/z4gcd2p/revision/2">www.bbc.co.uk/bitesize/guides/z4gcd2p/revision/2</a></p>
1.5.2 The relative importance and influence of stakeholders on business activities	Understand how and why a business needs to be accountable to its stakeholders	<p>Learners remain in their stakeholder groups and use the website link for a discussion on the ethical positions of different stakeholder groups and how these can influence the perceived advantages and disadvantages of the development you have been looking at.</p> <p>Set a written assignment such as, 'Analyse, with examples, how stakeholder groups influence business decisions and how conflicting stakeholder needs can be resolved'. This will provide useful preparation for the next activity. <b>(I)</b></p> <p>The Tutor2U link provides a useful recap of corporate social responsibility in the context of stakeholder groups. <a href="http://www.tutor2u.net/business/qcse/organisation_stakeholders_ethics.htm">www.tutor2u.net/business/qcse/organisation_stakeholders_ethics.htm</a></p>

1.5.2 The relative importance and influence of stakeholders on business activities	Understand how conflict might arise from stakeholders having different aims and objectives	<p>Using the development selected at the start of this topic, ask learners what measures the management (and the government through planning controls) could put in place to resolve the conflicts/different aims identified for each stakeholder group.</p> <p>Set learners a written assignment such as, 'Select four stakeholder groups that will be affected by the building of a power station in your region. Explain why each group will have different aims, how these aims could conflict and what steps the company could take to resolve them'. It is important to give learners the opportunity to consider how effective management can minimise stakeholder conflicts to the benefit of the business.</p> <p><a href="http://www.google.co.uk">www.google.co.uk</a> – type 'stakeholder conflict' into images search. Search for own country examples too.</p>
1.5.2 The relative importance and influence of stakeholders on business activities	Understand how changing business objectives might affect its stakeholders	<p>Give learners a business case study example where the original objectives changed over time and use this as the basis for a class discussion in which they identify what impact these changing objectives will have on different stakeholder groups.</p> <p>Give learners a different stakeholder from the case study. Ask them to decide whether the changes in the case study have had a positive or negative effect on their stakeholder group and write a brief report on their conclusions. It is important to use a case study here where there have been a number of changed objectives.</p> <p>The Apple case study mentioned in an earlier unit can be used as a basis for this if no other case study exists: <a href="http://content.time.com/time/specials/packages/article/0,28804,1873486_1873491_1873530,00.html">content.time.com/time/specials/packages/article/0,28804,1873486_1873491_1873530,00.html</a></p>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub (F)</a>		

## 2. Human resource management (AS Level)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>2.1 Human resource management (HRM)</b>		
2.1.1 Purpose and roles of HRM <b>KC3 Decision-making</b>	The role of HRM in meeting organisational objectives	<p>Draw a line across the board. Tell learners that this represents the lifecycle of an employee in an organisation. Add the words 'recruitment' and 'selection' at one end of the line. Discuss what else might fit on the line. One interesting point would be to include workforce planning and discuss the need for this process to happen before the employee is involved.</p> <p>Learners create a mind-map of all the elements of human resource management. As they develop these, ask them to address follow-up questions such:</p> <ul style="list-style-type: none"> <li>• why do people require more management than capital items?</li> <li>• if people require more managing, why do businesses sometimes prefer to use people rather than machines? <b>(I)</b></li> </ul> <p>Learners draw a table with a column for each of the HRM functions. They then identify the day-to-day tasks they might expect someone working in HRM might do in each of the seven identified areas. <b>(I)</b></p> <p>This is an introduction to the role of HRM. Learners need to understand why people require management beyond that given to machines and capital items. The seven HRM functions to cover are:</p> <ul style="list-style-type: none"> <li>• recruitment</li> <li>• selection</li> <li>• training</li> <li>• induction</li> <li>• advice</li> <li>• guidance</li> <li>• workforce planning.</li> </ul> <p><b>Extension activity:</b> learners should start to see that these seven HRM functions build into a coherent HRM strategy which itself is a vital part of the overall business strategy.</p> <p><a href="http://www.youtube.com/watch?v=4bbpwoPbC5k">www.youtube.com/watch?v=4bbpwoPbC5k</a> – A short video of brief clips from TV and movies with elements of HRM. Learners watch the video and write down as many HRM roles and issues as they can spot.</p> <p><a href="http://www.google.co.uk">www.google.co.uk</a> – type 'what is HRM'</p>
2.1.2 Workforce planning	The reasons for and role of a workforce plan	<p>In groups, learners design the workforce requirements for setting up a sweet shop in the school/college. They should think about the skills they require, the number of workers they need and the hours they would have to work for. Each group then hands their workforce plan to another group and they report back with constructive criticism.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>KC3 Decision-making</b>		Learners write a report about the importance of having a workforce plan for their sweet shop, analysing the time it took to develop and identifying the business constraints caused by having too rigid a plan. Each report should conclude by coming to a judgement about the effectiveness of workforce planning in the given scenario. <b>(I)</b>
2.1.2 Workforce planning	<p>Measurement of labour turnover</p> <p>The implications of high and low labour turnover for a business</p>	<p>Give learners an understanding of what labour turnover is, before asking them to calculate it. As with many calculations, if learners know what it is, then they may be more likely to remember how it is calculated.</p> <p>In small groups give learners a mini-case study with examples of businesses with high/low/changing labour turnover figures. Each group to discuss and analyse the impact of the labour turnover rates on the business. Give them five minutes with each case study before moving on to the next one.</p> <p>Based on this analysis, learners formulate a brief written solution to the labour turnover problems for one of the businesses looked at. <b>(I)</b></p> <p>For consolidation: include 9609/22 Jun 2019 Question 1(b) for a calculation of labour turnover and a question about the disadvantages of high labour turnover. <b>(F)</b></p> <p>Labour turnover on its own is a meaningless figure. In some industries, turnover rate should be high, e.g. seasonal businesses, retail business – whereas in other industries turnover should be low, e.g. managerial roles, skilled industries. These are likely to be different in different countries so examples that mean something to learners locally will be better.</p> <p><a href="http://www.tutor2u.net/business/reference/labour-turnover">www.tutor2u.net/business/reference/labour-turnover</a></p> <p><b>Extension activity:</b> learners complete the following essay in the style of a Paper 1, Section B question, 'Evaluate the possible impacts of high labour turnover on your school/college' [12 marks]</p>
2.1.3 Recruitment and selection <b>KC3 Decision-making</b>	<p>Recruitment of employees: process (job descriptions and person specifications) and recruitment methods (job advertisements, employment agencies, online recruitment)</p> <p>Selection methods: curriculum vitae, résumé, application forms, interviews,</p>	<p>For a job of their choice, ask each learner to produce a job advertisement, job description and person specification. Learners will also need to carry out brief initial research to ensure these documents match the requirements of the job they have chosen. <b>(I)</b></p> <p>Display the job advertisements on a noticeboard. Learners then choose one (or more if time allows) jobs to apply for. They are then given the job description and person specification for those jobs. If they are still interested, they apply with a CV and covering letter. <b>(I)</b></p> <p>Learners assess the applications for the job they advertised and shortlist for interview. Learners who do not receive job applications can prepare interview questions. <b>(I)</b></p> <p>If time is available, job interviews can take place, with learners role-playing the interviewee and interviewing panel.</p> <p>Reduce or expand this activity according to the time available. As it is a useful chance to teach life and general career skills as well you can if you wish expand it to include:</p> <ul style="list-style-type: none"> <li>• a member of staff (or business person) to sit in on some of the interview panels</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	references, testing, assessment centres	<ul style="list-style-type: none"> <li>• a member of staff can provide brief candidate references to use in shortlisting</li> <li>• use real job ads from the newspaper or by typing 'job application forms' in an internet search engine.</li> </ul> <p><a href="http://www.google.co.uk">www.google.co.uk</a> – type 'examples of job descriptions and person specifications' into the images search.</p> <p>Examples from previous examination papers:</p> <ul style="list-style-type: none"> <li>• 9609/22 Nov 2019 Q1 job description</li> <li>• 9609/22 Nov 2020 Q2 person specification <b>(F)</b></li> </ul>
2.1.3 Recruitment and selection	Internal and external recruitment	<p>Learners often assume that most if not all recruitment is external (recruiting from outside of the business). However, there are many advantages to a business of recruiting internally as well as disadvantages. Discuss the differences between internal and external recruitment with learners giving a clear definition of each.</p> <p><a href="http://www.tutor2u.net/business/reference/recruitment-internal-v-external-recruitment">www.tutor2u.net/business/reference/recruitment-internal-v-external-recruitment</a> has good definitions as well as a list of advantages and disadvantages.</p> <p>Divide a whiteboard into four quarters. Label one quarter with the following title:</p> <ul style="list-style-type: none"> <li>• advantages – internal recruitment</li> <li>• disadvantages – internal recruitment</li> <li>• advantages – external recruitment</li> <li>• disadvantages – external recruitment.</li> </ul> <p>Learners think of as many advantages and disadvantages as they can. Build a comprehensive list on the whiteboard.</p>
2.1.3 Recruitment and selection	Employment contracts	<p>Learners undertake research on contracts of employment in their own country and investigate the:</p> <ul style="list-style-type: none"> <li>• legal obligations of employers to provide a contract/written statement of particulars</li> <li>• likely contents of a contract of employment</li> <li>• advantages of a contract of employment (business perspective)</li> <li>• advantages of having a contract of employment (employee perspective). <b>(I)</b></li> </ul> <p>Learners produce a written report on their findings. <b>(I)</b></p> <p>In groups ask learners to share their finished reports, discussing the differences and similarities in findings.</p> <p>The contract of employment exists from the moment of employment, not just when a written contract or statement of particulars is provided. The contract puts requirements on the employer and employees, and this should be explored in different contexts. The contents and specifics of a contract (or written statement of particulars in some countries) will differ from country to country.</p> <p>For consolidation: 9609/33 May 2019 Q5 (AO4) <b>(F)</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p><a href="#">Contracts of Employment   Factsheets   CIPD</a> – some details about contracts of employment in the UK  <a href="#">Employment contracts - GOV.UK (www.gov.uk)</a> – UK government details about contracts of employment  <a href="#">Employment contracts in the world: more similarities than differences - ecovis.lt</a> – article about the similarities between employment contracts around the world.</p>
2.1.4 Redundancy and dismissal	The difference between redundancy (voluntary and involuntary) and dismissal (fair, unfair)	<p>Learners research a local, national or international business that has made its workers redundant (news articles are a good source for this) and write a report including an explanation of:</p> <ul style="list-style-type: none"> <li>• the reasons for the redundancies</li> <li>• why this situation is redundancy not a dismissal</li> <li>• the likely costs to the business of the redundancies (focussing on quantitative and qualitative costs, e.g. financial and image)</li> <li>• if the business is still trading, what are the benefits to the business of the redundancies, e.g. technological economies of scale, higher productivity etc. <b>(I)</b></li> </ul> <p>Give small groups one type of job (teacher, supermarket checkout operator, football club manager etc.). For each role, the group explores the type of misconduct which may result in a warning and the type of misconduct which may result in dismissal. Each group reports back to the class about their findings.</p> <p>The difference between dismissal and redundancy is often misunderstood. Terms like 'being sacked' or 'let go', show a lack of understanding. Learners must be able to differentiate between the two and use the correct terminology – for example, redundancy rather than dismissal must be used in the context of cost-saving measures as it opens the door to further analysis of the short-term costs to the business of redundancy versus the possible long-term benefits.</p> <p>There is no need for learners to know the details of any specific countries' laws on unfair dismissal. However, an exploration of the laws in the learners' own country can be used as an extension activity and encourages learning beyond the specification.</p> <p><a href="http://www.youtube.com">www.youtube.com</a> – search for clips on unfair dismissal in different countries.</p>
2.1.5 Morale and welfare <b>KC1 Change</b>	The relationship between HRM, employee morale and welfare in a business including the concept of work-life balance	<p>Learners identify activities in their life which require time, e.g. school, homework, revision, sport, family, meals, friends and sleep. They then draw a timetable for the whole week, giving each day a column time of 24 hours. Using the previous week for reference, they fill in the diary for the coming week making sure every block of time is filled in. They then divide this information into the percentage time they spend on the different areas of their life. <b>(I)</b></p> <p>In pairs learners compare and contrast each other's work-life balance:</p> <ul style="list-style-type: none"> <li>• what are the major differences?</li> <li>• what improvements could be made to achieve the learners' life objectives?</li> <li>• what is getting in the way?</li> <li>• how might they expect their work-life balance to change over the course of their life?</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<ul style="list-style-type: none"> <li>• how does their work-life balance differ from their parents?</li> </ul> <p>To put this in a business context, lead a class discussion on how much responsibility a business has to consider the morale and welfare of the workers it employs:</p> <ul style="list-style-type: none"> <li>• what are the benefits of using HRM techniques to improve employee morale and welfare?</li> <li>• what are the costs to the business?</li> </ul> <p>Finally, put learners into groups to prepare a leaflet outlining the importance to a business and employees of other aspects of staff morale and welfare, such as:</p> <ul style="list-style-type: none"> <li>• bullying policies</li> <li>• staff consultative committees</li> <li>• flexible working</li> <li>• performance management processes.</li> </ul> <p>Work-life balance is something that concerns learners as much as adults. In many ways it is part of the 'growing up' process in terms of understanding the shifting time demands that studying and work makes on people. Make learners aware that their preferred work-life balance may influence their career choices in the future. You can also extend this to look at occupations where traditionally there is not a good work-life balance, such as:</p> <ul style="list-style-type: none"> <li>• junior doctors</li> <li>• teachers</li> <li>• high-powered managers</li> <li>• shift workers</li> <li>• rock/pop musicians.</li> </ul> <p>This topic also links well with the earlier leadership and motivation topic, providing a good opportunity to refresh learning – to what extent do workers want a business to consider their work-life balance, or are most workers able to make their own choices?</p> <p><a href="http://www.mindtools.com/pages/article/newHTE_93.htm">www.mindtools.com/pages/article/newHTE_93.htm</a> – wheel of life activity</p> <p>For consolidation: 9609/13 Nov 2019 Q5a (AO3) <b>(F)</b></p>
2.1.5 Morale and welfare <b>KC1 Change</b>	The impact of diversity and equality in the workplace on a business	<p>Learners create a mind-map of the issues/areas they think that equality and diversity cover, such as age, race, religion, etc. Relate this to the laws in the country that learners live.</p> <p>Learners analyse the benefits and costs to a firm of promoting diversity as a written response to a given case study example. The benefits may include:</p> <ul style="list-style-type: none"> <li>• greater pool of workers to choose from</li> <li>• better pool of skills</li> <li>• lower legal costs</li> <li>• better business image.</li> </ul>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>The costs may include:</p> <ul style="list-style-type: none"> <li>• higher recruitment costs</li> <li>• longer recruitment process</li> <li>• greater training needs</li> <li>• communication barriers.</li> </ul> <p>Learners investigate diversity and equality policies from other businesses. Each learner finds two policies from different organisations and displays them on the board for all to review.</p> <p>Learners often want to explore the issue of discrimination and equality further. It is important to emphasise the need to discriminate (on effort, on ability, on qualifications etc.) but the importance of not discriminating on characteristics which are illegal and/or do not impact upon the ability to do a job.</p> <p>The Key Concept of Change is important in the area of diversity and equality. Discuss:</p> <ul style="list-style-type: none"> <li>• how have businesses had to cope with a changing society?</li> <li>• what issues are important now that perhaps were not considered in the past?</li> <li>• how can businesses make sure they are ready for changes in legislation and society values in these areas?</li> </ul> <p><a href="http://www.legislation.gov.uk/ukpga/2010/15/contents">www.legislation.gov.uk/ukpga/2010/15/contents</a> – about UK Equality Act 2010  <a href="#">Equality, Diversity &amp; Inclusion - YouTube</a> – animation highlighting the aspects of diversity and equality in the workplace</p> <p>For consolidation: 9609/13 Nov 2019 Q5b (AO4) (F)</p>
2.1.6 Training and development	Different types of training: induction, on-the-job, off-the-job	<p>Learners need to be aware of the different types of training and the benefits and costs of each. Divide the group into three teams. Each team should prepare a brief presentation to the rest of the group about their given type of training:</p> <ul style="list-style-type: none"> <li>• group 1 – on-the-job training</li> <li>• group 2 – off-the-job training</li> <li>• group 3 – induction training.</li> </ul> <p>Once each team has presented, pose the following scenarios to the group and ask them to discuss which type of training would be most appropriate and explain why.</p> <ul style="list-style-type: none"> <li>• scenario 1 – a new employee has been employed by a supermarket to work on the checkouts (tills). They have no experience of this job</li> <li>• scenario 2 – the A-Level Business syllabus has changed and your teacher needs to know the latest developments.</li> <li>• scenario 3 – an agricultural worker has been made redundant and wants to retrain as an accountant.</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>For each of the scenarios, more than one type of training may be appropriate. Learners analyse and discuss each type. Each team puts forward the best arguments for their given type of training. The group can then vote on which is most appropriate in each scenario.</p> <p><b>Extension activity:</b> learners think about their dream job (after they have completed their education).</p> <ul style="list-style-type: none"> <li>• what training do they expect and hope to be given?</li> <li>• can they think about how they can get this training before starting work, or to make themselves more employable?</li> </ul> <p><u><a href="#">Types of training - Training and development - Higher Business management Revision - BBC Bitesize</a></u> – a link to some basic details about types of training.</p> <p><u><a href="#">Advantages and disadvantages of on-the-job and off-the-job training - Training - Eduqas - GCSE Business Revision - Eduqas - BBC Bitesize</a></u> – analysis of types of training.</p>
<p>2.1.6 Training and development</p> <p><b>KC5 Innovation</b></p>	<p>The impact of training and development on a business</p>	<p>Learners research at least four steps in their chosen career path, e.g. from an entry point into a junior position after A Levels, right through to senior management. At each step learners then investigate what training they might need to progress on to the next step and consider why that training is important and they could convince the business to pay for that training?</p> <p>Learners write a draft letter to their line manager outlining the training they need at a given stage and explaining the benefits to the business. They should aim to convince their manager with the arguments they use. <b>(I)</b></p> <p>Learners swap letters with another learner to help improve the content. This is a useful exercise for learners to focus on their own career goals and training needs in context.</p> <p>Training is an obvious area to link to Key Concepts of Innovation and Enterprise. Discussions can focus on the value that a trained workforce can make in:</p> <ul style="list-style-type: none"> <li>• production</li> <li>• quality</li> <li>• new ideas</li> <li>• service provision</li> <li>• customer focus.</li> </ul> <p><u><a href="http://www.tutor2u.net/business/people/training_introduction.asp">www.tutor2u.net/business/people/training_introduction.asp</a></u></p> <p><u><a href="#">The Importance of Employee Training - YouTube</a></u> – introductory video on the importance of training to a business.</p>
<p>2.1.6 Training and development</p> <p><b>KC4 Enterprise</b></p> <p><b>KC5 Innovation</b></p>	<p>Employee development to encourage intrapreneurship</p>	<p>The difference between training and development is not clear cut and much training also involves development (and vice versa). This section is about how current employees can be developed to benefit a business, specifically in terms of:</p> <ul style="list-style-type: none"> <li>• intrapreneurship – the ability for employees to come up with new ideas within a business</li> <li>• multi-skilling – the ability for employees to be proficient in more than one job role</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	Employee development to encourage multi-skilling and flexibility	<ul style="list-style-type: none"> <li>• flexibility – the ability for employees to cope with different contexts and scenarios.</li> </ul> <p>The development of these areas is likely to involve the types of training discussed earlier (on-the-job, off-the-job and induction), but the focus is less about making an employee ready for a particular job and more about idea generation and adaptability.</p> <p>Learners research a job role or an employee (person they know) who has a role which may require intrapreneurship and adaptability. This could be a parent or relative, or a business-person who has some contact with the school/college. Each learner should research the following areas:</p> <ul style="list-style-type: none"> <li>• why is intrapreneurship important in this role?</li> <li>• how has the employee developed these skills – was it from being developed by the business or their own initiative?</li> <li>• why is it important for the employee to have many skills?</li> <li>• how has the employee developed these multiple skills areas – was it from being developed by the business or their own initiative?</li> <li>• why is it important for the employee to be flexible?</li> <li>• how has the employee developed this flexibility – was it from being developed by the business or their own initiative?</li> </ul> <p>Learners produce a report of their findings. <b>(I)</b></p> <p><u><a href="#">Intrapreneurship: the Future for Organisations - CMI (managers.org.uk)</a></u> – an article about the importance of intrapreneurship</p> <p><u><a href="#">How to Be Flexible at Work - Career Skills From MindTools.com</a></u> – article about developing flexibility at work.</p>
2.1.7 Management and workforce relations <b>KC6 Strategy</b>	How cooperation between management and the workforce can be of benefit to both	<p>In groups learners to role-play a meeting between workers and management. Give them a fictional scenario where the workers have a dispute against the management. Make it clear that while both sides must put their case, the focus of the ‘meeting’ should be finding a cooperative way forward.</p> <p><b>Extension activity:</b> divide each group into three, where the third set take notes during the meeting then advise the ‘management’ and the ‘workers’ after the meeting on how they could have improved cooperation. If time allows, the meeting could then be resumed after this feedback is given.</p> <p>Learners to research actual national disputes between workers and management (public or private sector). Using the theories developed, learners should recommend ways in which cooperation between the workforce and management could be achieved and outline the benefits to both parties.</p> <p><b>Extension activity:</b> learners write a formal letter or presentation to both the management and workforce with informed recommendations to encourage cooperation, outlining the resulting benefits to both parties. <b>(I)</b></p> <p>The focus must be on identifying the benefits of cooperation to both parties. Learners often have a tendency here to think more from a management than workforce perspective, which you may need to address.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Getting workers to 'sign up' to a business strategy is often the key to business success. This can be done through communication, democratic leadership and a variety of other methods.</p> <p><a href="http://www.youtube.com/watch?v=Lx83q3mW0oo">www.youtube.com/watch?v=Lx83q3mW0oo</a> – an overview of employer and employee relations.  <a href="#">Benefits of Labor-Management Collaboration - YouTube</a> – benefits of management and workforce cooperation.</p>
<p>2.1.7 Management and workforce relations</p> <p><b>KC6 Strategy</b></p>	<p>The impact on employers and employees of trade union involvement in the workplace including their role in collective bargaining</p>	<p>In groups learners role-play a union negotiation or investigate past local/national industrial disputes and design their role-play on one of these.</p> <p>Lead a class discussion on the benefits to the business and employees of collective bargaining.</p> <p>The internet and textbooks are a good source of case studies for this activity.  <a href="http://www.tes.co.uk/teaching-resource/Trade-Union-Roleplays-6111337/">www.tes.co.uk/teaching-resource/Trade-Union-Roleplays-6111337/</a> (example online source for role-play activities)</p>
<p><b>2.2 Motivation</b></p>		
<p>2.2.1 Motivation as a tool of management and leadership</p> <p><b>KC6 Strategy</b></p>	<p>The need to motivate employees to achieve the objectives of a business</p>	<p>Discuss the importance of motivation and ask learners to consider what motivates them. Learners should:</p> <ul style="list-style-type: none"> <li>• draw a mind-map of the things that motivate them</li> <li>• identify on this the most important motivators in their life</li> <li>• indicate how these motivators can be used to help achieve their own objectives in life – university, career, etc. (I)</li> </ul> <p>The mind-maps can be made into posters and displayed on a wall. It can be interesting to understand what motivates each learner – this can be used in future teaching of individual learners.</p> <p>For the final discussion, look at a specific business with which learners are familiar, e.g., a nationwide chain of shops (supermarkets, electrical retailers, etc.) or an international business (Google, Microsoft, etc.).</p> <p>This is a good point to discuss how motivation can have a direct effect on the profits of a business. It may depend on the nature of business (for example, employee motivation may be essential in a service sector business, but less important in a capital-intensive manufacturing business). By looking at a context such as a restaurant, learners can discuss how a motivated workforce creates more value in the food and service provided than an unmotivated one.</p> <p>Class discussion on how useful it is for a business to understand the things that motivate workers: How does it make it easier to achieve the business's objectives?</p>
<p>2.2.2 Human needs</p>	<p>A simple explanation of human need</p>	<p>Give each learner a simple 'stick' picture of a person and ask them to spend five minutes labelling the picture with human needs. (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	How human needs may or may not be satisfied at work	<p>Learners then pair up with another learner to share their ideas and identify those needs which could be satisfied at work and those may not. Each learner adds their partner's ideas to their own picture.</p> <p>Each pair then joins another pair. Give these groups larger pieces of paper with a stick person drawn on. Each group discusses their ideas so far, adds the best ones to the larger piece of paper, then adds further thoughts on how meeting needs can be achieved in the workplace.</p> <p>Each group presents their picture, and the class uses these to develop and label a larger picture. Make sure the discussion focuses on the motivations which can be satisfied by/through work and what the most effective methods are that businesses can use. Some ideas of 'basic' human needs to get learners started are food, water, sleep, shelter, safety. Make sure they also look at the 'higher' needs such as status, creativity and recognition.</p> <p><a href="http://en.wikipedia.org/wiki/Fundamental_human_needs">en.wikipedia.org/wiki/Fundamental_human_needs</a> – a classification of fundamental human needs  <a href="http://www.youtube.com/watch?v=La9WX359KcY">www.youtube.com/watch?v=La9WX359KcY</a> – a video clip about what motivates people at work and at home.</p> <p>Put these starting suggestions around the room to facilitate discussion. This would be an ideal activity to use an interactive whiteboard (if available).</p>
2.2.3 Motivation theories	The ideas of the main content theories (Taylor, Mayo, Maslow, Herzberg and McClelland) and process theory (Vroom)	<p>In small groups each one researches one of the theorists listed opposite and produces a presentation for the whole class. Each presentation should cover:</p> <ul style="list-style-type: none"> <li>• brief background of the theorist</li> <li>• outline of their theory</li> <li>• an example of how their theory can be applied</li> <li>• advantages of the theory</li> <li>• disadvantages of the theory</li> <li>• a hand-out for the class.</li> </ul> <p>By the end of the presentations every learner should have a good understanding of each theory <b>(I)</b>.</p> <p>Make sure learners focus on the most important theories for each theorist:</p> <ul style="list-style-type: none"> <li>• Abraham Maslow's Hierarchy of Needs</li> <li>• Frederick Taylor's Scientific Management</li> <li>• Elton Mayo and The Hawthorne Effect</li> <li>• Frederick Herzberg's Two Factor Theory</li> <li>• David McClelland's Managerial Needs</li> <li>• Victor Vroom's Expectancy Theory.</li> </ul> <p>Wikipedia, YouTube, Tutor2U and Bized websites all provide good starting points for learner research. Many of the motivational theorists suggest higher aims including innovation. Why is innovation important to a business?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
2.2.4 Motivation methods in practice: financial motivators, non-financial motivators <b>KC2 Context</b>	The theories in practical situations	<p>Divide the class into six groups, one for each theorist introduced in the previous activity. Each group should use their theorist's theory to explain how the class can be motivated and then write a sample letter to the Head Teacher explaining how their theory suggests learners within the school should be motivated.</p> <p>In pairs learners debate the issue: 'Does money motivate?' One learner argues that it does and finds aspects from the six motivational theories to support their case. The other learner takes the opposite view and backs up their ideas with appropriate aspects from the theories. The advantage of focussing the first step in this activity on the school learning environment is learners will focus better on non-financial motivators.</p> <p>Every theorist has some aspects that suggest that money is an important motivator. Learners often focus on higher needs and forget that most workers, no matter how much they love their job, would not work without money.</p>
2.2.4 Motivation methods in practice: financial motivators, non-financial motivators <b>KC2 Context</b>	Different payment methods: time based, salary, piece rates, commission, bonuses, profit sharing, performance-related pay, fringe benefits	<p>Develop a number of scenarios of job roles and different payment methods and separate the pay and job role information. Put learners into groups and ask them to match the workers to the most appropriate method of financial motivation in each scenario. Discuss each scenario as a whole class and decide on the most appropriate method for each. Some good scenarios and payment methods to give each group are:</p> <ul style="list-style-type: none"> <li>• time-based (plumber, painter, mechanic, tutor)</li> <li>• salary (teacher, manager, civil servant)</li> <li>• piece rates (production worker)</li> <li>• commission (salesperson)</li> <li>• bonuses (banker, manager)</li> <li>• profit-sharing (manager)</li> <li>• performance-related pay (accountant, production worker, manager, teacher).</li> </ul> <p>This is an excellent opportunity to discuss the skills of analysis and evaluation. There is no 'right' answer to this exercise, only more appropriate solutions. If a learner can present a logical case in context for the use of a financial motivation method then this should be rewarded. Learners often struggle with this and it is important they realise that two learners may present different ideas, but both still be correct.</p> <p><a href="http://www.youtube.com/watch?v=Uh8Gyy_myUY">www.youtube.com/watch?v=Uh8Gyy_myUY</a> – video outlining financial methods of motivation.            Employee Motivation: Financial and Non-financial Techniques of Staff Motivation (businessmanagementideas.com) – article on financial and non-financial methods of motivation.</p>
2.2.4 Motivation methods in practice: financial motivators, non-financial motivators	Different types of non-financial motivators: training, opportunities for promotion, development, status,	<p>Go back to the activity at the beginning of this topic where learners identified human needs. From the list of human needs they created learners identify those which can be met through money (usually the basic needs) and then make a list of needs which cannot (or cannot easily) be met through financial reward.</p> <p>Give each group a list (with explanations if necessary) of non-financial motivators. Each group should identify (with explanation) the best non-financial motivator for each 'higher' need. Discuss as a class and where groups have</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<p><b>KC2 Context</b></p>	<p>job re-design, team working, empowerment, participation, job enrichment</p> <p>Ways in which employees can participate in the management and control of business activity</p>	<p>decided to use different non-financial motivators for the same need, discuss the most appropriate method. Introduce the idea of employee participation. Learners should:</p> <ul style="list-style-type: none"> <li>• discuss which human needs can be met through employee participation in the management and control of business activity</li> <li>• debate the advantages and disadvantages of employee participation to the business</li> <li>• compare and contrast this to the advantages and disadvantages to the employees.</li> </ul> <p>This again provides an ideal opportunity to demonstrate the skills of analysis and evaluation by having learners argue for the most appropriate method. If two learners can put forward arguments for different methods, a third learner could briefly summarise the arguments and come to a judgement based on the weight of the arguments.</p> <p>Basic notes on non-financial motivators:  <a href="http://www.tutor2u.net/business/gcse/people_motivation_non_financial_rewards.htm">www.tutor2u.net/business/gcse/people_motivation_non_financial_rewards.htm</a></p> <p>Online quizzes about motivation:  <a href="http://www.psychologies.co.uk/tests/what-motivates-you.html">www.psychologies.co.uk/tests/what-motivates-you.html</a>  <a href="http://www.mindtools.com/pages/newbystrm/self-motivation-quiz-goals-setting-tools.htm">Self-Motivation Quiz - Goal Setting Tools from MindTools.com</a>  <a href="http://www.personality.com/what-motivates-you-test/">What motivates you - Take the Motivation Test   See My Personality</a></p>
<p><b>2.3 Management</b></p>		
<p>2.3.1 Management and managers</p> <p><b>KC6 Strategy</b></p>	<p>Traditional manager functions: planning, organising, directing, controlling</p> <p>The role of managers: Fayol, Mintzberg</p> <p>The contribution of managers to business performance</p>	<p>As an introductory activity, pick a job that could be done by either a person or a machine, e.g. making a table. Give learners five minutes to think of the advantages (unique attributes) a person has compared to a machine, and then ask for feedback. <b>(I)</b></p> <p>Learners think of as many things that a manager has to do when managing employees and categorise these into:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• organising</li> <li>• directing</li> <li>• controlling.</li> </ul> <p>Follow this up with the video clip on Mintzberg to introduce learners to the functions of management.  <a href="http://www.youtube.com/watch?v=NRWtd_SiU8">www.youtube.com/watch?v=NRWtd_SiU8</a> – video clip on Henry Mintzberg.</p> <p>Video clips about Henri Fayol's management functions.  <a href="https://www.youtube.com/watch?v=NRWtd_SiU8">Henri Fayol's Principles of Management – YouTube</a>  <a href="https://www.youtube.com/watch?v=NRWtd_SiU8">Fayol's Principles of Management - Simplest Explanation Ever – YouTube</a></p> <p>Learners research management by interviewing a local manager (parent, relative, friend etc.), or by doing equivalent internet research. Learners find out what the manager does to carry out the following management functions:</p> <ul style="list-style-type: none"> <li>• setting objectives and planning</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<ul style="list-style-type: none"> <li>• organising resources</li> <li>• directing and motivating staff</li> <li>• coordinating activities</li> <li>• controlling and measuring performance.</li> </ul> <p>Select a job that has some obvious advantages when done by a person such as: creativity, ability to make decisions, flexibility, enthusiasm. There are many good opportunities to discuss the key concept of management throughout this section. The individual functions of management also add up to create a more holistic strategic approach. The service sector depends on people, and 'tipping' is an example of an employee creating value beyond the price of a product.</p>
<p>2.3.1 Management and managers</p> <p><b>KC3 Decision-making</b></p>	<p>Management styles: autocratic, democratic, laissez-faire, paternalistic</p>	<p>Introduce the four management styles (autocratic, democratic, laissez-faire and paternalistic) and ask for examples of jobs where each leadership style is predominant. Divide the class into five teams, giving four of the teams a different leadership style. The fifth team are observers. The Autocratic, Democratic and paternalistic groups should each have a leader.</p> <p>Give each team a road map. The aim of the task is to find the shortest route between two places and to measure the route using a piece of string.</p> <ul style="list-style-type: none"> <li>• give the leader of the Autocratic group a set of clear instructions. The leader conveys the instructions to the group and gives them defined roles</li> <li>• give the Democratic group several possible ways of finding the route. The leader asks the group for opinions on the best way and then decides which way to use</li> <li>• give the Paternalistic group several possible ways of finding the route. The leader decides on the best way that they think will be best for the group without discussion</li> <li>• give the laissez-faire group the resources (map, string) and aim of the task, but no further assistance</li> <li>• members of the observation group observe the four groups and make notes on each leadership style.</li> </ul> <p>Bring the group back together for a discussion on the advantages and disadvantages of each method used. Some good examples of roles include:</p> <ul style="list-style-type: none"> <li>• fire service (autocratic)</li> <li>• Politician (democratic)</li> <li>• education (paternalistic)</li> <li>• artist (laissez-faire).</li> </ul> <p>For the team activity, any detailed road map of any region or country will do – a 'book' type road map adds an extra level of complexity (assuming the starting point and destination are on different pages). The leadership styles the observation group should look out for include:</p> <ul style="list-style-type: none"> <li>• speed of decision making</li> <li>• creativity</li> </ul>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<ul style="list-style-type: none"> <li>• motivation</li> <li>• group cohesion.</li> </ul> <p>The most likely ways to increase creativity and innovation are through a less regimented style of leadership. Some investigation into well-known entrepreneurs and the environment that led to their innovation could form the basis of further discussion.</p> <p><a href="http://en.wikipedia.org/wiki/Leadership_styles">en.wikipedia.org/wiki/Leadership_styles</a>  <a href="http://www.google.co.uk">www.google.co.uk</a> – type ‘leadership styles’ into images search.  <a href="#">Autocratic, democratic or laissez-faire - what’s your leadership style?   Virgin</a> – article on leadership styles  <a href="http://www.tutor2u.net/business/reference/leadership-management-styles-revision-quiz">www.tutor2u.net/business/reference/leadership-management-styles-revision-quiz</a> – online slideshow about leadership styles</p>
2.3.1 Management and managers	McGregor’s Theory X and Theory Y managers	<p>Learners write on slips of paper the traits or characteristics of leaders/managers they have observed, e.g. from school, a familiar workplace or a film/TV programme. Draw a horizontal line on the board. At one end write ‘Theory X’ and at the other ‘Theory Y’. Identify and write on the board the extremes of behaviour that exist at either end of the spectrum according to McGregor.</p> <p>Learners read out one characteristic they identified at the start of the task and stick it on the spectrum with reference to McGregor’s extremes of Theory X and Theory Y, explaining why they chose to place it where they did. This should be a quick activity, no more than 15-20 minutes in total.</p> <p>Learners pick one of the characteristics from the board they did not add themselves and explain in a brief report:</p> <ul style="list-style-type: none"> <li>• why it is more of a Theory X or Theory Y characteristic</li> <li>• whether or not the leader would benefit from changing their approach. <b>(I)</b></li> </ul> <p>Understanding that McGregor was writing about management perspectives is important. Too often this is taught as a motivational theory, or as ‘Theory X is bad’ when a good manager may adapt to the situation appropriately.</p> <p><a href="http://en.wikipedia.org/wiki/Leadership_styles">en.wikipedia.org/wiki/Leadership_styles</a>  <a href="http://www.google.co.uk">www.google.co.uk</a> – type ‘leadership styles’ into images search  <a href="http://www.youtube.com/watch?v=yR03d9gN1nw">www.youtube.com/watch?v=yR03d9gN1nw</a> – a quick introductory video on McGregor’s theories  Discussion over which of McGregor’s leadership styles is most likely to engage with the Key Concept of Change?  This can also be linked to the Key Concept of Entrepreneurship.</p>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b>		

### 3. Marketing (AS Level)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>3.1 The nature of marketing</b>		
3.1.1 The role of marketing and its relationship with other business activities  <b>KC2 Context</b> <b>KC6 Strategy</b>	Marketing objectives  The link between marketing objectives and corporate objectives	<p>In groups ask learners to think about what marketing is. Learners use whatever resources are available to research this but should cover more than one source. Groups to use this research and come to their own definition. Follow this with a class discussion on the definitions the groups have produced.</p> <p>Hand out a number of different advertising and promotional methods. Each group discusses the objective behind the promotion.</p> <p>Groups share their findings with the class who discuss the suggestions and draw up a definitive list of marketing objectives.</p> <p>Hand out a case study example for learners to work through to show how marketing objectives link to corporate objectives. (I)</p> <p>Learners are likely to come up with varied definitions, but the main aspects involved should be:</p> <ul style="list-style-type: none"> <li>• identification of needs</li> <li>• satisfaction of needs (at a profit?)</li> <li>• regeneration of needs.</li> </ul> <p>Try to use a combination of promotional methods so that learners do not just think that marketing is about advertising. The range of methods could include:</p> <ul style="list-style-type: none"> <li>• direct mail</li> <li>• TV advert</li> <li>• radio advert</li> <li>• merchandise</li> <li>• sponsorship of local team.</li> </ul> <p><a href="https://marketinginsidergroup.com/strategy/what-is-marketing/">https://marketinginsidergroup.com/strategy/what-is-marketing/</a> – an article about marketing with some basic pictures to introduce different types of promotion.  <a href="http://www.youtube.com/watch?v=8Sj2tbh-ozE">www.youtube.com/watch?v=8Sj2tbh-ozE</a> – video introducing marketing.</p>
3.1.2 Demand and supply  <b>KC2 Context</b>	The factors influencing the demand for and supply of the	<p>Divide the class into an even number of groups. Half the groups focus on demand, the other half on supply. Give each group a product. The same product should be given to one ‘demand’ group and one ‘supply’ group.</p> <p>Groups list the factors they can think of which affect either the supply or demand of their product respectively.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	products of a business	<p>Collate all the identified factors together into a definitive list of factors which affect supply and demand. Identify ones that differ from product to product. The products should give plenty of scope for bringing out all the factors influencing supply and demand. Some good examples include:</p> <ul style="list-style-type: none"> <li>• fruit</li> <li>• clothes</li> <li>• water</li> <li>• hairdressing</li> <li>• oil</li> <li>• cars</li> <li>• public transport.</li> </ul> <p><a href="http://www.google.co.uk">www.google.co.uk</a> – type ‘supply and demand’ into images search for other useful graphs and visual images.</p> <p>For consolidation: 9609/22 Nov 2020, Q2c (factors influencing demand AO3) and 9609/12 May 2019, Q1 (factors influencing supply AO2) (F)</p> <p><b>Extension activity:</b> learners investigate the main factors influencing the supply and demand for your school/college. In general supply factors tend to be more challenging, so this can be used to differentiate your group by giving some learners demand factors and some supply factors to investigate. Learners analyse what they consider to be the two most important factors and then evaluate, by coming to a reasoned judgement, which of the two is most important in the context of your specific school (I).</p>
3.1.2 Demand and supply	Interactions between demand, supply and price	<p>In groups learners think about the factors which would affect the demand and supply of a product. Each group focuses on a different product and then feeds back to the whole class.</p> <p>Class discussion about how important the factors the groups have found are compared to changes in price. Is price the most important factor for the given products? The products should include a combination of different sectors (primary, secondary and tertiary).</p> <p><b>Extension activity:</b> learners identify the shift in the demand and supply curve from a change in the factors. This can then be linked to a change in equilibrium price.</p> <p>It is rare in this specification for learners to need to draw demand and supply graphs. The most important aspect is to be able to analyse the effects on a business of changes in:</p> <ul style="list-style-type: none"> <li>• price – causing an extension or contraction in demand/supply and a change in quantity supplied/demanded</li> <li>• changes in demand – causing a change in equilibrium price and quantity</li> <li>• changes in supply – causing a change in equilibrium price and quantity.</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
3.1.3 Markets <b>KC2 Context</b>	How markets may differ: consumer and industrial markets	<p>Learners select a product which can be sold into both the industrial and consumer market. They then research and produce a written report on the different ways in which that product is marketed to these different markets. The report should include:</p> <ul style="list-style-type: none"> <li>• a classification of the markets that the product is sold to (consumer and industrial)</li> <li>• is the product design different for the different markets?</li> <li>• is the price different?</li> <li>• is the packaging different?</li> <li>• how might the promotion methods be different?</li> <li>• where/how is the product sold to the different markets?</li> </ul> <p>Some good examples of products which are easily accessible for the industrial and consumer market are:</p> <ul style="list-style-type: none"> <li>• building/DIY tools</li> <li>• hairdressing implements</li> <li>• cooking utensils</li> <li>• vehicles.</li> </ul> <p>Too often learners think that customers must be individuals, whereas many customers are internal and/or industrial. Being able to adapt to the context given and focus on what that particular customer wants is an essential part of business.</p> <p><a href="http://www.tutor2u.net/business/marketing/market_types.asp">www.tutor2u.net/business/marketing/market_types.asp</a> and <a href="http://www.tutor2u.net/business/reference/consumer-and-industrial-products">www.tutor2u.net/business/reference/consumer-and-industrial-products</a> – notes about industrial and consumer markets</p> <p><a href="http://www.digglescreative.com/blog/industrial-marketing-vs-consumer-marketing-what-s-the-difference.html">www.digglescreative.com/blog/industrial-marketing-vs-consumer-marketing-what-s-the-difference.html</a> – article about the main differences between consumer and industrial markets</p>
3.1.3 Markets <b>KC2 Context</b>	How markets may differ: local, national and international markets	<p>Many products and services are sold in local, national and international markets. Choose a product or service which learners will be familiar with in each of these contexts. Some good examples may include:</p> <ul style="list-style-type: none"> <li>• McDonalds</li> <li>• Coke</li> <li>• Netflix</li> <li>• BMW.</li> </ul> <p>Find (or ask learners to find) examples of promotion from this business in a local context, a national context and an international context. For example (using McDonalds):</p> <ul style="list-style-type: none"> <li>• local – a local McDonalds is likely to promote on billboards and posters in the surrounding area of a local restaurant. Many McDonalds restaurants also sponsor litter bins</li> <li>• national – a national TV advertisement for McDonalds is likely to run nationwide campaigns like McDonalds monopoly and the limited time product offers</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<ul style="list-style-type: none"> <li>international – The McDonald’s logo (the golden arches) is thought to be one of the most recognised symbols in the world – generally unchanged from country to country.</li> </ul> <p>Learners analyse how and why the marketing differs for different markets. What is the nature of each market that might make the promotion appropriate?</p> <p>Learners choose a product which is sold to a local market, a national market and an international market. For each market they identify the specific needs to the market, focusing on how this might affect the businesses decision making and marketing <b>(I)</b>.</p>
3.1.3 Markets <b>KC6 Strategy</b>	The difference between product orientation and customer (market) orientation	<p>It is sometimes assumed that good marketing is always customer orientated (based on the customers’ needs) and firms which are product orientated are antiquated. However, Apple is a good example of a firm using both customer and product orientation.</p> <p>The film ‘Steve Jobs’ (2015) has good examples of the differences between customer and product orientation and can be a useful starting point for learners. <a href="http://www.helpscout.com/blog/why-steve-jobs-never-listened-to-his-customers/">www.helpscout.com/blog/why-steve-jobs-never-listened-to-his-customers/</a> – article about Steve Jobs.</p> <p>Learners should think about a technological product that they use. Good examples include:</p> <ul style="list-style-type: none"> <li>smartphones</li> <li>watches</li> <li>laptops/computers.</li> </ul> <p>Based on the chosen product, what advances have been made because the customer demanded it? (customer orientation) and what advances have been made because of a change in technology? (product orientation).</p> <p><b>Extension activity:</b> a large supermarket can be a good basis for discussing customer and product orientation. Much of the layout of a large supermarket is customer orientated (for example the placement of the most popular items at eye level, the placement of impulse buys near checkouts etc.). However, some aspects of the layout will be determined by the product (for example the bulkier items are often nearest the stockroom and in store bakeries are wherever there is the space needed for an industrial kitchen). Learners investigate a local shop and work out what aspects of the shop are customer orientated and which are product orientated <b>(I)</b>.</p>
3.1.3 Markets <b>KC1 Change</b>	Measurement of market share and market growth  The implications of changes in market share and market growth	<p>As a class, analyse a market where there are some well-known businesses competing against each other. Discuss the market share of each business and how the figures may have been compiled.</p> <p>Learners compile a factsheet of the changes in market share over a time period, e.g., on a pie chart and the market growth over a time period, e.g., on a line graph. Based on the compiled data, learners write answers to the following questions:</p> <ul style="list-style-type: none"> <li>identify the major trends in market share and market growth</li> <li>explain how the market leader may have reacted to the trends</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<ul style="list-style-type: none"> <li>• analyse the impact of the change in market size on one of the businesses</li> <li>• analyse the problems of measuring the market share</li> <li>• evaluate the usefulness of the data to one of the businesses. <b>(I)</b></li> </ul> <p>The data can be researched as a group or the figures prepared in advance. Some good examples of markets to use may be:</p> <ul style="list-style-type: none"> <li>• soft drinks market</li> <li>• fast food market</li> <li>• supermarket industry</li> <li>• social media providers</li> <li>• TV/internet providers.</li> </ul> <p>The data can be turned into a data response question using the questions. Care should be taken to use businesses and time periods where there is enough data and changes to analyse and evaluate. Looking at data over time is one element of change that a successful business must not only cope with but respond to. Using market data to identify change and then suggesting how to cope with this change will help learners understand the dynamism of a business and its environment.</p> <p>For consolidation: 9609/11 May 2020 Q5a (AO3) <b>(F)</b></p>
<p>3.1.4 Consumer and industrial marketing</p> <p><b>KC2 Context</b></p>	<p>The classification of products</p> <p>How marketing might differ for consumer products (B2C – business to consumer) and industrial products (B2B – business to business)</p>	<p>Link back to 3.1.3 (classification of markets). In this section the focus is on the characteristics of the market and how the marketing may differ. Investigate a product which could exist in a consumer and product market, for example:</p> <ul style="list-style-type: none"> <li>• a pen – often sold in the consumer market as a stationery item – sold in small packs (sometimes as a pack of one) and the focus of the marketing is likely to be on the performance of the pen to an individual</li> <li>• also sold in industrial markets, usually in much bigger packs and the focus of the marketing is likely to be the price per unit.</li> </ul> <p>There are many more examples, such as:</p> <ul style="list-style-type: none"> <li>• laptops/computers</li> <li>• property</li> <li>• catering.</li> </ul> <p>Learners find a product which is marketed towards both the consumer and industrial markets and explain how the marketing differs in each market. Learners report back as a presentation or written report. <b>(I)</b></p> <p>The introduction (lines 1-11) of the case study used in 9609/31 Oct 2017 (Kwik Karrier Services (KKS)) provides a good context for discussion. Learners could use this as a basis for discussing how KKS's marketing may differ for each of these markets. <b>(F)</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
3.1.5 Mass marketing and niche marketing <b>KC2 Context</b>	<p>The features of mass and niche markets</p> <p>The advantages and disadvantages of mass marketing and niche marketing</p>	<p>Discussion on the difference between niche and mass markets, covering examples of industries which include both techniques.</p> <p>In pairs, learners look at two businesses with similar products. One should be a niche market business and the other a mass market business. Using a large sheet of paper, each pair produces a poster (divided into four segments) identifying the benefits/limitations of each business (one category per section). Some examples of products where there are niche and mass market businesses include:</p> <ul style="list-style-type: none"> <li>• food and drink</li> <li>• clothes</li> <li>• furniture.</li> </ul> <p><a href="http://www.youtube.com/watch?v=R1wigPubZ5g">www.youtube.com/watch?v=R1wigPubZ5g</a> – video looking at the differences between mass and niche marketing in the agricultural industry.</p>
3.1.6 Market segmentation	<p>Methods of market segmentation: geographic, demographic and psychographic</p> <p>The advantages and disadvantages of market segmentation</p>	<p>Use a number of magazine front covers to analyse different market segments (this can also be done with digital magazines/publications – google image search is a good place to find these). Look at each magazine in terms of the different market segments that the magazine is aimed at. Find examples of geographic, demographic and psychographic segmentation.</p> <p>Learners design their own magazine cover on a single theme but with different versions targeting different market segments. They write a brief report, analysing the benefits and limitations of targeting a specific segment. <b>(I)</b> Magazines are a good resource for looking at market segmentation because there are so many different ones on the market. These do not need to be bought, as many examples are available on the internet.</p> <p><a href="http://www.youtube.com/watch?v=pCLQkqgjMjY">www.youtube.com/watch?v=pCLQkqgjMjY</a> (challenging as it goes beyond the A Level syllabus requirements)</p> <p>For the magazine covers, learners use a single theme and focus on how to target it to many different market segments. Useful themes include:</p> <ul style="list-style-type: none"> <li>• fashion</li> <li>• food and drink</li> <li>• travel.</li> </ul> <p>This is an opportunity for learners to be creative and come up with a unique magazine cover that fulfils the purpose for the market segment.</p>
3.1.7 Customer relationship marketing (CRM)	<p>The aims of CRM</p> <p>The costs and benefits of CRM</p>	<p>Marketing is sometimes thought of as a communication between the business and the customer. However good marketing involves two-way communication, and this is the basis of CRM. Learners think about how they would set up a café or shop in their school/college. Why would it be important to develop a relationship between the business and the customers?</p> <p>It is likely that learners have had some interaction with CRM, but may be unaware of it. For example:</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<ul style="list-style-type: none"> <li>• after sales service – how does this improve (or sometimes worsen) the relationship between the customer and the business?</li> <li>• feedback communication from the customer to the business (for example telephone numbers, online surveys, and email addresses that are often found on packaging) – hoe does this improve the relationship?</li> </ul> <p>Learners find a product or a service where there are clear routes for CRM (such as those above) and list the costs and benefits to the business of CRM. <b>(I)</b></p> <p>Learners explain their list to the rest of the group and discuss which product or service most benefits from CRM and explain why. Are there any products, services or business which may not benefit from CRM?</p> <p><a href="http://www.market-recruitment.co.uk/what-is-customer-relationship-marketing/">www.market-recruitment.co.uk/what-is-customer-relationship-marketing/</a> – article about CRM</p> <p><a href="http://www.superoffice.com/blog/relationship-marketing/">www.superoffice.com/blog/relationship-marketing/</a> – article about the differences between ‘traditional’ marketing and CRM and examples of ways in which a business can introduce CRM.</p> <p><b>Extension activity:</b> <a href="http://www.youtube.com/watch?v=hoO5ZdKI2qE">www.youtube.com/watch?v=hoO5ZdKI2qE</a> – different methods of CRM, relatively complex and beyond the syllabus requirements.</p> <p>For consolidation: learners should answer the following question (the context can be changed to a local or national business that may be more accessible to learners). ‘Evaluate the importance to Samsung of customer relationship marketing when launching a new smartphone.’ [12 marks] (AO4). <b>(F)</b></p>
<b>3.2 Market research</b>		
<p>3.2.1 The purposes of market research</p> <p><b>KC1 Change</b></p> <p><b>KC2 Context</b></p>	<p>Identification of main features of a market: size, growth, competitors</p> <p>Identification of customer and consumer characteristics, profiles, wants and needs</p>	<p>Using the learning from the previous topic on market segmentation, give learners a specific market segment. Discuss how the given market may be described in terms of:</p> <ul style="list-style-type: none"> <li>• size of the market (by sales, volume, customers)</li> <li>• whether the market is growing</li> <li>• who the main competitors in the market are?</li> </ul> <p>Learners think of ways to research who has the identified characteristics, wants and needs of that segment and produce a written plan for conducting this research. Some good examples of market segments could include:</p> <ul style="list-style-type: none"> <li>• the car market – segments include; families, business commuters, environmentally friendly</li> <li>• the coffee market – segments include; grab-and-go (takeaway, premium (luxury), drink at home</li> <li>• the tablet computer market – segments include; industrial, consumer, children.</li> </ul> <p>Market segments chosen should reflect local and national characteristics that learners can relate to.</p>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
3.2.2 Primary research and secondary research	The distinction between primary research and secondary research, and the main features of each	<p>Groups of learners prepare a presentation for the whole class about market research. Give each group a different method and information source so collectively all the primary and secondary methods are covered. Each presentation should include:</p> <ul style="list-style-type: none"> <li>• whether it is primary or secondary research</li> <li>• explanation of the method/source</li> <li>• if possible, a practical example, a role-play or some examples of the data collected</li> <li>• the advantages of the method/source</li> <li>• the disadvantages of the method/source.</li> </ul> <p>Make sure all the following areas are covered between the different groups for this activity:</p> <p>primary research methods:</p> <ul style="list-style-type: none"> <li>• focus groups</li> <li>• surveys.</li> </ul> <p>Secondary research information sources:</p> <ul style="list-style-type: none"> <li>• printed</li> <li>• paid-for</li> <li>• web-based.</li> </ul> <p><a href="http://www.bbc.co.uk/bitesize/guides/z6y9rj6/revision/1">www.bbc.co.uk/bitesize/guides/z6y9rj6/revision/1</a> – some pages on methods and sources of market research – good as an introduction</p> <p><a href="http://www.mymarketresearchmethods.com/primary-secondary-market-research-difference/">www.mymarketresearchmethods.com/primary-secondary-market-research-difference/</a> – article about the difference between primary and secondary market research.</p>
3.2.2 Primary research and secondary research	Usefulness of data collected using primary research methods	<p>Pick a market which learners are likely to be able to conduct some primary market research. It should be one which learners are familiar enough with the market. Some examples may include:</p> <ul style="list-style-type: none"> <li>• soft drinks market – for example a newly released flavour</li> <li>• a newly released APP – for example a popular game.</li> </ul> <p>In groups learners research the market using the range of primary techniques from the previous section. Each group compiles their findings and presents it to the rest of the class. <b>(I)</b></p> <p>Learners should discuss the usefulness of their research. In particular focus on:</p> <ul style="list-style-type: none"> <li>• what problems did they encounter when researching the product?</li> <li>• was it easy to get the data? If not, why not?</li> <li>• how relevant is the data? Does it represent the whole market?</li> <li>• how could their research be improved?</li> </ul> <p>For consolidation: 9609/22 Mar 2020, Q2c (AO3) <b>(F)</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
3.2.2 Primary research and secondary research	Usefulness of data collected from secondary research sources	<p>Use a similar activity as used for primary market research. If the group is big enough, these can be run concurrently.</p> <p>For consolidation: 9609/22 May 2019 Q2c (AO3 – covers both primary and secondary) <b>(F)</b></p>
3.2.3 Sampling	The need for and limitations of sampling	<p>Divide the class into three groups. Each group conducts a small piece of market research (one question) using a given sampling method from the following list and records the answers:</p> <ul style="list-style-type: none"> <li>• random: learners stand in a public area of the school/college and ask random people the question</li> <li>• stratified: the school/college is divided into year groups (Year 7, Year 8 etc.) and then by gender (if school is mixed gender). This gives proportions for each strata of the sample. Their sample should represent the correct proportions for each strata</li> <li>• quota: learners divide the population of the school into quotas of ages. The sample should include a specific number of 11-year-olds, 12-year-olds etc.</li> </ul> <p><b>Extension activity:</b> if there are enough learners in the class, assign each group an observer whose role is to identify the advantages and disadvantages encountered by the researchers. Groups feed back to the class, including the appropriateness and limitations of the method they used.</p> <p>Learners often remember random and quota sampling, but struggle with stratified sampling, therefore it is worth spending longer on this method. There are only two reasons for a business to use sampling. It is quicker and it is cheaper. Learners need to understand this.</p> <p>Choosing a sampling method is about understanding your customers. For many businesses, their customers share characteristics and an understanding of these allows for better sampling.</p>
3.2.4 Market research data <b>KC1 Change</b> <b>KC2 Context</b>	<p>The reliability of the data collected</p> <p>Analysis of quantitative and qualitative data</p> <p>Interpretation of information presented in tables, charts and graphs</p>	<p>Using the data gathered on sampling from the previous activity, ask the class to discuss the following questions:</p> <ul style="list-style-type: none"> <li>• how reliable is the data that was obtained?</li> <li>• what could have made the data more reliable?</li> <li>• what does the data tell us about the school population? (this obviously depends on the question asked)</li> <li>• how could a business use this data to develop a marketing strategy?</li> </ul> <p><b>Extension activity:</b> although it is not necessary for learners to put data into charts, as an extension activity, learners can present the data in an appropriate way.</p> <p><b>Extension activity:</b> learners analyse how the method of data collection could be improved. They could also repeat the research using the improved method and analyse the data. Working with a simple one-question piece of research (as used in the previous activity) will provide enough data as long as the question is quantifiable (e.g., provides a range of numeric data). Market research data on many industries for learners to analyse can be found by doing an internet search or in textbooks.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>3.3 The marketing mix</b>		
3.3.1 The elements of the marketing mix (the 4Ps)	The 4Ps: Product, Price, Promotion, Place (distribution channels)	<p>The marketing mix is like a recipe with the elements of product, price, promotion and place given different importance depending on the marketing objectives, e.g. for a convenience store, location (place) is the most important. Demonstrate this in a class discussion by showing for given products or services, how changing the elements of the mix leads to different outcomes/market segments targeted.</p> <p>Class discussion focusing on one of these products/services, e.g., holidays, smartphones, radio/TV channels, chairs. Allocate a product or service to learners (or invite them to choose one) and ask them to show how product, price, promotion and place can be manipulated to hit a totally different market segment. Learners then demonstrate or present their ideas to the class.</p> <p>In groups, give each one a product/ service and ask them to pick randomly, e.g., from a hat one market segment. Each group then comes up with a marketing mix to target the market segment and presents their ideas to the class. One of the misconceptions that learners often have is that promotion is the most important element of the marketing mix (or the only one). This should be addressed by using examples of products and services where promotion is of less or little importance compared to the other 3 'P's. Examples could include:</p> <ul style="list-style-type: none"> <li>• utility businesses where price is often the most important aspect</li> <li>• convenience stores, where placement is the most important</li> <li>• large businesses such as Amazon where it may be any number of issues, such as price comparison, speed of distribution, availability etc.</li> </ul> <p><a href="http://www.mindtools.com/pages/article/newSTR_94.htm">www.mindtools.com/pages/article/newSTR_94.htm</a>  <a href="http://www.investopedia.com/terms/f/four-ps.asp">www.investopedia.com/terms/f/four-ps.asp</a></p> <p>The marketing mix is all about customer focus. Learners who merely learn the components and use them without the context of the customer needs will find that their understanding lacks context and therefore has limited use.</p>
3.3.2 Product <b>KC5 Innovation</b>	<p>The difference between goods and services</p> <p>Tangible and intangible attributes of products</p> <p>The importance of product development</p> <p>Product differentiation and</p>	<p>Bring in any product that has a label that can be easily removed to make the product anonymous. Put learners in groups to for a 'Design a product' challenge. Each group designs a product for a specific target market. The product can be anything but should meet the needs of the target market (this can be based on research if time permits). Learners design the label/box to promote the product characteristics and USP (Unique Selling Point). The best product can be judged.</p> <p>Learners write a report of the design and USP of the product to aid the judging process. This should include the tangible and intangible attributes of the product, how the product may be developed in the future and how it is different from what is currently available <b>(I)</b></p> <p>A good source of products is cheap cans from the supermarket or boxes of tissues. The focus of this activity needs to be the product design not the promotion through the label – judging should take this into account. This</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	unique selling point (USP)	will give learners an opportunity to innovate in terms of product design. Without innovation in their products most businesses will face declining sales and eventual failure.
3.3.3 Product portfolio analysis <b>KC6 Strategy</b>	Product life cycle and decisions about extension strategies	<p>If possible, take learners to a shop which carries a range of the same product. Some good examples include:</p> <ul style="list-style-type: none"> <li>• a convenience store that stocks different types of chocolate bar</li> <li>• a toy store that stocks different types of board games</li> <li>• a furniture store that stocks different types of sofas.</li> </ul> <p>Learners produce a brief written report identifying a product from the available range at each stage of the product life cycle. They do not need to be correct, but must have evidence to back up their findings (e.g., 'just launched', 'final savings', 'number one for 20 years' etc.)</p> <p>Learners plot these products on a product life cycle diagram and present their reports to the class. <b>(I)</b></p> <p>Use these presentations for a wider class discussion in which learners build a picture of the portfolio of the shop, analyse the range/portfolio of products and assess the benefits and limitations of the identified portfolio. In groups learners examine one of the products in the maturity or decline stage and decide on an extension strategy. Each group presents its ideas to the class. If a trip cannot be arranged, then a website for a local business can provide similar opportunities.</p> <p>A product portfolio must be managed, it does not happen without effort. This is an opportunity to show how businesses make choices over their product portfolio and show how management is not just about people but permeates every area of business activity.</p>
3.3.3 Product portfolio analysis	Boston Matrix analysis and its uses	<p>In groups give each one a business which has a range of different products in the same market, such as:</p> <ul style="list-style-type: none"> <li>• mobile phone manufacturers, e.g. Apple, Nokia</li> <li>• chocolate manufacturers, e.g. Cadbury, Hersheys</li> <li>• clothes producers, e.g. Levi's, Calvin Cline</li> <li>• car makers, e.g. Kia, Ford.</li> </ul> <p>Using the Boston Matrix, each group places the products from their portfolio into each quadrant. There should be at least one 'star', 'question mark' and 'cash cow'.</p> <p><b>Extension activity:</b> learners find examples of 'dogs' (products which have been/should be discontinued). As a class, look at a product that has recently been launched locally. This should be a product that started as a question mark (as opposed to many pieces of technology which often have so many pre-orders that they rarely start with a low market share). Learners come up with a strategy to move the question mark into being a star. Repeat this activity for a product which is already a star, asking learners to devise a strategy to move it to a cash cow. Some textbooks will use the term 'problem child' instead of 'question mark'. Either term is acceptable.</p> <p><a href="http://www.slideshare.net/9579764806/bcg-matrix-with-example">www.slideshare.net/9579764806/bcg-matrix-with-example</a> (online presentation on Boston Matrix)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
3.3.3 Product portfolio analysis <b>KC6 Strategy</b>	Impact of product portfolio analysis on marketing decisions	<p>Using the research tasks from the previous sections, learners discuss how the data they collected might be used by the business. In particular focus on:</p> <ul style="list-style-type: none"> <li>• use of product portfolio analysis to inform new product decisions</li> <li>• use of product portfolio analysis to inform extension strategies</li> <li>• use of product portfolio analysis to inform decisions about the withdrawal of a product</li> <li>• use of product portfolio analysis to decide on promotion, place and pricing decisions (links to the other three P's of the marketing mix).</li> </ul> <p>For consolidation: 9609/22 Nov 2020 Q1(b)(ii) (AO2) (F)</p>
3.3.4 Pricing methods <b>KC6 Strategy</b>	Objectives and usefulness of different pricing methods: competitive, penetration, skimming, price discrimination, dynamic, cost-based and psychological	<p>Examples of all the pricing strategies are found in everyday life. Learners find at least one example of the following strategies and discuss the value of each strategy:</p> <ul style="list-style-type: none"> <li>• competitive, e.g. supermarkets</li> <li>• penetration, e.g. a new café</li> <li>• skimming, e.g. new gaming consoles</li> <li>• price discrimination, e.g. public transport</li> <li>• dynamic, e.g. gym membership</li> <li>• cost-based, e.g. mechanics</li> <li>• psychological, e.g. bargain shops.</li> </ul> <p>To make this easier, do this as a 'treasure hunt' with clues to each of the examples you would like them to find, or by giving learners definitions of each pricing strategy in a table.</p> <p><b>Extension activity:</b> learners find local examples of each pricing strategy and present their examples to the class, with prizes for those who find the example closest to the school/college. Pricing strategies local to the school/country are relatively easy to find. The more you can give examples that learners are familiar with, the easier it is for them to understand.</p> <p>The most challenging pricing strategies are often skimming and discrimination. For both of these, learners need to understand that different customers will be willing to pay different amounts for exactly the same product service. This can be a tricky concept to grasp. Some good examples of price skimming are technology (new consoles/games, mobile phones etc.) and for price discrimination public transport is a good example to use.</p> <p><a href="http://www.tutor2u.net/business/gcse/marketing_pricing_strategies.htm">www.tutor2u.net/business/gcse/marketing_pricing_strategies.htm</a>  <a href="https://economictimes.indiatimes.com/definition/pricing-strategies">https://economictimes.indiatimes.com/definition/pricing-strategies</a>. A price is nearly always higher than the cost of production. Therefore, pricing strategies is an excellent point to discuss how a business creates this value in the customer's mind. Why is a train ticket at peak time valued more than one at off-peak time? Why is technology so much more valued at the start of its life than the end?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
3.3.5 Promotion methods	<p>The objectives and usefulness of different promotion methods</p> <p>Advertising promotion</p> <p>Sales promotion</p> <p>Direct promotion</p>	<p>In groups give each one an example of a promotion method:</p> <ul style="list-style-type: none"> <li>• advertising promotion – for example TV, radio, print, online (<a href="http://www.tutor2u.net/business/reference/advertising">www.tutor2u.net/business/reference/advertising</a>)</li> <li>• sales promotion – for example loyalty cards, competitions, free gifts (<a href="http://www.tutor2u.net/business/reference/sales-promotion">www.tutor2u.net/business/reference/sales-promotion</a>)</li> <li>• direct promotion – for example email, telemarketing, social media (<a href="http://www.tutor2u.net/business/reference/direct-marketing">www.tutor2u.net/business/reference/direct-marketing</a>).</li> </ul> <p>Groups design a presentation to inform the class about their given method. They also find examples of their method to illustrate its use. Differentiation can be built in by giving the more challenging methods. These include:</p> <ul style="list-style-type: none"> <li>• merchandising</li> <li>• direct sales</li> <li>• public relations</li> <li>• trade fairs.</li> </ul> <p>Being able to see real examples of promotional methods and analyse their effectiveness is a very useful learning strategy. Many examples of promotion can be found by using internet search engines.</p>
3.3.5 Promotion methods <b>KC1 Change</b> <b>KC2 Context</b> <b>KC5 Innovation</b>	Developments in digital promotion	<p>Digital promotion is constantly developing area, with businesses pushing the boundaries of how to use promotion in the digital arena. Learners are likely to know of many new forms of digital promotion and the discussion can focus on their examples.</p> <p>Learners are not expected to know about any specific forms of digital promotion. Any used in an examination would be explained if they are not specifically mentioned in the syllabus. Some areas to look at might include:</p> <ul style="list-style-type: none"> <li>• use of social media in promotion, including new social media platforms as they become popular</li> <li>• use of chatbots (automated customer service used by many larger firms to replace employees in this area)</li> <li>• use of video over text-based promotion</li> <li>• the role of social influencers</li> <li>• increased use of personalised promotion, direct email, pop-ups</li> <li>• use of 'big' data to forecast trends</li> <li>• increased use of interactive promotion</li> <li>• omnichannel marketing.</li> </ul> <p>Whilst learners are not required to have specific knowledge of any of these (and future) developments, if a learner uses their knowledge in a contextual way, they will be rewarded.</p> <p><b>Extension activity:</b> take a 'traditional' promotional campaign from the past that learners might be aware of (for example this Coke advertisement from the 1980's <a href="http://www.youtube.com/watch?v=1VM2eLhvsSM">www.youtube.com/watch?v=1VM2eLhvsSM</a>) and ask them to think how the business might use current methods of digital promotion to update the campaign.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
3.3.5 Promotion methods	The role of packaging in promotion	<p>Ask each learner to bring in a piece of packaging to school/college. In pairs, learners analyse the effectiveness of their packaging and then compare and contrast it with their partner's packaging. The questions to consider are:</p> <ul style="list-style-type: none"> <li>• what colours are used and why are they appropriate?</li> <li>• what fonts are used and why are they appropriate?</li> <li>• how is the packaging designed to be displayed?</li> </ul> <p><b>Extension activity:</b> further questions include:</p> <ul style="list-style-type: none"> <li>• how is the packaging designed to be delivered/distributed?</li> <li>• how cost effective is the packaging?</li> <li>• how could the packaging be improved?</li> </ul> <p>It is worth having some examples in case learners forget to bring in an example or do not have a good enough range. Interesting examples include:</p> <ul style="list-style-type: none"> <li>• crisp packets</li> <li>• medicine packets/bottles</li> <li>• DVD cases</li> <li>• cleaning products.</li> </ul> <p><a href="http://www.youtube.com/watch?v=nUGm3qaujK4">www.youtube.com/watch?v=nUGm3qaujK4</a> – video about the importance of packaging.</p>
3.3.5 Promotion methods	The role of branding in promotion	<p>Learners will be aware of many big brands, both locally, national and internationally. Create a mind-map of some of the most popular brands. Learners take one of the brands and research what promotional messages are associated with it. They should look at how the brand has changed over time and why this has happened.</p> <p><a href="https://design.google/library/evolving-google-identity/">https://design.google/library/evolving-google-identity/</a> – an article about how Google has changed their brand over time.</p> <p>For consolidation: 9609/33 Oct 2020 Q3 (AO4) (F)</p>
3.3.6 Place (channels of distribution) <b>KC6 Strategy</b>	The objectives and usefulness of different channels of distribution  Digital and physical distribution	<p>Suggest a variety of products and services and learners come up with new ways in which they could be distributed. Some examples you can base this on include:</p> <ul style="list-style-type: none"> <li>• a high-street hairdresser</li> <li>• a local restaurant</li> <li>• flat-pack furniture</li> <li>• gaming software.</li> </ul> <p>Learners present their ideas to the class. <b>(I)</b></p> <p>Discuss how some products are becoming more digitally distributed. Are there some products which are unlikely to ever be digitally distributed?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p><b>Extension activity:</b> discuss whether the use of 3D printers might change the nature of distribution in the future. There is often confusion with learners over distribution and location. By starting with products and services that already have an established location (e.g., high street) it is easier to make the point that distribution is a channel not just about the location.</p>
<p><b>Past and specimen papers</b></p>		
<p>Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> (F)</p>		



## 4. Operations management (AS Level)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>4.1 The nature of operations</b>		
4.1.1 The transformational process <b>KC4 Enterprise</b>	The use of factors of production: land, labour, capital and enterprise	<p>For a range of products and services, learners discuss the:</p> <ul style="list-style-type: none"> <li>land required, not just in terms of space but all natural resources</li> <li>labour required, including skilled and non-skilled labour</li> <li>capital required, not just money, but equipment, machinery, etc.</li> <li>enterprise, intellectual capital and enterprise skills etc.</li> </ul> <p><b>Extension activity:</b> include businesses whose main assets are intellectual capital and enterprise skills, such as:</p> <ul style="list-style-type: none"> <li>universities</li> <li>publishers</li> <li>music producers.</li> </ul>
4.1.1 The transformational process <b>KC5 Innovation</b>	The stages of the transformational process: inputs to outputs	<p>A good introduction to this section is to take a simple product and explain how it is produced. For example, a table from the primary raw materials to secondary manufacturing and tertiary sales.</p> <p>In groups have half of them think of a product, design it and make a prototype out of whatever materials are available. The other half of the groups think of a service that could be offered to the school/college community, design the process involved and think about the location or method of delivery. Each group has a set amount of time to finish the process and report back to the whole class on their idea. Learners tend to find operations management more difficult when it comes to the operations of a service. A useful method of differentiation is to give more able learners the services to produce.</p>
4.1.1 The transformational process <b>KC5 Innovation</b>	The contribution of operations to added value	<p>Adding value can take many forms and learners need to appreciate that it is not just an operational process such as manufacturing. Give groups of learners a sheet of plain paper. The aim of the task is to find ways to add value to the piece of paper. Half of the groups find operational ways of adding value to the piece of paper, e.g.:</p> <ul style="list-style-type: none"> <li>transforming it into a more useful shape</li> <li>writing/drawing on it</li> <li>folding it.</li> </ul> <p>The other half of the groups find marketing ways to add value to the piece of paper, e.g.:</p> <ul style="list-style-type: none"> <li>branding it</li> <li>promoting it</li> <li>adding features to it.</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Each group then tries to 'sell' their piece of paper to the rest of the group. Which group has added the most value in the class's opinion? Class discussion looking at the ideas produced and trying to combine the best to add the maximum possible value to a piece of paper.</p> <p>Learners research examples of how businesses add value to paper. This could be made into a homework competition where learners have to find a business that has added the most value to paper. Some examples to get learners started are:</p> <ul style="list-style-type: none"> <li>• posters/artwork</li> <li>• a ticket for a concert</li> <li>• a contract. <b>(I)</b></li> </ul> <p>Learners present their findings to the class. Adding value through operations is fairly easy for learners to understand, but they often find it more difficult to grasp the concept of adding value through marketing. However, most products and services have significant added value through both operations and marketing.</p> <p><a href="http://www.tutor2u.net/blog/index.php/business-studies/comments/adding-value">www.tutor2u.net/blog/index.php/business-studies/comments/adding-value</a></p> <p>Learners complete the following evaluative question, 'Evaluate how your school/college uses operations to add value to the education provided.' [12 marks] It is important that the focus of this question is on operations (how the service is produced/provided) as opposed to the marketing of the service. This question can be made more accessible by changing the context to a manufacturing business.</p>
<p>4.1.2 Efficiency, effectiveness, productivity and sustainability</p> <p><b>KC1 Change</b></p>	<p>The importance of efficiency, effectiveness, productivity and sustainability</p>	<p>Class discussion on the differences between effectiveness and efficiency. What is the difference between describing a process as effective (link to quality) and efficient (link to productivity and costs)? Learners draw up a table outlining the advantages and disadvantages of using productivity as a measure of efficiency. Discuss how efficiency, effectiveness and productivity can link to sustainability. Create a mind-map showing the links between all four concepts.</p> <p>Divide the class into four groups. Each group looks at the importance of their given concept (efficiency, effectiveness, productivity and sustainability) to a specific business. A good example of a suitable business is a car manufacturer, where all four concepts tend to be important. Each group outlines why their concept is important to the business (this can be used to develop chains of analysis). Discuss which concept is most important to the business.</p> <p>Measuring and improving effectiveness, efficiency, productivity and sustainability is often a key element of management. A co-ordinated and consistent approach to this is required and a good manager can get the best out of the people and operations.</p> <p>For consolidation:</p> <ul style="list-style-type: none"> <li>• 9609/13 Jun 2019 Q1 (AO2 efficiency)</li> <li>• 9609/12 Nov 2020 Q4a (AO2 effectiveness) Q4b (AO2 productivity) <b>(F)</b></li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
4.1.2 Efficiency, effectiveness, productivity and sustainability	Measurement of labour productivity	<p>Create a mind-map of ways in which learners can measure their own productivity. Some ideas might include:</p> <ul style="list-style-type: none"> <li>• the marks/grades they receive</li> <li>• the number of lessons attended</li> <li>• the quality of their homework.</li> </ul> <p>Now create a mind-map of how a teacher's productivity might be measured.</p> <p>Learners investigate a job role and identify ways in which the business could measure their productivity. <b>(I)</b> They then swap their ideas with another learner and analyse the ways. Discuss which might be best in each context. For consolidation, learners complete the following question, 'Analyse one way in which the productivity of a chef could be measured.' [5 marks] <b>(F)</b></p>
4.1.2 Efficiency, effectiveness, productivity and sustainability <b>KC1 Change</b> <b>KC6 Strategy</b>	The impact on a business of measures to improve sustainability of operations	<p>Sustainability is becoming more important for businesses as society is becoming more aware of the impact business (and customer) actions have on our environment. One of the biggest issues recently has been the reduction in single-use plastic. Learners investigate how the reduction in the use of single-use plastic has affected a local business. Some examples include:</p> <ul style="list-style-type: none"> <li>• impact on costs</li> <li>• impact on reputation</li> <li>• impact on sales.</li> </ul> <p><b>Extension activity:</b> using a well-known business, divide learners into different stakeholder groups for that business. Each stakeholder group researches how their given stakeholder group might judge that businesses move towards being more sustainable. <b>(I)</b></p> <p>Discuss which stakeholder group might be affected by the businesses move towards being more sustainable. This activity works best if the business chosen has had recent publicity over their sustainability.</p>
4.1.3 Capital intensive and labour intensive operations <b>KC5 Innovation</b>	The benefits and limitations of capital intensive operations  The benefits and limitations of labour intensive operations	<p>Pick a product that can be produced using labour or capital, e.g. an item of food which can be handmade or produced on a production line. Learners come up with all the advantages and disadvantages to the business of producing it in this way. <b>(I)</b></p> <p>Divide the class into two groups – those who look at labour intensive products and those who look at capital intensive. Each group presents their findings to the other.</p> <p>For consolidation:</p> <ul style="list-style-type: none"> <li>• 9609/12 Mar 2019 Q5a (AO3 capital intensive)</li> <li>• 9609/22 May 2020 Q2c (AO2 labour intensive) <b>(F)</b></li> </ul>
4.1.4 Operations methods: job, batch,	Differences between methods – advantages and	<p>In groups have each one produce cards for a suitable forthcoming occasion. Each group makes:</p> <ul style="list-style-type: none"> <li>• the first set of cards using job production – this requires each learner to produce unique cards</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
flow, mass customisation	disadvantages of each method	<ul style="list-style-type: none"> <li>the second set using batch production – in this case the cards are first designed, then cut, then folded (or whatever is appropriate). It is important that the learners only move forward when all the cards have passed through the process in hand (e.g., all must be cut, before any may be folded)</li> <li>the third set using flow production – each learner is allocated a specific task, and as the cards go through each stage of the production process they are passed from learner to learner.</li> </ul> <p>Class discussion about the advantages and disadvantages of each method:</p> <ul style="list-style-type: none"> <li>which methods produced the most cards?</li> <li>which methods produced the best cards?</li> <li>why?</li> </ul> <p>In pairs, learners consider ways in which the flow production method could be turned into mass customisation and to look at the advantages and disadvantages of this method. Each pair feeds back its ideas to the class. This is a good activity that can be done with any process where the product can be divide into a number of processes depending on the size of the groups. The card activity works best with 3-4 learners. Set a time limit for production to add some pressure to the activity.</p> <p><a href="http://www.youtube.com/watch?v=ZQ0m2dmLLcM">www.youtube.com/watch?v=ZQ0m2dmLLcM</a> – video on job, batch and flow production  <a href="http://www.investopedia.com/terms/m/masscustomization.asp#:~:text=Mass%20customization%20is%20a%20marketin%20g,or%20built%2Dto%2Dorder">www.investopedia.com/terms/m/masscustomization.asp#:~:text=Mass%20customization%20is%20a%20marketin%20g,or%20built%2Dto%2Dorder</a> – article on mass customisation</p>
4.1.4 Operations methods: job, batch, flow, mass customisation <b>KC1 Change</b>	The problems of changing from one method to another	<p>Take an example of a product or service which is normally produced using one method, such as:</p> <ul style="list-style-type: none"> <li>artwork – job production</li> <li>baker – batch production</li> <li>car – flow production</li> <li>tailored suits – mass customisation.</li> </ul> <p>In groups give each one, one of the products/ services. Learners produce a mind-map of all the problems they can think of when trying to move from the normal method of production to the other three. To make the activity easier, give learners a set of criteria to think about when changing from one method to another, such as:</p> <ul style="list-style-type: none"> <li>capital cost</li> <li>revenue cost</li> <li>quality</li> <li>price to customers</li> <li>customer expectations.</li> </ul> <p>Give learners a suitable industry where the same (or similar products) are produced using all four production methods. Ask them to find examples of businesses that use all four methods, look at how the products differ between each and discuss their findings with the whole group.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Most learners will be able to analyse cost and revenue issues when moving between production methods (although they may not be able to use the terms revenue and costs yet), but often find quality more difficult. Learners who can link this to branding and business image are likely to perform well in this area. A good example to suggest for the final task in this activity is the prepared food industry. High-quality restaurants normally make to order (job production), canteens and fast food restaurants tend to use batch production and ready meals from shops are produced using mass production.</p> <p>Change may be for internal reasons, but it may also be in response to competitors or new technology. This is an opportunity to discuss not only the problems of changing but the reasons behind it.</p>
<b>4.2 Inventory management</b>		
4.2.1 Managing inventory	<p>The purpose of inventory within a business (raw materials, work in progress, finished products)</p> <p>The costs and benefits of holding inventory</p>	<p>If possible, arrange a visit to a manufacturing business to provide a context for learning and allow learners to see examples of raw materials, work in progress and finished products. If a visit is not possible then use a suitable case study example. Follow this with a class discussion on what has been seen/identified. Learners identify the types of inventory involved in the business visit/case study example and analyse the costs and benefits of holding each in a brief report.</p> <p><b>Extension activity:</b> learners analyse a variety of businesses in terms of the need for inventory. These businesses should include ones where it would be an advantage to reduce inventory, but also at least one example of a business where it is essential to hold large quantities of stock, for example a wholesaler. Learners produce a brief report on their findings.</p> <p>Many textbooks will use the term 'stock' instead of inventory. However, inventory is the required term and complies with the accounting terms used on a statement of financial position (balance sheet).</p> <p>Many learners find it straightforward to understand why businesses need inventory and to analyse the disadvantages of holding inventory. However, many businesses need to hold large amounts of inventory to operate. Understanding of the specific needs of the business given in a case study context is vital.</p> <p>For consolidation: 9609/21 May 2019 Q1b (AO2) (F)</p>
4.2.1 Managing inventory	<p>Buffer inventory, re-order level and lead time</p> <p>Interpretation of simple inventory control charts</p>	<p>In pairs give learners an inventory control chart from a real business to interpret. Ask them to label the:</p> <ul style="list-style-type: none"> <li>• maximum inventory</li> <li>• minimum inventory</li> <li>• buffer inventory</li> <li>• reorder level</li> <li>• lead time.</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Explain the context within which this business operates and introduce a problem which the business needs to overcome, such as the need to reduce lead time. Discuss ways in which the business can overcome its inventory problems.</p> <p><a href="http://www.tutor2u.net/business/reference/stock-control-charts">www.tutor2u.net/business/reference/stock-control-charts</a> – some notes on stock control charts.</p>
<p>4.2.1 Managing inventory</p> <p><b>KC6 Strategy</b></p>	<p>The importance of Supply Chain Management</p>	<p>Supply chain management includes inventory management but is a wider concept that includes the management of all aspects of a business (including people, inventory, capital and information) involved in the delivery of a product or service.</p> <p>Learners create a mind-map of all the aspects of supply chain management for a product or service with which they are aware. They should research all the different aspects of the transformational process and attempt to be as comprehensive as possible. The mind-maps can be displayed on wall for other learners to look at.</p> <p><a href="https://en.wikipedia.org/wiki/Supply_chain#:~:text=%20Supply%20chain%20%201%20Overview.%20A%20typical.and%20quickly...%205%20See%20also.%20%20More%20">https://en.wikipedia.org/wiki/Supply_chain#:~:text=%20Supply%20chain%20%201%20Overview.%20A%20typical.and%20quickly...%205%20See%20also.%20%20More%20</a> – explanation of supply chain management</p> <p><a href="http://www.designingbuildings.co.uk/wiki/Supply_chain_management_in_construction">www.designingbuildings.co.uk/wiki/Supply_chain_management_in_construction</a> – an example of supply chain management in the construction industry</p>
<p>4.2.2 Just in Time (JIT)</p>	<p>The purpose of JIT and JIC (Just in Case) inventory management</p> <p>The impact of adopting a JIT approach on a business</p>	<p>Learners often want to use JIT in every business context, but it is not always appropriate. Give a number of scenarios such as:</p> <ul style="list-style-type: none"> <li>• dog food manufacturers – often have a stock of frozen raw materials but use JIT for packaging (such as cans and pouches)</li> <li>• house builders – the distinct phases (foundation, walls, roof, windows, etc.) mean JIT can be used for most of the materials</li> <li>• car tyre services – due to the size and range stock needed, JIT is used for everything except the most common tyre sizes.</li> </ul> <p>For each context, learners suggest how and why JIT may be appropriate or not in terms of achieving lean production. Discussion about the costs and benefits of JIT as a means of making production leaner. Mind-map the results of the discussion on the board and come up with examples of businesses where JIT may help achieve lean production and examples of where JIT would increase costs and therefore make lean production more difficult.</p> <p>An alternative system of stock control is ‘Just in case’ where firms keep stock just in case it is needed. It is useful if learners can analyse the advantages and disadvantages of each in a given context. Divide learners into two groups, one using JIT and the other JIC. Give an example of a business which could operate using either JIT or JIC. Examples include:</p> <ul style="list-style-type: none"> <li>• retail shops</li> <li>• furniture shops</li> <li>• garage.</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Each group comes up with the most relevant arguments as to using JIT and JIC and debate which might be best. JIT adds many new management issues such as the need to manage the link between the business and suppliers carefully. It is not always going to be the right method for a business to achieve cost savings and therefore adopting it is a key management decision.</p> <p><a href="http://www.brighthubpm.com/methods-strategies/71540-real-life-examples-of-successful-jit-systems/">www.brighthubpm.com/methods-strategies/71540-real-life-examples-of-successful-jit-systems/</a> – examples of businesses using JIT.</p> <p><a href="http://www.youtube.com/watch?v=8G-0xL84r2I">www.youtube.com/watch?v=8G-0xL84r2I</a> – just in time vs just in case video.</p> <p><a href="http://www.toyota-global.com/company/vision_philosophy/toyota_production_system/">www.toyota-global.com/company/vision_philosophy/toyota_production_system/</a> – production systems at Toyota.</p>
<b>4.3 Capacity utilisation and outsourcing</b>		
<p>4.3.1 Significance and measurement of capacity utilisation</p>	<p>The measurement of capacity utilisation</p> <p>The impact of operating under or over maximum capacity on a business</p>	<p>Using a concert/theatre venue or airline company as an example, learners analyse the implications of operating under and over capacity. These businesses work to a fixed capacity (number of seats) and there are clear disadvantages to operating at or over capacity (queues, customer satisfaction) and under capacity (what are the minimum number of seats to be sold to break even?). <b>(I)</b></p> <p>Learners can usually understand how a business can work under capacity but struggle with the concept of operating over capacity in the short run.</p> <p><a href="http://www.tutor2u.net/business/production/capacity-utilisation.htm">www.tutor2u.net/business/production/capacity-utilisation.htm</a> – capacity utilisation notes</p> <p>For consolidation: 9609/33 Nov 2020 Q4(a)(ii) (AO2) <b>(F)</b></p>
<p>4.3.1 Significance and measurement of capacity utilisation</p> <p><b>KC6 Strategy</b></p>	<p>Methods of improving capacity utilisation</p>	<p>Give groups of learners a separate business scenario they need to come up with a capacity solution for, e.g.:</p> <ul style="list-style-type: none"> <li>• restaurant which has limited demand during the week and too much at the weekends</li> <li>• hotel which is overbooked in the summer but not in the winter</li> <li>• train service which is too crowded at peak times</li> <li>• pumpkin farmer who only has one harvest each year.</li> </ul> <p>Learners work together to mind-map ways in which a business could increase its capacity utilisation, including:</p> <ul style="list-style-type: none"> <li>• rationalisation</li> <li>• sub-contracting</li> <li>• other methods.</li> </ul> <p>Each group presents their findings to the class and explains/justifies the solutions they propose. Using local or regional examples will help learners understand this topic. Getting the most out of the capacity available and coming up with ways to increase it often requires an innovative approach.</p> <p><a href="http://www.tutor2u.net/business/production/capacity-utilisation.htm">www.tutor2u.net/business/production/capacity-utilisation.htm</a> – notes on capacity utilisation.</p> <p><a href="http://www.youtube.com/watch?v=CbZrPY4hh9Y">www.youtube.com/watch?v=CbZrPY4hh9Y</a> – video on capacity utilisation.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
4.3.2 Outsourcing <b>KC1 Change</b> <b>KC3 Decision-making</b>	The impact of outsourcing on a business	<p>Learners investigate why outsourcing is used by their government (or other suitable government/example) and produce a table of benefits and costs to the government of its outsourcing. <b>(I)</b></p> <p>Learners investigate a business that has used outsourcing (<a href="https://biz30.timedoctor.com/outsourcing-examples/">https://biz30.timedoctor.com/outsourcing-examples/</a>) and come up with the impact that outsourcing has had on the business. <b>(I)</b></p> <p>Discuss the impacts and evaluate the most important impact. Learners use the following business examples to identify and explain in writing which businesses are most likely to want to outsource which services:</p> <ul style="list-style-type: none"> <li>• McDonalds</li> <li>• local clothes shop</li> <li>• accountancy firm</li> <li>• supermarket</li> <li>• Microsoft</li> <li>• firm of architects.</li> </ul> <p>Many governments use outsourcing of public services. Many benefits and costs may be associated with outsourcing but the process must be managed and this is not always as easy as managing your own workforce.</p>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b>		



## 5. Finance and accounting (AS Level)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>5.1 Business finance</b>		
5.1.1 The need for business finance <b>KC3 Decision-making</b> <b>KC4 Enterprise</b> <b>KC5 Innovation</b> <b>KC6 Strategy</b>	Reasons why businesses need finance to start up, to grow and to survive	<p>Allocate groups of learners a suitable business to look at from one of the following business types:</p> <ul style="list-style-type: none"> <li>• a start-up business</li> <li>• an established business</li> <li>• a business with unlimited liability</li> <li>• a company.</li> </ul> <p>Each group then researches what the capital needs are of that business type and whether there are any sources of finance their business type is unable to access.</p> <p>Each group reports its findings to the whole class. Consolidate understanding of the key capital and financing points for each business type. Throughout this topic, cover the full range of business types and use examples that learners are familiar with.</p> <p>One of the most misunderstood areas in relation to capital is the distinction between owner's capital (in an unincorporated business) and shareholder capital (only in incorporated businesses). It is vital that learners do not suggest an invalid source of capital for the business you give them in this activity.</p> <p>Finance is often the first barrier to business success, and entrepreneurs must be able to show a strategy for returning any borrowed capital. If learners suggest a bank loan is a good source of finance, there must be a clear strategy for its repayment.</p> <p>The point of most businesses is to create value beyond the capital of the business.</p> <p><a href="http://www.tutor2u.net/business/finance/finance_sources_smes.htm">www.tutor2u.net/business/finance/finance_sources_smes.htm</a> – notes on sources of finance.</p>
5.1.1 The need for business finance	The distinction between short and long term need for finance	<p>Learners often want to categorise sources of finance into short and long term. However, these concepts are dependent on the context given. For example, bank loans are normally considered to be long term sources of finance but short term bank loans are available and may be applicable depending on the context.</p> <p>Using the data from 9609/22 Mar 2019 Q1 (Jim's farm, JF, this can be based on option 1 or option 2), learners list as many different sources of finance as they can think of that could be suitable. Each learner should then rank their sources of finance from most appropriate to least appropriate based upon the context.</p> <p>Learners then perform a similar exercise based on something they would like to buy right now that is relatively inexpensive. Again, list all the alternative sources of finance open to them and rank these based on their own context.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		Many of the same sources will appear on both lists, but the context (and the nature of the need, short term or long term) will form the basis of the analysis.
5.1.1 The need for business finance	The difference between cash and profits	<p>Explain that cash can be seen as the 'blood' flowing round the body of a business – a business cannot function without cash. As part of this, discuss the difference between cash and profit. Learners research and produce a brief written report on the need for cash within a chosen business, such as:</p> <ul style="list-style-type: none"> <li>• restaurant</li> <li>• seasonal tourist business</li> <li>• toy manufacturer</li> <li>• hairdressers</li> <li>• ice cream retailer. <b>(I)</b></li> </ul> <p>Learners then write a brief explanation of the consequences to the business of not holding sufficient cash. <b>(I)</b></p> <p>The difference between cash and profit is often not appreciated by learners. Most business failures are not due to lack of profits, but to poor cash flow.</p>
5.1.1 The need for business finance <b>KC1 Change</b> <b>KC3 Decision-making</b> <b>KC6 Strategy</b>	Business failure as a consequence of lack of finance: bankruptcy, liquidation and administration	<p>Learners need to use terminology in this area of the syllabus very carefully. Too often (in the media and everyday life as well as learner responses) bankruptcy, liquidation and administration are confused.</p> <p><a href="https://businessadvice.co.uk/tax-and-admin/year-end/the-difference-between-insolvency-liquidation-bankruptcy-and-administration/">https://businessadvice.co.uk/tax-and-admin/year-end/the-difference-between-insolvency-liquidation-bankruptcy-and-administration/</a> – article about the differences between the terms.</p> <p>Give three groups of learners a scenario:</p> <ul style="list-style-type: none"> <li>• a sole trader who cannot pay their creditors – individuals go bankrupt, so this is the correct term for a person, or an unincorporated business (where there is no separate legal personality)</li> <li>• an incorporated business which cannot pay their creditors – liquidation would be the process of selling off the assets to pay as many of the bills as possible</li> <li>• an incorporated business which may not be able to pay their creditors – administration would be the process of handing over the business to an objective entity (the administrators) to choose the best course of action.</li> </ul> <p>Examples of each type of business failure from recent news is also a good way to explain these concepts. Learners discuss their scenario using the terminology from the syllabus.</p>
5.1.2 Working capital	The meaning and importance of working capital	Using the case study examples worked on in the previous activity, learners produce a written explanation about how working capital may flow around each of the businesses. In this, they should also explain how each business generates its working capital and what the most obvious areas of expenditure are. <b>(I)</b>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Working capital is the main source of finance for running a business. It can be explained as a flow of cash around a business, and stoppages at any point can lead to cash flow problems. An understanding of the importance of working capital for every business type is important. Also introduce the concept of cash flow here.</p>
5.1.2 Working capital	Managing trade receivables and trade payables	<p>Many textbooks and resources will use debtors as opposed to trade receivables and creditors as opposed to trade payables. However, in this syllabus, learners must use these terms.</p> <p>These concepts are best described to learners as businesses and people who owe money to the firm (trade receivables) and people and businesses who the firm owes money to (trade payables).</p> <p>Give learners a suitable context (for example a local shop) and ask them to think of why and how the business might have trade receivables and trade payables. In what circumstances might the business build up both of these and what is the danger of having too much of one or both? Linking back to the previous example of cash being a flow around a business, if it is stuck at either of these points in the business, then the business may find itself unable to operate and therefore face failure.</p> <p>A bank can be a good example of a business that always has high levels of trade receivables and trade payables, as this is the nature of their industry. Ask learners to investigate large banks that may have failed as result of poor management of these. <b>(I)</b></p>
5.1.2 Working capital	The distinction between capital expenditure and revenue expenditure	<p>Building on the business case study examples used for the previous two activities, learners describe in writing the capital and revenue expenditure required by each business type. Give learners a list of things that require expenditure for each business, some requiring capital expenditure and some revenue expenditure. Learners identify which is which.</p> <p><b>Extension activity:</b> give groups of learners new business case study examples and ask them to identify in a table a number of different costs that the business may encounter. Can they explain the need for both capital and revenue expenditure?</p> <p>The distinction between revenue and capital expenditure is important so that learners can use and respond to the terms appropriately in examinations.</p>
<b>5.2 Sources of finance</b>		
5.2.1 Business ownership and sources of finance <b>KC2 Context</b>	The relationship between the form of business ownership and availability of sources of finance	<p>Lead a class discussion about the different forms of ownership of businesses, focusing in particular on sole traders, partnerships, private limited companies and public limited companies. For each different structure, learners identify and discuss which sources of finance are available and which are not.</p> <p>Provide learners with case study examples or data-response questions that give different contexts for businesses with different legal structures.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Learners analyse in a table the appropriateness of the different sources of finance that may be available and conclude the most appropriate one(s). The most basic misunderstanding here surrounds the ability of companies to sell shares. Learners often think that all businesses are companies and/or all businesses can access share capital as a source of finance. This needs to be taught well to avoid answers to examination questions which show a lack of context.</p>
<p>5.2.2 Internal and external sources of finance</p>	<p>Internal sources of finance: owners' investment, retained earnings, sale of unwanted assets, sale and leaseback of non-current assets, working capital</p> <p>External sources of finance: share capital, debentures, new partners, venture capital, bank overdrafts, leasing, hire purchase, bank loans, mortgages, debt factoring, trade credit, micro-finance, crowd funding and government grants</p>	<p>Give pairs of learners a list of sources of finance (internal and external) and some suitable business contexts. Based on these they answer the following questions:</p> <ul style="list-style-type: none"> <li>• is each source of finance internal or external?</li> <li>• is each source of finance short term or long term?</li> <li>• which source of finance best meets the needs of each context? (There may be more than one answer to this, so the emphasis should be on explaining which is most appropriate.)</li> </ul> <p>On completion, each pair reports back their findings to the class. Where pairs disagree, discussion can take place with a vote to decide the outcome.</p> <p>Tailor the complexity of the business contexts you use for this activity to the level each pair can manage. The more complicated and ambiguous ones can be picked up in the class discussion.</p> <p>As businesses and their environment changes, so do the relevant and acceptable sources of finance. Understanding how change can affect business decision making about appropriate sources of finance is a good advanced-level skill to develop.</p>
<p>5.2.3 Factors affecting the sources of finance</p> <p>5.2.4 Selecting the source of finance</p> <p><b>KC3 Decision-making</b></p>	<p>The factors influencing the choice of sources of finance in a given situation: cost, flexibility, need to retain control, the use to which it is put, level of existing debt</p>	<p>Allocate groups of learners one source of finance and a suitable business context. Using a large sheet of paper, groups mind-map the most important factors affecting that business's choices for sources of finance. Each group presents its findings to the class.</p> <p>Learners research a given business which has a need for finance – the business could be in any sector and any size as long as learners have access to the relevant data. Learners produce a project report that:</p> <ul style="list-style-type: none"> <li>• outlines the business's need for finance</li> <li>• explains the factors influencing the sources of finance</li> <li>• analyses the relevant importance of each factor</li> <li>• makes a judgement about the most appropriate source of finance.</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	The appropriateness of each possible source in a given situation	<p>This topic must be done in context and learners must be able to apply the knowledge to the specific context of a business. It is quite possible to have two very similar businesses with similar needs for finance to have very different factors. Adaptability is the key to good understanding here.</p> <p>Use 9609/13 May 2019 Q7(a) as the basis for a class discussion on the most appropriate source of finance. The context of a multinational car manufacturer financing the production of a new car should form the basis of the analysis. This should emphasise the importance of context in the analysis and evaluation of sources of finance.</p> <p><a href="http://www.youtube.com/watch?v=DAZi6XcTZzE">www.youtube.com/watch?v=DAZi6XcTZzE</a> – video about choosing suitable sources of finance.</p> <p><a href="http://www.accaglobal.com/ca/en/student/exam-support-resources/fundamentals-exams-study-resources/f9/technical-articles/selecting-sources.html">www.accaglobal.com/ca/en/student/exam-support-resources/fundamentals-exams-study-resources/f9/technical-articles/selecting-sources.html</a> – choosing appropriate sources of finance.</p>
<b>5.3 Forecasting and managing cash flows</b>		
5.3.1 Cash flow forecasts <b>KC6 Strategy</b>	The meaning and purpose of cash flow forecasts	<p>Link back to the previous section about the difference between cash and profit. Learners are likely to have some experience of managing cash flow for themselves. This might be pocket money, a part-time job or cash given as a present for a birthday. Learners think about how they manage their own cash flow. Discuss:</p> <ul style="list-style-type: none"> <li>• where do they keep their cash so that they can access it?</li> <li>• what happens if they hold too much cash?</li> <li>• what happens if they have too little cash?</li> </ul> <p>Give learners a cash flow forecast from a suitable business case study. Ask them what can they tell about the business from the cash flow forecast? Discuss the figures and highlight any issues with the cash flow forecast.</p> <p><a href="http://www.tutor2u.net/business/gcse/finance_cashflow_forecast.html">www.tutor2u.net/business/gcse/finance_cashflow_forecast.html</a></p>
5.3.1 Cash flow forecasts	The interpretation and amendment of simple cash flow forecasts: calculating opening and closing balances	<p>Give learners some figures to enter into a cash flow. These can be as simple or as complicated as needed to challenge learners. Then give learners some changes to be made to the cash flow forecast. This can be done as a race to see which learner can correctly complete the cash flow forecast.</p> <p>Class discussion on the impact uncertainty can have on producing forecasts. Learners identify businesses where there is more uncertainty due to issues such as seasonality, external issues, changing technology etc. Cash flow forecasting is only as good as the environment is stable. Many businesses have spent hours forecasting their cash only to find that a fundamental change makes the forecasts unusable. Change is not a reason not to forecast, but it is one of the major constraints on its usefulness.</p> <p>For consolidation: 9609/23 May 2019 Q2b (AO2) (F)</p>
5.3.1 Cash flow forecasts	Different methods of improving cash flow	Class discussion on the ways in which cash flow can be improved in a business.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>In groups learners look at a business they already have some knowledge of, e.g., a local business. Group identify where cash inflows come from in that business and what the most likely areas are for cash outflows. They then draw a diagram showing how the cash flows around the business and to show possible areas for blocks in the cash flow. For each area of possible blockage, the group then analyses the effect of cash not flowing and suggests possible solutions. This should include:</p> <ul style="list-style-type: none"> <li>• management of trade receivables and payables</li> <li>• debt factoring</li> <li>• sale and leaseback</li> <li>• leasing and hire purchase.</li> </ul> <p><b>Extension activity:</b> learners mind-map the different ways in which a business can solve cash flow problems, separating the solutions into short-, medium- and long-term solutions. <b>(I)</b></p> <p>Cash flow problems are a major source of business failure and therefore cash flow management is one of the most important skills a good manager develops.</p> <p><a href="http://www.eulerhermes.co.uk/resources/cash-flow-management/how-to-protect-your-companys-cashflow.html?utm_source=google&amp;utm_medium=cpc&amp;utm_campaign=12123239678&amp;adgroupid=117626627420&amp;gclid=EAlaIqObChMI8_bXqNnG7glVh7TtCh1s-AaWEAAYAiAAEgLNP_D_BwE">www.eulerhermes.co.uk/resources/cash-flow-management/how-to-protect-your-companys-cashflow.html?utm_source=google&amp;utm_medium=cpc&amp;utm_campaign=12123239678&amp;adgroupid=117626627420&amp;gclid=EAlaIqObChMI8_bXqNnG7glVh7TtCh1s-AaWEAAYAiAAEgLNP_D_BwE</a> – article about managing cash flow</p>
<b>5.4 Costs</b>		
5.4.1 Cost information	<p>The need for accurate cost information</p> <p>Different types of costs: fixed, variable, direct and indirect</p>	<p>Hand out a list of costs common to a business (include at least one variable indirect cost and one fixed direct cost). Learners identify in writing whether the cost is fixed or variable and explain why. With the same list, discuss whether the costs are direct or indirect to ensure learners understand clearly what these categories mean.</p> <p>Give groups of learners a business context involving the provision of more than one product or service, e.g. a hairdressing salon, together with data on some or all of the costs covered in the previous task for that business. Each group allocates the costs provided to individual product or service lines, e.g. for a hairdressing salon, to individual hairdressers, discusses their ideas and comes to a 'best fit' judgement for the group about how to allocate the costs.</p> <p><b>Extension activity:</b> learners explore the different methods of allocating costs, such as absorption costing and marginal costing.</p> <p>Class discussion on how different businesses and industries may choose to allocate costs in different ways and the problems associated with allocation, e.g.:</p> <ul style="list-style-type: none"> <li>• travel industry – how can the fixed cost of a bus/airplane be allocated to individual passenger prices?</li> <li>• Coca-Cola – how can indirect costs be allocated across the range of drinks produced by the brand?</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<ul style="list-style-type: none"> <li>• Apple – if costs for product development are allocated to each product, how might this affect the perceived profitability of a new iPad?</li> </ul> <p>Follow this with a discussion on the importance of accurate data when calculating costs and the factors which could affect this, e.g.:</p> <ul style="list-style-type: none"> <li>• growth/decline of the business</li> <li>• seasonality</li> <li>• changing external influences (economy, fashions/tastes, demographics etc.)</li> </ul> <p>Costs are categorised by their behaviour and by the way in which a business chooses to use them. There is a great deal of overlap between direct and variable and indirect and fixed. However, the important understanding is that direct and indirect are usually used by the operations function whereas fixed and variable are usually used by the accounting and finance functions.</p>
5.4.2 Approaches to costing: full, contribution	<p>The differences between full and contribution costing</p> <p>The uses and limitations of the full costing method</p> <p>The nature of the technique of contribution costing</p> <p>The difference between contribution and profit</p> <p>The limitations of contribution costing</p>	<p>Divide the class into two groups. Give each group one of the two costing methods (full, contribution). Learners identify as many businesses as they can which might benefit from using their given costing method and explain why they believe that costing method would be useful.</p> <p>Lead a class discussion between the groups about the businesses they identified and invite each group to argue the case for why they think their costing method would be better. Learners do a written analysis of the uses and limitations of both costing methods in a range of contexts, e.g.:</p> <ul style="list-style-type: none"> <li>• travel – how can the fixed cost of a bus/airplane be allocated to individual passenger prices</li> <li>• Coca-Cola – how can indirect costs be allocated across the range of drinks produced by the brand?</li> <li>• Apple – if costs for product development are allocated to each to product, how might this effect the perceived profitability of a new iPad? <b>(I)</b></li> </ul> <p><b>Extension activity:</b> learners include other methods of allocating costs, e.g. absorption costing and marginal costing in their written analysis as well. <b>(I)</b></p> <p>Class discussion on how different businesses and industries may choose to allocate costs in different ways. Although the only costing methods required by the syllabus are full and contribution, many textbooks explore other methods of costing as well. Only use these with learners who want to go further than the syllabus.</p> <p><a href="http://www.revisionworld.com/a2-level-level-revision/business-studies/accounting-finance-marketing/budgeting/cost-analysis-decision-making">www.revisionworld.com/a2-level-level-revision/business-studies/accounting-finance-marketing/budgeting/cost-analysis-decision-making</a></p> <p><a href="#">What's the Difference Between Profit and Contribution?   Babington</a> – the difference between contribution and profit.</p>
5.4.2 Approaches to costing: full, contribution	Situations in which contribution costing	<p>Give learners an appropriate case study context together with the relevant numerical data on that business's:</p> <ul style="list-style-type: none"> <li>• direct cost of production (per unit)</li> <li>• total indirect costs.</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
5.4.3 Uses of cost information	<p>would be and would not be used</p> <p>Contribution costing as a means to help make special order decisions</p>	<p>Learners calculate a price they can justify for the product/service described using the full costing method. Introduce a 'special order' that learners must make a decision about. This 'special order' should be at a lower price than the full cost, but higher than the marginal or contribution cost of production. Also stipulate some other appropriate benefits and costs arising from accepting or rejecting this order.</p> <p>Learners provide a written recommendation and full justification about whether the business should accept this order. This includes identifying what further information might be needed to help inform the decision further and what they considered the key factors were in the decision they came to. <b>(I)</b></p> <p>Learners need to be able to use numerical data as evidence to argue a case. Equally, they need to have sufficient confidence in doing this not to rely on numerical data as the only relevant evidence and argue for an alternative viewpoint where appropriate.</p> <p>For consolidation: 9609/33 Nov 2020 Q4(a) <b>(I) (F)</b></p>
5.4.3 Uses of cost information <b>KC3 Decision-making</b>	<p>Cost information for decision-making purposes, e.g. average, marginal, total costs</p>	<p>Give learners a set of costs for the development and sales of a new product. Based on predicted sales figures, learners calculate:</p> <ul style="list-style-type: none"> <li>• unit variable cost</li> <li>• unit allocation of fixed costs</li> <li>• unit total cost</li> <li>• marginal cost (assuming no increase in fixed costs this will be the variable cost per unit)</li> <li>• average cost.</li> </ul> <p>Discuss how the costing calculations can be used to make decisions about pricing and production levels. Using the product for which they calculated costs, encourage learners to suggest a realistic selling price.</p> <p>Many learners struggle with these calculations; however, they are an essential part of business. Give learners the time and guidance they need here.</p> <p>The second activity can be used to extend those who finish quicker. These learners can then feedback their findings to the class.</p> <p>The role of a manager is to make decisions and implement them. Having the numerical data and understanding the information is vital to make good management decisions. This is especially important when it comes to costs, since allowing costs to spiral out of control is one of the main reasons for business failure.</p>
5.4.3 Uses of cost information <b>KC3 Decision-making</b>	<p>How costs can be used for pricing decisions</p> <p>How costs can be used to monitor and</p>	<p>Divide the class into groups with four learners in each to role-play starting a sweet shop within the school/college. The aim of the role-play is to come to inventory decisions (quantity) and pricing. Each learner takes one of the following four roles:</p> <ul style="list-style-type: none"> <li>• managing director</li> <li>• finance director</li> </ul>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>KC6 Strategy</b>	improve business performance, including using cost information to calculate profits	<ul style="list-style-type: none"> <li>• operations director</li> <li>• marketing director.</li> </ul> <p>Give each group a realistic budget, a stock list containing a range of locally available sweets and a wholesale price list. Learners then calculate the average, marginal and total costs for each product. Each group comes up with a pricing strategy based on this cost information and presents its findings to the class. As the teacher, you judge which group has made the best model.</p> <p>If time and resources allow, arrange for learners to run their school/college shop, with each group taking one lunchtime shift during the week. As part of this they should apply the learning from the previous role play to the real decisions made and write draft suggestions for how the inventory and pricing strategy could be developed to improve performance and profits.</p> <p>By using group work, some learners may choose not to engage with the costing calculations. This activity may require careful monitoring by the teacher to make sure that each learner is capable of performing all the relevant calculations.</p>
5.4.4 Break-even analysis	<p>The meaning and importance of break-even analysis</p> <p>Calculation and interpretation of break-even level of output, contribution, margin of safety and level of profit (in numeric and graphic form)</p> <p>The uses and limitations of break-even analysis</p>	<p>Introduce the concept of break-even with a demonstration using coloured water and different size glasses. The large glass represents the selling price (e.g., product sold). Fill it and then pour from this into the small glass, which represents variable costs. The amount left over represents the contribution to fixed costs – pour this into a container or jug. When enough contributions from sales have been poured in and filled the jug, the business has broken even and all the other contributions are profit.</p> <p>Adding colouring makes the water more visible. Do this by putting small amounts of dye in the bottom of each glass rather than colouring the water itself so the different receptacles and the different elements they represent have different colours.</p> <p>Give learners a series of mini case studies containing increasingly complex figures upon which to base break-even, margin of safety and profit calculations. Learners then complete the calculations as a class race to see who can correctly calculate through to the end of the most difficult problem first.</p> <p>Follow this with a class discussion focusing on the uses and limitations of the break-even technique.</p> <p>Break-even is relatively straightforward if the numbers involved are simple. Build up from the most basic calculations and add in complexity as learners become more confident.</p> <p><a href="http://www.tutor2u.net/business/production/break_even.htm">www.tutor2u.net/business/production/break_even.htm</a></p> <p>The margin of safety is calculated by taking the break-even level of output away from the current level of output. This is therefore the amount over and above the break-even point. A business creates value by operating above the break-even point.</p> <p>For consolidation: 9609/22 Mar 2020 Q2bi (AO2 calculate the break-even point) <b>(F)</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>5.5 Budgets</b>		
5.5.1 The meaning and purpose of budgets	<p>The measurement of performance</p> <p>The meaning and use of incremental budgets, flexible budgets and zero budgeting</p>	<p>Using the school/department budget or a similarly familiar setting, discuss with the class the processes by which the budget is developed and approved. Learners produce a written analysis of:</p> <ul style="list-style-type: none"> <li>• the constraints placed upon the department by the budget</li> <li>• the benefits of having a budget</li> <li>• whether the school would be better using an incremental, flexible or a zero-based budgeting system, justifying their conclusion. (I)</li> </ul> <p>In pairs learners think of and plan for a holiday they would like to take in the future. They should research and investigate all the costs involved and use this information to prepare and write up a budget for the holiday. Using a context that is familiar to learners is a good way to introduce the topic of budgeting, and the department budget for your teaching area is one good way to do this if appropriate. Emphasise that budgeting is a management process.</p> <p><a href="https://en.wikipedia.org/wiki/Budget#:~:text=A%20budget%20is%20a%20financial,assets%2C%20liabilities%20and%20cash%20flows">https://en.wikipedia.org/wiki/Budget#:~:text=A%20budget%20is%20a%20financial,assets%2C%20liabilities%20and%20cash%20flows</a> – definition of budgets.</p> <p><a href="http://www.principlesofaccounting.com/chapter-21/budgets/">www.principlesofaccounting.com/chapter-21/budgets/</a> – article and video on the purpose of business budgets.</p>
5.5.1 The meaning and purpose of budgets	<p>The benefits and drawbacks from the use of budgets</p> <p>The uses of budgets for measuring performance, allocating resources, controlling and monitoring a business</p>	<p>Using the holiday budget prepared in the previous section, ask learners in their original pairs to analyse and produce a table of the benefits and drawbacks of having that budget.</p> <p>In groups learners to take the part of the holiday business the holiday will be booked through. Each group thinks about how they prepare their budgets for the year and develops budget lines for all the key elements, such as:</p> <ul style="list-style-type: none"> <li>• pre-booking airline seats</li> <li>• pre-booking accommodation</li> <li>• employing holiday representatives</li> <li>• marketing</li> <li>• revenue gained from selling package holidays</li> <li>• revenue gained from selling excursions.</li> </ul> <p>For each budget line, learners provide a written explanation of the main problems that would occur if a rigid budget was set. (I)</p> <p><b>Extension activity:</b> learners investigate other business types where budgeting is more difficult and explain how the business could still make effective use of budgeting. (I)</p> <p>Keeping learners in their groups, ask them to create a mind-map of the reasons for budgeting based on the following 'spokes':</p> <ul style="list-style-type: none"> <li>• allocating resources</li> <li>• controlling the business</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<ul style="list-style-type: none"> <li>• monitoring the business</li> <li>• measuring/appraising the business performance.</li> </ul> <p>Each group takes one spoke and draws its mind-map on how budgeting can achieve that objective on the board. For the challenging task, some businesses where budgeting might be more difficult include:</p> <ul style="list-style-type: none"> <li>• seasonal businesses, such as farms, tourist businesses etc.</li> <li>• fashion clothing businesses</li> <li>• businesses who are greatly affected by external influences such as airlines, house builders, etc.</li> </ul> <p><a href="http://www.tutor2u.net/business/accounts/introduction-to-budgets.htm">www.tutor2u.net/business/accounts/introduction-to-budgets.htm</a> – notes on budgeting.</p>
5.5.2 Variances <b>KC2 Context</b>	The meaning of adverse variances and favourable variances  The calculation and interpretation of variances	<p>Give learners pre-prepared revenue and cost data and ask them to calculate simple variances, identifying in each case whether the variance is favourable or unfavourable to the business.</p> <p>Then give learners a business case study that includes forecast and actual figures for a variety of budgets, including both revenue and cost budgets. Learners produce a written analysis of the variances in the context of that business.</p> <p>Learners investigate a business and identify in a brief written report the most common reasons for variances in that business, for example fashions/trends, energy prices, labour costs. <b>(I)</b></p> <p>Variances are not useful without at least some basic analysis of their effect on the business. Identifying a variance as adverse or favourable also depends on recognising the type of budget (revenue or cost).</p> <p>Some textbooks use the terms 'positive'/'negative' but learners should always use 'adverse' and 'favourable'.</p> <p>Any business learners have already looked at would be suitable for the tasks to be undertaken in this activity.</p> <p>For consolidation: 9609/31 Nov 2020 Q2(a)(ii) (AO2) <b>(F)</b></p>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b>		

## 6. Business and its environment (A Level)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>6.1 External influences on business activity</b>		
6.1.1 Political and legal <b>KC2 Context</b>	<p>The advantages and disadvantages of privatisation in a given situation</p> <p>The advantages and disadvantages of nationalisation in a given situation</p>	<p>In pairs learners choose an industry in their country that is state owned (if this is not possible then suggest another country which still has state-owned businesses). Learners prepare an argument for the industry to be privatised or to stay nationalised, respectively.</p> <p>Then put the pairs into larger groups and ask them to look at a business that has already been privatised, producing a mind-map of the advantages gained by the state and other stakeholders by the privatisation. Use local examples of privatisation if possible.</p> <p><a href="http://www.economist.com/topics/privatisation-and-nationalisation">www.economist.com/topics/privatisation-and-nationalisation</a> (list of articles)</p> <p>For consolidation: 9609/31 Jun 2019 Q1 (AO3) (F)</p>
6.1.1 Political and legal <b>KC2 Context</b>	<p>How a government might use the law to seek to control: employment practices, conditions of work (including health and safety), wage levels, marketing behaviour, competition, location decisions, particular goods and services</p>	<p>In groups learners devise a basic board game based on answering questions about the political and legal influences on a business. Learners will need to research the political and legal influences on businesses in their country. Areas to consider for questions could include:</p> <ul style="list-style-type: none"> <li>• employment conditions</li> <li>• health and safety</li> <li>• minimum wage</li> <li>• restrictions on marketing behaviour</li> <li>• competition regulations</li> <li>• location and environmental regulations</li> <li>• regulations over the sale of goods and services.</li> </ul> <p><b>Extension activity:</b> learners add questions about the differences between their and other countries' political and legal influences on a business.</p> <p>Learners are not expected to know about specific political parties or laws but must be able to identify the type of political and legal influences that are applied to businesses using contexts given to them. No one country's laws are more important than another's, for this topic, and if the use of specific type of law is required (e.g., minimum wage) then learners will be made aware of this in the examination.</p> <p>Change within politics and the legal system is often slow and can be planned for. However, there are also occasions when it is unforeseen, and businesses must be able to adapt quickly and efficiently.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
6.1.1 Political and legal <b>KC2 Context</b> <b>KC3 Decision-making</b>	Understand the impact of changes in political and legal factors on business and business decisions	<p>In pairs learners research one example from the following types of international agreement:</p> <ul style="list-style-type: none"> <li>• international treaties, e.g. Maastricht treaty</li> <li>• free trade agreements, e.g. North American Free Trade Agreement</li> <li>• climate change agreements, e.g. Kyoto</li> <li>• common currency agreements, e.g. Euro.</li> </ul> <p>Each pair designs a poster showing the potential benefits and costs to domestic businesses.</p> <p>Referring to the work they did on local, national and international businesses earlier in the course, each pair discusses the impact their international agreement had or would have if it were applied to the three businesses they researched.</p> <p>Learners write a brief report to explain and analyse why, even if the conclusion is little or no influence. <b>(I)</b></p> <p>Learners are not expected to have detailed knowledge of specific international agreements. If a specific agreement is used, learners will be made aware of it in the exam.</p>
6.1.2 Economic <b>KC2 Context</b>	<p>How government might intervene to help businesses and encourage enterprise</p> <p>How government might intervene to constrain business activity</p> <p>How government might deal with market failure</p>	<p>Learners explain and analyse in a brief report how government policies in the recent past may have affected the three businesses they chose for the work on local, national and international businesses at the start of this unit. <b>(I)</b></p> <p>In groups allocate each one a market failure in a context that is relevant to their local economy, such as:</p> <ul style="list-style-type: none"> <li>• provision of public/merit goods, e.g. healthcare</li> <li>• regulation of demerit goods, e.g. cigarettes</li> <li>• externalities, e.g. pollution.</li> </ul> <p>Each group investigates and explains what steps the state has taken to reduce or control their allocated market failure. This could include:</p> <ul style="list-style-type: none"> <li>• regulation</li> <li>• taxation</li> <li>• grants and subsidies</li> <li>• permits</li> <li>• information provision.</li> </ul> <p>Each group presents their findings to the class. Learners investigate one business that has been affected in a negative way and/or one business that has been affected in a positive way by the policies outlined in the previous task. <b>(I)</b></p> <p>The government plays a key role both in enabling business and in preventing markets from failing. In the first task learners look at what their government has done to encourage business and allow more competition in the market (e.g. grants, tax relief, etc.).</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
6.1.2 Economic KC2 Context	<p>The key macroeconomic objectives of governments: low unemployment, low inflation, economic growth</p> <p>How macroeconomic objectives and performance of an economy can have an impact on business activity</p> <p>Government policies used to achieve macroeconomic objectives: monetary, fiscal, supply-side and exchange rate policies</p>	<p>The second (group) task then enables them to focus on addressing market failure (e.g., protection for new businesses, monopoly and merger regulations, etc.).</p> <p>Divide the class into five groups and give each one of the following government macroeconomic objectives:</p> <ul style="list-style-type: none"> <li>• low unemployment</li> <li>• low and stable inflation</li> <li>• stable exchange rates</li> <li>• transfer of wealth</li> <li>• economic growth.</li> </ul> <p>Using their own or another stated country, each group researches their macroeconomic policy and:</p> <ul style="list-style-type: none"> <li>• produces a timeline showing the changes in the policies and rates involved for that policy over time</li> <li>• identifies a number of points on their timeline where the impact on business has been significant (good or bad)</li> <li>• adds what these impacts on business were to the timeline. <b>(I)</b></li> </ul> <p>In the same groups, each learner is then allocated a particular macroeconomic policy instrument, e.g. fiscal, monetary, supply-side and exchange rate and asked to identify the places in the timeline where their instrument was used and what impact it had. They add these descriptions and analysis to the timeline. <b>(I)</b></p> <p>Each group then displays and discusses their timeline with the class. If possible, learners also discuss how the different macroeconomic objectives may interact with each other. Try to spot overlapping changes and where there are points of positive/negative performance in more than one macroeconomic objective at the same time.</p> <p>The five objectives listed in the activity reflect those emphasised in the syllabus. You might find that some textbooks focus on a stable balance of payments rather than exchange rates or transfer of wealth.</p> <p>Use an internet search to look for the specific macroeconomic objective and country you want to set for each group. The economy is often seen as a constraint on a business, but often economic change is also an opportunity. Look at the recent global recession and the types of business that have grown because of a downturn.</p> <p><a href="http://www.tutor2u.net/economics/content/topics/macroeconomy/government_policy.htm">www.tutor2u.net/economics/content/topics/macroeconomy/government_policy.htm</a>  <a href="http://www.tutor2u.net/economics/revision-notes/as-macro-macroeconomic-policy.html">www.tutor2u.net/economics/revision-notes/as-macro-macroeconomic-policy.html</a></p> <p><b>Extension activity:</b> the BBC produced a series of programmes based on key economic thinkers (Keynes, Hayek and Marx). These are beyond the needs of this course, but provide useful extension material to challenge the most able learners: <a href="http://www.youtube.com/results?search_query=masters+of+money">www.youtube.com/results?search_query=masters+of+money</a></p>
6.1.2 Economic KC2 Context	The impact of changes in these	Learners should investigate a local business that interests them. The focus of the investigation should be how the business could respond to the following changes:

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	government policies on business and business decisions	<ul style="list-style-type: none"> <li>• a significant change in the interest rate (monetary policy)</li> <li>• a significant change in corporation tax (fiscal policy)</li> <li>• a significant change in income tax (fiscal policy)</li> <li>• a significant change in government education policy (supply side)</li> <li>• a significant change in government investment in the country's infrastructure (supply side).</li> </ul> <p>Use whatever changes are likely to have the biggest impacts on businesses in your country. These can be adapted (for example if interest rates are already low, then use an increase). Learners present their findings as a presentation to the group, or as a project. <b>(I)</b></p>
6.1.3 Social and demographic <b>KC1 Change</b> <b>KC2 Context</b>	The impact of and issues associated with corporate social responsibility (CSR), e.g. accounting practices, paying incentives for the award of contracts, social auditing	<p>Many larger businesses will have a CSR policy. Learners investigate the CSR policy of one such business in their own country or using the website links provided opposite and analyse in a table the effects that policy is likely to have on the following areas of business activity:</p> <ul style="list-style-type: none"> <li>• production</li> <li>• marketing</li> <li>• employment</li> <li>• finance</li> <li>• objectives.</li> </ul> <p>Many businesses have downloadable corporate social responsibility policies, e.g. <a href="http://www.mcdonalds.com/gb/en-gb/help/faq/19263-what-is-mcdonalds-corporate-social-responsibility-csr-policy.html">www.mcdonalds.com/gb/en-gb/help/faq/19263-what-is-mcdonalds-corporate-social-responsibility-csr-policy.html</a> and <a href="http://www.coca-colacompany.com/sustainable-business">www.coca-colacompany.com/sustainable-business</a></p> <p>CSR is a topic that occurs in the AS Level section of the course. The focus here should be how the pressure of CSR in society may affect a business's decision making.</p>
6.1.3 Social and demographic <b>KC2 Context</b>	Why businesses need to consider the needs of the community including pressure groups	<p>Discuss the needs of the local community, how different types of business may respond to those needs and why. These might include:</p> <ul style="list-style-type: none"> <li>• litter and pollution</li> <li>• jobs and employment</li> <li>• congestion and parking.</li> </ul> <p>Build a mind map of the ideas discussed on the board.</p> <p>In groups learners research a pressure group that works within your local community. Learners design a suitable form of promotion for that group's messages. <b>(I)</b></p> <p>Learners analyse and evaluate in writing the effects of the chosen pressure group on one particular business in your local area. Many businesses may not be affected, so choose one where there is a positive or negative effect.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>National pressure groups can be used for this activity, but local groups may allow learners to see the actions of the group and their impact themselves.</p> <p>Use internet news searches to find recent stories on pressure groups working in your area.</p> <p>For most businesses, local community is likely to form the basis for some or more of its customers. Therefore, taking community needs into account can also be about meeting customer needs.</p> <p><a href="http://www.tutor2u.net/politics/content/topics/pressure_groups/pressure_groups.htm">www.tutor2u.net/politics/content/topics/pressure_groups/pressure_groups.htm</a></p>
<p>6.1.3 Social and demographic</p> <p><b>KC1 Change</b></p> <p><b>KC2 Context</b></p> <p><b>KC3 Decision-making</b></p>	<p>Demographic changes at a local, national and global level</p> <p>The impact of social and demographic change on business and business decisions</p>	<p>Give groups of learners a typical demographic change to investigate in relation to their area or another location. Each group produces a brief written report on the changes to:</p> <ul style="list-style-type: none"> <li>• age, e.g. rise in school, retirement or working age</li> <li>• ethnicity (change in ethnic composition or relations)</li> <li>• wealth (presence and causes of deprivation, class)</li> <li>• home ownership/rental accommodation and quality</li> <li>• employment status (including part-time)</li> <li>• location of population (rural/urban).</li> </ul> <p>Allocate each learner one of the demographic changes discussed and ask them to evaluate in a brief written report the impact it has had on a particular business. The business chosen should preferably have experienced both positive and negative effects from the identified demographic changes.</p> <p>The customer base for all businesses is people. A successful business is one that responds to the changing demographics of the countries in which it operates.</p>
<p>6.1.4 Technological</p> <p><b>KC1 Change</b></p> <p><b>KC2 Context</b></p>	<p>The impact of technological change on business and business decisions</p>	<p>Learners investigate a technological change at school/college that affected them and analyse in a table the benefits they gained from that technology being introduced and the likely costs of that change to them, the school or government.</p> <p>Using the same process, learners analyse in a table the effects on a business (good and bad) of the introduction of a piece of technology. This could be something as simple as a photocopier or something as large as a new production method. (I)</p> <p>In pairs learners debate whether and how the internet has been positive or negative for businesses. Each pair produces a paragraph arguing a positive effect and a paragraph arguing a negative effect.</p> <p>Technological change can have a major impact on business activity, as has been with the rise of the internet, but can also be incremental, such as the take-up of interactive whiteboards and tablet computers in schools. Technology is an obvious and accessible area to discuss change.</p> <p><b>Extension activity:</b> <a href="http://www.businessnewsdaily.com/9276-commercial-drones-business-uses.html">www.businessnewsdaily.com/9276-commercial-drones-business-uses.html</a> – an article about new uses for drone technology, which may prove an interesting discussion point.</p>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
6.1.5 Competitors and suppliers <b>KC2 Context</b> <b>KC3 Decision-making</b>	the impact of competitors and suppliers on business and business decisions	<p>Place the name of a well-known business in the middle of the board. Learners identify as many associated businesses as possible. These could include:</p> <ul style="list-style-type: none"> <li>• suppliers</li> <li>• trade customers</li> <li>• logistics companies</li> <li>• utility providers</li> <li>• maintenance and cleaning services.</li> </ul> <p>Learners take one of the associated businesses identified and:</p> <ul style="list-style-type: none"> <li>• evaluate the effect it could have on the original business</li> <li>• analyse the extent to which it can influence the original business in a positive and/or negative way</li> <li>• evaluate which business is likely to hold the most power in this relationship and why. <b>(I)</b></li> </ul> <p>Choose a business that has some obvious links with other businesses and which learners are aware of.</p>
6.1.6 International <b>KC2 Context</b> <b>KC3 Decision-making</b>	the importance of international trading links and their impact on business and business decisions	<p>Learners research one business from each of the following three types and identify and explain in writing the differences:</p> <ul style="list-style-type: none"> <li>• local business – ideally this should be a small business rather than a local branch of a larger business</li> <li>• national business</li> <li>• multinational business. <b>(I)</b></li> </ul> <p>Discuss how international trading impacts on the business, making sure you cover the following key issues:</p> <ul style="list-style-type: none"> <li>• more competition</li> <li>• economies of scale</li> <li>• diseconomies of scale</li> <li>• increased movement of goods.</li> </ul> <p>The focus of the discussion should be on how international trade can be advantageous and disadvantageous to the businesses.</p> <p><a href="http://www.youtube.com/watch?v=lbfiK97nVbA">www.youtube.com/watch?v=lbfiK97nVbA</a> – short video introducing the advantages and disadvantages of international trade.</p>
6.1.6 International	how international trade agreements might have an impact on businesses	<p>In pairs learners research one example from the following types of international agreement:</p> <ul style="list-style-type: none"> <li>• international treaties, e.g., Maastricht treaty</li> <li>• free trade agreements, e.g. North American Free Trade Agreement</li> <li>• climate change agreements, e.g. Kyoto</li> <li>• common currency agreements, e.g. Euro.</li> </ul> <p>Each pair designs a poster showing the potential benefits and costs to domestic businesses.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Then, referring to the work they did on local, national, and international businesses, each pair discusses the impact their international agreement had or would have if it were applied to the three businesses they researched.</p> <p>Learners then write a brief report to explain and analyse why, even if the conclusion is little or no influence. <b>(I)</b></p> <p>Learners are not expected to have detailed knowledge of specific international agreements. If a specific agreement is used, learners will be made aware of it in the exam.</p>
6.1.6 International <b>KC1</b>	The role of technology in international trade	<p>Technology is a constantly changing topic area and learners do not need to be aware of specific changes in technology. However, it is useful to discuss recent changes in technology and how specific business may have been impacted. Some examples include:</p> <ul style="list-style-type: none"> <li>• how new smartphone technology and fibre optics and 5G internet access has changed social media businesses?</li> <li>• how has containerisation changed import and export businesses?</li> <li>• what are the likely implications of self-driving vehicles on businesses such as Amazon?</li> <li>• how has the dominance of streaming services, such as Netflix, changed the movie industry?</li> </ul> <p>The focus here should be on international trade/businesses.</p>
6.1.6 International	<p>The advantages and disadvantages that a multinational might bring to a country</p> <p>Relationships between multinationals and governments</p>	<p>Learners analyse the advantages and disadvantages of the multinational organisation they focused on in the previous activity, preparing a short presentation to give to the whole class. <b>(I)</b></p> <p>Divide the class into groups to discuss the relationship between the multinational businesses they have collectively researched and the government of their country. Groups prepare a short presentation on the benefits and disadvantages to the government. <b>(I)</b></p> <p><a href="http://www.economist.com/news/special-report/21596667-relationship-between-business-and-government-becoming-increasingly-antagonistic">www.economist.com/news/special-report/21596667-relationship-between-business-and-government-becoming-increasingly-antagonistic</a></p>
6.1.7 Environmental <b>KC1 Change</b> <b>KC2 Context</b> <b>KC3 Decision-making</b>	<p>How physical environmental issues might influence business behaviour</p> <p>The impact of the growing importance of sustainability on business and business decisions</p>	<p>Learners identify a business where each of the following environmental issues may affect it in a positive or negative way (learners may need to look at more than one business to cover all these issues):</p> <ul style="list-style-type: none"> <li>• sustainability of raw materials</li> <li>• pollution</li> <li>• a 'green' supply chain</li> <li>• packaging (reducing and recycling)</li> <li>• carbon emissions</li> <li>• environmental laws</li> <li>• disposal of waste.</li> </ul> <p>Learners discuss the business(es) they identified and their conclusions with the whole class.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Many businesses create extra value in their products and services by engaging positively with environmental concerns. By encouraging recycling, using cleaner production methods, etc. many businesses have found that customers are willing to pay more to balance the additional costs. This shows that any external influence can be an advantage as well as a disadvantage to a business.</p> <p><a href="http://www.tutor2u.net/business/gcse/external_environment_business_environment.html">www.tutor2u.net/business/gcse/external_environment_business_environment.html</a></p>
6.1.7 Environmental	How a business and its stakeholders may use an environmental audit	<p>Learners complete a basic environmental audit on your school/college. This should include:</p> <ul style="list-style-type: none"> <li>• identify ways in which the school impacts on the environment; energy usage, paper, plastic etc.</li> <li>• how the school/college could improve its environmental impact</li> <li>• what targets the school/college already has on reducing/minimising its impact on the environment and how these should change. <b>(I)</b></li> </ul> <p>If the school/college is large then this could be divided into departments to give learners a realistic task. Discuss the benefits to the school/college of such an audit.</p> <p><a href="http://www.youtube.com/watch?v=MchifB1kw2w">www.youtube.com/watch?v=MchifB1kw2w</a> – video about being an environmental auditor.  <a href="http://www.youtube.com/watch?v=8qqYIN0yLQ8">www.youtube.com/watch?v=8qqYIN0yLQ8</a> – video about environmental auditing.</p>
<b>6.2 Business strategy</b>		
6.2.1 Developing business strategy <b>KC6 Strategy</b>	<p>The meaning and purpose of business strategy</p> <p>The meaning and purpose of strategic management: analysis, choice and implementation</p>	<p>Learners have already been introduced to the idea of strategy in section 1.4.1 (business objectives). As a link between the objectives of a business and its tactics. In this syllabus learners need to be able to analyse and evaluate past strategies that a business has used (or is planning to use) and to be able to recommend future strategies. Strategy is about the three elements of strategic management:</p> <ul style="list-style-type: none"> <li>• strategic analysis – techniques and analysis of the internal and external elements of a business to give information to be able to make a strategic choice to meet its objectives</li> <li>• strategic choice – techniques and analysis of information to come to a decision about the best way forward for a business to meet its objectives</li> <li>• strategic implementation – techniques and analysis to turn a strategy into a way forward for a business.</li> </ul> <p>A good introduction will be to use a case study and discuss:</p> <ul style="list-style-type: none"> <li>• the purpose of strategic management for the business</li> <li>• how the business has used strategic analysis</li> <li>• how the business has (or will) make the strategic choice between options</li> <li>• how the business has (or will) implement the strategy.</li> </ul> <p>Any Paper 3 case study can be used for this activity. <b>(F)</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
6.2.1 Developing business strategy <b>KC6 Strategy</b>	Approaches to develop business strategy, including: <ul style="list-style-type: none"> <li>– blue ocean strategy</li> <li>– scenario planning</li> <li>– SWOT analysis</li> <li>– PEST analysis</li> <li>– Porter’s five forces</li> <li>– core competence framework</li> <li>– Ansoff matrix</li> <li>– force field analysis</li> <li>– decision trees</li> </ul>	<p>Learners need to be able to use each of the techniques and interpret the data provided by each technique. A good activity is to give individual learners a technique to ‘teach’ to the rest of the group. Each learner should provide:</p> <ul style="list-style-type: none"> <li>• a presentation on how to use the technique</li> <li>• a set of notes to accompany the presentation</li> <li>• an example of a past examination question to sue the technique. <b>(I)</b></li> </ul> <p>Some activities to aid understanding of each technique include:</p> <p><b>Blue Ocean strategy:</b> blue ocean strategy is about pursuing low-cost innovation. A good example of blue ocean strategy is when Nintendo launched the Wii into the games market. Learners should investigate Nintendo’s launch of the Wii and analyse how the business managed to differentiate the product and thereby create a new space within the console market.</p> <p>Learners produce a report, including:</p> <ul style="list-style-type: none"> <li>• who were the main competitors in 2006 in the games/console market?</li> <li>• how did Nintendo achieve a low-cost strategy by developing the Wii (compared to the competitors)?</li> <li>• what benefits did Nintendo gain from their product differentiation? <b>(I)</b></li> </ul> <p><b>Extension activity:</b> learners look at the Smartphone industry and see how blue ocean strategy could be applied.</p> <p><a href="https://en.wikipedia.org/wiki/Blue_Ocean_Strategy">https://en.wikipedia.org/wiki/Blue_Ocean_Strategy</a>  <a href="http://www.blueoceanstrategy.com/what-is-blue-ocean-strategy/">www.blueoceanstrategy.com/what-is-blue-ocean-strategy/</a></p> <p><b>Scenario planning:</b> scenario planning is about a business developing ‘what if’ scenarios and looking at the decisions that might need to be made in each scenario. Learners should use scenario planning on their school/college. This can also be done on a local business with which the learners are aware. This can be done as a whole group activity:</p> <ul style="list-style-type: none"> <li>• create a mind-map of potential future scenarios – things which might happen that will affect the school/college. For example, a large increase in student numbers, a year of poor examination results, etc.</li> <li>• choose one (or give different teams one each) to develop further. Depending on time (and the nature of the scenario) it may be necessary to look at how this scenario plays out over a number of years</li> <li>• identify the internal and external forces which may help and hinder the school/college (this could be tied into a SWOT and PEST analysis or kept distinct for ease of understanding)</li> <li>• develop the timeline of the scenario – what is likely to happen and require a response from the business. What are the key decision points that will need to be addressed?</li> <li>• what decisions should the school/college make at each decision point to meet its objectives and try to overcome the constraints? These can be debated and votes taken over the best route to follow</li> <li>• evaluate the likely outcomes based on the decision made. Are there elements of the school/college’s policies that should be amended now to avoid any of the issues? Is the business as prepared as it could be to face this potential scenario?</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>A step-by-step guide to scenario planning <a href="http://www.professionalacademy.com/blogs-and-advice/a-step-by-step-guide-to-scenario-planning">www.professionalacademy.com/blogs-and-advice/a-step-by-step-guide-to-scenario-planning</a></p> <p>Some templates to use to visually represent scenario planning <a href="https://online.visual-paradigm.com/knowledge/scenario-planning/scenario-planning-templates-and-examples/">https://online.visual-paradigm.com/knowledge/scenario-planning/scenario-planning-templates-and-examples/</a>.</p> <p><b>SWOT analysis:</b> start a SWOT of the school/college. Use the board to produce and structure a list of the strengths, weaknesses, opportunities and threats that learners identify. Learners produce a written strategy based on one or two strengths, weaknesses, opportunities and threats from the completed SWOT, such as.</p> <ul style="list-style-type: none"> <li>• a strategy to overcome a weakness using an opportunity</li> <li>• a strategy to address a threat with a strength. <b>(I)</b></li> </ul> <p>In groups learners analyse a local business using a SWOT framework and produce a written strategy for the future based on this analysis.</p> <p>SWOT (strengths, weaknesses, opportunities, threats) is a well-known but sometimes misused technique. Identifying strengths, weaknesses, opportunities and threats is only the first step – more important is being able to use the findings to develop a strategy. This activity could be done at the same time as the following activity on PEST analysis by dividing the class into two –half doing SWOT and half doing PEST. Threats and opportunities both represent potential changes to the business environment.</p> <p><a href="http://www.mindtools.com/pages/article/newTMC_05.htm">www.mindtools.com/pages/article/newTMC_05.htm</a> (article)</p> <p><b>PEST analysis:</b> discuss the PEST influences on the school/college and use the board to produce a list of the political, economic, social and technological influences identified. Learners identify one or two of the most important PEST influences on the school/college and write a strategy to overcome them. <b>(I)</b></p> <p>In groups learners analyse a local business using the PEST framework and devise a strategy to overcome the most important influences they identify. Each group presents its findings to the class.</p> <p>Follow this with a class discussion on how SWOT and PEST can be used together to provide information to a business for planning future strategies. Also use this discussion to collectively produce a mind map of the advantages and disadvantages of SWOT and PEST analysis.</p> <p>PEST (political, economic, social, and technological) is a well-recognised form of analysis on the external influences facing a business. Like SWOT the important aspect in terms of Strategic Management for PEST is to use the outcome to form and analyse strategy. Many textbooks use PEST, however there are some external influences not covered by PEST (such as demographics, ethics, environment). Although PEST may be used, it is worth teaching learners to look at all the external influences even if they do not fit into a PEST framework.</p> <p><b>Core competence framework:</b> select a business and learners analyse it using the Core Competencies. On completion, learners write a draft letter to the Managing Director of the business suggesting a business strategy based on their analysis. <b>(I)</b></p> <p>Follow this with a class discussion on the usefulness of using the core competencies to analyse a business.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>To develop skills in looking at this in a specific business context, set learners the following essay question, 'To what extent is success in the computer manufacturing industry dependent on developing core competencies?'</p> <p>A core competence is something a business does or has that gives it a competitive advantage.</p> <p>The business you select for the first task can be any business in any sector, but learners must be able to access enough information to undertake the analysis.</p> <p>A good way to help less able learners develop a strategy from the Core Competencies is to ask them to find a unique selling point (USP) based on the competences and write the strategy around how to implement it. This will also help structure their draft letter.</p> <p><a href="https://en.wikipedia.org/wiki/Core_competency#:~:text=A%20core%20competency%20is%20a%20concept%20in%20management.of%20companies%27%20competitiveness.%20Core%20competencies%20fulfill%20three%20criteria%3A">https://en.wikipedia.org/wiki/Core_competency#:~:text=A%20core%20competency%20is%20a%20concept%20in%20management.of%20companies%27%20competitiveness.%20Core%20competencies%20fulfill%20three%20criteria%3A</a></p> <p><b>Porter's five forces:</b> introduce the Porter analysis matrix and learners describe the forces acting on a local retail business they are familiar with in these terms. If possible, arrange a trip to visit the business (or go and see it in operation) to help to bring the 'five forces' to life.</p> <p>Put learners into groups of five and give them an industry to look at that they are already familiar with. Ask each group to use Porter to analyse the 'forces' in that industry, with each learner focusing on a separate force.</p> <p>On completion each group reports back to the class, which then uses the findings to discuss how competitive that industry is. Porter's Five Forces is a way of analysing the level of competition within an industry. While terminology varies, these forces include:</p> <ul style="list-style-type: none"> <li>• threat of new entrants</li> <li>• threat of substitute products/ services</li> <li>• supplier power</li> <li>• buyer power</li> <li>• competitive rivalry.</li> </ul> <p><a href="http://www.mindmeister.com/291731392/porter-5-forces-analysis-video-game-sector">www.mindmeister.com/291731392/porter-5-forces-analysis-video-game-sector</a> (mind-map on the video games market)</p> <p><b>Ansoff's matrix:</b> hand out a series of mini business case studies that reflect each quadrant of the Ansoff Matrix. Learners analyse and discuss the risk of each strategy and (if possible) the outcome. Suitable examples include:</p> <ul style="list-style-type: none"> <li>• market penetration: introducing a new flavour of chewing gum</li> <li>• product development: the introduction of salads to McDonalds</li> <li>• market development: iPad and iPhone as follow-on to the iPod</li> <li>• diversification: Virgin and the many different businesses it operates.</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>In groups of four learners to role-play a managers' meeting for a local business. Each learner advocates a different strategy (market penetration, product development, market development or diversification). By focusing on the potential risk and the possible rewards of each approach, learners then decide which strategy to implement. Each group reports its decisions to the class for wider discussion and feedback.</p> <p>The Ansoff matrix is only useful when used to analyse risk and potential reward. Stress to learners that simply identifying a given strategy as being in a particular quadrant is only the first part of the process of analysis.</p> <p><b>Force field analysis:</b> learners look at a decision they have made or are about to make. What are the forces for and against the decision? How strong is the influence of each of these forces? Learners score each force, and add up the scores for and against, sharing their scores with the class.</p> <p>As a class, choose a local business as a context for discussing the forces acting upon it. Some useful elements that should be covered in this discussion are:</p> <ul style="list-style-type: none"> <li>• available resources – traditions</li> <li>• vested interests – organisational structures</li> <li>• relationships – social or organisational trends</li> <li>• attitudes of people – regulations</li> <li>• personal or group needs – present or past practices</li> <li>• institutional policies/norms – agencies</li> <li>• values – desires</li> <li>• costs – events.</li> </ul> <p>Once learners are comfortable with using force field analysis, ask them to answer the following questions:</p> <ul style="list-style-type: none"> <li>• explain what is meant by the term 'force field analysis'</li> <li>• analyse one benefit for a business of using 'force field analysis'</li> <li>• evaluate the usefulness of force field analysis for a business which is developing a strategy to expand into another country.</li> </ul> <p>Force Field Analysis requires a context upon which to base analysis. In this respect it can be a difficult topic as it requires the learner to adapt their learning.</p> <p>Some notes on Force Field Analysis and a link to a video:</p> <p><a href="http://www.mindtools.com/pages/article/newTED_06.htm">www.mindtools.com/pages/article/newTED_06.htm</a> (article and video)</p> <p><a href="https://en.wikipedia.org/wiki/Force-field_analysis">https://en.wikipedia.org/wiki/Force-field_analysis</a></p> <p><b>Decision trees:</b> hand out a series of mini business case studies with suitable quantitative questions to be made and learners construct a decision tree, calculate the expected monetary values and use the results to select the most appropriate strategy for each one. Start with easy decision trees to allow learners to build up their skills and then ask them to progress on to more complicated ones.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Class discussion to share what has been learned and use this to develop a 'big picture' summary. As part of this, hand out a sheet of all the terms and elements of a decision tree that learners can keep and refer back to.</p> <p>Paper 3 past papers and textbooks can be a good source of suitable case studies for the individual task.</p> <p>Decision trees with more than one decision node are likely to be the ones learners find most difficult.</p> <p>The most important aspect is to make learners aware of the requirement to choose the highest option at a decision point (a square) but to add up the values at a chance node (a circle). This is a common source of error.</p> <p>Wikipedia page about decision trees:  <a href="https://en.wikipedia.org/wiki/Decision_tree">https://en.wikipedia.org/wiki/Decision_tree</a></p> <p>Give groups of learners one of the decision trees from the previous activity with the calculations completed. Provide them with sufficient detail on the business context for that decision tree and then ask each group to work in two teams arguing for and against the decision chosen respectively.</p> <p>Add complexity to the task by handing out a number of options and/or decisions to be made within the decision (not just two) together with the required quantitative and qualitative data. Ask each group to again come up with arguments for and against each option and then to come to a mutually agreed judgment over their preferred option.</p> <p><b>Extension activity:</b> set the following essay question, 'To what extent is a decision tree the most effective way to decide on business strategies? Justify your view'. Generally, learners will be expected to argue for and against the outcome of a decision tree. Some learners find arguing against a quantitative piece of data difficult, but this will be essential in coming to a balanced judgement.</p>
<p>6.2.2 Corporate planning and implementation</p> <p><b>KC6 Strategy</b></p>	<p>The meaning and importance of corporate planning</p>	<p>Learners will have already been introduced to the idea of a business plan in section 1.1.3 (Business plans), so the distinction between a business plan and a corporate (strategic) plan needs to be the starting point.</p> <p>The business plan is usually a starting point for an organisation, often created at start-up or to gain finance. Whereas corporate planning is about planning the strategic direction of a business, often for the next 3-5 years and usually focusses on achieving the business objectives, such as growth. The corporate plan requires learners to apply everything they have learned throughout the course, so this section would normally be completed at the end of the A Level course.</p> <p>Learners should work as a team (if the group is large then use more than one team) to develop an integrated corporate plan based a real businesses strategic vision. Each learner (or a small team of learners) can focus on one business area covered by the specification:</p> <ul style="list-style-type: none"> <li>• Business (Section 1)</li> <li>• Human resource management (sections 2 and 7)</li> <li>• Marketing (sections 3 and 8)</li> <li>• Operations management (sections 4 and 9)</li> </ul>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<ul style="list-style-type: none"> <li>• Finance and accounting (sections 5 and 10)</li> <li>• The business environment (Section 6).</li> </ul> <p>Any large business can work as a focus for this activity as long as there is enough research material available and the learners have a basic understanding of the business. Some examples could include:</p> <ul style="list-style-type: none"> <li>• Samsung <a href="http://www.samsung.com/levant/aboutsamsung.html/aboutsamsung/">www.samsung.com/levant/aboutsamsung.html/aboutsamsung/</a></li> <li>• Tesco <a href="http://www.tescopl.com/media/392349/tesco_ar17_6drivers.pdf">www.tescopl.com/media/392349/tesco_ar17_6drivers.pdf</a></li> <li>• Tata <a href="http://www.tata.com/tsmq">www.tata.com/tsmq</a></li> </ul> <p>Each learner or team should focus on decisions that need to be made within their given area to meet the business' objective and produce a report describing the importance of their area to achieving the strategic objective. <b>(I)</b></p> <p>Each learner or team presents their ideas to the entire group and bring their ideas together to show the importance of a combined and integrated corporate plan.</p> <p><b>Extension activity:</b> article about the importance of corporate planning, <a href="http://www.economicdiscussion.net/management/corporate-planning/corporate-planning/32471">www.economicdiscussion.net/management/corporate-planning/corporate-planning/32471</a></p> <p>For consolidation: any past Paper 3 will have a future strategic options for a business. Any of these can be used to answer the following question: 'Evaluate the importance of strategic planning for...' For example, 9609/32 Mar 2020 'Evaluate the importance of corporate planning for FE when implementing Option A'.</p>
<p>6.2.2 Corporate planning and implementation</p> <p><b>KC3 Decision-making</b></p> <p><b>KC6 Strategy</b></p>	<p>The meaning of corporate culture and its impact on business decision-making</p>	<p>Give groups of four one type of corporate culture from the following list:</p> <ul style="list-style-type: none"> <li>• power</li> <li>• task</li> <li>• entrepreneurial</li> <li>• role</li> <li>• person.</li> </ul> <p>Learners investigate and present in a table as many businesses as possible which have that type of culture. Learners pick one business that demonstrates the culture type their group looked at and analyse how that culture type has influenced (or might influence in the future) the strategy of that business.</p> <p>Class discussion about the different corporate cultures each learner encountered during the previous task. As part of this, develop a mind map on the board to draw together the common elements of these cultures and illustrate how important corporate culture is in developing future strategies.</p> <p>The identification of a culture type is good context, but it is the link to strategy that is the more important skill to develop. <a href="http://www.tutor2u.net/business/strategy/culture-types.html">www.tutor2u.net/business/strategy/culture-types.html</a></p> <p>For consolidation: 9609/23 June 2020 Q7 <b>(F)</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
6.2.2 Corporate planning and implementation <b>KC1 Change</b> <b>KC6 Strategy</b>	The meaning and importance of transformational leadership	<p>Strategic management has to be led and the importance of leadership to transform a business and meet its strategic objectives cannot be underestimated. Use the business that was the focus of the corporate planning section to discuss the importance of a transformational leader to implement the strategic decisions that the class found. Learners should investigate a transformational leader and the role they played in business success. Some examples could include:</p> <ul style="list-style-type: none"> <li>• Steve Jobs (Apple)</li> <li>• Richard Branson (Virgin)</li> <li>• Oprah Winfrey (media)</li> <li>• Jeff Bezos (Amazon)</li> <li>• Craig Menear (Home Depot).</li> </ul> <p>Learners prepare a presentation about how their given leader changed the business and the importance of their role in the transformation. This activity could coincide with a visit/talk form a local businessperson, who could then become the focus of the project.</p> <p>For consolidation: most Paper 3 case studies have a named leader who has played a role in the transformation of the business. This can be used to answer the question, 'Evaluate the importance of transformational leadership to the success of the business' (20 marks) <b>(F)</b></p>
6.2.2 Corporate planning and implementation <b>KC6 Strategy</b>	The management and control of strategic change	<p>Learners research and write a report on the process of change management either using one of the case studies in the links below or any suitable local business they are familiar with. Their report should set out:</p> <ul style="list-style-type: none"> <li>• the need for the change taking place</li> <li>• the need to manage that change</li> <li>• the process undertaken to achieve it</li> <li>• the importance of change management to the stakeholders of the organisation</li> <li>• the degree to which the original objectives were achieved. <b>(I)</b></li> </ul> <p>Hand out a suitable business case study and learners discuss:</p> <ul style="list-style-type: none"> <li>• the techniques that may be appropriate for managing change successfully within that organisation</li> <li>• the development of future strategies to successfully manage change.</li> </ul> <p>The websites below have good examples of well-known examples of businesses which have encounters and managed change.</p> <p><a href="http://www.tutor2u.net/blog/index.php/business-studies/comments/researching-the-royal-mail-a-great-case-study-in-change-management">www.tutor2u.net/blog/index.php/business-studies/comments/researching-the-royal-mail-a-great-case-study-in-change-management</a> (UK Royal Mail case study and further links)</p> <p><a href="https://insights.profitand.com/blog/real-life-examples-of-successful-change-management-in-business">https://insights.profitand.com/blog/real-life-examples-of-successful-change-management-in-business</a> real examples of change management.</p> <p>Past papers and textbooks can be a good source of suitable case studies for the whole class task.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p><a href="http://www.businessballs.com/changemanagement.htm">www.businessballs.com/changemanagement.htm</a> (general theory)  <a href="http://www.change-management.com/tutorial-change-process-detailed.htm">www.change-management.com/tutorial-change-process-detailed.htm</a> (tutorial)</p> <p>For consolidation: most Paper 3 case studies include change within the business. Use the following questions with a suitable case study: 'Evaluate how the business can effectively manage its strategic change' (20 marks), or 'Evaluate the importance of effective change management to the success of the business' (20 marks) <b>(F)</b></p>
<p>6.2.2 Corporate planning and implementation</p> <p><b>KC1 Change</b> <b>KC6 Strategy</b></p>	<p>The meaning and importance of contingency planning and crisis management</p>	<p>As a class look at the school's/college's policies for contingencies, e.g. the fire drill. Discuss:</p> <ul style="list-style-type: none"> <li>• why does the school/college have a plan in place?</li> <li>• how often is it tested?</li> <li>• what is the consequence of not having a contingency plan?</li> </ul> <p>Learners consider to what extent does every contingency need to be planned for. Can learners come up with scenarios in or out of school/college that could/should not be planned for? Why is this?</p> <p>Using a recent business crisis, ask the class to analyse the business's response and what it could have done better. Use local examples where possible, or ones learners will be aware of, e.g., the Fukushima nuclear disaster. As part of their analysis, learners investigate the lessons learned from the crisis.</p> <p>In groups learners role-play a business facing a crisis. Give each group a business objective to plan for – this could be something as simple as planning for a new competitor opening in the town. After a suitable time interval, add a crisis into their scenario. Ask each group to think about what the business should do and produce a written plan for dealing with the crisis. Each group goes through their plan with the whole class for discussion and feedback. Crisis management and contingency planning is best taught in contexts that learners are aware of. This may mean responding to the news and local events.</p> <p>For consolidation: 9609/33 Jun 2020 Q7 (contingency planning) <b>(F)</b></p>
<p><b>Past and specimen papers</b></p>		
<p>Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b></p>		

## 7. Human resource management (A Level)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>7.1 Organisational structure</b>		
<p>7.1.1 The relationship between business objectives and organisational structure</p> <p>7.1.2 Types of structure: functional, hierarchical (flat and narrow), matrix</p> <p><b>KC6 Strategy</b></p>	<p>The purpose and attributes of an organisational structure such as flexibility, meeting the needs of the business, allowing for growth and development and encouraging intrapreneurship</p> <p>The advantages and disadvantages of the different types of structure</p> <p>Why some organisations are structured by product and others by function or geographical area</p>	<p>Using examples from the internet or textbooks, discuss different organisational structures with learners. In particular look at a:</p> <ul style="list-style-type: none"> <li>• flat hierarchy</li> <li>• tall/narrow hierarchy</li> <li>• matrix structure</li> <li>• structuring by product</li> <li>• structuring by function</li> <li>• structuring by geographic area.</li> </ul> <p>Give learners a specific organisation (a local one if possible) and ask them to describe and analyse (advantages and disadvantages) the structure at that organisation, categorising it into one of the structural types discussed above. They then evaluate in writing the suitability of that structure for the organisation's stated business purpose (growth, intrapreneurship etc.). <b>(I)</b></p> <p>Class discussion on the reasons for changing organisational structure and the ways in which it may change.</p> <p><a href="http://www.youtube.com/watch?v=LCAAivdxVTU">www.youtube.com/watch?v=LCAAivdxVTU</a> – video explaining organisational structures.</p> <p>For consolidation: 9609/31 Jun 2020 Q3 <b>(F)</b></p>
<p>7.1.2 Types of structure: functional, hierarchical (flat and narrow), matrix</p> <p><b>KC1 Change</b></p>	<p>The reasons and ways structures change e.g. due to growth or delayering</p> <p>The features of a formal structure: levels of hierarchy, chain of command,</p>	<p>Provide groups of learners with an organisational chart of the school/college (help them develop this if it doesn't already exist) which they label with full explanations of the following key terms:</p> <ul style="list-style-type: none"> <li>• chain of command for the business teacher highlighted</li> <li>• span of control of one member of the senior leadership</li> <li>• responsibility of one member of middle management</li> <li>• lines of authority for one member of middle management</li> <li>• an explanation of how delegation can take place</li> <li>• an explanation about the centralisation/decentralisation involved.</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	span of control, responsibility, authority, delegation, accountability, centralised, decentralised	<p>Learners write a letter/report identifying to the Head Teacher/Principal how the organisational structure could be improved. This should contain an analysis of the current structure and justifications for the changes recommended. <b>(I)</b></p> <p>Broaden this by giving learners an organisational structure from other business types to label and analyse in the same way so they develop and practice their skills in using the correct terminology. Have learners suggest any informal structures that may exist in the business and whether these benefit the stakeholders. The precise use of correct terminology is essential in this area of the syllabus.</p> <p>Delegation is a common area of misunderstanding. Although responsibility for performing a task can be delegated, accountability cannot. This can be actively demonstrated in the classroom by pretending to give a learner a task, such as writing school reports for the class. If the learner then did not complete them, who would get the blame?</p>
<p>7.1.3 Delegation and accountability</p> <p><b>KC3 Decision-making</b></p>	<p>The relationship between delegation and accountability</p> <p>The processes of accountability in a business</p> <p>The impact of delegation on a business</p>	<p>Learners use case studies and analyse the use of delegation and its link to accountability in different business contexts. Broaden this out into a class discussion on the appropriateness of delegation, focusing in particular on the difficulties of doing it and the times when it may be inappropriate.</p> <p>In groups learners examine delegation in relation to the other topics already covered in this area of the syllabus – leadership, motivation, employee/employer relations and communication (if covered at this point). Give each group a different area to look at. Each group reports back their findings to the class. <b>(I)</b></p> <p>Textbooks and the internet are a good source of case studies for this activity.  <a href="https://en.wikipedia.org/wiki/Delegation">https://en.wikipedia.org/wiki/Delegation</a>  <a href="https://en.wikipedia.org/wiki/Accountability">https://en.wikipedia.org/wiki/Accountability</a></p> <p><b>Extension activity:</b> <a href="http://www.youtube.com/watch?v=aZK3zS7I848">www.youtube.com/watch?v=aZK3zS7I848</a> a video about the art of delegation  <a href="http://www.youtube.com/watch?v=tRhoaRlyeq8">www.youtube.com/watch?v=tRhoaRlyeq8</a> – the obstacles of accountability</p> <p>Divide the class into two groups – one to research motivation theories and one to look at motivation in practice. Each group then finds specific business examples of when delegation is an advantage and when it is a disadvantage to the motivation of workers. Each group produces a written report or presentation for the class. The ability to bring important topics together in this way is an essential element of successful A Level study.</p>
<p>7.1.4 Control, authority and trust</p> <p><b>KC3 Decision-making</b></p>	<p>The relationship between span of control and levels of hierarchy</p> <p>The difference between authority and responsibility</p>	<p>Using a business and organisational structure already studied, allocate groups of learners a job role at a different level in that organisation's hierarchy. Learners role-play a meeting called to focus on a task that has not been completed, but which has been delegated down the span of control. Discuss the difference between who has the authority for the task and who has the responsibility for the task.</p> <p>Learners evaluate the possible impact of this scenario on the stakeholders involved and consider the wider conflicts that can arise between managers and the workforce over delegation, producing a mind-map showing where and why these impacts occur. <b>(I)</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	The conflicts between control and trust that might arise when delegating	<p>It is important that learners develop an understanding of the relationship between span of control and levels of hierarchy, the difference between authority and responsibility and the conflicts that arise between control and trust when delegating. Discuss:</p> <ul style="list-style-type: none"> <li>• does there need to be a distance between management and workers?</li> <li>• what happens when the lines get blurred?</li> <li>• is a good manager one who avoids conflict, or one who causes it by constantly pushing forwards?</li> </ul>
7.1.5 Centralisation and decentralisation <b>KC1 Change</b>	The impact of centralisation and decentralisation on a business	<p>Introduce centralised and decentralised organisational structures. Learners mind-map the potential advantages and disadvantages of centralised structures. Discuss and refine these in relation to businesses that do use centralised structures.</p> <p>Learners draw up a table of the potential advantages and disadvantages of decentralised structures. On completion, discuss and refine these in relation to businesses that do use decentralised structures. <b>(I)</b></p> <p>Follow this by allocating pairs of learners a local, national, or international business they have already studied. One learner argues the case for that business using a centralised structure, the other a decentralised structure. Give appropriate preparation time and then limit each debate to 5–10 minutes in front of the whole class, with a short time afterwards for questions and a vote on which case was more convincing. Discuss, should businesses develop strategies to centralise their business or to decentralise? In most cases the most important aspect is the context and the business's ability to adapt their strategy in relation to this.</p> <p><a href="http://www.tutor2u.net/business/people/org_centralisation_decentralisation.asp">www.tutor2u.net/business/people/org_centralisation_decentralisation.asp</a>  <a href="https://www.youtube.com/watch?v=M1sV6YhxQD8">www.youtube.com/watch?v=M1sV6YhxQD8</a> – video about centralisation and decentralisation.</p> <p>For consolidation:</p> <ul style="list-style-type: none"> <li>• 9609/32 Mar 2019 Q1 (centralised AO4)</li> <li>• 9609/32 June 2020 Q2 (decentralised AO4) <b>(F)</b></li> </ul>
7.1.6 Line and staff <b>KC3 Decision-making</b>	Examples of and distinctions between line and staff functions and the conflicts between them	<p>Play 'staff management charades' – write a number of different line and staff relationships on pieces of paper and put them into a box. Learners pull out one piece of paper and mime the relationship that they have been given.</p> <p>Hand out a case study of conflict between staff and line managers based on any business where there is a clear distinction between line and staff relationships. The study should start with a simple set of questions requiring learners to identify the line and staff relationships. Questions should then progress to explaining the difference between the relationships. <b>(I)</b></p>
<b>7.2 Business communication</b>		

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
7.2.1 Purposes of communication <b>KC6 Strategy</b>	Situations in which communication is essential	<p>Learners list as many examples of communication as they can in their immediate environment in five minutes. Encourage them to look for types of communication they may not find immediately obvious, such as:</p> <ul style="list-style-type: none"> <li>• fire alarm</li> <li>• noticeboards</li> <li>• logos on clothing</li> <li>• signs</li> <li>• markings on the floor/walls. <b>(I)</b></li> </ul> <p>In groups learners pool their results together and develop a mind-map, discussing the outcome. Learners design a fire procedure, including how to communicate meeting points, contingency plans and alarm system. They identify the potential challenges in communicating this critical information effectively.</p> <p>Learners apply the communication methods identified in their mind-maps to a business they have already studied and write a brief report on the types of emergency communication that business may use and why they are appropriate. Communication is an area all learners have experience of. Bringing out this experience will help them understand the importance of effective business communication. Communication should not just be a coincidence of what is already in place, but a managed device to enable the business to achieve its objectives.</p>
7.2.2 Methods of communication	<p>The standard methods of communication used in business: spoken, written, electronic, visual</p> <p>The strengths and weaknesses of the different methods of communication</p>	<p>Learners will have encountered numerous methods of communication in the past. Start with creating a mind-map of the different ways in which they communicate. Make sure each broad method is mentioned (e.g., spoken, written, electronic and visual).</p> <p>Give learners scenarios and ask them to discuss what is the best method of communication in each scenario, e.g.:</p> <ul style="list-style-type: none"> <li>• asking someone out for a date</li> <li>• dismissing an employee</li> <li>• inviting someone to your wedding</li> <li>• instructions on how to use a piece of machinery.</li> </ul> <p>Arrange a visit to a business or local supermarket so learners can apply their understanding of communication in a real setting. Ask groups to identify as many communication methods in that business as they can. As in the previous activity, this should include looking for less obvious/direct methods.</p> <p>Ask learners to analyse one of the communication methods they spotted, how and why this method is used and what the potential advantages and disadvantages of this method are for the context in which it is used.</p> <p><b>Extension activity:</b> learners identify how each method of communication could be improved (e.g., placement, volume, colour, medium etc.). <b>(I)</b></p> <p>Class discussion about the ways in which different businesses may use different communication method. The choice of communication methods employed by a business must be in line with the business' strategy.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
7.2.3 Channels of communication	<p>How communication works within a business</p> <p>The difference between one- and two-way communication; the difference between vertical and horizontal communication</p>	<p>Write out the following onto pieces of paper and fold them up, keeping separate piles for each of the four categories:</p> <ul style="list-style-type: none"> <li>• different stakeholders in an organisation (e.g., manager, worker, customer, etc.)</li> <li>• communication channels (1-way, 2-way, horizontal, vertical)</li> <li>• methods of communication (from the previous activity)</li> <li>• a variety of communication aims.</li> </ul> <p>Pairs of learners to each pull out a piece of paper from each category and with the given information role-plays how the aim can be communicated. As each role-play takes place, the class takes notes and offers improvements to the process. Discuss how the different elements could be changed to make the communication better. Using this information, then learners come up with the most inappropriate communication channels and methods for:</p> <ul style="list-style-type: none"> <li>• making a worker redundant</li> <li>• informing customers of a safety concern with a product</li> <li>• promoting a manager.</li> </ul> <p>Class discussion about what it is that makes these communications so inappropriate and how this knowledge could be applied to a range of different business types.</p>
7.2.3 Channels of communication <b>KC1 Change</b>	<p>Problems associated with different channels of communication</p> <p>Barriers to communication and how to overcome them</p>	<p>Learners discuss the barriers to effective communication and write them on the board. Mind-map this list into possible categories. Develop understanding of this with a series of short mini-activities to exemplify different types of communication barriers such as.</p> <p>Physical barriers:</p> <ul style="list-style-type: none"> <li>• Chinese whispers: try to pass a message around a room</li> <li>• charades/Pictionary: communicating without using your voice</li> </ul> <p>Perceptual barriers:</p> <ul style="list-style-type: none"> <li>• optical illusions (many are available on internet)</li> <li>• written messages that are ambiguous/commonly misread</li> </ul> <p>Emotional barriers:</p> <ul style="list-style-type: none"> <li>• the reaction to text or social network messages when Smilies and additions such as LOL are and are not added</li> </ul> <p>Cultural barriers:</p> <ul style="list-style-type: none"> <li>• different colour associations, etiquette, etc.</li> </ul> <p>Language barriers:</p> <ul style="list-style-type: none"> <li>• words that have more than one meaning (pants, chips, etc.)</li> </ul> <p>Gender barriers:</p>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<ul style="list-style-type: none"> <li>• differences in approaches to communication between women and men (most effective in a mixed group).</li> </ul> <p>Ask one learner to step outside the room. Another learner then draws pictures of some simple things on a piece of paper such as a house, sun, tree, path. The learner outside the room then has to come back and replicate the picture without seeing it and only using instructions from the drawer. The communication can only be one way (no questions) and the drawer cannot see the progress being made. This can be repeated by building in more or different barriers as desired. Class discussion about how this activity can be applied to businesses.</p> <p>There is an opportunity in this section to develop learners interpersonal and communication skills beyond the Business syllabus. Since communication is an essential part of an examination, any development of skills may benefit learners in their examinations. Barriers to communication change and the businesses and managers ability to adapt will be one of the key features to successful communication.</p> <p><a href="http://www.skillsyouneed.com/ips/barriers-communication.html">www.skillsyouneed.com/ips/barriers-communication.html</a>  <a href="http://www.youtube.com/watch?v=kaH4xfodN3w">www.youtube.com/watch?v=kaH4xfodN3w</a></p>
<p>7.2.5 The role of management in facilitating communication</p> <p><b>KC3 Decision-making</b></p> <p><b>KC4 Enterprise</b></p>	<p>The role of informal communications within a business</p> <p>Ways in which communication can influence the efficiency of a business</p> <p>Ways of improving communication in a given situation</p>	<p>Learners often forget the importance of informal communication (communication which is not through a formal communication method in an organisation). Learners write a diary from a typical day at school/college of all the different forms of communication they have encounters. They should divide these up into formal (setup by the school, such as a lesson) and informal. They will probably encounter many more forms of informal communication during the day – the same is true in business.</p> <p>Ask learners to think about their first day at school/college. Did they find out the following from formal or informal communication methods?</p> <ul style="list-style-type: none"> <li>• where the bathroom/toilet facilities are?</li> <li>• where to have break/lunch?</li> <li>• how to behave in a lesson?</li> <li>• when they can chat to their friends?</li> <li>• what time school/college finishes?</li> </ul> <p>Assuming some of these occurred through informal communication (for at least a few learners), discuss why informal communication is important. Learners share their ideas and discuss the importance of communication in a business in terms of efficiency. Divide the class into two groups – one looking at formal communication, the other informal communication. Ask each group to come up with examples of business scenarios where formal/ informal communication is essential to improving efficiency.</p> <p>A good opportunity to discuss what role management has in establishing and maintaining successful communication. Use a business case study and/or focus on a local business or the school/college and ask learners to suggest ways in which the organisation could improve communication.</p>

<b>7.3 Leadership</b>		
<p>7.3.1 Leadership</p> <p><b>KC2 Context</b></p> <p><b>KC3 Decision-making</b></p> <p><b>KC4 Enterprise</b></p>	<p>The purpose of leadership</p> <p>Leadership roles in business (directors, managers, supervisors, worker representatives)</p> <p>The qualities of a good leader</p>	<p>To elicit the purpose of leadership, ask learners the leadership roles they know in a business. In groups learners role-play a meeting involving:</p> <ul style="list-style-type: none"> <li>• a director</li> <li>• a manager</li> <li>• a supervisor</li> <li>• a worker representative.</li> </ul> <p>The aim of the meeting is to come to a resolution about a dispute/conflict, e.g. longer working hours. Allocate roles to learners and give them time to think about what their role's objective is (beyond the objective of the business) and what their leadership responsibilities are.</p> <p>After the role-play, bring the whole group together to identify the leadership qualities that learners showed, or (more likely) the qualities they should have shown:</p> <ul style="list-style-type: none"> <li>• how could each type of leader have improved their leadership?</li> <li>• should they have been thinking of their subordinates more or were they focussing on their own issues?</li> <li>• do learners know any managers like the ones portrayed?</li> </ul> <p>For the role play, pick a business that is well-known to learners, e.g. in the news or locally familiar) so they understand the context. Other aspects of the role play you need to manage include:</p> <ul style="list-style-type: none"> <li>• the line relationships between the workers (who is in charge of whom)</li> <li>• the individual stakeholder objectives (e.g., directors may have a profit motive, managers may be looking at their own utility/benefits, supervisors may be looking to minimise workload and worker representatives may be focussing on higher pay)</li> </ul> <p>The wider leadership responsibilities of each leader (directors have a responsibility for the whole business, managers have a responsibility for their department/area, supervisors have responsibility for operations in their area, worker representatives have responsibility for the workers).</p>
<p>7.3.2 Theories of leadership</p>	<p>Key leadership theories: trait, behavioural, contingency, power and influence and transformational</p>	<p>Ask learners to investigate each of the main theories of leadership. Each learner should prepare a presentation and notes handout for their given theory. For example:</p> <ul style="list-style-type: none"> <li>• trait theories</li> <li>• behavioural theories</li> <li>• contingency theories</li> <li>• power and influence theories</li> <li>• transformational theories.</li> </ul> <p>Knowledge of specific theorists should not be necessary for the examination, but relevant examples may prove useful.</p> <p>Class discussion about the relevancy of each theory in different organisations. For example:</p> <ul style="list-style-type: none"> <li>• which leadership theory is most likely to be used in the armed forces?</li> <li>• which leadership theory is most likely to be used in a University?</li> </ul>

		<ul style="list-style-type: none"> <li>• which leadership theory might be most appropriate in a manufacturing factory?</li> <li>• which leadership theory might be most useful when managing people remotely?</li> </ul> <p><a href="http://www.mindtools.com/pages/article/leadership-theories.htm">www.mindtools.com/pages/article/leadership-theories.htm</a> – article about leadership theories.</p>
<p>7.3.3 Emotional intelligence/emotional quotient (EQ)</p> <p><b>KC2 Context</b></p> <p><b>KC3 Decision-making</b></p>	<p>Goleman's four competencies of emotional intelligence: self-awareness, social awareness, self-management and social skills</p>	<p>Introduce Goleman's four competencies and discuss the nature of each of the elements. How would learners rank themselves on each scale?</p> <p>Give groups of learners one of Goleman's four competencies. They devise five questions which aim to find out a person's emotional intelligence on that competency. They give the five questions to another group who analyses the questions, looking for aspects that are good and areas where improvements can be made. When learners have a good understanding of each competency, give them a business scenario to analyse and evaluate the usefulness of the competencies. Scenarios could include:</p> <ul style="list-style-type: none"> <li>• hiring new staff</li> <li>• making existing staff redundant</li> <li>• disciplining workers.</li> </ul> <p>Learners produce a written report identifying scenarios where the competencies are more useful than others. <b>(I)</b></p> <p>Some substantial teaching is needed here about the nature of the competencies in the first part of this activity.</p>
<p><b>7.4 Human resource management (HRM) strategy</b></p>		
<p>7.4.1 Approaches to human resource management (HRM)</p> <p><b>KC2 Context</b></p>	<p>The difference between 'hard' and 'soft' HRM</p>	<p>Organise a class debate about the uses of 'hard' and 'soft' HRM. One half of the class should argue for the use of 'hard' HRM whilst the other should argue for the use of 'soft' HRM.</p> <p>Before starting, instruct each side to research examples of businesses/scenarios that illustrate the best use of their approach. The conclusion to the debate should not be a definitive answer, but a 'depends upon' conclusion. Showing with this that 'context is all' will help learners develop a valuable analytical skill for many areas of the course. Management is a key theme throughout the whole People in organisations unit.</p> <p><a href="http://www.tutor2u.net/business/people/hrm_hard_soft.asp">www.tutor2u.net/business/people/hrm_hard_soft.asp</a></p>
<p>7.4.1 Approaches to human resource management (HRM)</p> <p><b>KC1 Change</b></p>	<p>Flexible working contracts: advantages and disadvantages of temporary contracts or flexible contracts including zero hours contracts, part-time, full-time, annualised hours, flexi-time, home working, shift</p>	<p>Give learners a business which uses a wide range of different employees, such as a hospital, technology firm or supermarket.</p> <p>Learners develop a table showing the different contract types (permanent through to flexible and then temporary/zero hours) on one axis and the different job roles within their allocated organisation on the other. They then look at the potential use of each contract type for each job role and assess the opportunities/barriers. Learners should find at least one job role which would be appropriate for each type of contract.</p> <p>Organise groups to role-play different stakeholder responses (managers, owners, employees, customers) to each contract type. Learners should focus on the advantages and disadvantages for each stakeholder of each contract type. Learners are likely to focus on the advantages to the business of zero hours contracts without seeing the social and personal disadvantages. The ability to look at HRM from different perspectives is an important skill for</p>

	working, job sharing, compressed working hours, the gig economy	evaluation questions. Many businesses have been criticised for using zero-hour contracts, but is this just a way of being customer focused by reducing costs and making products and services available when demand dictates?
7.4.1 Approaches to human resource management (HRM) <b>KC6 Strategy</b>	The measurement, causes and consequences of poor employee performance  Strategies for improving employee performance	Recap learning of the AS Level content on management and motivation in the context of improving performance. Give learners a case study involving poor employee performance. Learners look at the causes and mind-map the consequences of poor performance for the business and then come up with strategies to improve the performance. All learners use the same case study. <b>(I)</b>  Once learners have developed their own ideas, get them to discuss these with another learner, then in groups of four and finally bring all the ideas together as a whole class. Past papers and textbooks are a good source of case studies for this activity. Particular strategies are not going to be definitively right or wrong. Learners should be able to argue for different strategies and evaluate the most effective from different perspectives.  Managing poor performance is one of the most difficult management tasks. Discuss: <ul style="list-style-type: none"> <li>• how should a manager discuss poor performance with an employee?</li> <li>• what happens when emotions get in the way of good management?</li> </ul> <a href="http://www.mindtools.com/pages/article/newTMM_80.htm">www.mindtools.com/pages/article/newTMM_80.htm</a> <a href="http://www.acas.org.uk/index.aspx?articleid=3011">www.acas.org.uk/index.aspx?articleid=3011</a>
7.4.1 Approaches to human resource management (HRM) <b>KC6 Strategy</b>	Management by Objectives (MBO) – implementation and usefulness	Learners research the management by objectives (MBO) process using textbooks, the internet and any other relevant resources. <b>(I)</b>  In pairs learners analyse the usefulness of MBO. One learner should devise arguments for its usefulness and the other arguments for not using it. These arguments should focus on the usefulness in specific situations, using appropriate businesses already focused on in previous topics. Management by objectives is also sometimes known as management by results (MBR). This topic is a good opportunity to discuss management and whether objectives and tasks should be the main focus of a good manager. Discuss: <ul style="list-style-type: none"> <li>• should a manager focus on getting the task done, looking after the people under them or a combination of both?</li> <li>• does context dictate the approach?</li> </ul> <a href="http://www.economist.com/node/14299761">www.economist.com/node/14299761</a> (article on MBO) <a href="http://www.iedunote.com/management-by-objectives-mbo-process">www.iedunote.com/management-by-objectives-mbo-process</a> (good diagram on MBO process)
7.4.1 Approaches to human resource management (HRM) <b>KC1 Change</b>	The changing role of Information Technology (IT) and Artificial Intelligence (AI) in HRM	This is an area where learners may know more than the teachers and a good opportunity to discuss changes in working practices. Some areas for discussion may include: <ul style="list-style-type: none"> <li>• the increasing use of wearable technology in the workplace – to measure productivity, to enable communication.</li> <li>• the use of driverless vehicles/drones for delivery and in the service sector.</li> <li>• the replacement of skilled labour with technology (especially AI) – can human creativity be replaced by a machine?</li> </ul>

		<p>The discussion should enable learners to be able to use examples of how technology is replacing and enhancing roles within a business. This area would benefit from a visit to a business, especially if it is possible to see modern production techniques in operation.</p> <p><b>Extension activity:</b> learners investigate the advantages and disadvantages of a specific piece of technology which is being used, such as drone technology by Amazon.</p>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub (F)</a>		

## 8. Marketing (A Level)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>8.1 Marketing analysis</b>		
8.1.1 Elasticity	<p>The concept of elasticity of demand: price, income and promotional</p> <p>Calculation of price, income and promotional elasticity of demand</p> <p>Interpretation of elasticity results</p>	<p>Start with Price elasticity of demand as a concept. Once the concept of PED is understood, the other calculations follow the same basic rules.</p> <p>As a class, create some market research about the class and what they would be willing to pay for a basic, everyday item. This can be completed by taking a tally of who is willing (and able) to buy the item for each ascending price. Using this data, learners produce calculations on the elasticity at each price of a move to another price.</p> <p>Learners use this data to make decisions about the whole school/college. If they sell the item in school/college, what would be the optimal price? Remind them use the previous activity on developing pricing strategies to meet marketing objectives to inform this work. Learners produce a brief report explaining their findings.</p> <p>In pairs learners to change the data to make the calculations more difficult. As part of this they should try to create one price and quality change that will be too complicated for their partner to work out. Using class data to illustrate elasticity is a good way to bring the topic to life.</p> <p>Elasticity is often taught as an abstract topic with little relationship to the rest of the syllabus. By integrating it with topics such as price strategies and marketing objectives, learners are more likely to remember the calculations and find the topic useful.</p> <p><a href="http://www.tutor2u.net/economics/revision-notes/as-markets-price-elasticity-of-demand.html">www.tutor2u.net/economics/revision-notes/as-markets-price-elasticity-of-demand.html</a> (topic notes)</p> <p><a href="http://www.tutor2u.net/blog/index.php/business-studies/comments/celebair-price-elasticity-of-demand-exercise">www.tutor2u.net/blog/index.php/business-studies/comments/celebair-price-elasticity-of-demand-exercise</a> (activity)</p> <p>Introduce and discuss the four additional relationships covered at A Level:</p> <ul style="list-style-type: none"> <li>• income and demand</li> <li>• promotion and demand.</li> </ul> <p>Learners guess what a graph would look like for each (e.g., plot the relationship between the two variables). Give groups of learners a product and ask them to guess the following:</p> <ul style="list-style-type: none"> <li>• whether the income elasticity of demand is positive inelastic (normal good), positive elastic (superior good) or negative (inferior good)</li> <li>• whether demand for good is likely to respond well to increased promotion (elastic response) or poorly to increased promotion (inelastic response). In reverse of course, is demand likely to respond to a decrease in promotion in the same way?</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<ul style="list-style-type: none"> <li>• which goods are most likely to illicit a positive cross elasticity response (complements) and which are most likely to illicit a negative cross elasticity response (substitutes)? <b>(I)</b></li> </ul> <p>Each group reports to the class. Elasticity is the relationship between two variables. It is often taught as an abstract topic with little relationship to the rest of the syllabus. Learners need context to make this a more memorable topic.</p> <p>Knowing the correct way to classify income elasticity goods (normal, superior and inferior) is important because it defines the relationship between income and demand.</p> <p>Use of the minus sign is vital in calculating the elasticities covered, especially income elasticity of demand.</p> <p><a href="http://www.youtube.com/watch?v=1XXhpHJTglg">www.youtube.com/watch?v=1XXhpHJTglg</a> – video introducing elasticity as a concept.</p>
<p>8.1.1 Elasticity <b>KC2 Context</b></p>	<p>The impact of elasticity measures on business decisions</p> <p>The limitations of the concept of elasticity in its various forms</p>	<p>Give learners a series of elasticity data about a business. The business should be based in a context which the learners are familiar with. This can be made up data or real data if available. This activity can be differentiated based on learner's ability.</p> <ul style="list-style-type: none"> <li>• if learners need more practice (or are very able) in calculating elasticities, then use raw data</li> <li>• alternatively, give learners the elasticities already calculated as a series of numbers</li> <li>• alternatively, give learners the interpretation of the calculation (e.g., PED is elastic, YED is positive inelastic etc.).</li> </ul> <p>Learners discuss business decisions that could be made based on the data. For example:</p> <ul style="list-style-type: none"> <li>• should the business increase/decrease its prices based on the data?</li> <li>• should the business target higher or lower income customers based on the data?</li> <li>• should the business increase its promotional spending based on the data?</li> </ul> <p>As a group discuss how elasticity data can help a business make decisions and the likely impact of these decisions on the business. Elasticity data can provide the basis for analytical and evaluative arguments to aid business decision making. However, the elasticity data has limitations, such as:</p> <ul style="list-style-type: none"> <li>• it is based on estimates, not actual data</li> <li>• the data is only quantitative and might go against qualitative data</li> <li>• circumstances/variables may change</li> <li>• the external environment may change.</li> </ul> <p>Learners need to be able to evaluate the usefulness of elasticity data, in context and understand these limitations.</p> <p><a href="http://www.youtube.com/watch?v=pyuOcDjul8s">www.youtube.com/watch?v=pyuOcDjul8s</a> – video about the usefulness of elasticity data.</p>
<p>8.1.2 Product development</p>	<p>The process of product development</p>	<p>Introduce the product development process at Disney. Focus on the three core processes – what, how, and why.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>KC5 Innovation</b>	Sources of new ideas for product development  The importance of Research and Development (R&D)	<p>Groups of learners to come up with a product to be sold in the school/college. Encourage them to base their creative process on the Disney one and to set up the required environment for each stage of the process. Each group presents its ideas to the class.</p> <p>Follow this up by asking learners to investigate a product which requires a large amount of research and development, such as mobile phones, blends of coffee, cars, or medicines. Learners present their findings in a report or a poster for display. <b>(I)</b></p> <p>Innovation is essential in product development – but innovation doesn't just mean coming up with new product ideas, it also means adapting and refining existing products to extend their lifespan and market reach. A good example of this is washing machine powder – there is constant redevelopment of what essentially is soap for cleaning clothes.</p> <p><a href="http://www.huffingtonpost.com/2013/10/07/disney-pixar_n_4056840.html">www.huffingtonpost.com/2013/10/07/disney-pixar_n_4056840.html</a></p> <p>Disney Stories: Getting to Digital (Lee, Madef) p.113 (available free online at <a href="http://www.google.co.uk/books">www.google.co.uk/books</a>)</p> <p>The importance of research and development (R&amp;D) depends upon the context of the business. This is an excellent opportunity to compare and contrast different contexts to discuss the importance. For example, the group can discuss recent developments in the following industries:</p> <ul style="list-style-type: none"> <li>• smartphones – which firms lead in R&amp;D and which firms simply follow the leaders. Why do some firms in the market not spend on R&amp;D?</li> <li>• sweets/candy – the market has many new products, but it is also dominated by some brands which have not changed for decades. Why do firms like Nestle spend on R&amp;D when the majority of their sales come from the most established brands?</li> </ul> <p>For consolidation: 9609/32 Nov 2019 Q5 (AO4) <b>(F)</b></p>
8.1.3 Sales forecasting  <b>KC6 Strategy</b>	The need to forecast sales  Time series analysis: calculation and use of four period centred moving average method to forecast sales	<p>Pick a business which has an obvious cycle and is familiar to learners. This could be a seasonal cycle, (e.g. ice cream sales), a cycle relating to fixed points in the year, (e.g. accountancy services) or any other regularly repeating cycle, (e.g. academic year). Use your chosen example as context to lead a class discussion on the need for forecasting within the business.</p> <p>Using real or made-up data, learners calculate more and more complicated moving averages and extrapolate forecasts into the future. Start learners with odd period moving averages (e.g., 3, 5, 7 point moving averages) and when they are comfortable with the technique, move onto even point moving averages. Allow learners time to progress at their own speed <b>(I)</b></p> <p><b>Extension activity:</b> to extend mathematically minded learners, ask them to translate the calculations into a graph and extrapolate a line of best fit that can be compared with the smoothed moving average line. To do this, they should:</p>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<ul style="list-style-type: none"> <li>• add a column to the moving average table to allow for the calculation of cyclical variations in each time period</li> <li>• use the average cyclical variation to extrapolate data for the future</li> <li>• add this as a dotted line on to the graph. <b>(I)</b></li> </ul> <p>Moving averages will be a relatively simple task for some learners and very difficult for others, depending on their confidence with numerical techniques. Both odd and even point moving averages will be required. Even point moving averages must be centred to provide relevant data for use in forecasting.</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/maths/statistics/representingdata3hirev7.shtml">www.bbc.co.uk/schools/gcsebitesize/maths/statistics/representingdata3hirev7.shtml</a>  <a href="http://www.youtube.com/watch?v=GUq_tO2BiaU">www.youtube.com/watch?v=GUq_tO2BiaU</a> – video introducing time series analysis.</p>
8.1.3 Sales forecasting <b>KC3 Decision-making</b>	Qualitative sales forecasting The impact of sales forecasting on business decisions	<p>Learners often fixate on numerical data and ignore qualitative factors when making business decisions. However, the context of a business and especially the non-numeric factors (qualitative) can be as important as the numeric (quantitative) data.</p> <p>Use an example of a seasonal business which might use time series analysis data, e.g. an ice cream manufacturer. Create a mind-map of the quantitative and qualitative factors which might affect sales forecasting, such as:</p> <ul style="list-style-type: none"> <li>• previous sales data (quantitative)</li> <li>• the weather (qualitative)</li> <li>• economic data (both quantitative and qualitative)</li> <li>• consumer tastes and fashions (qualitative)</li> <li>• decisions of competitors (qualitative).</li> </ul> <p>Learners create their own (short) case study based on the factors. The case study should contain information about how these factors might affect the business in the future. <b>(I)</b></p> <p>Learners swap case studies and answer the following question, ‘Evaluate the importance of qualitative factors when the business makes decisions about future sales’ (20 marks)</p> <p>When discussing any factors affecting sales forecasting (both qualitative and quantitative) it is essential that the context is the focus for deciding what is the most useful (and least useful) data needed for decision making.</p>
<b>8.2 Marketing strategy</b>		
8.2.1 Planning the marketing strategy <b>KC6 Strategy</b>	The contents of a marketing plan: objectives, resources, research, marketing mix	<p>This builds upon the AS Level Marketing knowledge about the marketing mix (4P’s). At A Level learners are expected to understand that a marketing strategy starts with the objectives of the business, the resources that the business has at its disposal and the research that is completed (research has also been covered at AS Level).</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	The benefits and limitations of marketing planning	<p>One way to approach this section, is to see each of the above as a filter, that informs the marketing mix. Give learners a generic product, a tin of vegetables with the label taken off. Inform them that the business needs to decide upon a suitable marketing mix for the product, but that it must be consistent with the objectives, resource and research that the business has. Either give this information to the learners, or discuss what the appropriate objectives, resources and research might be. For example:</p> <ul style="list-style-type: none"> <li>• objectives – to become the market leader within five years</li> <li>• resources – a large factory to produce the products and a marketing budget of \$1m</li> <li>• research – ask learners to research the market using the internet and/or local shops.</li> </ul> <p>Based on the above and the findings of their research, learners recommend a suitable marketing mix. The analysis and evaluation of the mix should be linked to the objectives, resource and research.</p> <p>When learners are asked about a marketing plan (as opposed to a marketing mix) then the additional elements of objectives, resources and research must be included. This is a fundamental difference between AS and A Level.</p> <p>For consolidation: 9609/31 Nov 2020 Q5 (F)</p>
8.2.2 Approaches to marketing strategy <b>KC6 Strategy</b>	<p>The need for the marketing strategy to be consistent with the business, the product and the market</p> <p>The need for and development of a coordinated marketing strategy</p> <p>The development of marketing strategies that are focused towards achieving specific marketing objectives</p>	<p>Divide the class into groups of five learners. Give each group an unbranded product (e.g. box of tissues or unlabelled can) for which they will come with a coordinated marketing mix. Allocate one of the following roles to each learner in the group:</p> <ul style="list-style-type: none"> <li>• learner 1 – price</li> <li>• learner 2 – product</li> <li>• learner 3 – promotion</li> <li>• learner 4 – place</li> <li>• learner 5 – makes sure the marketing mix achieves the stated marketing objectives (tell them what these are).</li> </ul> <p>Then invite each group to carry out the following timed role-play:</p> <ul style="list-style-type: none"> <li>• 0–10 mins: each learner develops their own part of the strategy – e.g. focuses on their allocated ‘P’ – while learner 5 makes sure the corporate objectives are understood and devises a strategy for managing/chairing the meeting</li> <li>• 10–30 mins: group meeting to discuss their ideas and debate the overall strategy. Learner 5 leads the meeting and makes sure each learner gives their point of view. Instruct each group to make sure each element blends with the others to achieve the stated objectives and remind them they might need to change some of the proposed elements to achieve this</li> <li>• 30–50 mins: each group designs a storyboard showing the process and outcome of their coordinated marketing strategy.</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Less able learners will often struggle to see the marketing mix as anything but a paragraph on each P. Being able to blend the four together effectively is a key higher-level A Level year skill. Many marketing objectives have a strong focus on the customer. Developing a coordinated market mix that best suits the customer is essential.</p>
<p>8.2.2 Approaches to marketing strategy</p> <p><b>KC1 Change</b> <b>KC6 Strategy</b></p>	<p>The changing role of Information Technology (IT) and Artificial Intelligence (AI) in marketing</p>	<p>This is an area that is constantly changing and as such learners need to research how IT and AI is used in marketing. Knowledge of specific applications of IT and AI is not necessary, but an understanding of how IT and AI can be used in each area of a marketing plan is essential.</p> <p>Divide learners into groups. Each group should investigate the use of IT and AI in one of the P's of the marketing mix, providing specific examples of its use. For example:</p> <ul style="list-style-type: none"> <li>• Product – how are new products making use of IT and AI? For example, in the smartphone industry, gaming industry, car manufacture</li> <li>• Price – how are businesses such as Amazon, using IT and AI to differentiate their pricing to different customers? Transport companies, such as Oyster (transport for London) and Uber make use of IT and AI in their pricing models</li> <li>• Promotion – many industries are using targeted promotion through social media to inform customers and even produce individually targeted advertising</li> <li>• Place – IT and AI is allowing multiple distribution channels for businesses that did not exist in the past, such as digital downloads. <b>(I)</b></li> </ul> <p>Each group should report back to the class on their findings, explaining the examples they have found.</p> <p>For consolidation: ask learners to answer the following question, 'Evaluate how Google have made use of IT and AI in their marketing strategy to consumers' (12 marks). This question will require learners to do some research.</p>
<p>8.2.3 Strategies for international marketing</p> <p><b>KC1 Change</b> <b>KC6 Strategy</b></p>	<p>The implications for marketing of increased globalisation and economic collaboration</p>	<p>Lead a class discussion on the differences and similarities between local, national, and international marketing.</p> <p>Choose an industry which operates at all three of these levels in your local economy, e.g., car sales, medical products/services, cleaning products. Learners find examples of marketing at all three of these levels (this is most likely to focus on promotion but shouldn't be confined to this). How does the marketing change at each level? What are the similarities? Learners present their findings to the class.</p> <p>Learners find an example of global marketing that has been adapted to local markets. Some examples may be:</p> <ul style="list-style-type: none"> <li>• local McDonalds that has developed their own poster to display a national promotion</li> <li>• TV advert that is shown around the world with a different language voice-over</li> <li>• promotions that reflect a local (or national) event, such as a religious celebration or sporting event.</li> </ul> <p>Learners present their findings to the class. Finally, learners find marketing that has been adapted for specific economic blocs, such as the EU, BRIC countries, MINT countries, etc.</p> <p><b>Extension activity:</b> learners specify which trading bloc they should focus on. <b>(I)</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Globalisation is a term for marketing a global product or brand by appealing to a local market. With the increased use of technology there are more and more examples of this happening. Globalisation is a key area of change both historically and into the future – a growing number of products now have an international market reach and the internet provides many marketing opportunities and challenges for businesses.</p> <p><a href="http://www.youtube.com/watch?v=PaXSuucl5ec">www.youtube.com/watch?v=PaXSuucl5ec</a> – video introducing the globalisation of markets</p>
<p>8.2.3 Strategies for international marketing</p> <p><b>KC6 Strategy</b></p>	<p>The importance of international marketing for a business</p> <p>International markets – identification, selection and entry</p>	<p>Give groups of learners a familiar national product which does not have a large market outside its home country, e.g. Marmite in the UK or Twinkie in the USA. Each group comes up with a marketing strategy to break their product into a new international market. To do this, each group should:</p> <ul style="list-style-type: none"> <li>• identify and explain the barriers to entry in the new market</li> <li>• identify and explain the marketing strategy for the product</li> <li>• identify the competitors in the market</li> <li>• evaluate the likely success of the marketing strategy.</li> </ul> <p>Each group presents its analysis to the class.</p> <p>Find products for this activity which are known to your learners locally, but which are not well-known outside of the locality or country. This activity gives a good opportunity to focus on Key Concept 6.</p>
<p>8.2.3 Strategies for international marketing</p> <p><b>KC1 Change</b></p> <p><b>KC6 Strategy</b></p>	<p>Whether a business in a given situation should develop an International market through pan-global marketing or maintain local differences</p> <p>Choosing a strategy, in a given situation, to develop a global market</p>	<p>Give pairs of learners a product and ask them to come up with a local marketing strategy and an international marketing strategy for it (work already undertaken in earlier activities can be built on here). Tell one of each pair to focus on the local strategy and the other the international strategy. Learners compare and contrast their individual strategies and come to a judgement about which would be more effective. On completion, each pair presents their proposed strategies to the class for discussion and feedback.</p> <p>Groups of four learners focus on a global brand/business which they are already familiar, e.g., Coca-Cola, Ford, Microsoft, McDonalds. Each learner looks at a different aspect of the marketing (local, national, international and global) and produces a campaign for their allocated level. The group then tries to amalgamate the four campaigns and tie them together with a clear overall marketing purpose.</p> <p>Each group presents to the class. While watching each group present, learners analyse their campaigns in terms of the balance between, local and pan-global marketing and feedback orally at the end of the presentations.</p>
<p>8.2.3 Strategies for international marketing</p> <p><b>KC1 Change</b></p> <p><b>KC6 Strategy</b></p>	<p>The factors influencing the method of entry into international markets</p>	<p>Use an international brand/business that learners will be familiar with. This could be the same business used in the previous activity. Make up a new product that might be launched by this business. For example, it could be the next Smartphone or a new food item.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Divide the class into groups. Each group is given the same product and a country and asked to think about how it could be introduced (and changed) based on the country they are given. The countries should be sufficiently different, for example:</p> <ul style="list-style-type: none"> <li>• India</li> <li>• US</li> <li>• Australia</li> <li>• UK.</li> </ul> <p>Learners should think about a suitable marketing mix that would allow a successful entry into this market, focusing on the specific differences that the market offers. The combined marketing mix should highlight the cultural, economic and ideological differences of the given country. <b>(I)</b></p>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b>		

## 9. Operations management (A Level)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>9.1 Location and scale</b>		
9.1.1 Location <b>KC2 Context</b>	The factors that determine location and relocation	<p>Using a map of the country in which you reside (and/or a larger scale if more appropriate) learners identify an appropriate location for a number of industries e.g.:</p> <ul style="list-style-type: none"> <li>• power station</li> <li>• convenience store</li> <li>• car factory</li> <li>• restaurant</li> <li>• coal mine</li> <li>• harbour.</li> </ul> <p>Use whatever examples are relevant to your community. There is unlikely to be a single correct answer, but there are likely to be incorrect ones (such as a harbour in the middle of a desert). <b>(I)</b></p> <p>Give learners one of the examples used above and ask them to explain in a brief report each of the following influences on that business relocating and justify which they consider the most important of these factors:</p> <ul style="list-style-type: none"> <li>• geographic</li> <li>• demographic</li> <li>• legal</li> <li>• political</li> <li>• resources</li> <li>• infrastructure</li> <li>• marketing. <b>(I)</b></li> </ul> <p><b>Extension activity:</b> learners research a business that they believe is poorly located. Can they explain the factors that make the business location poor? Can they explain why the business chose to locate in that place? <b>(I)</b></p> <p>Learners can find the idea that a poorly located business may still have success a difficult concept to grasp. Poor location may be a result of many factors, such as changes to the external environment (e.g. a shift from the high street) or a historical connection to a location.</p> <p>For consolidation: 9609/22 Mar Q2d (AO4) <b>(F)</b></p>
9.1.1 Location <b>KC1 Change</b>	The differences between local, national and	<p>Using a business context with which learners are familiar (takeaway food, retail etc.) learners suggest a possible location:</p> <ul style="list-style-type: none"> <li>• locally – this could be in the nearest city</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>KC2 Context</b>	international location decisions  The impact of globalisation on location and relocation decisions	<ul style="list-style-type: none"> <li>• nationally – this could be in your country</li> <li>• internationally – anywhere in the world.</li> </ul> <p>There are no right answers to this, but learners should be able to discuss the advantages and disadvantages of each suggested location and the impact on the business.</p>
9.1.1 Location <b>KC1 Change</b> <b>KC2 Context</b> <b>KC6 Strategy</b>	The reasons for and impact of offshoring and reshoring	<p>Depending on your location, it may be that the trend is to offshore away from your country, or to reshore back towards your country. Ask learners to find a business that has used offshoring and a business that has used reshoring. Learners identify two advantages and two disadvantages to the business of offshoring and the same for the business and reshoring. As with most business topics, the context of the businesses chosen is likely to provide the best advantages to offshoring and reshoring.</p> <p><a href="http://www.raconteur.net/bringing-customer-service-back-to-the-uk/">www.raconteur.net/bringing-customer-service-back-to-the-uk/</a> – article about businesses reshoring to the UK for call-centres.</p>
9.1.2 Scale of operations <b>KC2 Context</b>	<p>The factors that influence the scale of a business</p> <p>Causes and examples of internal and external economies and diseconomies of scale</p> <p>The links between economies and diseconomies of scale and unit costs</p>	<p>Learners analyse and evaluate in a written report the benefits and problems of having a larger team using examples such as:</p> <ul style="list-style-type: none"> <li>• sport – swimming vs synchronised swimming</li> <li>• computer gaming – one player vs multi-player</li> <li>• cooking – one chef vs a team of chefs.</li> </ul> <p>Follow this with a class discussion about a business that may have grown beyond its economical size. The NHS in Britain is one example of a business which suffers many diseconomies of scale.</p> <p>Then specify a large business that it known to the class and learners produce a table identifying the internal and external economies of scale and the internal and external diseconomies of scale that business may encounter. <b>(I)</b></p> <p>Any businesses can be used to illustrate economies and diseconomies of scale. Use whatever businesses are local to the school/college.</p> <p>A common mistake learners make is to only remember 'bulk buying' as an economy of scale. The actual economy of scale is a purchasing one and learners must have a larger repertoire when it comes to the examinations.</p> <p><a href="http://www.slideshare.net/infinityrulz/economies-and-diseconomies-of-scale">www.slideshare.net/infinityrulz/economies-and-diseconomies-of-scale</a> <a href="http://www.youtube.com/watch?v=sbI7KD9FU3Q">www.youtube.com/watch?v=sbI7KD9FU3Q</a></p> <p>Managerial economies of scale are vitally important for businesses. Being able to attract and afford the best managers may give the business an edge over competition.</p> <p>For consolidation: 9609/22 Jun 2019 Q1c (AO3) <b>(F)</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>9.2 Quality management</b>		
<p>9.2.1 Quality control and quality assurance</p> <p><b>KC6 Strategy</b></p>	<p>Quality in terms of meeting customer expectations</p> <p>The importance of quality</p> <p>The impact of methods of quality control on a business</p> <p>The impact of methods of quality assurance on a business</p>	<p>Quality has a double meaning in business – quality in terms of branding and quality in terms of being fit for purpose. In this context, quality control and quality assurance are about making products and services which meet the needs of the consumer and are therefore fit for purpose. Discuss the difference between the two different types of quality making sure learners understand, using the board to identify characteristics of each type of quality.</p> <p>Ask learners to identify what passes for being fit for purpose in terms of different products, such as:</p> <ul style="list-style-type: none"> <li>• bread – is a value brand of bread 'fit for purpose'? At what point does a loaf of bread become not fit for purpose?</li> <li>• a car – discuss different quality issues in different countries</li> <li>• medicines – to what extent are side effects a quality issue?</li> </ul> <p>Once learners understand quality in terms of 'fit for purpose', give pairs of learners a different business context and ask them to debate whether quality control or quality assurance is more appropriate for that context. On completion, each pair briefly explains its conclusions to the class.</p> <p>Hand out a list of businesses. Learners rank them by how important quality is to those businesses. In their pairs, learners compare their rankings and discuss the differences and similarities that arise and the reasons for them.</p> <p>Discuss with the class why some products and services have a greater need for quality than others. Focus again on deciding between quality control and quality assurance in different contexts:</p> <ul style="list-style-type: none"> <li>• which method is likely to best meet customer needs in the most consistent way?</li> <li>• which method is likely to increase/decrease costs to the business?</li> <li>• which is the best to help the firm to achieve its lean production goals?</li> </ul> <p>The use of quality control or quality assurance (or in some cases both) is dependent on the context. A decision cannot be made without context and often there is no right answer, just what the learner can effectively argue. The products suggested in this activity for the class discussion on 'fit for purpose' can be used to help illustrate this point. Quality is about making products and services which are 'fit for purpose'. In essence this means meeting customers' minimum expectations.</p> <p>Class discussion about the link between training and quality in the production process using contexts such as:</p> <ul style="list-style-type: none"> <li>• medical services – why is training so intense compared to other services?</li> <li>• school – can better trained teachers offer higher quality service?</li> <li>• car manufacture – what skills might the workforce need to be trained in using? (welding, robotics, electricians, etc.)</li> <li>• food production – why is training important to meet quality standards? What are the consequences of poor training/quality?</li> <li>• carpenter – is there a link between the level of training/ experience and the quality of work produced?</li> </ul>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Learners answer the following essay question, 'To what extent is ongoing training essential to the quality of food produced in a fast food restaurant.' <b>(I)</b></p> <p>In the essay, learners should argue both sides of the discussion. Arguments to support why training is important include health and safety, customer satisfaction and reduced costs. Arguments that 'ongoing' training is not necessary include:</p> <ul style="list-style-type: none"> <li>• relatively low value product compared to high cost of training</li> <li>• low skill job with high staff turnover</li> <li>• does fast food consistently require quality standards higher than basic health and safety laws?</li> </ul> <p><a href="http://www.youtube.com/watch?v=zSyICkGZ6iM">www.youtube.com/watch?v=zSyICkGZ6iM</a> – video explaining the difference between quality control and quality assurance</p> <p><a href="http://www.youtube.com/watch?v=0hzqHwu1j_I">www.youtube.com/watch?v=0hzqHwu1j_I</a> – video about quality assurance</p> <p><a href="https://asq.org/quality-resources/quality-assurance-vs-control">https://asq.org/quality-resources/quality-assurance-vs-control</a> – notes about the difference between quality control and quality assurance</p> <p>For consolidation: 9609/32/ Jun 2019 Q1 (AO3) <b>(F)</b></p>
<p>9.2.1 Quality control and quality assurance</p> <p><b>KC2 Context</b></p> <p><b>KC3 Decision-making</b></p> <p><b>KC6 Strategy</b></p>	<p>The impact of Total Quality Management (TQM) on a business</p>	<p>TQM tends to be more common in large organisations. If there is one you can arrange a class visit to, investigating TQM in a familiar context would help learners considerably (there are good case studies in the suggested internet links and textbooks if not).</p> <p>Using the visit or case study context, learners produce a written report outlining the benefits that business gains by using TQM and any costs it incurs.</p> <p>Follow this with a class discussion on the importance of Kaizen in implementing a TQM approach, using additional business case studies to broaden the range of understanding.</p> <p><b>Extension activity:</b> Ask learners how they would link the TQM approach to other areas of the A Level syllabus, such as:</p> <ul style="list-style-type: none"> <li>• workforce planning</li> <li>• motivation</li> <li>• organisational structure</li> <li>• communication</li> <li>• training</li> <li>• marketing.</li> </ul> <p>This activity gives a good opportunity to focus on KC2 Context.</p> <p><a href="http://www.tutor2u.net/business/production/quality_tqm.htm">www.tutor2u.net/business/production/quality_tqm.htm</a> (TQM)</p> <p><a href="http://www.brighthubpm.com/methods-strategies/72279-tqm-and-ford-motor-company/">www.brighthubpm.com/methods-strategies/72279-tqm-and-ford-motor-company/</a> (TQM at Ford Motor cars)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
9.2.2 Benchmarking	The importance of benchmarking in quality management	<p>Allocate groups of learners a different industry. Ask them to research the most common industry benchmarks for that industry, including any legally binding minimum quality standards that act as a benchmark and report their findings to the class.</p> <p>Ask learners to look at the common industry benchmarks (appropriate to your country) for a specific item of equipment, such as a crash helmet, children's toy, seat belts or radio. Learners then write a brief report explaining:</p> <ul style="list-style-type: none"> <li>• how the benchmarking process is important to quality control for that piece of equipment</li> <li>• why most firms adhere to that benchmark</li> <li>• whether some firms in the market go beyond the industry benchmarks, and if so, why. <b>(I)</b></li> </ul> <p>For this activity, encourage learners to focus on industries and benchmarks in their own country.</p> <p><b>Extension activity:</b> Learners to compare this with benchmarks used in other countries. Businesses often strive to meet an industry benchmark only to find out the benchmark is changing. This is a good illustration for learners that the business environment constantly changes and will not wait for a business to catch up.</p> <p><a href="http://www.youtube.com/watch?v=8mY2YrYAE-U">www.youtube.com/watch?v=8mY2YrYAE-U</a> – video about benchmarking in business.</p> <p><a href="http://www.isixsigma.com/methodology/benchmarking/understanding-purpose-and-use-benchmarking/">www.isixsigma.com/methodology/benchmarking/understanding-purpose-and-use-benchmarking/</a> – article about benchmarking.</p> <p><a href="http://www.tutor2u.net/business/reference/what-is-benchmarking">www.tutor2u.net/business/reference/what-is-benchmarking</a></p>
<b>9.3 Operations strategy</b>		
9.3.1 Operational decisions  <b>KC3 Decision-making</b>  <b>KC6 Strategy</b>	The influence of human, marketing and finance resource availability on operations decisions	<p>This section is about the role of operations within the boundaries of the other functional areas of the business. The best approach to this area is to introduce a case study which references not just operational decisions, but also the other functional areas of the syllabus. Most Paper 3 case studies from past papers will provide a holistic view of a business.</p> <p>Learners draw a square and divide into four quadrants. Label each quadrant into the four functional areas:</p> <ul style="list-style-type: none"> <li>• Marketing</li> <li>• HRM</li> <li>• Accounting and finance</li> <li>• Operations.</li> </ul> <p>Hand out the case study and ask learners to identify what is happening in each of the functional areas and to make a note of these in the appropriate quadrant.</p> <p>How might these factors affect the operations decision that the business is facing (if using the above case study, it would be about the new factory project). This activity can be done using smaller case studies from Paper 2 or based on a local business. <b>(I)</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
9.3.1 Operational decisions <b>KC1 Change</b>	The changing role of Information Technology (IT) and Artificial Intelligence (AI) in operations management	<p>Learners investigate how operations is changing due to developments in IT and AI. There is no requirement for learners to be aware of specific changes in IT and AI, but these can provide useful examples to use. <b>(I)</b></p> <p>As a focus for the activity, learners could focus on the following areas:</p> <ul style="list-style-type: none"> <li>• how have recent developments in IT and AI changed how primary sector businesses operate?</li> <li>• how have recent developments in IT and AI changed how secondary sector businesses operate?</li> <li>• how have recent developments in IT and AI changed how tertiary sector businesses operate?</li> </ul>
9.3.2 Flexibility and innovation <b>KC1 Change</b>	The need for flexibility with regard to volume, delivery time and specification	<p>In groups of three learners role-play a scenario between a producer, their customers and suppliers. The focus is to decide the levels of volume for a new order, the delivery time for the order and the specification of the product (basic or with added features). Each learner takes the role of one of the following stakeholders:</p> <ul style="list-style-type: none"> <li>• supplier (of raw materials) – wants the business so they can make a profit, but has other customers and would like to negotiate as long as possible for delivery of the raw materials. They would also like to deliver the materials only once a week</li> <li>• customer – wants the products as soon as possible for the lowest price. They would like to be able to change or amend their order as late as possible</li> <li>• producer – wants to keep their supplier because they are reliable but also wants to keep the customer happy. The producer's job is to negotiate the customer's price to pay and delivery date, the supplier's price for raw materials and delivery date.</li> </ul> <p>Discuss the role-plays and the different perspectives of the stakeholders as a class. Any business could be used for the role-play, but a locally-produced product may be more useful. For the product, choose any product that can have an adapted specification, such as a car.</p> <p>To make the task easier, the producer should be a retailer who buys in a product but does not manufacture it in any way (e.g., a car retailer).</p> <p>An obvious link to innovation and its relationship with flexibility. From Henry Ford's first mass-produced car (in any colour as long as it's black) through to the almost infinite flexibility in customising products to be unique and individual in today's world.</p>
9.3.2 Flexibility and innovation <b>KC1 Change</b> <b>KC5 Innovation</b>	Process innovation: changing current processes or adopting new ways of producing products or delivering services	<p>Take a well-known product that has been produced and sold for a number of years, e.g. a chocolate bar. Learners investigate:</p> <ul style="list-style-type: none"> <li>• how the product has been produced throughout history</li> <li>• why substantial changes in the production process have taken place over time</li> <li>• what the impetus for this change was (e.g. lower costs, higher quality etc.).</li> </ul> <p>Each learner produces a brief written report on their findings. <b>(I)</b></p> <p>Discuss how the process may be different if the business delivers a service rather than produces a product.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p><b>Extension activity:</b> learners write an essay on the following question, 'To what extent is process innovation essential in the production of...', choosing one of the following examples:</p> <ul style="list-style-type: none"> <li>• mobile phones</li> <li>• cars</li> <li>• haircuts</li> <li>• agricultural goods</li> <li>• food in a restaurant <b>(I)</b></li> </ul> <p>Innovation not just in products but also in the management of operations.</p> <p>For consolidation: 9609/22 Nov 2019 Q2d (AO4) <b>(F)</b></p>
<p>9.3.3 Enterprise resource planning (ERP)</p> <p><b>KC6 Strategy</b></p>	<p>The main features of an ERP programme</p> <p>How ERP can improve a business' efficiency in relation to: inventory control, costing and pricing, capacity utilisation, responses to change, workforce flexibility, management information</p>	<p>Using the Wikipedia link to ERP software packages as reference, allocate groups of learners a different package. Without focusing on unnecessary technical data or specs, each group researches how these pieces of software can benefit a business and presents its findings to the whole class. <b>(I)</b></p> <p>ERP combines several different elements of operations management. Learners do not need to be aware of any particular system or piece of software, but should now how ERP can solve a number of operational problems and lead to increases in efficiency for a business.</p> <p>Bringing together the many aspects of operations effectively requires planning and an implementation strategy to show how it will deliver benefit the business.</p> <p><a href="http://www.excitingip.com/2010/advantages-disadvantages-of-erp-enterprise-resource-planning-systems/">www.excitingip.com/2010/advantages-disadvantages-of-erp-enterprise-resource-planning-systems/</a>  <a href="http://www.youtube.com/watch?v=A98X_bvX2QA">www.youtube.com/watch?v=A98X_bvX2QA</a></p>
<p>9.3.4 Lean production</p>	<p>The aims and purposes of lean production</p>	<p>Lean production covers many techniques, including JIT, TQM and Kaizen. Introduce the underlying concepts, by asking groups of learners to investigate waste in their own school/college. Each group comes up with a waste improvement plan and designs a poster communicating ways in which reducing wastage would cut costs.</p> <p>Learners repeat this exercise in relation to a given business. If possible, a visit to a factory to see lean production methods in operation would be useful for this, but if not choose an appropriate case study that would enable learners to apply their knowledge in a real business context. <b>(I)</b></p> <p>The basic reason for the implementation of lean production is to reduce costs. Learners need to be able to analyse the usefulness of lean production in improving profitability. Lean production is a way of creating value by reducing costs. Too often learners think of creating value as adding to the price, but it can equally be true of reducing the costs.</p> <p><a href="http://www.tutor2u.net/business/gcse/production_lean_methods.htm">www.tutor2u.net/business/gcse/production_lean_methods.htm</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
9.3.4 Lean production <b>KC6 Strategy</b>	<p>Kaizen, quality circles, simultaneous engineering, cell production, JIT manufacturing and waste management as operational strategies to achieve lean production</p> <p>The limitations of operational strategies to achieve lean production</p> <p>The links between lean production and inventory control, quality, employees' roles, capacity management and efficiency</p>	<p><a href="http://www.leanproduction.com/top-25-lean-tools.html">www.leanproduction.com/top-25-lean-tools.html</a></p> <p>Design a production line in the classroom for simple product, such as a greetings card. Learners take turns working on the production line. Ask each learner in turn to come up with one small improvement, implement this and then run the production line again. Keep working until there are no more suggestions.</p> <p>To fully analyse Kaizen, learners may wish to understand the opposite of continuous improvement. A good example of this is Business Process Re-engineering (BPR). This is not on the syllabus but may help these learners develop their understanding. Innovation does not have to be about massive leaps. Continually improving processes can be just as innovative.</p> <p><a href="http://www.tutor2u.net/business/production/kaizen-quality-circles-continuous-improvement.html">www.tutor2u.net/business/production/kaizen-quality-circles-continuous-improvement.html</a> (Kaizen)</p> <p>Learners often want to use JIT in every business context, but it is not always appropriate. Give a number of scenarios such as:</p> <ul style="list-style-type: none"> <li>• dog food manufacturers – often have a stock of frozen raw materials but use JIT for packaging (such as cans and pouches)</li> <li>• house builders – the distinct phases (foundation, walls, roof, windows, etc.) mean JIT can be used for most of the materials</li> <li>• car tyre services – due to the size and range stock needed, JIT is used for everything except the most common tyre sizes.</li> </ul> <p>For each scenario, learners suggest how and why JIT may be appropriate or not in terms of achieving lean production.</p> <p>Class discussion about the costs and benefits of JIT as a means of making production leaner. Mind map the results of the discussion on the board. Learners come up with examples of businesses where JIT may help achieve lean production and examples of where JIT would increase costs and therefore make lean production more difficult.</p> <p><b>Extension activity:</b> looking at an alternative system of stock control such as 'Just in case' would help learners analyse JIT in the context of lean manufacture more fully.</p> <p>JIT adds many new management issues such as the need to manage the link between the business and suppliers carefully. It is not always going to be the right method for a business to achieve cost savings and therefore adopting it is a key management decision.</p> <p><a href="http://www.brighthubpm.com/methods-strategies/71540-real-life-examples-of-successful-jit-systems/">www.brighthubpm.com/methods-strategies/71540-real-life-examples-of-successful-jit-systems/</a> (JIT)</p> <p><a href="http://www.toyota-global.com/company/vision_philosophy/toyota_production_system/">www.toyota-global.com/company/vision_philosophy/toyota_production_system/</a> (Kanban)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
9.3.5 Operations planning <b>KC6 Strategy</b>	The need for planning operations	<p>Introduce this topic by asking learners to identify future change in their own lives, such as moving out of home, going to university, getting married or starting their first job. Discuss as a class why changes like these need to be managed. What are the potential consequences of poor/no management of these changes?</p> <p>Give learners a business change context such as:</p> <ul style="list-style-type: none"> <li>• legal changes which force new standards on a business</li> <li>• changes to the economic environment, e.g., recession</li> <li>• political changes in the government</li> <li>• technological changes</li> <li>• new competition in the market.</li> </ul> <p>Learners research these in more detail and:</p> <ul style="list-style-type: none"> <li>• identify the reasons for change</li> <li>• identify the main elements of the change process that will require project management</li> <li>• identify and explain the main reasons why the project might fail</li> <li>• explain the consequences to the business if the project is not managed well. <b>(I)</b></li> </ul> <p><b>Extension activity:</b> encourage learners to investigate the main principles, processes and techniques of project management using the links provided as a starting point. <b>(I)</b></p> <p>The management of projects is an important skill and one that is prized by employers. Learners who can grasp these management techniques and apply them will find them useful in many walks of life.</p> <p><a href="https://en.wikipedia.org/wiki/Project_manager">https://en.wikipedia.org/wiki/Project_manager</a>  <a href="http://www.apm.org.uk/WhatIsPM">www.apm.org.uk/WhatIsPM</a></p>
9.3.5 Operations planning <b>KC3 Decision-making</b> <b>KC6 Strategy</b>	Network diagrams as tools to plan operations  The main elements of a network diagram: activities, dummy activities, nodes	<p>Any activity which contains a set of smaller tasks can be divide into a network. A good way to show this is to lead a class discussion where you work through and write up simple examples from everyday life (such as the morning routine or baking a cake). Ensure the examples you choose involve activities where there can be some overlap (e.g., tasks that can be done at the same time).</p> <p>One valuable aspect of network diagrams is their ability to solve problems. Set learners a series of problems as a puzzle solving activity, and ask them to construct networks and use these to identify the most efficient network to solve the problem. <b>(I)</b></p> <p>Network diagrams are not complicated if the knowledge is practised in simple scenarios first and learners only move onto more complicated data when they are comfortable with the process.</p>
9.3.5 Operations planning <b>KC6 Strategy</b>	Network diagrams as means of performing Critical Path Analysis	<p>Give learners a completed network with activity durations included. To complete the CPA, instruct learners to:</p> <ul style="list-style-type: none"> <li>• number the nodes</li> <li>• calculate EST's from left to right</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	(CPA), including identification of the minimum project duration and the critical path, calculation of total and free float, interpretation of the results of the analysis of a network, how minimum duration and floats might be used in project management	<ul style="list-style-type: none"> <li>• calculate LFT's from right to left</li> <li>• mark on the critical path.</li> </ul> <p>Learners calculate the total float and free float and explain what these figures mean to the business in reference to:</p> <ul style="list-style-type: none"> <li>• flexibility</li> <li>• workforce planning</li> <li>• inefficiency</li> <li>• capacity.</li> </ul> <p>Tell learners that one of the activities in the network has had an over-run, and give them the required data. Learners analyse the effect on the critical path and floats. <b>(I)</b></p> <p>Once learners have grasped how to construct networks from the previous activity, the process of critical path analysis can be taught.</p> <p><a href="http://www.tutor2u.net/business/production/critical-path-analysis.htm">www.tutor2u.net/business/production/critical-path-analysis.htm</a></p>
9.3.5 Operations planning <b>KC3 Decision-making</b> <b>KC6 Strategy</b>	The benefits and limitations of CPA as a management tool	<p>As with all quantitative data, CPA provides useful data when businesses are making decisions about projects. However, these decisions need to be made in the wider business context. Using an example of a business or a case study, discuss the benefits and limitations of using CPA as a management tool.</p> <p>The benefits and limitations of CPA are likely to be rooted in context and so a case study approach is essential in this topic.</p> <p>It is important that learners are familiar with how CIE presents networks and critical path analysis. Examples in some textbooks and websites may be illustrated in a slightly different way, which may confuse learners. Where possible use past papers.</p> <p><a href="http://www.youtube.com/watch?v=poOyKIt7M1g">www.youtube.com/watch?v=poOyKIt7M1g</a> and <a href="http://www.youtube.com/watch?v=NLVlozz_OGs">www.youtube.com/watch?v=NLVlozz_OGs</a> – videos explaining CPA</p> <p>For consolidation: 9609/32 Mar 2019 Q2 <b>(F)</b></p>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b>		

## 10. Finance and accounting (A Level)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>10.1 Financial statements</b>		
10.1.1 Statement of profit or loss	<p>The meaning and purpose of the statement of profit or loss</p> <p>The contents of a statement of profit or loss: revenue, cost of sales, gross profit, expenses, profit from operations (operating profit), taxation, profit for the year, dividends, retained earnings</p>	<p>Introduce the statement of profit or loss (also known as an income statement). One accessible way to do this is to present it as a 'story' of the year's trading in a particular business. Revenue is the beginning of the story, while retained profit (if any) and dividends are the ending. Introduce each element in between as the next 'chapter' and pause at the appropriate places to calculate the various profit measures (e.g., gross profit, operating profit etc.). Conclude with a whole class discussion to ensure understanding.</p> <p>Give pairs of learners a set of entries from a statement of profit or loss. Ask them to put these in the correct order.</p> <p>Once learners understand the basics of the statement, extend their understanding by asking them to look at real statements of profit or loss from local, national or international businesses, interpret the figures and discuss the data with the class.</p> <p>Many companies publish their accounts online, and some suggested links are provided here. For the task where learners look at real statements, do not give them the whole set of accounts, but only the income statement page without accompanying notes (which are likely to be too technical at this stage).</p> <p>Downloadable public limited company accounts, e.g.:  <a href="http://www.aboutmcdonalds.com/mcd/investors/annual_reports.html">www.aboutmcdonalds.com/mcd/investors/annual_reports.html</a> (McDonalds)  <a href="http://www.ikea.com/ms/en_CN/about_ikea/press/press_releases/annual_report.html">www.ikea.com/ms/en_CN/about_ikea/press/press_releases/annual_report.html</a> (Ikea)</p> <p>Many well-known businesses accounts can be accessed by typing the name into Google and 'published accounts'.</p>
10.1.1 Statement of profit or loss <b>KC1 Change</b>	<p>Amendment of a statement of profit or loss</p> <p>The impact on the statement of profit or loss a given change</p>	<p>Hand out a completed statement of profit or loss. Discuss the elements it contains and what it shows about the business.</p> <p>Give learners a set of changes to make to the income statement. Start with simple changes but increase the complexity as they progress. Learners race to see who comes up with the correct bottom-line figure quickest. <b>(I)</b></p> <p>To add challenge, link this to the previous topic on budgeting and hand out the forecast budgets and actuals that go with the forecast statement. Learners:</p> <ul style="list-style-type: none"> <li>• calculate the variances</li> <li>• analyse the variances</li> <li>• change the income statement</li> <li>• recalculate the bottom line profit</li> <li>• analyse in writing the variance in profit. <b>(I)</b></li> </ul>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p>Class discussion on what impact the changes learners made to the statement would have on the business as a whole and to its different stakeholders. The statement of profit or loss is the story of how much value a business has managed to create in a year.</p>
10.1.2 Statement of financial position	<p>The meaning and purpose of statement of financial position</p> <p>The contents of a statement of financial position including non-current assets, current assets, current liabilities, net current assets, net assets, non-current liabilities, reserves and equity</p> <p>Amendment of a statement of financial position</p> <p>The relationships between items in the statement of profit or loss and the statement of financial position</p>	<p>Hand out a statement of financial position. Discuss the elements it contains and what it shows about the business.</p> <p>Give learners a set of changes to make to the statement of financial position. Start with simple changes but increase the complexity as they progress. <b>(I)</b></p> <p>Learners now have a completed and correctly amended income statement (from the previous activity) and statement of financial position (from this activity). Use these to lead a class discussion about what can be stated and assumed about the business from these documents.</p> <p>Discuss the importance of valuing assets in the statement of financial position, including the following questions:</p> <ul style="list-style-type: none"> <li>• why should businesses value non-current assets accurately?</li> <li>• what different ways are there to value an inventory?</li> <li>• why might inventories lose value over time?</li> <li>• how could changes in the valuation of non-current assets and inventories impact the stakeholders of the business and the business itself?</li> </ul> <p>When looking at the income statement and statement of financial position together, highlight the items that are treated differently depending on where they appear, such as:</p> <ul style="list-style-type: none"> <li>• depreciation – a deduction in the income statement and a provision in the statement of financial position</li> <li>• retained profit – a cash flow into the business in the income statement and a record of equity owned by the shareholders in the statement of financial position.</li> </ul> <p>Read properly, the changes in a statement of financial position show the changes that a business has been through from one year to the next.</p> <p>For consolidation: 9609/12 Mar 2019 Q4 (AO2) <b>(F)</b></p>
10.1.3 Inventory valuation	<p>The difficulties of valuing inventory</p> <p>The net realisable value method</p>	<p>Recap learning on inventory costing and inventory management from AS Level Finance and AS Level Operations.</p> <p>Give learners a number of different industries and ask them to identify and explain why inventory valuation may be difficult in each industry. Suitable examples to look at could include:</p> <ul style="list-style-type: none"> <li>• used car industry</li> <li>• house building industry</li> <li>• food manufacture</li> <li>• computer sales. <b>(I)</b></li> </ul> <p>In groups learners discuss the difficulties involved in valuing unfinished goods or raw materials, such as:</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<ul style="list-style-type: none"> <li>• small business furniture maker has a significant amount of wood in their inventory</li> <li>• restaurant with a significant amount of raw food in the freezer.</li> </ul> <p>At a suitable point, introduce the net realisable value method and give groups some basic calculations to complete. Groups then discuss the benefits and difficulties in using this method and present their findings. Discuss the different elements of the inventory, drawing together both the operations and accounting elements.</p> <p><b>Note:</b> although many textbooks refer to LIFO (last in, first out) and FIFO (first in, first out), knowledge of these methods is not required for the exams.</p>
<p>10.1.4 Depreciation</p> <p><b>KC2 Context</b></p>	<p>The role of depreciation in the accounts</p> <p>The impact of depreciation (straight-line method only) on the statement of financial position and the statement of profit or loss</p>	<p>Class discussion about the need to depreciate assets. Ask learners why they would rather have a car that is new over a car that is a week old. Discuss why assets lose value. Link this to the need for accounts to provide a 'true and fair' view of the business. Then hand out the following data for a suitable business:</p> <ul style="list-style-type: none"> <li>• book (original) value of the asset</li> <li>• residual value (if any)</li> <li>• lifetime.</li> </ul> <p>Learners calculate the annual depreciation using the straight line method. To help learners understand the limitations of this method of depreciation, ask them to:</p> <ul style="list-style-type: none"> <li>• research the prices for a basic/standard make of car at different ages, (e.g. one year old, two year's old)</li> <li>• analyse what happens to the value of the car at the beginning of its life, compared to the end. <b>(I)</b></li> </ul> <p>On completion, discuss the finding as a class.</p> <p><b>Extension activity:</b> learners try the reducing balance method of depreciation as well and analyse in writing its benefits and limitations compared to the straight line method. <b>(I)</b></p> <p>Finally, learners need to show the impact of depreciation on the income statement and statement of financial position. Give learners a set of accounts with no provision for depreciation. Ask them to calculate the required depreciation and then recalculate the bottom line figures for the statements, providing a short written analysis of the effect on Net Profit and Net Assets. <b>(I)</b></p> <p>Depreciation has a dual role in accounts (as a provision and deduction) as discussed earlier. Learners need to understand both roles.</p> <p><b>Note:</b> learners are only required to use the straight line method of calculating depreciation for this syllabus. However, learners may also find the reducing balance method and its application interesting and useful.</p> <p>Useful examples for comparing straight line and reducing balance methods of depreciation include:</p> <ul style="list-style-type: none"> <li>• a photocopier, because it is used at a constant rate and has a fairly evenly reducing value (straight line)</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<ul style="list-style-type: none"> <li>a computer, because it loses a lot of value as soon as it is sold but is likely to continue performing for several years (reducing balance).</li> </ul> <p><a href="http://www.tutor2u.net/business/accounts/assets_fixedassets_depreciation.asp">www.tutor2u.net/business/accounts/assets_fixedassets_depreciation.asp</a>  <a href="https://www.youtube.com/watch?v=IKihYinXmlg">www.youtube.com/watch?v=IKihYinXmlg</a> – video explaining how depreciation is calculated.</p>
<b>10. 2 Analysis of published accounts</b>		
10.2.1 Liquidity ratios <b>KC6 Strategy</b>	The meaning and importance of liquidity  Current ratio: calculation and interpretation  Acid test ratio: calculation and interpretation  Methods of improving liquidity	<p>Introduce ratios by explaining that they are two numbers compared against each other. Using the accounts worked on in the previous activities, learners make some ratios before you tell them the specific ratios used in the syllabus, and discuss their findings. Conclude by introducing the two liquidity ratios (current ratio, acid test) specified in the syllabus.</p> <p>Hand out either several years' accounts for one business, or one year of accounts for several different types of business. Learners calculate the current ratio first as this is the easiest. When they have completed this, ask them to calculate the acid test ratio (this will provide a different perspective as it won't include stock –the least liquid asset). Finally, learners explain in writing the reasons for the results obtained.</p> <p>Using a range of different business contexts, follow this with a class discussion on the best ways to improve the liquidity of each business. Some businesses require huge amounts of stock (such as retail businesses) and therefore a low acid test may be expected. Include a focus on how improving liquidity can help reduce working capital problems. Remind learners that by definition a ratio is only useful if it is compared.</p> <p>Learners need to understand that stock is the least liquid current asset. Demonstrate this with examples of businesses going into liquidation (e.g., a car manufacturer). Who would want to buy the stock (for full price) if the business has a limited future?</p> <p>For the second and third tasks, the benefit of looking at the accounts of different types of business is this will show that a definitive 'right' ratio is not possible over all businesses.</p> <p>Again, an opportunity throughout all the ratio analysis to show learners the importance of manager having access to accurate and useful data to make better decisions.</p> <p>For consolidation: 9609/11 Jun 2020 Q7b (AO4) (F)</p>
10.2.2 Profitability ratios	The meaning and importance of profitability  Return on capital employed:	<p>Give learners a suitable statement of profit or loss and ask them to calculate the gross profit margin first as this is the easiest. When they have completed this, ask them to calculate the net profit margin as well. This provides a different perspective (e.g., after all direct and indirect costs have been deducted). Finally, learners explain in writing the reasons for the results obtained.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	calculation and interpretation Gross profit margin: calculation and interpretation Profit margin: calculation and interpretation Methods of improving profitability	<p>Using a range of different business type contexts, follow this with a class discussion on the best ways to improve the profitability of each business. Include a focus on how improving profitability can help reduce working capital problems. Learners should understand that a margin can be calculated on any profit measure (gross, operating, net, etc.) but that it is not 'bottom line' profit, unless the net profit after all deductions has been used.</p> <p>During the class discussion, make sure learners understand that different business types have different needs for direct and indirect costs. A manufacturing business is likely to have a large number of direct costs and indirect costs, whereas a service sector business is likely to have much lower direct costs and therefore a high gross profit margin in comparison.</p> <p>Hand out a set of business accounts and learners calculate the return on capital employed (ROCE) ratio together with a written analysis from the following stakeholder perspectives:</p> <ul style="list-style-type: none"> <li>• owners – the most obvious user of ROCE</li> <li>• managers – more likely to use day-to-day figures than published accounts, but may be held responsible for changes</li> <li>• employees – may be looking for job security</li> <li>• customers – unlikely for many businesses, but where there is a large financial commitment to purchase, a customer may wish to know about the ROCE.</li> </ul> <p>Choose a set of accounts that learners can use throughout this whole topic to calculate profitability, financial efficiency, gearing and investor ratios and trends over time. Ideally this will be for a business they already know.</p> <p>The difference between profit and profitability is an important one – learners should not use these terms interchangeably.</p> <p>All the ratios are highly useful tools for managers to base decisions on.</p> <p>For consolidation:</p> <ul style="list-style-type: none"> <li>• 9609/22 Mar 2019 Q1bi (gross profit margin calculation)</li> <li>• 9609/31 Jun 2019 Q4aii (ROCE calculation) (F)</li> </ul>
10.2.3 Financial efficiency ratios	The meaning and importance of financial efficiency Rate of inventory turnover: calculation and interpretation Trade receivables turnover (days):	<p>Using the same set of accounts as for the previous activity, learners calculate the inventory turnover, the trade receivables turnover and the trade payables turnover. (I)</p> <p>On completion, discuss the results and the trends over time with the class to ensure they understand what each result identifies about the business.</p> <p><b>Extension activity:</b> learners identify and discuss with the whole class:</p> <ul style="list-style-type: none"> <li>• businesses/industries where you might expect a very low or high inventory turnover</li> <li>• businesses/industries where you might expect a very short or long period for days' sales in receivables. Days' sales in receivables are often referred to as 'debtor days'.</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	calculation and interpretation Trade payables turnover (days): calculation and interpretation Methods of improving financial efficiency	Learners should be aware of methods to improve financial efficiency. This requires application of previous learning and is likely to be a good opportunity to revise topics such as: <ul style="list-style-type: none"> <li>• inventory management</li> <li>• lean production</li> <li>• sources of finance</li> <li>• stakeholders.</li> </ul>
10.2.4 Gearing ratio	The meaning and importance of gearing Gearing ratio: calculation and interpretation Methods of improving gearing	Using the same set of accounts as the previous activity, learners calculate the gearing ratio. <b>(I)</b> On completion, discuss what could be considered highly geared (more than 50%) and low geared (less than 50%). Learners identify and discuss how the gearing ratio may affect the following areas of the business: <ul style="list-style-type: none"> <li>• potential shareholders/investors</li> <li>• current owners</li> <li>• sources of finance.</li> </ul> Class discussion on how the managers of a business may still try to encourage investment despite poor gearing. As with all ratio analysis, the interpretation of gearing is dependent on the context. In some industries high gearing is normal and expected, whilst in others it is not. Learners need to think about how the context may affect their interpretation. How a business can improve their gearing will be dependent on the context and the type of business.
10.2.5 Investment ratios <b>KC6 Strategy</b>	The meaning and importance of return to investors Dividend yield: calculation and interpretation Dividend cover: calculation and interpretation	Using the same set of accounts as the previous activity, learners calculate the investment ratios (dividend yield, dividend cover and price/earnings ratio). <b>(I)</b> On completion, discuss what might be acceptable in terms of dividend yield, cover and P/E ratio. What might the shareholders do if these are too low? Learners identify and discuss how the investment ratios may affect the following areas of the business: <ul style="list-style-type: none"> <li>• potential shareholders/investors</li> <li>• current owners</li> <li>• sources of finance (especially gearing).</li> </ul> Follow this with a class discussion on how the managers of a business may still try to encourage investment despite poor investment ratios. Again, context is the most important factor affecting the interpretation of investment ratios.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	Price/earnings ratio: calculation and interpretation  Methods of improving investor return	
<b>10.3 Investment appraisal</b>		
10.3.1 The concept of investment appraisal  <b>KC6 Strategy</b>	The need for investment appraisal	<p>Ask learners what they would invest in if they had a substantial sum of cash (state whatever seems reasonable to buy a significant investment). The investment does not need to be shares, but could be an antique, a piece of technology or anything learners think would bring in more revenue than the original cost. <b>(I)</b></p> <p>Ask groups of learners to analyse each other's planned investment and research the likely returns they would get from their investments. The group then makes a judgement on which of the proposed investments to support.</p> <p>Class debate on which of the proposed investments would:</p> <ul style="list-style-type: none"> <li>• have the highest risk – why?</li> <li>• bring in the most revenue.</li> </ul> <p>Give groups of learners a well-known business for them to find out and discuss:</p> <ul style="list-style-type: none"> <li>• what investments that business has made in the past (e.g. new shop openings, new machinery/techniques, etc.</li> <li>• what they might be planning to invest in in the future</li> <li>• why businesses invest, what they hope to achieve and why they take the risks</li> <li>• how investment appraisal can help them make the decision about whether to invest or not.</li> </ul> <p>Each group produces a table of the likely benefits and costs of the investment resulting from this analysis and present its findings to the whole class.</p> <p>Investment appraisal should not just be a numerical technique, but also encompasses qualitative factors. Learners should be able to argue using the numerical data and the context of the business.</p> <p>Risk and reward are the most obvious way of creating value. The greater the risk the greater the potential reward and value created.</p> <p><a href="http://www.thestudentroom.co.uk/wiki/revision:investment_appraisal">www.thestudentroom.co.uk/wiki/revision:investment_appraisal</a></p>
10.3.2 Basic methods: payback,	The meaning, calculation and interpretation of	Introduce the terms 'payback' and 'Accounting Rate of Return (ARR) and what they mean.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
accounting rate of return (ARR)	payback and arr (arr = (average profit/ average investment) × 100)	<p>Hand out suitable data and learners calculate both payback and ARR. Start with simple examples and, once learners understand the basic methodology, move on to more complicated figures.</p> <p>Give groups of learners three investments with different payback periods and ARR. Ask the groups to discuss which of the investments they would choose to invest in and why.</p> <p><b>Extension activity:</b> discuss what other information is required before an investment can be fully appraised and what they see as the limitations of the payback and ARR methods. Class discussion to focus on the key points.</p> <p><a href="http://www.youtube.com/watch?v=kEsZKO87TIU">www.youtube.com/watch?v=kEsZKO87TIU</a> – video about payback</p> <p><a href="http://www.youtube.com/watch?v=-lCsKIB6AZI">www.youtube.com/watch?v=-lCsKIB6AZI</a> – video about ARR</p> <p>For consolidation: 9609/31 Nov 2019 Q4ai and 4aii (calculation) <b>(F)</b></p>
10.3.3 Discounted cash flow method: net present value (NPV)	The meaning, calculation and interpretation of NPV	<p>Ask learners whether they would prefer \$100 now or in a year's time. They should say they would prefer the cash now. Say that due to the rate of return, they can choose between \$90 now or \$100 in a year and then an increasing time interval. Given an assumed inflation rate or rate of return from another investment option, at what point would learners prefer the \$100? This is the basis for discounted cash flow.</p> <p>Hand out suitable data and ask learners to calculate the net present value (NPV) amounts. Start with simple examples and once learners understand the basic methodology move on to more complicated figures.</p> <p>Once learners are confident with the calculations, put them into groups and hand out a set of investments (three is enough) with the relevant NPV data. Each group analyses and discusses the supplied data and comes to a recommendation about which of the three investments the business should pursue. For this activity, it is best to give learners the NPV rather than asking them to calculate it so they can focus on the key requirement of analysing and evaluating the data, without some groups making errors in the initial calculations.</p> <p>Discounting cash flows allows for the combination of time and profitability of an investment to be taken into account. Give learners plenty of time to practise these calculations.</p> <p>For consolidation: 9609/31 Nov 2019 Q4aiii (calculation) <b>(F)</b></p>
10.3.4 Investment appraisal decisions <b>KC2 Context</b> <b>KC3 Decision-making</b>	Quantitative results and their impact on investment decisions  Qualitative factors and their impact on investment decisions	<p>Hand out a suitable case study of a business with a range of potential investment decisions. Learners analyse and evaluate the quantitative and qualitative factors involved. They should then recommend and justify in writing which investment decision the business should make. <b>(I)</b></p> <p>In groups learners evaluate each other's written recommendations, identify what each fellow learner has done well and what could be improved in their analysis and evaluation.</p> <p>Discussion on the whole topic of investment appraisal. As part of this, learners produce a mind-map of the topic including all the numerical techniques and the most common qualitative factors encountered. Investment appraisal</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	Comparison of investment appraisal methods, including their limitations	<p>should not just be a numerical technique, but also encompasses qualitative factors. Learners should be able to make a case using both the numerical data and the background context of the business.</p> <p>Quantitative factors are based on numbers and calculations, whereas qualitative factors are based on non-numerical data, context and other issues which cannot be quantified. Management is about using figures, but also knowing when the numbers are not enough. Good managerial decision-making is based on both quantitative and qualitative factors.</p> <p>For consolidation: 9609/31 Nov 2019 Q4b (AO4) (F)</p>
<b>10.4 Finance and accounting strategy</b>		
<p>10.4.1 The use of accounting data to enable strategic decision making</p> <p><b>KC6 Strategy</b></p>	<p>The use of financial statements in developing strategies</p> <p>The contents of an annual report and their usefulness to business and other stakeholders</p>	<p>Learners have already been introduced to elements of an annual report (statement of profit or loss, statement of financial position, cash flow). However, an annual report includes many other elements. Whilst learners do not need to know about the specifics of these, the annual; report shows how the financial statements can be used within the broader framework of business strategy.</p> <p>Learners find an annual report from a business which interests them. This could be any sized business as long as the annual report is available. Learners summarise how the financial statements link to the strategy of the business. This is likely to be included in a statement from the chairperson of the business, which is usually included in the annual report.</p> <p><b>Extension activity:</b> learners calculate relevant ratios that link to the business' strategy. Based on one annual report, role play the reactions of the different stakeholders of the business and how they might react to the annual report. This can be done in the format of an annual general meeting (AGM) with all the stakeholders present. Examples of relevant stakeholders could include:</p> <ul style="list-style-type: none"> <li>• shareholders</li> <li>• potential shareholders</li> <li>• employees</li> <li>• lenders</li> <li>• local community</li> <li>• competitors.</li> </ul> <p>Each learner can role play the reaction of each stakeholder. This can also be completed as a written report. (I)</p>
<p>10.4.2 The use of accounting data and ratio analysis in strategic decision-making</p>	<p>Assessment of business performance over time and against competitors</p>	<p>Learners carry out a research project on the accounts of a suitable business. Their finished report should contain:</p> <ul style="list-style-type: none"> <li>• a description of the context of the business</li> <li>• calculation of the following types of ratios over two years: <ul style="list-style-type: none"> <li>- profitability</li> <li>- liquidity</li> </ul> </li> </ul>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>KC6 Strategy</b>	<p>The impact of accounting data including ratio results on business strategy</p> <p>The impact of debt or equity decisions on ratio results</p> <p>The impact of changes in dividend strategy on ratio results</p> <p>The impact of business growth on ratio results</p> <p>The impact of other business strategies on ratio results</p> <p>The limitations of using published accounts and ratio analyses</p>	<ul style="list-style-type: none"> <li>- efficiency</li> <li>- shareholder</li> <li>- gearing</li> </ul> <ul style="list-style-type: none"> <li>• explanation of the trends in the ratios between the years</li> <li>• analysis of the business from at least three stakeholders' perspectives (e.g. owners, managers, potential investors)</li> <li>• an evaluation of the success of the business. <b>(I)</b></li> </ul> <p>Learners compare their reports and ratio results with each other. Hand out a set of less encouraging accounts to groups of learners. Ask them to calculate all the appropriate ratios and recommend strategies to improve the results.</p> <p>Hand out background for that business and ask each group what information they can now use to analyse the business better. Groups produce a table setting out the limitations of just using just the accounts to appraise a business. Each group feeds back to the class which uses this to produce a definitive table of limitations.</p> <p>Many large, limited companies publish their accounts online. Encourage learners to select a business type or sector in which they have a particular interest or familiarity, but also make sure the accounts they use have the technical financial notes and sections not relevant to this syllabus removed before starting.</p> <p>The accounts you have been using so far for this topic are likely to be those of successful businesses. However, learners must be able to recommend strategies to improve results as well, so for the final two group tasks, hand out a set of relatively poor accounts. If there are no obvious 'real world' examples, Cambridge Past Paper 3 questions often include a set of fictional accounts you can base this on.</p>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b>		

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